
Drug Medi-Cal Organized Delivery System Pilot Program

Collaborative Justice Courts Advisory Committee
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Marlies Perez

Division Chief, Substance Use Disorder Compliance Division
Department of Health Care Services



Overview of Presentation

- ❑ Impact of Substance Use Disorders
- ❑ Federal Landscape
- ❑ Waiver Authority
- ❑ Critical Elements of the Pilot Program
- ❑ Benefits
- ❑ County and State Responsibilities
- ❑ Fiscal Provisions
- ❑ Evaluation
- ❑ Implementation Planning



Acronym Key

- **ASAM:** American Society of Addiction Medicine
 - **DMC:** Drug Medi-Cal
 - **CPE:** Certified Public Expenditure
 - **FFP:** Federal Financial Participation
 - **IMD:** Institution for Mental Disease
 - **IOT:** Intensive Outpatient Treatment
 - **MAT:** Medication Assisted Treatment
 - **NTP:** Narcotic Treatment Programs
 - **ODS:** Organized Delivery System
 - **SUD:** Substance Use Disorder
 - **TAR:** Treatment Authorization Request
-



Impact of Substance Use Disorders

- **Substance Use Disorders.** Substance use disorders (SUDs) occur when the recurrent use of alcohol and/or drugs causes clinically significant impairment, including health problems, disability, and failure to meet major responsibilities at work, school, or home.
- **Prevalence.** About 21.5 million Americans ages 12 and older (8.1%) are classified with a SUD. (SAMHSA, 2014)
- **Adverse Outcomes.** Untreated SUDs are associated with increased risks for a variety of costly chronic physical and mental healthcare conditions, avoidable hospitalizations, incarceration, and premature death
- **Societal Cost.** Addressing the impact of substance use alone is estimated to cost Americans more than \$600 billion each year. (SAMHSA, 2014)
- **Overdose.** Since 1999, opiate overdose deaths have increased 265% among men and 400% among women. (SAMHSA, 2015)



Federal Landscape

- **ACA Coverage & Benefit Expansions.** States have a tremendous opportunity to improve access to care for individuals with SUDs, particularly in light of the coverage and benefit expansions under the Affordable Care Act (ACA).
- **Essential Health Benefits / Parity.** Mental health and SUD services are notably included as one of ten essential health benefits that must be covered under Medicaid alternative benefit plans and Health Insurance Marketplace qualified health plans, with parity to covered medical and surgical services.
- **Inadequate Treatment Systems.** Although millions of adults across the country now, many for the first time, have health insurance that covers SUD services, most state delivery systems and benefit structures for treatment have historically been inadequate for the Medicaid population.
- **Insufficient Providers / Standards.** To date, most state Medicaid programs have only covered a minimal number of services, have insufficient provider networks and few standards for this type of care.



Federal Landscape Cont.

- **CMS Guidance.** The Centers for Medicare & Medicaid Services (CMS) issued guidance in July 2015 outlining the opportunities for states to design service delivery systems for Medicaid beneficiaries with substance use disorders.
- **1115 Waiver Opportunity.** Includes a new section 1115 waiver opportunity to build a robust continuum of care for beneficiaries with substance use disorders.
- **Short-Term IMD Services.** Strategies can also include short-term institutional services, such as short-term inpatient and short-term residential SUD services for individuals in institutions for mental disease (IMD).
- **CA as Trailblazer.** California is the first 1115 project approved under this guidance.



Waiver Authority

- **Component of Larger 1115 Waiver.** The DMC-ODS Pilot Program is authorized and financed under the authority of the state's Medi-Cal 2020 Waiver.
- **Elective for Counties.** The DMC-ODS Pilot Program will be elective for 5 years.
- **Standard Terms & Conditions.** Outline of requirements for eligibility, benefits, county responsibilities, state oversight, and reimbursement.



DMC-ODS: Managed Care

- **Managed Care.** Under managed care, beneficiaries receive part, or all, of their Medicaid services from providers who are paid by an organization (i.e. county) that is under contract with the State.
- **DMC Pilot Counties as Managed Care Plans.** Counties participating in the DMC-ODS Pilot Program will be considered managed care plans.
 - **Prepaid Inpatient Health Plan.** Upon approval of the implementation plan, the State shall enter into an intergovernmental agreement with the County to provide or arrange for the provision of DMC-ODS pilot services through a “Prepaid Inpatient Health Plan” (PIHP), as defined in federal law.
 - **Federal Managed Care Requirements.** Accordingly, DMC-ODS Pilot “PIHPs” must comply with federal managed care requirements (with some exceptions).



Critical Elements of the Pilot Program

- ❑ **Benefits.** Continuum of care modeled after nationally-recognized standard of care (ASAM)
- ❑ **Accountability.** Increased local control and accountability
- ❑ **Beneficiary Protections.** Strong provisions for program integrity and beneficiary protections
- ❑ **Oversight.** Utilization tools to improve care and manage resources
- ❑ **Quality.** Evidence-based practices
- ❑ **Integration.** Coordination with other systems of care



Benefits

- ❑ **State Plan Benefits.** Standard DMC services will be available to all beneficiaries in all counties.
- ❑ **Pilot Benefits.** Beneficiaries that reside in a Pilot county receive expanded DMC-ODS benefits.
- ❑ **Baseline Access.** Access to State Plan services must remain at the current level of expand upon implementation of the pilot.
- ❑ **County Eligibility.** Eligibility for Pilot services is based on the MEDS file.
- ❑ **Non-Pilot Counties.** In counties that do not opt in, beneficiaries receive only those SUD treatment services outlined in the approved state plan.



Standard vs. Pilot Benefits

Standard DMC Benefits	Pilot Benefits
Outpatient Drug Free Treatment	Outpatient Services
Intensive Outpatient Treatment	Intensive Outpatient Services
Naltrexone Treatment (oral for opioid dependence or with TAR for other)	Naltrexone Treatment (oral for opioid dependence or with TAR for other)
Narcotic Treatment Program (methadone)	Narcotic Treatment Program (methadone + additional medications)
Perinatal Residential SUD Services (limited by IMD exclusion)	Residential Services (not restricted by IMD exclusion or limited to perinatal)
Detoxification in a Hospital (with a TAR)	Withdrawal Management (at least one level)
	Recovery Services
	Case Management
	Physician Consultation
	Partial Hospitalization (Optional)
	Additional Medication Assisted Treatment (Optional)



County Responsibilities



State Responsibilities

- **Monitoring Plan**
 - ▣ Annual EQRO Review
 - ▣ Timely Access
 - ▣ Program Integrity
- **Reporting of Activity**
- **Triennial Review**
- **ASAM Designation for Residential**
- **Provider Appeals Process**



Fiscal Provisions

- **Certified Public Expenditure.** Counties will certify the total allowable expenditures incurred in providing DMC-ODS pilot services through county-operated or contracted providers.
- **County-Specific Rates.** Counties will develop proposed county-specific interim rates for each covered service (except for NTP) subject to state approval.
- **2011 Realignment Provisions / BH Subaccount.** 2011 Realignment requirements related to the BH Subaccount will remain in place and the state will continue to assess and monitor county expenditures for the realigned programs.
- **State General Fund.** Subject to annual state budget appropriation, the state also intends to provide payments to participating counties for a state share of the costs for program implementation.



Fiscal Provisions Cont.

- ❑ **Federal Financial Participation (FFP).** FFP will be available to contracting pilot counties who certify the total allowable expenditures incurred in delivering covered services.
- ❑ **County-Operated Providers.** County-operated providers will be reimbursed based on actual costs.
- ❑ **Subcontracted Providers.** Subcontracted fee-for-service providers and managed care plans will be reimbursed based on actual expenditures.
- ❑ **CPE Protocol.** Approved by CMS to allow FFP under the Pilot. Including provisions related to:
 - ❑ Inflation Factor
 - ❑ Lower of Cost or Charge
 - ❑ Cost Report



Evaluation

- University of California, Los Angeles, (UCLA) Integrated Substance Abuse Programs will conduct the evaluation.
- Four key areas:
 - Access
 - Quality
 - Cost
 - Integration and Coordination of Care



Implementation Phases

Phase I – Bay Area (May 2015)

Phase II – Southern California (Nov 2015)

Phase III – Central Valley (March 2016)

Phase IV – Northern California (November 2017)

Phase V – Tribal Delivery System (Fall 2017)



Implementation Plans

Plans Submitted as of 9/15/16: **14**

- San Francisco: **DHCS APPROVED**
- San Mateo: **DHCS APPROVED**
- Riverside: **DHCS APPROVED**
- Los Angeles: **DHCS APPROVED**
- Santa Cruz: **DHCS APPROVED**
- Santa Clara: **DHCS APPROVED**
- Marin: **DHCS APPROVED**
- Contra Costa: **DHCS APPROVED**
- Napa
- Monterey
- Ventura
- San Luis Obispo
- Alameda
- Sonoma



County Innovations

- **Partnering with Probation.** SUD counselor working discharges from jail right into treatment.
- **No Cost In-Custody Jail Phone Lines.** Offenders can call for an ASAM screen and treatment assessment.
- **Services in the Community.** SUD counselors placed at Mental Health clinics, primary care settings and/or ER.
- **Care for High Utilizers.** The county will receive a list of ER high-utilizers from the managed care plan in order to target interventions such as intensive case management.

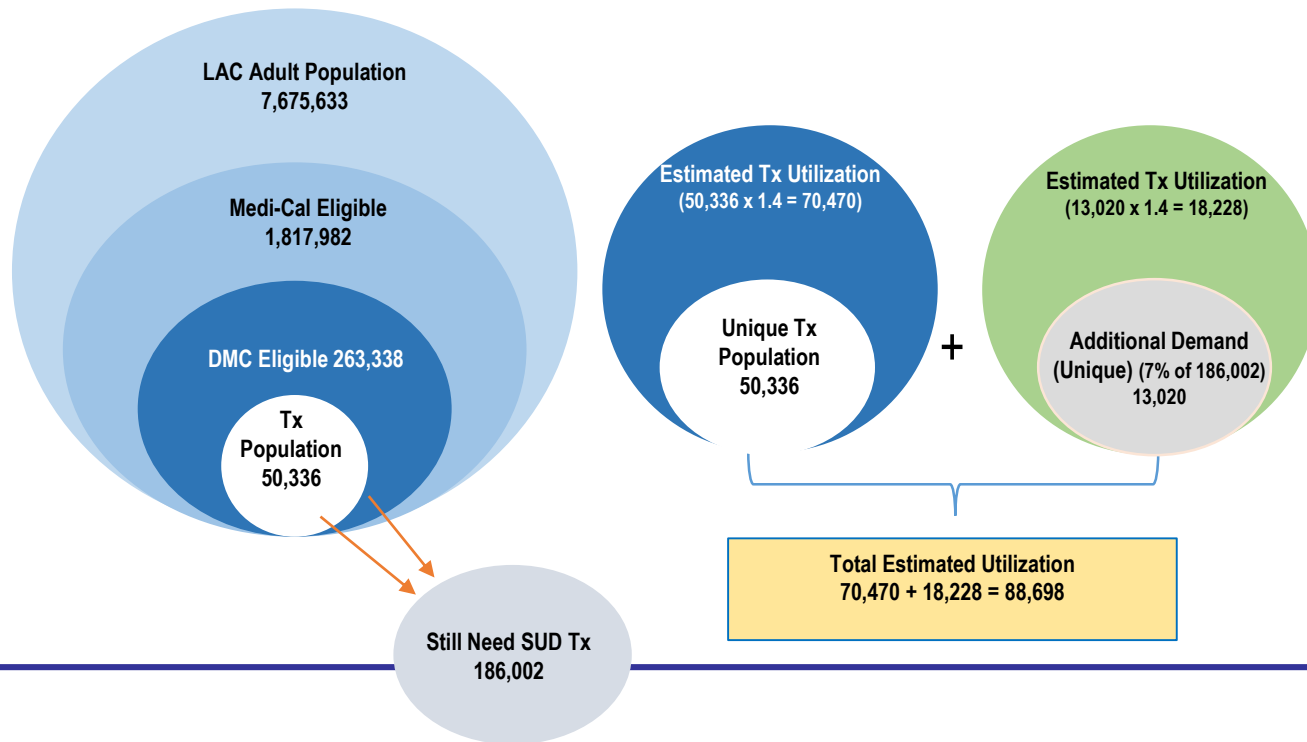


Access

8. Availability of Services

- Anticipated number of Medi-Cal clients.

Figure 5: DMC-ODS Medium Utilization Estimation for Adult



Intersection with the Courts

- **Medical is Substantial Funding Source for SUD Treatment.** There are over 13.3M MediCal members in California.
- **Length of Treatment.** Under the DMC-ODS the length of stay and level of care will be clinically determined by ASAM.
- **STC 141 Intersection with the Criminal Justice System.** Education that parole and probation status is not a barrier to MediCal services. Counties encouraged to extend lengths of stay with other funding. Counties are encouraged to use promising practices like Drug Courts.
- **Participate in County Stakeholder Engagement Process.** Counties are required to hold stakeholder meetings for DMC-ODS implementation.
- **ASAM Training.** Participate in a state-sponsored or county offered ASAM training.



More Information

- ❑ DHCS website:
<http://www.dhcs.ca.gov/provgovpart/Pages/Drug-Medi-Cal-Organized-Delivery-System.aspx>
 - ❑ FAQs and Fact Sheets
 - ❑ ASAM Designation
 - ❑ Approval Documents/Information Notices
 - ❑ Implementation Plans
- ❑ Inquiries: DMCODSWAIVER@dhcs.ca.gov



The Atlantic

Taking Military Sexual Trauma Seriously

One California court system is working to address the challenges facing women veterans, still coping with abuse they endured during their service.



The Vietnam Women's Memorial in Washington, D.C.

Library of Congress

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Eileen Moore agreed to volunteer as a mentor to veterans in the [Orange County Community Court](#) because of her deep commitment to military

men and women and her experience as a combat nurse during the Vietnam War. She's also an associate justice for the state's 4th District Court of Appeal, so her knowledge of the law likely came in handy from time to time. "Over the years, I've mentored most of the women, but sometimes men as well," she said. In 2015, vets in the OCCC Veterans Treatment Court were 85 percent men and 15 percent women.



Crime and punishment in the age of mass incarceration
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"My observations are mainly about the women. That is, there is only so much money. And almost all of the people who end up sideways of the law as defendants in the veterans court are men, so that the court is necessarily geared towards the men rather than the women," Moore said. She believes the women's needs are not completely different from the men's, but estimates that in her years supporting vets in the program "between 90 and 95 percent of the women that I've mentored have been victims of [military sexual trauma](#)."

The federal government defines military sexual trauma as "psychological trauma resulting from a physical assault of a sexual nature, battery of a sexual nature, or sexual harassment which occurred while the Veteran was serving on active duty, active duty for training, or inactive duty training." The Department of Veterans Affairs stipulates that while "veterans are not granted compensation for the traumatic event itself" they may receive "disability compensation for conditions that result from MST." The VA has a [published list](#) of signs, events, or circumstances it calls "markers" that can be used to determine if someone has suffered MST. They include substance abuse, depression, panic attacks, sexual dysfunction, STDs, requests for transfers while active, worsening work performance, among others.

MST is becoming more familiar to the public due to its prevalence among women who return home from conflicts and humanitarian work abroad, but still face difficulties due to sexual trauma they experienced in the line of duty. “I never asked them but somehow things manage to come out. I think that I do understand that. Considering some of the things that happened to me in Vietnam, I think it’s probably somewhat soothing to have a woman there with them,” Moore said.

She recalled one young woman she mentored who had multiple tattoos and would color her hair in striking ways. “She definitely seemed to want people to stay away from her,” Moore said. One early Sunday morning, the woman was in her car going around a corner, still in her pajamas, to go visit relatives. A police officer pulled her over. He arrested her for operating under the influence and she called Moore, who always gave her mentees her phone number. This young woman had even visited her home. “There was a lot of warmth that had built up between the two of us. She said, ‘Eileen, I swear I’ve been off heroin for 56 days. I swear I wasn’t on anything,’” Moore said.

Military sexual trauma can create conditions that lead women vets into the criminal justice system because of certain factors associated with it.

It’s not uncommon for vets who are in custody to have a pre-existing condition that precipitates their criminal behavior. Nicolaas-John Van Nieuwenhuysen, a staff psychiatrist at the Long Beach Department of Veterans Affairs, has been with the Orange County Community Court’s veterans treatment court for two years. “I see a lot of people with alcohol-use disorder, fair amounts using cannabis, stimulants, meth, sometimes cocaine,” he said. Substance-use issues are certainly part of the problem,

with some people self medicating their PTSD, not sleeping well, having nightmares, unable to relax or being overly anxious, he explained. “You might resort to drinking to get a better night’s sleep or to take the edge off during the day. They often end up with an alcohol problem, in addition to already having PTSD,” Van Nieuwenhuysen said.

Some veterans in the United States face severe obstacles while adjusting to civilian life after completing their service. These difficulties land thousands in jail for crimes ranging from public intoxication and simple assault, to domestic violence or drug use. About 8 percent of people in prison and jail are veterans (excluding those in military facilities). Veterans are actually slightly underrepresented in jails and prisons, compared to their [percentage](#) of the adult population. Women veterans make up 1.1 percent of all inmates in state and federal prisons, and 3.2 percent of those in local and county jails, according to the Bureau of Justice Statistics. Overall, 48 percent of all those in prison and 55 percent of those in jail “had been told by a mental health professional they had a mental disorder,” according to the BJS.

The Department of Veterans Affairs has [estimated](#) that one in five women veterans who use its health-care program screen positive for MST. The American Psychological Association [estimates](#) that in 2012, “the Army had the highest rate of sexual assault reports (2.3 per 1,000 service members), while the marine corps had the lowest (1.7 per 1,000).” The organization dedicated an entire [issue of its journal](#) to the condition in 2015.

For decades, Post Traumatic Stress Disorder has been recognized as a mental-health condition that afflicts many veterans. MST has made its way into the lexicon largely due to its impact on women veterans who

constitute the bulk of those impacted. A 2015 APA study titled “[Sexual Trauma in the Military](#)” summarized the current state of the issue:

Reports of sexual assault in the military have risen by approximately 88 percent between 2007 (2,688 reports) and 2013 (5,061) ... However, the Department of Defense (DOD) has also acknowledged that less than 15 percent of military sexual assault victims report the matter to a military authority ... Therefore, peer-reviewed research may provide more reliable estimates of the incidence of sexual assault. A recent review of research on military sexual trauma (MST) indicated that between 9.5 and 33 percent of women report experiencing an attempted or completed rape during military service. When examining MST, including all forms of assault and harassment, between 22 and 84 percent of women report having these experiences during service...

Van Nieuwenhuysen evaluates clients once as part of the OCCC veterans admissions process. “Most of the people that we take in the court suffered from PTSD, substance-use issues, depression,” he said. Symptoms can include re-experiencing traumatic events—either disturbing memories, nightmares, flashbacks—where they’re actually re-living the traumatic situation. They can also experience hyperarousal. “That means they’re kind of keyed up and on edge. They’re hyper vigilant, they’re always aware of their surroundings, they might be easily startled,” he said.

Like Moore suspected of her mentee with the tattoos and dramatic hair colors, vets with PTSD or MST “often engage in avoidance behavior,”

according to Van Nieuwenhuysen. “They tend to avoid reminders of whatever the traumatic event was. Reminders can be people or places, or even just being around crowds,” he said.

Moore showed up for her young mentee’s court date and felt tears welling up in her eyes as the scene unfolded in the courtroom. “I wasn’t trying to make any kind of statement, but sometimes those things happen,” she said. Presiding Judge Wendy Lindley, the founder of OCCC in 2008 and Moore’s friend who had recruited her to be a mentor, pressed the prosecutor for the drug test results. They came back negative.

Both men and women suffer from military sexual trauma, but the majority of victims who report it are women. Some victims also allege that they have faced [retaliation](#) for speaking out, like [being dishonorably discharged](#), losing veterans medical benefits as a consequence.

By one estimate, up to [82 percent of veterans](#) involved in the criminal-justice system may be eligible for VA health-care services and benefits, but some may not know it. At OCCC, the treatment includes an assigned psychiatrist or psychiatric nurse practitioner who manages their treatment at the VA, and can prescribe psychiatric medications like antidepressants and sleeping medications to treat their PTSD or depression. Vets also enroll in a comprehensive group therapy program that can include sessions for addiction.

Today, 14 percent of those on active duty are women. The APA report estimates that by 2035 women will make up about 15 percent of living veterans. “Therefore, it is increasingly important for veteran-serving providers and care systems to be able to identify and address gender-specific challenges to successful transitions, including those related to military sexual assault,” its authors wrote. In addition to concluding that

MST in women makes them more than four times as likely to have PTSD, the Department of Veterans Affairs taskforce on women [found](#) that:

Women who enter the military at younger ages and those of enlisted rank appear to be at increased risk for MST. In addition, women who have had sexual assault prior to military service report higher incidences of MST.

At about midnight the day she came to court to support her mentee Moore received an email from the young vet. “I can’t sleep because I’ve been so upset. I just wanted you to know that it meant the world to me that someone in that courtroom believed me,” Moore recalled the message saying. The therapeutic approach taken at OCCC has provided healing for many participants in the [130 existing veterans courts](#), who were able to remake their lives after a life-altering experience. It has also resulted in a significant drop in recidivism rates for veterans in the county. Of all program graduates since the start of the veterans court, only 10.5 percent have been re-arrested. That’s a significant improvement over [California’s overall recidivism](#) rate of 61 percent.

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ABOUT THE AUTHOR



JULEYKA LANTIGUA-WILLIAMS is a staff writer at *The Atlantic*, where she covers criminal justice.

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JUDICIAL COUNCIL OF CALIFORNIA

REQUEST FOR APPLICATIONS

COURT INNOVATIONS GRANT PROGRAM

Grant Period: June 1, 2017–June 30, 2020
Eligible Applicants: California Appellate Courts and Superior Courts of California

September 1, 2016 **Application Packet Released**
September 26, 2016 **Deadline for Notice of Intent to Apply**
October 31, 2016 **Grant Application Due (by 5:00 p.m.)**

This Request for Applications (RFA) packet includes application guidelines and instructions regarding funding provisions, grant eligibility, and application submission requirements. The Judicial Branch Budget Committee reserves the right to modify the application guidelines based on outcomes of the initial grant period.

Dates and deadlines within the RFA may be modified by the Judicial Branch Budget Committee with the one exception that the grant application may not be due sooner than October 31, 2016.

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APPLICATION GUIDELINES FOR COURT INNOVATIONS GRANT PROGRAM

1.0 BACKGROUND INFORMATION

1.1 Organizational Background

The Judicial Council is the policymaking body of the California courts, the largest court system in the nation. Under the leadership of the Chief Justice and in accordance with the California Constitution, the council is responsible for ensuring the consistent, independent, impartial, and accessible administration of justice. Judicial Council staff implements the council's policies.

1.2 Court Innovations Grant Program Overview and Purpose

As part of the Budget Act of 2016, the Legislature appropriated \$25 million in one-time funding to develop and implement a competitive grant program to provide funding for court services and programs that promote innovative and efficient access to justice, including the development of new programs or practices and the adoption of existing best practices that better serve the public and court users. The Court Innovations Grant Program (Program) will be administered by the Judicial Council.

During the Great Recession, the state's judiciary, like all of California and the other two branches of government, suffered significant budget reductions. The judicial branch responded to these budget reductions in many ways, including its development and implementation of various innovative and efficient services and programs for the public and court users. These innovative and efficient services and programs have been well received; however, with fiscal support, these services and programs may be more readily and easily replicated by other courts. Further, with fiscal support, additional innovative and efficient services and programs may be developed and implemented for greater access to justice.

Following enactment of the 2015 State Budget, the Chief Justice and the Judicial Council furthered their commitment to the expansion of these and other innovative and efficient services and programs to improve access to justice statewide. The Governor's approach in designating specific funds for this purpose will enhance access to justice by facilitating statewide replication or development of innovative and efficient services and programs that better serve the public and court users.

2.0 GRANT CATEGORY DESCRIPTIONS

The competitive grant program will focus on high-priority innovations, modernizations, and efficiencies in the trial courts and appellate courts for the three grant categories listed below.

2.1 Collaborative Courts

Proposals that promote collaborative justice principles of a multidisciplinary, non-adversarial team approach with involvement from the court, attorneys, law enforcement, and/or community treatment and service agencies.

2.2 Self-help, Family and Juvenile Courts

Proposals that improve or address the quality of justice and services to meet the diverse needs for self-represented litigants, children, youth, and families in the California courts.

2.3 Other Efficiencies Across All Types of Courts

Proposals that result in savings and efficiencies for the courts while ensuring access to and quality of justice for court users in case types distinct and apart from those categories listed above.

The purpose of the Court Innovations Grant Program is to encourage the development of new court services and programs that promote innovative and efficient access to justice, including the enhancement of existing programs or practices that better serve the public and court users.

Courts may provide proposals for:

- **Development** of a new program or practice.
- **Adoption** of an existing program or practice from another court.
- **Enhancement**, expansion, and/or improvement of an existing program or practice only if the proposal provides demonstrable results of the enhancement that are above and beyond the existing program or practice (verifiable cost savings to the court’s budget, increased efficiency, and/or enhanced access to justice).¹

Note: This is a competitive bidding process and therefore courts will not automatically receive Court Innovations Grant Program funding.

3.0 ELIGIBILITY AND APPLICATION

Superior Courts of California and California Appellate Courts are eligible to apply for any one of the three categories listed in Section 2.0 above. Courts may apply for more than one grant category (i.e., collaborative courts, self-help, family and juvenile courts, and other efficiencies across all types of courts). Note that separate applications must be submitted if a court is applying in more than one grant category.

¹ Funding will not be provided for existing programs or practices. Funding will only be provided for those elements verified to go beyond the existing program or practice.

Applications may be filed in one of three ways:

- Individual trial court or an individual appellate court;
- Collaboratively by two or more courts provided there is a designated lead court. The number of courts collaborating is not limited; or
- In conjunction with justice partners/other government entities, provided that the court is the applicant.

Additionally, applications submitted by courts that are already receiving grant monies will be accepted, provided that the current proposal is not for the same grant program.

Courts must submit a proposal that clearly details the initiative(s) for which funding is sought, including the grant category; the associated staffing, programs, and services to be delivered; detailed costs; and how the grant funds will be used to cover those costs. (Detailed information regarding proposal contents can be found in Section 8.0.)

4.0 AWARDS AND FUNDING

4.1 Amount of Funds Available

A total of \$25,000,000² is available:

- Up to \$12,000,000 for collaborative courts
- Up to \$8,000,000 for self-help, family and juvenile courts
- Up to \$5,000,000 for other efficiencies across all types of courts

4.2 Amount of Awards

The Judicial Council seeks to adequately fund as many qualified Court Innovations Grant Program projects as possible, emphasizing a diversity of project types among small, medium, and large sized courts. Courts of all sizes are encouraged to apply and every proposal will be considered on the merits for evaluation purposes.

Ultimately, the distribution of grant funds will be based on the number and type of proposals received for each of the grant categories noted in Section 2.0.

4.3 Disbursement of Grant Funds

Disbursement of grant funds will be made as follows:

- After notice of award, and upon notification to the Judicial Council that work has commenced, the first annual disbursement will be made at the beginning

² In accordance with Provision 20 of Item 0250-101-0932 of the Budget Act of 2016, up to 5% of the total appropriation is for the Judicial Council for the administration of the Court Innovations Grant Program.

of the project based on the information provided in the required Budget Detail Worksheets. Appellate courts will receive their funds as a transfer to their operations fund, and they will track their expenses related to the grant on a specific Project Cost Code (PCC). Trial courts will receive funds in their next monthly allocation, and their revenue and expenses will be tracked in a grant fund and grant work breakdown structure (WBS) code.

- Subsequent annual disbursements will be made at the beginning of fiscal years when the court and the Judicial Council have completed the following:
 - All outstanding reconciliation items from the prior fiscal year quarterly and annual reports are resolved.
 - If unused funds remain, the court has explained why any planned expenses did not occur.
 - If unused funds remain, the court has submitted a revised spending plan that documents the movement of planned expenses from one fiscal year to the next, as long as the total award is not exceeded, or the court acknowledges in writing they will not use the funds, which can be returned to the grant fund.
 - Unused funds documentation will be reviewed by the Judicial Council, and a decision will be made whether unused funds can roll over to a subsequent year or will be returned to the grant fund.

If the Judicial Council determines that courts will not be able to spend their full grant allocation, the Judicial Council may redistribute funds as necessary to support other grant programs or may solicit additional grant proposals.

The Judicial Council will seek to award as many qualified applications as possible and may consider awarding partial grants. Prior to awarding a partial grant, the Judicial Council will consult with the recipient court. Courts may be asked to submit modified project plans and revised budgets that reflect the award amounts offered.

Funds must be fully expended—not just encumbered—by June 30, 2020, after which any unexpended funds must revert to the State’s General Fund.

4.4 Eligible Grant Expenditures

Program costs must be directly related to the objectives and activities of the program, and anticipated costs must be listed on the Budget Detail Worksheets. Eligible uses of funds include:

- Salary and benefits
- Equipment (computers, office equipment)

Court Innovations Grant Program

- Instructional material and supplies
- Office supplies
- Travel
- Training
- Consultants/contractors
- Any other expenses directly related to the project not listed herein, as properly budgeted and approved by the Judicial Council program manager.

The court must follow applicable federal, state, and local laws and regulations, including but not limited to the *Judicial Branch Contracting Manual* and *Trial Court Financial Policies and Procedures Manual*, as applicable.

4.5 Ineligible Grant Expenditures

Any expenditures not directly related to the program are ineligible for grant funding. Ineligible uses of funds include, but are not limited to:

- Supplanting existing funding³
- Routine replacement of office equipment, furnishings, or technology
- Any technology maintenance costs that extend beyond the end of the grant award period
- Facilities

Exceptions to the expenditure requirements listed above may be considered on a case-by-case basis. Exception requests must be submitted in writing and approved in writing, in advance, by the Judicial Council program manager.

4.6 Contractual Relationships and Right to Audit

The Judicial Council will enter into an Intra-Branch Agreement (IBA) with individual courts or a multicourt collaborative for the administration and disbursement of grant funds.

The court must maintain all financial records, supporting documents, and all other records relating to performance under the IBA for a period in accordance with state law and/or the *Trial Court Financial Policies and Procedures Manual*. The court must permit the authorized representative of the Judicial Council or its designee to inspect or audit at any reasonable time, including at the time of reconciliation, any records relating to the IBA.

³ Court Innovations Grant Program funds are not to be used to replace or take the place of existing court funding, or any existing expense, including staff costs incurred for performing existing duties.

The court will be required to submit quarterly reports, as described in Section 5.2. Judicial Council staff will be responsible for auditing quarterly and annual expenses against eligible and ineligible expenses. The court must resolve any outstanding issues before subsequent fiscal year funds will be released.

It is expected that some projects may encounter unexpected challenges or opportunities that require a change in plans, including changes in timing or resource allocation. As these are innovation grants, courts are not strictly bound by their original budget and timeline. In the event a court decides to modify its approach or Budget Detail Worksheet, this should be brought to the attention of the Judicial Council in the next quarterly reports, as described in Section 5.2 and Attachments D and E.

The court agrees that any part of the award remaining unexpended beyond the grant period must be returned to the Judicial Council within 60 days after project completion. If the court does not return the funds within a timely matter, or if expenditures are deemed ineligible, the Judicial Council may transfer the funds from the appellate court to the Judicial Council, or withhold a like amount from the trial court's annual court funding allocation.

5.0 PROGRAM REQUIREMENTS

5.1 Program Training

The Judicial Council may conduct informational meetings related to each of the three grant categories.⁴ Grant funds may be used for travel expenses for attendance at meetings.

5.2 Grant Administration Reporting and Tracking

Quarterly Grant Administration Reports: Award recipients must submit quarterly grant administration reports that summarize grant-related activities. Reports are due no later than 30 days following the end of each fiscal year quarter. A template will be provided for the following reports:

- *Quarterly Progress Report (Attachment D):* Includes progress toward goals and objectives, program achievements and challenges, collaboration with justice system and other local partners, and changes to key staff or procedures. Also includes measurable outcomes as identified by the court in the program proposal (see **Program Evaluation and Data Collection**, Section 5.3).

⁴ The Judicial Council may use the funds designated as administrative funds in Provision 20 of Item 0250-101-0932 of the Budget Act of 2016 to conduct program training.

- *Quarterly Request to Revise Budget Detail Worksheet* (Attachment E): If a grant recipient (1) has moved funds from one or more budget line item in the Budget Detail Worksheet to another during the past quarter, (2) desires to move funds from one or more budget line item to another in the future, or (3) desires to move funds from one annual period to another, it must submit this document to the Judicial Council. The Judicial Council will then decide whether to accept or reject each request.

Fiscal Tracking: Award recipients agree to track, account for, and report on all expenditures related to the Program separately from all other expenditures.

Program funds may be used in conjunction with other funding as necessary to complete projects; however, tracking and reporting of expenditures specific to the grant funds must be separate.

Final Report: Award recipients must submit a final report due to the Judicial Council 60 days after completion. This report should itemize how grant funds were spent; describe what was accomplished, including the receipt of any products or services delivered by consultants; and offer advice to other courts that might seek to replicate the project. The IBA will provide additional information and details on the required elements of the final report.

Supporting Documentation: Award recipients agree to maintain supporting documentation (e.g., timesheets, invoices, contracts, etc.) used to compile reports, and to provide copies of this supporting documentation to the Judicial Council or its designee, as requested.

5.3 Program Evaluation and Data Collection

Grant recipients agree to adhere to quarterly data collection and reporting requirements as outlined by the Judicial Council. The Judicial Council will provide data collection tools, reporting templates, and instructions for submitting data. Judicial Council staff will provide data collection technical assistance and will work with funded projects to ensure that data can be collected and reported to the Judicial Council.

6.0 TIMELINE FOR REQUEST FOR APPLICATION

6.1 Summary of Key Events

All dates are subject to change at the discretion of the Judicial Council. Dates and deadlines within the RFA may be modified by the Judicial Branch Budget Committee with the one exception that the grant application may not be due sooner than October 31, 2016.

EVENT	DATE
Draft Request for Applications Provided to Judicial Council for Review and Approval	August 25–26, 2016
Release Request for Applications	September 1, 2016
Deadline for Questions for Applicant Teleconferences	September 15, 2016
Applicant Teleconferences	September 20, 2016
Deadline for Notice of Intent to Apply	September 26, 2016
Grant Application Due	October 31, 2016
Judicial Branch Budget Committee Review	November 2016— March 2017
Presentation to Judicial Council	April 2017
Notice of Intent to Award	April 28, 2017
Negotiation and Execution of Intra-Branch Agreement	April 28, 2017— June 1, 2017
Intra-Branch Agreement Start Date	June 1, 2017
Intra-Branch Agreement End Date	June 30, 2020

6.2 Grant Applicant Teleconferences

Judicial Council staff will host applicant teleconferences for courts interested in applying for this grant. The purpose of the applicant teleconferences is to provide an opportunity for courts to ask specific questions regarding the grant application, grant program requirements, and terms and conditions for funding.

The applicant teleconferences are scheduled for September 20, 2016. Interested applicants should RSVP by e-mail to InnovationsGrants@jud.ca.gov for a teleconference.

To ensure a fair process, applicants (including interested justice system partners and co-applicants) should submit their questions in advance by e-mail to InnovationsGrants@jud.ca.gov. Questions must be received by 5:00 p.m. on September 15, 2016. Requests for clarification or guidance should indicate the RFA page number and section, and state the question clearly. Judicial Council staff will consolidate or paraphrase questions for efficiency and clarity. Questions and answers will be posted to www.courts.ca.gov/InnovationsGrants.htm within one week following the conference call and may be updated, as needed.

7.0 SUBMISSIONS OF PROPOSALS

Proposals should provide information that satisfies the requirements outlined in this RFA. Expensive bindings, color displays, etc., are not necessary or desired. Emphasis should be placed on conformity to the RFA's instructions and requirements, and completeness and clarity of content.

The applicant must submit one (1) original of the proposal in a sealed envelope. For

Superior Courts of California, the application cover page (Attachment A) must be signed by the presiding judge or court executive officer. For California Appellate Courts, the application cover page must be signed by the Chief Justice, administrative presiding justice, or clerk/administrator. The original proposal must be submitted to the Judicial Council of California Special Projects Office. The applicant must write the RFA title on the outside of the sealed envelope.

The applicant must submit an electronic version of the entire proposal by e-mail to InnovationsGrants@jud.ca.gov.

Proposals must be delivered by October 31, 2016, no later than 5:00 p.m., to:

Judicial Council of California
Special Projects Office
Attn: Laura Brown, Administrative Coordinator
2860 Gateway Oaks Drive, Suite 400
Sacramento, California 95833-4329

Late proposals will not be accepted.

8.0 PROPOSAL CONTENTS AND INSTRUCTIONS

The following information must be included in the proposal and must cover a grant period not to exceed June 30, 2020. A proposal lacking any of the following information may be deemed non-responsive.

The proposal package consists of four parts:

- (1) Application Cover Page/Court Contact Information (Attachment A)**
Provide lead court name, address, and telephone number in addition to the name, title, and e-mail address of the individual who will act as the court Project Manager for purposes of this RFA.
- (2) Project Abstract**
Maximum 1 page, 12 point, Times New Roman, double-spaced.
Clearly state the grant category (i.e., collaborative courts, self-help, family and juvenile courts, and other) for which the court is applying, the total dollar amount requested, and a brief description of the proposed use of funds.
- (3) Project Narrative**
Maximum 15 pages, 12 point, Times New Roman, double-spaced.
The project narrative should address the requirements of this RFA and include the components described in Sections 8.1.1–8.2.4 below.

(4) Cost Proposal (Attachments B and C)

The cost proposal is not included in the project narrative's 15-page limit.

The cost proposal should provide high-level and detailed budget information regarding the proposed program.

Any proposal that does not include all four components will be considered incomplete and will be excluded from consideration.

Proposals will be evaluated on a 300-point scale

Proposals will be evaluated based on the attributes and scoring criteria listed in Sections 8.1 and 8.2 below. If an item listed below is not applicable to the program, briefly explain why it does not apply. For all of the areas that follow please be concise and specific.

8.1 Project Attributes—200 points

8.1.1 Program Need (50 points)

What current need will be met or problem solved by providing funding for this project? Specifically, address the following:

- The current need or problem to be addressed by the proposal, including contributing factors and data when possible.
- Previous or current efforts to address the identified problem in this or other courts, including effectiveness and limitations of these efforts.

8.1.2 Benefits (50 points)

What benefits will be derived through the implementation of this project?

- Identify the benefits of the project to both the courts and the general population it serves.

A combined total of 100 points are available for items 8.1.3–8.1.8

Applicants should address those areas below that are applicable to the grant proposal.

8.1.3 Accessibility

How will this proposal promote accessibility (i.e. greater access to court resources and a more user friendly court system) for the public?

8.1.4 Innovation

What makes this proposal innovative?

- Is this proposal a new idea? If a similar program is already being used by other courts, what makes your program innovative?

- If used by other courts, identify the courts and any differences to this proposal.

8.1.5 Modernization

How will this proposal provide modernization to the court?

- Include information on the focus of modernization and how the proposal will move from the current condition to a more modern state.

8.1.6 Efficiency

How will this proposal result in efficiencies in savings of time, materials, and resources while ensuring that access to justice is not diminished?

- Describe the efficiencies that are being envisioned (e.g. reduction in wait times, time savings for staff, etc.).
- If fiscal savings are expected through efficiencies (directly or indirectly), specifically identify how these savings will be redeployed to improve access in this or another area of the court.

8.1.7 Replicability

How can this proposal be replicated in other courts?

- Identify if replication is available in all courts or recommended only in similar or like-size courts.
- Describe any issues which would prohibit other courts from implementation of this proposal.
- Discuss whether replication by other courts would require start-up costs, or if awarding of funds for this proposal would lend itself to direct implementation without cost to other courts in the future.
- Discuss mechanisms for future replication and discuss any willingness to offer other courts technical assistance.

8.1.8 Sustainability

How will you ensure that the project funded by this program will continue after expenditure of the grant award?

- Describe information on ongoing cost expectations and where funding would come from post-grant funding.

8.2 Project Management—100 points

8.2.1 Project and Implementation Plan (15 points)

Provide a Project and Implementation Plan that includes:

- A timeline for the proposed project.
- Detailed information on project activities, and major milestones.

8.2.2 Program Management Capability (15 points)

Provide names of all individuals who will be involved in project management, oversight, and decision making processes.

- Describe applicant's experience and capability to conduct the project, experience of other individuals who will be involved, and the history of conducting and managing similar projects of all who will be involved.
- List justice system partners who may be involved in the project but not included as part of the overall management/staffing plan, and their roles, responsibilities, and qualifications.

8.2.3 Program Evaluation (defined success) and Outcomes (20 points)

How will you define success for the proposed project? How will you measure the success of the project if funding is provided?

- Define success in terms of this proposal.
- Identify the goals and measurable objectives that will be implemented with the grant funds.

Outcome Measurements

For applicable program attributes noted below, provide a description of:

- How **innovation** will be measured and what data will be reported.
- How **modernization** will be measured and what data will be reported.
- How **efficiency** will be measured and what data will be reported.
- How **replicability** will be measured and what data will be reported.
- How **sustainability** will be measured and what data will be reported.
- How **accessibility** will be measured and what data will be reported.

Describe your ability to collect data for the project attributes noted above, including any current data collection practices related to the project proposed.

- Identify possible data sources and explain the plan for collaborating with justice system partners to collect and report required data.
- Include anticipated challenges related to collecting data as well as data quality issues.
- Describe methods for assuring data quality and maintaining data confidentiality.

8.2.4 Cost Proposal (50 points)

The proposed budget will be evaluated based on reasonableness and cost-effectiveness in relation to the goals of the project.

Proposed Costs

On the Budget Summary Worksheet (Attachment B), provide high-level budgetary information regarding your proposed project to be paid for with grant funds. Using the Budget Detail Worksheets template (Attachment C), include a detailed line item budget showing the costs of the proposed project to be paid for with grant funding.

Cost estimates must be provided for each of the following:

- June 1, 2017–June 30, 2017 Budget;
- July 1, 2017–June 30, 2018 Budget;
- July 1, 2018–June 30, 2019 Budget; and
- July 1, 2019–June 30, 2020 Budget.

Please remember that all expenses must be paid—not just encumbered—by June 30, 2020.

The Budget Detail Worksheets include the following four main budget categories:

- Personnel Services: List each position by title and name of employee (if known), show the monthly salary rate, the percentage of time (hours spent divided by total hours worked) to be devoted to the project or number of months the employee will be needed for the project. A full benefit breakdown should also be included for the same time base and number of months.
- Operating Expenses: Include travel expenses, equipment, supplies, and other costs. It should consist of actual costs paid by the court.
- Consultants/Contractors: Include a breakdown of type and cost of services to be provided and estimated time on the project.

- **Indirect Costs:** Identified as those costs that cannot be directly assigned to a particular activity but are necessary to the operation of the organization and the performance of the project. The costs of operating and maintaining facilities, accounting services, and administrative salaries are examples of indirect costs. In order to qualify to be reimbursed for indirect costs, the program must comply with the following:
 - Court staff salaries and benefits funded by this grant must appear in the Personnel Services cost category on the budget sheet;
 - The indirect cost rate of no more than 20% of the court staff salaries and benefits funded by this grant may be reimbursed if the court has a current Judicial Council–approved indirect cost rate on file; and
 - Partner agency and subcontractor indirect costs are not allowed.

Calculating indirect costs: Add the court employee salary and benefits funded through this grant and multiply that total by the Judicial Council–approved indirect cost rate or 20% (whichever is lower). This is the maximum amount that will be reimbursed to the court.

Proposed budgets must be complete and allowable (e.g., reasonable, allowable, and necessary for project activities).

Budget Justification

Provide a budget narrative and include a full explanation of all budget line items, a brief description of the factors and reasons for the funds requested, how the budget costs will cover the entire grant period, the reasonableness of the budget request, and an explanation of the cost/value effectiveness of the proposed project.

- Include in the discussion the total proposed budget in relation to the need, innovation, sustainability, modernization, and efficiency of the proposal during the grant period, and the potential replicability in the future.
- Applicants should describe cost effectiveness in relation to potential alternatives and goals of the project.
- The narrative should explain how the applicant estimated and calculated costs, and how those costs are relevant to the completion of the proposed project.
- The narrative should thoroughly and clearly describe every category of expense listed in the Budget Detail Worksheets.

9.0 EVALUATION OF PROPOSALS

The Judicial Branch Budget Committee will evaluate the proposals on a 300-point scale using the criteria set forth in the tables below. Applicants may be asked to respond to questions from Judicial Branch Budget Committee members and/or Judicial Council staff to clarify elements set forth in their proposals.

Table 1.0—Project Attributes

CRITERION	RFA SECTION	MAXIMUM NUMBER OF POINTS
Program Need	8.1.1	50
Benefits	8.1.2	50
Accessibility	8.1.3	A combined total of 100 points are available for these six criteria
Innovation	8.1.4	
Modernization	8.1.5	
Efficiency	8.1.6	
Replicability	8.1.7	
Sustainability	8.1.8	
		200

Table 2.0—Project Management

CRITERION	RFA SECTION	MAXIMUM NUMBER OF POINTS
Project and Implementation Plan	8.2.1	15
Program Management Capability	8.2.2	15
Program Evaluation and Outcomes	8.2.3	20
Cost Proposal	8.2.4	50
Total Project Management		100

Notices of intent to award will be posted to www.courts.ca.gov/InnovationsGrants.htm by April 28, 2017.

ATTACHMENT A: APPLICATION COVER PAGE/COURT CONTACT INFORMATION



**APPLICATION COVER PAGE
COURT INNOVATIONS GRANT PROGRAM**

The purpose of the Court Innovations Grant Program is to promote innovation, modernization, and efficiency for court programs.

A. Name of Applicant Court: _____

B. Name of Court's Project Manager: _____

Address: _____

Phone: _____

E-mail: _____

C. Name of other court(s) participating in applying court's use of funds:

D. Grant category applied for:

- Collaborative Courts
- Self-help, Family and Juvenile Courts
- Other Efficiencies Across all Types of Courts

E. Amount of funds applied for: _____

Judicial Officer Signature

Date

Court Administrator Signature

Date

SUBMISSION INSTRUCTIONS

Grant applications are due by 5:00 p.m. on October 31, 2016.

✓Application must be signed by: Chief Justice, administrative presiding justice, presiding judge, clerk/administrator, or CEO.

✓Submit an electronic version of the entire proposal to InnovationsGrants@jud.ca.gov.

✓Submit one (1) original of the proposal in a sealed envelope.

✓Write the RFA title on the outside of the sealed envelope.

Proposals must be delivered by October 31, 2016, no later than 5:00 p.m., to:

Judicial Council of California
Special Projects Office
Attn: Laura Brown, Administrative Coordinator
2860 Gateway Oaks Drive, Suite 400
Sacramento, California 95833-4329

BUDGET SUMMARY: ESTIMATE FOR PROPOSED PROJECT PERIOD
 Funds available for thirty-seven month period from 6/01/2017 – 6/30/2020
 Identify the Full Period for Proposed Program
 -

BUDGET CATEGORY	Total
PERSONNEL SERVICES: <i>salary and benefits</i>	
EQUIPMENT	
INSTRUCTIONAL MATERIALS & SUPPLIES	
OFFICE SUPPLIES	
TRAVEL	
TRAINING	
OTHER DIRECT COSTS	
OTHER DIRECT COSTS	
OTHER DIRECT COSTS	
CONTRACTORS & CONSULTANTS	
TOTAL DIRECT COSTS	
INDIRECT COST RATE %	
TOTAL INDIRECT COSTS	
TOTAL ESTIMATED COSTS FOR PROPOSED PROJECT PERIOD	

Court _____

Contact Name _____

Contact Number _____

COURT INNOVATIONS GRANT PROGRAM
Cost Proposal and Narrative/Justification Program Budget
COVER SHEET

(MM/DD/YYYY) - (MM/DD/YYYY)
(identify full period for proposed program)

Total Budget (include all totals and indirect cost percentage for all fiscal years)

\$

SUMMARY OF TOTAL BUDGET FOR ALL FISCAL YEARS

A. PERSONNEL SERVICES	Total \$
B. OPERATING EXPENSES	Total \$
C. CONSULTANTS/CONTRACTORS	Total \$
D. INDIRECT COST RATE	Total \$

**Complete the detailed *Budget Detail Worksheet* for each Fiscal Year, or portion thereof. Fill in as many sheets as you need to identify all expenses and all fiscal years.

A. PERSONNEL SERVICES (salary and benefits)	Total \$
--	-----------------

SALARY

Name/Position	Computation (Salary per month X number of months needed X percentage FTE)	Cost
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
Total		\$

BENEFITS

Name/Position	Medical %	Dental %	Retirement %	Life Insurance %	Social Sec/ Medicare %	Other (please describe) %	Total Benefit Rate %	Cost
								\$
								\$
								\$
								\$
								\$
								\$
								\$
								\$
								\$
								\$
								\$
Total								\$

B. OPERATING EXPENSES **Total \$**

EQUIPMENT (computers, office equipment)

Item	Computation/Explanation	Cost
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
Total		\$

INSTRUCTIONAL MATERIAL AND SUPPLIES

Item	Purpose	Computation/Explanation	Cost
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
Total			\$

OFFICE SUPPLIES

Item	Computation/Explanation	Cost
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
Total		\$

TRAVEL - (Include location, number of travelers, hotel, meals, transportation, etc. Include costs for travel to Judicial Council as per RFA Section TBD)

Purpose of Travel	Item	Computation/Explanation	Cost
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
			\$
Total			\$

TRAINING - (Include training description, and duration)

Name/course #	Type of Training (description)	Location	Duration	Cost
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
				\$
Total				\$

OTHER - (any other expenses directly related to the project not listed already)

Description	Computation/Explanation	Cost
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
		\$
Total		\$

BUDGET JUSTIFICATION/NARRATIVE

Include a full explanation of all budget line items, a brief description of the factors and reasons for the funds requested, how the budget costs will cover the entire grant period, the reasonableness of the budget request, and an explanation of the cost/value effectiveness of the proposed program.

- Include in the discussion the total proposed budget in relation to the need, innovation, sustainability, modernization, and efficiency of the proposal during the grant period, and the potential replicability in the future.
- Applicants should describe cost effectiveness in relation to potential alternatives, and goals of the project.
- The narrative should explain how the applicant estimated and calculated costs, and how those costs are relevant to the completion of the proposed project.
- The narrative should thoroughly and clearly describe every category of expense listed in the Budget Detail Worksheets.

1. Personnel Services (Salary and Benefits) - (The space below is limited to 750 characters. Multiple pages may need to be used.)

Empty text area for budget justification/narrative.

2. Operating Expenses (The space below is limited to 800 characters. Multiple pages may need to be used.)

- EQUIPMENT (computers, office equipment)
- INSTRUCTIONAL MATERIAL AND SUPPLIES
- OFFICE SUPPLIES
- TRAVEL
- TRAINING
- OTHER – (any other expenses directly related to the project not listed already)

3. CONSULTANTS/CONTRACTOR (The space below is limited to 1,000 characters. Multiple pages may need to be used.)

ATTACHMENT D: QUARTERLY PROGRESS REPORT

COURT INNOVATIONS GRANT PROGRAM QUARTERLY PROGRESS REPORT

Please complete this *Quarterly Progress Report* regarding the status of your program funded by the Court Innovations Grant Program. You may want to refer to your *Project and Implementation Plan, Intra-Branch Agreement (IBA)*, and *Budget Detail Worksheet* when completing this report to see what activities are expected within specific timeframes. Should you have any questions, please do not hesitate to contact your grant manager at the Judicial Council.

IBA No.: ►		Date Report Prepared: ►	/ / (MM/DD/YYYY)
Relevant Fiscal Year Quarter: ►	<input type="checkbox"/> 1 st (FY 2017-18) <input type="checkbox"/> 2 nd (FY 2017-18) <input type="checkbox"/> 3 rd (FY 2017-18) <input type="checkbox"/> 4 th (FY2017-18) <input type="checkbox"/> 1 st (FY 2018-19) <input type="checkbox"/> 2 nd (FY 2018-19) <input type="checkbox"/> 3 rd (FY 2018-19) <input type="checkbox"/> 4 th (FY 2018-19) <input type="checkbox"/> 1 st (FY 2019-20) <input type="checkbox"/> 2 nd (FY 2019-20) <input type="checkbox"/> 3 rd (FY 2019-20) <input type="checkbox"/> 4 th (FY 2019-20)		
Contact Information for Person Completing this Form: ▼			
Name: ►			
E-mail Address: ►			
Telephone Number: ►			
Please provide the following information: ▼			
1. Program activities occurring during the relevant quarter and how they progressed your program's goals and objectives: ▼			

2. Any significant changes, challenges, or problems that developed, and how they were or will be addressed (e.g., any changes to staff working on the program, changes to procedures, and changes to the *Project and Implementation Plan*): ▼

3. Measurable outcomes to date, as identified in your program proposal and/or IBA, and any potential savings to date: ▼

4. The status of any relevant collaborations with the justice system and other local or state partners: ▼

5. Program activities scheduled for the next quarter, and how they will progress your program's goals and objectives: ▼

6. Any potential departures from the *Project and Implementation Plan*, IBA, and *Budget Detail Worksheet* occurring in the next quarter: ▼

7. Any additional information that your IBA requires you to provide: ▼

ATTACHMENT E: QUARTERLY REQUEST TO REVISE BUDGET DETAIL WORKSHEET

**COURT INNOVATIONS GRANT PROGRAM
 QUARTERLY REQUEST TO REVISE BUDGET DETAIL WORKSHEET**

This *Quarterly Request to Revise Budget Detail Worksheet* should be completed on a quarterly basis if one of the following occurs regarding Court Innovations Grant Program funds: (1) your court desires to move funds from one fiscal year to another fiscal year; (2) in the last quarter, your court used funds from one or more budget categories for other category purposes; or (3) your court desires to move funds from one or more budget categories to other budget categories for future expenditure purposes. Please provide the requested information for the budget categories affected by your revisions on the following worksheets. If no change is being requested, you do not need to complete this form.

**Request to Move Funds from One Fiscal Year to Another Fiscal Year
 (Only Complete Worksheet for Budget Categories Affected)**

Budget Category	Funds Being Moved	Fiscal Year (Pre-Revision)	Fiscal Year (Post-Revision)	Reason for Revision
SALARIES				
BENEFITS				
EQUIPMENT				
INSTRUCTIONAL MATERIALS				
OFFICE SUPPLIES				
TRAVEL				
TRAINING				
CONSULTANTS/CONTRACTORS				
INDIRECT COSTS				
OTHER COSTS:				

**Request to Move Funds from One Budget
Category to Another Budget Category
(Only Complete Worksheet for Budget Categories Affected)**

Budget Category	Total Budgeted (Pre-Revision)	Total Budgeted (Post-Revision)	Relevant Fiscal Year	Reason for Revision
SALARIES				
BENEFITS				
EQUIPMENT				
INSTRUCTIONAL MATERIALS				
OFFICE SUPPLIES				
TRAVEL				
TRAINING				
CONSULTANTS/CONTRACTORS				
INDIRECT COSTS				
OTHER COSTS:				

The Judicial Council will decide whether to accept or reject this *Request to Revise Budget Detail Worksheet*. As stated in the *Request for Applications*, the Judicial Council anticipates that projects may encounter unexpected challenges or opportunities that require a change in plans, including changes in timing or resource allocation. The Judicial Council therefore created this form to allow courts to update their budgets. After it receives this form, the Judicial Council will notify your court whether it accepts the requested revisions. If it does not, the Judicial Council will work with your court to help provide flexibility while also ensuring that funds are properly allocated and spent. Should you have any questions regarding budget revisions, please do not hesitate to contact your grant manager at the Judicial Council.

The Family Drug Court Movement: Transforming the Futures of Children and Families

Phil Breitenbucher, MSW

Director, FDC TTA Programs
Children and Family Futures

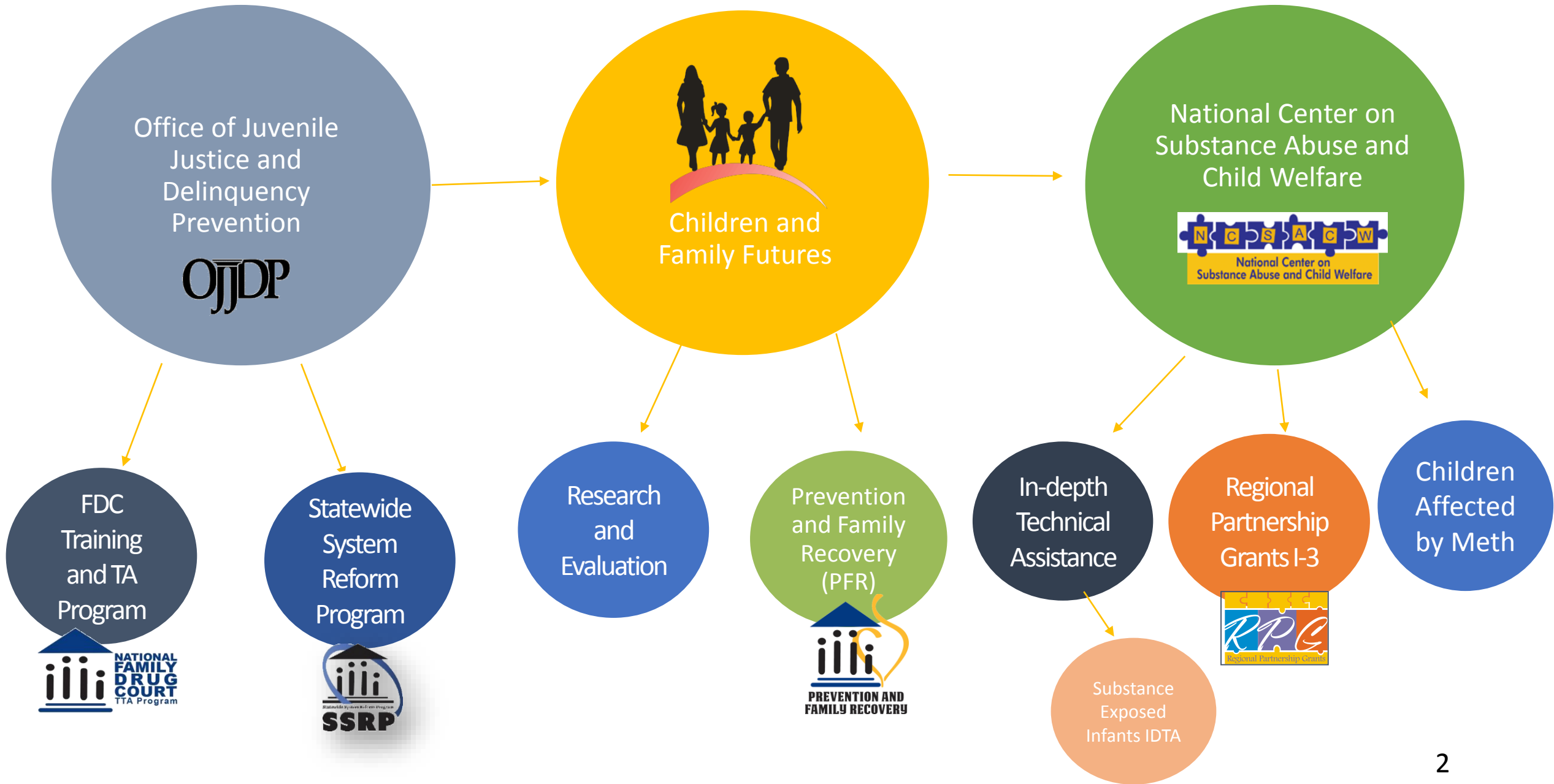
October 14, 2016 | Collaborative Justice Courts
Advisory Committee

Family Drug Courts

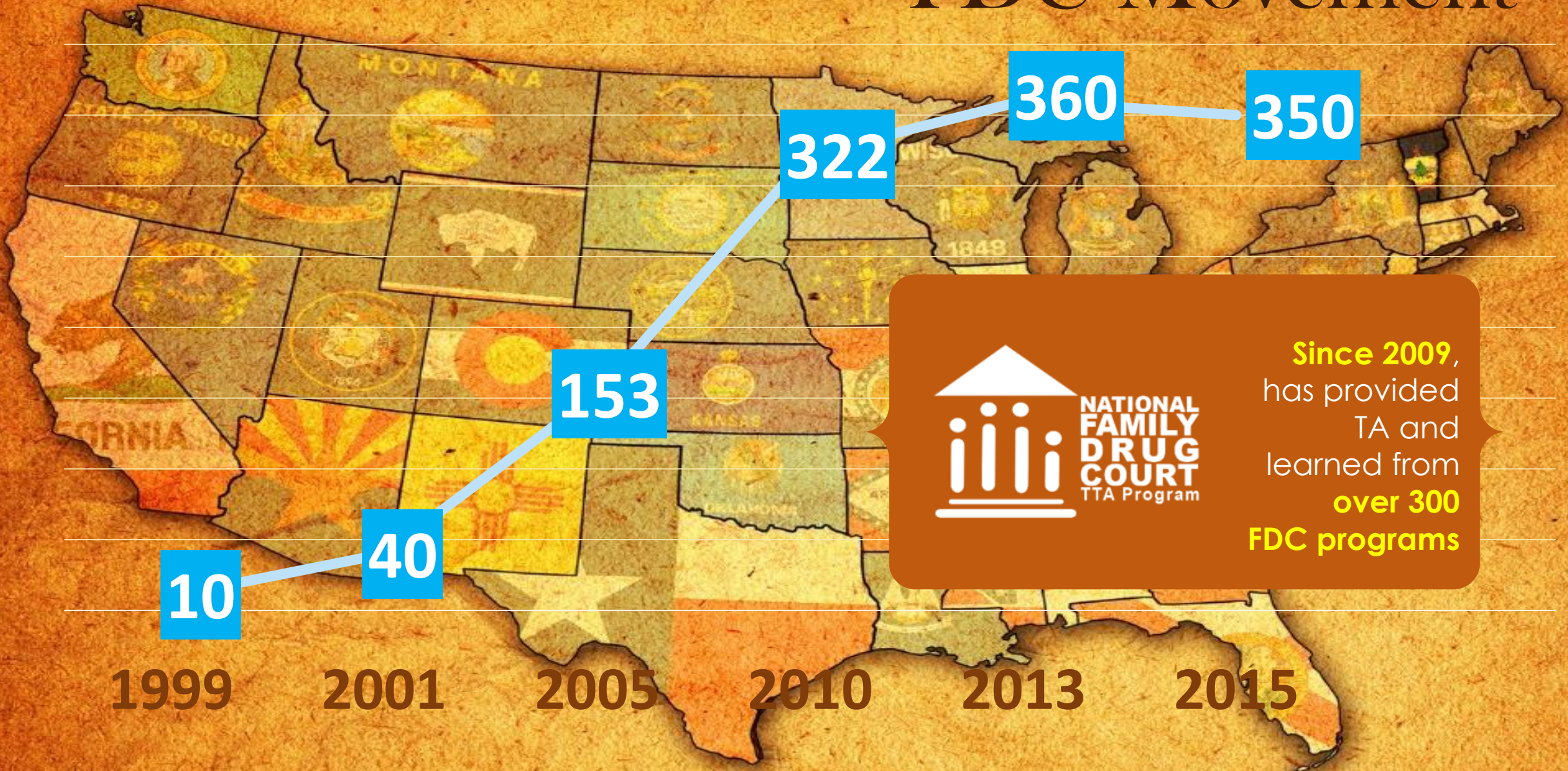
*Improving
Family
Outcomes*

*Strengthening
Partnerships*





FDC Movement



Since 2009,
has provided
TA and
learned from
over 300
FDC programs

What have we learned?



How Collaborative Policy and Practice Improves



5Rs

Recovery

Remain at home

Reunification

Re-occurrence

Re-entry



Studies Show Equivalent or Better Outcomes:

- Co-occurring mental health problems
- Unemployed
- Less than a high school education
- Criminal history
- Inadequate housing
- Risk for domestic violence
- Methamphetamine, crack cocaine, or alcohol use disorders
- Previous Child Welfare Involvement

(e.g., Boles & Young, 2011; Carey et al. 2010a, 2010b; Worcel et al., 2007)



Cost Savings

Per Family

- \$ 5,022 Baltimore, MD
- \$ 5,593 Jackson County, OR
- \$ 13,104 Marion County, OR

Per Child

- \$ 16,340 Kansas
- \$ 26,833 Sacramento, CA



Key Family Drug Court Ingredients

The Big 7

Important Practices of FDCs

7

- System of identifying families

- Timely access to assessment and treatment services

- Increased management of recovery services and compliance with treatment

- Improved family-centered services and parent-child relationships

- Increased judicial oversight

- Systematic response for participants – contingency management

- Collaborative non-adversarial approach grounded in efficient communication across service systems and court

FDC Movement

Next

**Institutionalization,
Infusion, Sustainability**

2014

Systems Change Initiatives

2007

**Practice Improvements – Children Services,
Trauma, Evidence-Based Programs**

2004

Grant Funding –OJJDP, SAMHSA, CB

2002

Six Common Ingredients Identified (7th added – 2015)

1994

First Family Drug Courts Emerge – Leadership of Judges Parnham & McGee

FDC Movement

Body of Knowledge

We know a lot more now

**California FDC Updates and
Opportunities**

1999

2016

FAMILY DRUG COURTS IN CALIFORNIA

	<u>POPULATION</u>	<u>CLIENTS</u>
RIVERSIDE COUNTY (3)	2,264,879	250-300
SACRAMENTO COUNTY	1,448,053	225-240
SAN DIEGO COUNTY (2)	3,176,138	260-270
SAN JOAQUIN COUNTY	701,151	180-200
SANTA CLARA COUNTY	1,836,025	110-120
LOS ANGELES COUNTY (5)	9,951,690	80-100



FDCs serve only 5-10% of the total
CWS population

*What about the
other 90%?*

*Given the magnitude of the
problem, can we be satisfied
with our response?*

Justice?

Reasonable
efforts?

Reasonable
effectiveness?

Opportunities for California DDCs

New Funding Opportunities:

- ✓ ACYF Regional Partnership Grant
- ✓ SAMHSA FDC Grants

OJJDP Training and Technical
Assistance





Contact Information

Phil Breitenbucher, MSW

Director, Family Drug Court Programs

Children and Family Futures

(714) 505-3525

pbreitenbucher@cffutures.org

YOUTH COURTS, YOUTH COURT SUMMIT, AND STUDENT ADVISORY BOARD

1. Martin praised Youth Courts and the Youth Court Summit at the July council meeting:

- The 11th Annual Youth Court Summit, **Youth Courts: Generational Agents for Change**, was held at UC Santa Cruz on June 23-25, 2016. Over 30 teen courts throughout the state and nearly 300 youth and adults engaged in a program of juvenile court diversion, truancy prevention, and civics education, while sharing best practices and providing assistance to those who want to start a youth court. The conference theme, workshop topics and content at this year's summit were developed by the California Association of Youth Courts (CAYC) Student Advisory Board and other teen court youth and focused on designing creative sentencing options, improving your personal well-being, and learning how to be a more productive member of your community. While the very first summit was held at UC Santa Cruz in 2006, this year's summit attendance was nearly three times that of the conference in 2006. Plans for next year's conference are already underway and will be located at a university in Southern California in June 2017.

(I'll give you copies of the program from this past year)

Evaluations are done at the end of each summit. A copy of the evaluation is included. These evaluations are used to help plan for the next summit and include the ideas from attendees.

2. The California Association of Youth Courts, Inc. had their annual in-person board meeting on September 7 at the Judicial Council in San Francisco. The new student advisory board for 2016-2017 was selected at the board meeting and received letters from Judge David Wesley congratulating them as the new board members.

Also discussed at the board meeting were ways in which CAYC and Youth Courts can get their name out there and also give the student advisory members an opportunity to engage in outreach at conferences and other events. Below is a list of conferences/events where the youth will be participating, as well as, a trip to Washington, DC for one teen court from LA:

- El Rancho Teen Court in Pico Rivera, CA had the opportunity to attend "Beating the Odds Summit" at the White House on July 19. The White House invited 130 student leaders from all over the country to attend. The youth from El Rancho Teen Court represented "Generation First Degree", a scholarship program supporting first generation Latino students attending college. The youth also had the opportunity to hear Michelle Obama speak and talk about her college experience and hear her advice. (see attached)

- California Association of Collaborative Courts on October 21 in Irvine, CA
 - Gabrielle Battle and Akili Moree will be presenting a workshop on implicit bias titled: “Divided We Stand”
 - Juvenile Law Institute on December 7 in Garden Grove, CA Two new student advisory board members
 - Leah Selcer and Madison Laster, along with two CAYC adult board members, JoAnn Allen and Debra Postil, will be presenting a workshop on “What are youth courts and why should we have one?”
 - Civic Learning Summit 2.0 on February 14 in Sacramento, invitation only, and will feature both US Supreme Court Justice Anthony M. Kennedy and Chief Justice Tani Cantil-Sakauye. Two students will be selected to participate in this event.
 - Hack-a-thon – the student advisory board will be participating in creating information to be included on a dashboard. (Chelsie has more information on this).
3. The 12th annual Youth Court Summit will be held in Southern California on June 22 – 24. The venue for next year’s summit has not been determined as of yet. We anticipate between 275-300 attendees.
 4. In addition to the annual Youth Court Summit and the events listed above, the JCC in collaboration with the CAYC offer three Regional Youth Court Roundtables throughout California for the purpose of providing information and support for local courts interested in developing effective youth court models that address issues related to youth in a non-adversarial approach. (See Save the Date). Evaluations are done at the end of each roundtable. The information gleaned from the evaluations help plan the agenda for the next roundtable. (Evaluation is included)

The next roundtable will be held on November 16 at the Monterey Courthouse. To register for the roundtable, please use this link:

<https://www.surveymonkey.com/r/2016YCRoundtable>

Plans for the next series of roundtables will be underway following the November 16 roundtable.

From El Rancho Teen Court to the White House



By
Rafael Gonzalez

On July 19th two El Rancho Teen Court Club officers had the opportunity to attend the “Beating the Odds Summit” at the White House. The summit invited 130 student leaders to the White House guest from all over the country and Puerto Rico. The El Rancho Teen Court officers also represented Generation First Degree, a scholarship program supporting first generation Latino students attending college. The teen court students were fortunate enough to hear Michelle Obama, Tyler Oakley and Jidenna talk about their college experience and hear their advice. Karen Lopez and Biane Arias (seen in the photo) served as Teen Court President and Vice President in the previous school year. Arias and Lopez are two aspiring Lawyers and consider Judge Wesley, Mr. Elias, and Mr. Alexis Hernandez their role models. During the previous school year, they were constantly working hard to make El Rancho Teen Court “Model Teen Court in California”.

Ms. Lopez’s career path was heavily influence by Teen Court. In a student testimonial Ms. Lopez said the following; “I am currently a freshman at The George Washington University, planning to major in international affairs and political science. Teen Court is the main drive behind my desire of making a significant difference in my community. El Rancho Teen Court puts value on teens' judgement and intuition; allowing them to experience the valuable involvement first hand, it allows for teens to see the crucial difference they are making within their community. The El Rancho Teen Court developed me into a leader, a leader within my own community and built my dreams and goals to eventually attain a law degree.”

In addition to Ms. Arias also gave her testimony; “Teen Court helped me realize that I want to pursue a career as district attorney and be involved in politics. I really enjoyed the networking opportunities’ that teen court provided for such as the Women's Conference at Stanley Mosk Courthouse. At this conference I was inspired by the testimonies of all female attorney, judges and commissioners. In addition, the past two summers I had the opportunity to attend the Teen Court Summit and I was able to attend very interesting workshops which helped with my development in the courtroom. Teen Court also, helped me develop networking skills. In many teen court events and conferences, I met amazing individuals who I am constantly emailing about advice.”

2016 CALIFORNIA YOUTH COURT SUMMIT EVALUATION

Carefully consider your evaluation of the CAYC Summit. Your responses will help us improve the summit and plan for next year's event. Any comments to your responses are greatly appreciated.

LOCATION AND FACILITIES

- | | | |
|--|------------|-----------|
| 1. Did you enjoy being on the UC Santa Cruz campus? | YES | NO |
| 2. Was your room comfortable and adequate for the conference? | YES | NO |
| 3. Were the workshop rooms adequate and comfortable and within a reasonable distance from the dorms? | YES | NO |
| 4. Were there places to gather and get to know youth from other areas? | YES | NO |
| 5. Were there enough choices at meals to satisfy your appetite? | YES | NO |
| 6. Were the snacks to your liking? | YES | NO |

FULL GROUP SESSIONS

- | | | |
|--|------------|-----------|
| 1. Did you find the Thursday afternoon Santa Cruz Museum of Art and History Art-ivism a fun and a good way to network? | YES | NO |
| 2. Did you find the Thursday evening welcome activities a good way to meet others? | YES | NO |
| 3. Did you enjoy going to the Boardwalk on Friday evening? | YES | NO |
| 4. Did you like the closing session? | YES | NO |

COMMENTS:

WORKSHOPS

Circle the Friday 9:30 am workshop you attended: Creating a Social Justice Council; Cyberbullying; Substance Abuse and the Adolescent Brain; Trauma & Resiliency; or New to Teen Court?

- | | | |
|--|------------|-----------|
| 1. Was the workshop well organized? | YES | NO |
| 2. Was most of the information that was presented, new to you? | YES | NO |
| 3. Were the speakers well prepared, informative, and understandable? | YES | NO |
| 4. Were the questions and discussions handled to your satisfaction? | YES | NO |

COMMENTS:

Circle the Friday 11:15 am workshop you attended: Cyberbullying; Substance Abuse and the Adolescent Brain; Suspending the School-to-Prison Pipeline; Violence within Families; or Sealing Juvenile Records

- | | | |
|--|------------|-----------|
| 1. Was the workshop well organized? | YES | NO |
| 2. Was most of the information presented, new to you? | YES | NO |
| 3. Were the speakers well prepared, informative, and understandable? | YES | NO |
| 4. Were the questions and discussions handled to your satisfaction? | YES | NO |

COMMENTS:

Circle the Friday 1:45 pm workshop you attended: Divided We Stand; Gender Equality & Social Justice; National Alliance on Mental Illness; Using Restorative Justice to Increase Awareness; Trauma & Resiliency

- | | | |
|---|------------|-----------|
| 1. Was the workshop well organized? | YES | NO |
| 2. Was most of the information presented, new to you? | YES | NO |
| 3. Were the speakers well prepared, informative and understandable? | YES | NO |
| 4. Were the questions and discussions handled to your satisfaction? | YES | NO |

COMMENTS:

Solution Tree Workshop

- | | | |
|---|------------|-----------|
| 4. Was the workshop well organized? | YES | NO |
| 5. Was most of the information presented, new to you? | YES | NO |
| 6. Were the speakers well prepared, informative and understandable? | YES | NO |
| 4. Were the questions and discussions handled to your satisfaction? | YES | NO |

COMMENTS:

PLEASE indicate anything about the summit that would be helpful in planning future events.



JUDICIAL COUNCIL OF CALIFORNIA

OPERATIONS AND PROGRAMS DIVISION
CENTER FOR FAMILIES, CHILDREN & THE COURTS

January 2016

Girls' Court Evaluation Project Proposal

The Judicial Council's Center for Families, Children, and the Courts (CFCC) proposes to evaluate one of California's girls' courts to determine its processes and outcomes. In California, there are currently three CSEC-specific girls' courts (commercially sexually exploited children) and five general girls' courts. CFCC will work with Los Angeles's STAR Court (Succeed Through Achievement and Resilience), which is a unique program that started in early 2012 and has been nationally recognized. Judge Catherine Pratt, with whom CFCC has a working relationship, presides over the STAR Court.

About Girls' Court

Girls' courts are juvenile courts that have a dedicated calendar and judge for young offenders who may be exploited or suffered from trauma. Some girls' courts are for any at-risk girl who enters the juvenile delinquency system while others are specifically for girls at risk of being involved with CSEC (Commercial Sexually Exploited Children). Girls' courts apply collaborative justice principles to combine judicial supervision with intensive social and treatment services to at-risk girls in lieu of detention. These collaborative justice principles include a multidisciplinary, nonadversarial team approach with involvement from justice system representatives, mental health providers, specialized trauma services, and other support systems in the community. The goal of a girls' court is to have an alternative track for female offenders that recognizes their unique and gender-specific risks and needs. This track, like other collaborative courts, is meant to hold girls accountable for their actions while building on their strengths and reconnecting them with healthy relationships and behaviors.

Each girls' court may operate slightly differently from one another, but all follow collaborative justice principles of combining judicial supervision, often on a weekly or biweekly basis, with intensive social and treatment services to at-risk girls or girls who have been victimized or exploited. Many girls' courts offer evening and Saturday programs for girls to have group therapy or to discuss things from the self-worth and body image to the legal system and court process.

Like other collaborative courts, some girls' courts use a continuum of sanctions for repeat offenses or not adhering to program rules. However, courts are also aware that exploitation is similar to domestic violence and thus girls may "AWOL" and return to their exploiter several times before leaving for good. Some courts use detention as a sanction more than other courts, depending on the jurisdiction's philosophy, politics, and culture. Although there is a movement to expand "Safe Harbor" laws in which exploited youth are always treated as victims rather than



Girls' Court Evaluation Project Proposal

criminals, concerns about minors' safety in an unlocked facility remain. California is one of few states that permits the court to expunge the record of exploited minors.

Evaluation Objectives

Since girls' court is a relatively new collaborative court model, very few evaluations have been done. The main objectives of this evaluation are to 1) explore the progress of a girls' court toward meeting its goals and having a positive impact on court participants as determined by outcomes detailed below, 2) to describe the process of a girls' court, and 3) to identify specific aspects of the girls' court that are particularly beneficial. An additional objective is to identify what stakeholders see as model practices for jurisdictions that are interested in program replication.

Research Questions

This evaluation will focus on both process and outcomes, as feasible. In addition, this evaluation will attempt to gain insight into the experience of those using a girls' court. With that in mind, the following research questions will be addressed. The research questions stem from other evaluations of collaborative justice courts, as well as the goals of a girls' court.

Process

1. Who does the girls' court serve (age, offense, trauma history, service needs, eligibility)?
2. How does the girls' court serve its constituents (referral process, types of services [inpatient v. outpatient, county-provided v. contract-provided, etc.], sanctions and rewards, if and when placement or detention is used)?
3. What is the difference in case processing between the girls' court and a traditional juvenile delinquency court? How do state laws (e.g., Prop 35) impact case processing?
4. What are cost-effective practices that the girls' court uses?

Outcomes

1. What is the impact of girls' courts on recidivism (number of arrests)?
2. What is the impact of girls' courts on participants' trauma or other mental health symptoms (Pending access to data)?



Girls' Court Evaluation Project Proposal

3. What is the impact of girls' courts on participants' overall well-being (determined by such things as housing, educational enrollment or attainment, supportive relationships, AWOL status from placement or treatment)?

Evaluation Analysis and Data Collection Methods

To answer the research questions, both quantitative and qualitative data will be collected. Process data will be collected through interviews, focus groups, and court observation. Outcomes will be measured using a pre-post design by comparing participants' recidivism rates,* trauma symptoms, and overall well-being as defined above before entering the girls' court to those variables at two points after leaving the girls' court. Researchers will also obtain a comparison group from the juvenile delinquency system in the same county as the girls' court. Researchers will use propensity score matching (PSM) to select the comparison group and will compare the variables listed above between the girls' court participants and the matched comparison group. PSM is a widely accepted method used in quasi-experimental designs that ensures that any observed difference between the treatment group (girls who participated in girls' court) and the control group is due to the treatment intervention and not selection bias.

Interviews

Researchers will conduct interviews with stakeholders of the girls' court team, including the judge, prosecutor, defense attorneys, probation officers, and treatment providers. These interviews will help to ascertain court team members' experiences and thoughts about specific aspects of the girls' court process. The questions asked in the interviews will pertain to court processes as well as interviewees' thoughts on how the court works.

Focus Groups

Researchers will conduct one to three focus groups with girls' court participants and their families, as available. These focus groups will help to ascertain participants' experiences and thoughts about the girls' court process.

Court Observation

Researchers will visit the girls' court at least once to observe the court in action. Researchers will use this visit to note details about the court such as the location of the court, the number of court

* Similar to addictions and domestic violence, it is common and expected for girls to return to their pimps many times before finally agreeing to treatment and safety.



JUDICIAL COUNCIL OF CALIFORNIA

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January 2016

Girls' Court Evaluation Project Proposal

team members involved, the number of participants present, the process of the court, how participants react to the attorneys and judge, etc.

File Review

Researchers will collect individual-level outcome data for all participants who entered the girls' court between January 1, 2013, and January 1, 2014. These data will include individual participants' court and probation records to determine criminal history and probation compliance, including arrests and detention dates, as well as any child welfare involvement and placement history. Researchers will look at these data for the each participant at three different time points: one year prior to joining the girls' court, one year after joining the girls' court, and two years after joining the girls' court. Researchers will then compare the data from one year prior to joining to the points after joining. Data will be collected using the same methodology for both the treatment and control groups.

Pending confidentiality waivers, researchers will collect data related to participants' trauma or mental health history such as hospitalizations, symptoms, and medications.



Annual Report

2015-16



Keeping Kids in School and Out of Court Initiative

Annual Report: 2015-16

Introduction

This report will document the continuing work of the Keeping Kids in School and Out of Court (KKIS) Initiative. An initial report was made in 2014 when the Blue Ribbon Commission on Children in Foster Care sunsetted and a subsequent brief report was submitted in May 2015 in conjunction with a request for additional appointments to the KKIS Steering Committee. To increase the representation of perspectives and expertise on the steering committee, the Chief Justice appointed three additional members in June 2015. Dolores Huerta, who currently leads the Dolores Huerta Foundation and is working to improve school discipline practices in the Central Valley; Karen Junker, a middle school math teacher and restorative justice expert; and Anne Marie Schubert, the elected District Attorney for Sacramento County were each added to deepen the knowledge base of the steering committee. In addition, with the resignation from the steering committee of Judge Denise de Bellefeuille, of the Santa Barbara County Superior Court, the Chief Justice appointed Judge Carolynn Caietti, the Presiding Juvenile Court Judge in San Diego County, to ensure strong juvenile court leadership remained on the steering committee. With these appointments the steering committee now has twenty-seven members actively engaged in leading the work of the initiative. (See Appendix A—Current KKIS Steering Committee Roster.)

Work of the Steering Committee

The steering committee has been busy in its two years of existence. The voices of so many state and local experts on the issues that the initiative is addressing have created a rich and vibrant body to address its objectives.

Participation in National Summit

California was invited to bring a multi-disciplinary team to the National Leadership Summit on School Discipline and Climate in October 2014. The summit, held in Washington, D.C., built on the work begun at the New York summit, the National Keeping Kids in School and Out of Court Summit in March 2012.

The DC Leadership Summit offered the opportunity to meet with the best thinkers on organizing around the fundamental issues addressed by KKIS (e.g., exclusionary school discipline practices that result in youth dropping out of school and coming into contact with the juvenile justice system, chronic absenteeism, disproportionality of educational outcomes of system-involved youth, improved outcomes for jurisdictions that employ court-led cross-system collaborations); to address a number of challenges that this state faces in its efforts to change social norms on the issues; and to identify resources of value for California's efforts in highlighting these issues. Led by Judge Stacy Boulware Eurie, standing in for the Chief Justice, a team of twelve, including seven KKIS steering committee members, two staff to the initiative, two community organizers from the Central Valley and Central Coast of the state, and a tribal court judge from Imperial County represented California at the summit. (See Appendix B, Team California Roster.)

Prior to attending the summit, the team completed required Summit Pre-Work that was designed to allow the team to consider where California stood in advancing school discipline and juvenile justice reform along key "levers for change" that were addressed during the summit. The pre-summit work process reinforced that the fundamentals of our KKIS initiative--collaborative, multisystem partnerships; key state leadership participation; local multidisciplinary teams with judicial branch leadership; and a focus on issues of truancy, chronic absenteeism, and exclusionary discipline policies with a disparate impact on children and youth of color and with special vulnerabilities--were sound, robust, and worth the work ahead. (See Appendix C, Summit Pre-Work.) The summit afforded ample opportunity to address those issues, to meet exceptional teams from other states, and to begin building strong and valuable bonds among the members of the California team.

Team Support

The steering committee has wrestled with the best ways to continue support for the 32 KKIS county teams that participated in the initial 2013 summit. In a telephone survey of the teams conducted earlier this year, county team leaders described the kinds of support that would benefit their teams, primarily suggesting training, an opportunity to gather and meet with other county teams, assistance identifying funding options, as well as enhanced communication mechanisms. The committee has offered to visit the counties or provide other means of technical assistance to provide the requested support. In addition, with the support of one of our funders, the Stuart Foundation, we contracted with Fostering Media Connections (FMC) to help put a "solution-based journalism" spotlight on some of the county work. And finally, the steering committee organized two regional convenings, one in Northern California and one in Southern California, to bring the teams together, provide training and an opportunity for them to get to know their neighbor teams, and hopefully to begin to develop regional consortia of KKIS teams that can provide support and assistance to each other in an ongoing way.

Team visits/consultations. The steering committee began visiting teams in May 2015 with a visit to the **San Luis Obispo County (SLO)** team by Judge Donna Groman and staff to the

initiative. The SLO team meets quarterly, and includes members from probation, social services, district attorney, mental health, the County Office of Education, and CASA. The team leader is Presiding Juvenile Court Judge Linda Hurst. The team reported problems with transportation for youth who are transferred from their home schools to alternative schools--the county is large with significant distances to schools. They were negotiating with the county transit system to provide free rides for the students. The County Office of Education reported that expulsions were down from 210 in 2001-02 to 26 in 2013-14. The KKIS team suggested adding youth, parents, and community organizations to the SLO team; and talked about the value of restorative justice programs.

Judge Bill Palmer from **Kern County** sought assistance in the last year with an application for a federal grant related to Keeping Kids in School. Staff worked closely with him to develop a strong application, but California was not a state chosen to receive one of the grants.

Many other team counties consulted with staff and steering committee members on various KKIS issues. We anticipate more team visits in the coming year, including training visits to **Inyo and Imperial Counties**.

Fostering Media Connections/Chronicle of Social Change. With the assistance of a grant from the Stuart Foundation the initiative was able to contract with Fostering Media Connections, a nonprofit that does solution-based journalism focused on child welfare, to develop articles and stories that feature the efforts of KKIS team counties and steering committee members. These articles and stories have been completed and published in the *Chronicle of Social Change*. Published stories feature work in Los Angeles, Fresno, Vallejo, San Francisco, San Luis Obispo, Humboldt County, and other areas of the state. (See Appendix D, Fostering Media Connection Articles.)

Regional Convenings. When they were surveyed by phone most of the team leaders said that having an opportunity to meet with and hear what other teams are doing and having an opportunity for further training were high on their lists of ways that the initiative could support them. In response, the steering committee held Northern California and Southern California Regional convenings for the KKIS teams

The Southern California convening was held on December 2, 2015, in conjunction with the Beyond the Bench conference in Anaheim. Teams from nine counties attended and were offered trainings on a variety of issues, were introduced to the initiative's new communication tools, and were provided ample opportunity to get to know each other and the members of their teams. In addition to teams from Inyo, Los Angeles, Orange, San Bernardino, San Diego, San Luis Obispo, and Ventura Counties, we also hosted a new KKIS team from Imperial County. The teams were introduced to a variety of successful approaches to improving school culture, climate, and

educational outcomes while lowering suspension and expulsion rates, lowering chronic absenteeism, and ensuring school safety. In addition, the teams (and Beyond the Bench attendees) had the opportunity to see the film *Paper Tigers*, and to meet James Redford, the filmmaker. (See Appendix E, Southern California Regional Convening Agenda, including Beyond the Bench content developed for the Keeping Kids in School and Out of Court Initiative.)

A similar Northern California Regional Convening was held on February 24, 2016, at the Judicial Council offices in San Francisco. We hosted 11 counties: Alameda, Contra Costa, Marin, Sacramento, San Francisco, Santa Clara, Santa Cruz, Solano, Sonoma, Stanislaus, and Yuba. The agenda was similar to that of the Southern California Regional Convening and the goals and positive outcomes and reviews were the same. (See Appendix F, Northern California Regional Convening Agenda and Summary of Evaluations.)

Communications Tools

To advance the objectives of the KKIS initiative we have developed some tools for sharing the work of the initiative with the broader public as well as tools for county teams to communicate with one another and share information, questions, and best practices. At present, the initiative has three primary tools for communications on both of these levels: (1) a KKIS webpage; (2) a Twitter account; and (3) a list serve for all team members to communicate among themselves. While each of these tools was established in the first year of the initiative, significant work is needed to expand their reach and utility to the overall initiative as it moves forward, which we hope to do through a grant funded contract for communications support.

Webpage. Information on the KKIS initiative can be found on the judicial branch website at: <http://www.courts.ca.gov/truancy.htm> That website includes information about the 2013 summit; how courts and their partners can come together to make a difference around attendance and school climate and discipline issues; and a large number of research and best practices resources. While there is a significant amount of information available at this site to assist local teams in identifying information, best practices, and practical resources for implementing change, its location deep within the judicial branch website makes it difficult for many to locate and limits the nimbleness with which it can be updated. To overcome these drawbacks, the initiative plans to launch a standalone website that can become the primary information resource for each of the KKIS teams in California and a place to host information about their strategies and successes going forward.

Twitter account KKISCA: @Ibelonginschool. The KKIS initiative created a Twitter account to share information and publicize events, news, and research related to the goals of the initiative. That account is @Ibelonginschool, which is the key message developed by the steering committee for the KKIS initiative. This account can be a source of inspiration for our teams, and a place for them to share their day-to-day challenges and successes with one another and their

communities. When steering committee member Ramona Bishop, Superintendent of Vallejo Unified School District, was invited to participate in a White House Convening about improving school climate and discipline and share the success she had in reducing suspensions in the Vallejo Unified School District, we were able to share her remarks via Twitter. We look forward to highlighting more stories like hers in the next year of the initiative when we will have communications support.

List serve: KKISNetwork. Because there is a need for a communications channel among the teams to allow for exchange of ideas and questions we created and are hosting a list serve within the judicial branch called KKISNetwork. When it was launched we e-mailed information about joining the list serve to every person who attended the 2013 summit, and urged them to share that information with others in their counties working on these issues. While many people signed up for the list serve initially, the KKIS initiative has not been able to tap its potential to serve as a line of communication among teams, but is hoping to do so when we have communications support later this year.

Participation in Supportive School Discipline Community of Practice

The KKIS initiative steering committee participated in the U.S. Department of Education funded Supportive School Discipline Communities of Practice 2015 technical assistance (TA) cycle. This was an 18-week project working with national experts and coming together with a network of education and justice leaders to (1) share experiences, (2) get information and tools, (3) learn with and from each other, and (4) contribute to each jurisdiction's efforts to eliminate the "school to prison pipeline" and promote graduation. KKIS primarily focused on developing the planned regional convenings for Northern and Southern California county teams. The project was helpful, particularly in connecting the KKIS initiative with other states' efforts to do similar work.

Work of the County Teams

Information Provided to Counties Post-Summit

Supporting and informing the local KKIS county teams that came together for the 2013 summit has been one of the primary objectives of the initiative and in the first year we provided that information on a number of occasions.

September Attendance Awareness Month. In California, and around the country, many schools, districts and communities have committed themselves to improving school attendance by starting the academic year with a focus on attendance boosting activities to recognize September as Attendance Awareness Month. On September 3, 2014, the Chief Justice sent a letter to all 58 juvenile court presiding judges in California urging them to work with their community partners to implement effective strategies for enhancing school attendance. That letter provided concrete suggestions for improving attendance to each of those juvenile court leaders in California. In addition, there was a description of possible approaches for courts and

communities to take and links to additional school attendance information available on the KKIS webpage. This letter was well received by the judges, and many teams undertook September Attendance Awareness Month related activities. Many teams continued those attendance awareness activities in September 2015.

Updated data on key goals of the initiative. When the county teams came together at the summit in 2013 they received sets of data tables and charts for their individual counties aimed at helping them identify areas to focus on as they developed local action plans. One priority of the initiative has been to assist teams in continuing to track their data and determine where progress is and is not taking place. In January 2015, the initiative sent each team leader an individualized data report connected to the goals of the initiative as well as a document prepared by Public Counsel highlighting effective local efforts from California and nationally (see Appendices G & H). Among other critical information, the data tables outlined 2013-14 academic year suspension rates for the five school districts in each county with the highest suspension rates, and also broke those rates down by race and ethnic group to allow teams to determine whether racial and ethnic disparities were evident in the numbers of suspensions in their communities. The regional convenings were designed to build upon these communications and begin to forge relationships among teams at the regional level that will allow them to share information and best practices.

County by County Chronicle of KKIS Work

During 2014 and 2015, staff surveyed the county KKIS teams to see whether they were continuing to meet and work on the issues they identified at the summit. We were pleased to find that most of the county teams were continuing the work they set out for themselves at the summit. Many of the teams had added new members, some had been absorbed into pre-existing county level groups that were working on the issues, and many were working on the plans they developed at the summit. The county by county chronicle of team work is attached as Appendix I. Some highlights of the KKIS county team work occurring during this report period include:

- **Contra Costa:** The team is active and focused on attendance, with a campaign throughout the county to raise awareness about the effects of chronic absenteeism, particularly on children in the early grades.
- **Inyo:** The team is active and engaged and has brought restorative practices into some of the schools. It has also successfully worked on engaging older students to the point where they are now down to one or two youth in Juvenile Hall and the county is in discussions about what to do with the hall since it is no longer needed.
- **Los Angeles:** The county's School Attendance Task Force, larger and more inclusive than the original KKIS team (now including youth and community organizations), works on KKIS related issues with a focus on extending and replicating the LAUSD's significant accomplishments of changing school climate and discipline policies to other large districts (e.g. Antelope Valley, Compton Unified, Long Beach) that generate significant numbers of referrals to the juvenile courts.

- **Marin:** The team held its own Marin County Keeping Kids in School and Out of Court Summit in March 2015.
- **Sacramento:** The team has participated in the National Council of Juvenile and Family Court Judges (NCJFCJ) School Pathways to the Juvenile Justice System project, and the probation department is modifying its practices to deploy an education based supervision model, working with probation officers at two community schools, using Positive Behavioral Interventions and Support (PBIS) training for their officers to support school site discipline reforms.
- **San Luis Obispo:** The team is focused on ensuring that court involvement does not negatively impact education for youth in delinquency court as a result of in custody educational credits not transferring or lengthy reenrollment in regular school.
- **Santa Cruz:** The team identified chronic absenteeism and truancy in the elementary grades as its initial target and, using K-6 data from all districts, determined that there were significant problems in kindergarten and 1st grades. It launched a public education campaign in the fall when school began to curb chronic absenteeism; and it revamped the court's approach to truant families, identifying barriers and creating plans to address the problems, using a trauma informed approach.
- **Solano:** Notably, the superintendent of the Vallejo City Unified School District came back from the summit and implemented restorative practices in all of the district schools. In its KKIS action plan from the summit Solano put a high priority on starting a youth court; that youth court was opened with fanfare at Jessie Bethel High School in Vallejo in October 2015, and incorporates students from the school's Law Academy to run the court with faculty supervision.¹
- **Sonoma:** The team identified chronic absenteeism and truancy as the focus of its work. With help from a Board of State and Community Corrections (BSCC) Justice Assistance Grant of \$715,000, they have launched a new pre-court referral intervention program for students with attendance issues. Social workers provide case management services, do home visits, and provide referrals to services to address barriers to attendance for families and students.
- **Tehama:** The team received a National Council of Juvenile and Family Court Judges technical assistance grant to address KKIS objectives. The team recently implemented county wide data collection of school based referrals to understand what offenses are leading to referrals. It is also focusing on attendance issues in the early grades.

New County Team

The KKIS steering committee was cheered by **Imperial County** educators and jurists joining together to form a new county KKIS team this year. Led by Judge Ulloa, the team joined other Southern California county teams at the KKIS Regional Convening on December 2, 2015, which

¹ Further, following the transfer to a new department of the initial KKIS leader, new court leadership has been drafted for the county team. Presiding Juvenile Judge Scott Daniels brought a robust Solano County team to the Northern California Regional Convening in February 2016.

was held in conjunction with the Beyond the Bench conference. Earlier Imperial County actively worked with the California Blue Ribbon Commission on Children in Foster Care and did some wonderful state court/tribal court collaborative work despite the lack of resources in this county with the highest poverty rate in the state.

Plans for 2016-17

Rural Work

The initiative received a generous grant from the Walter S. Johnson Foundation for 2016-17 that will fund some exciting work in rural Northern California. California is a very diverse state with 58 counties and 1,028 school districts, ranging in size from Los Angeles, serving over 1.5 million students, to rural school districts serving fewer than 100 students. The focus of this grant is to use the KKIS court led multidisciplinary county team model to work with children, youth, and families in rural Northern California to improve school climate and culture and educational outcomes.² While we do not have graduation and dropout rates for these rural districts, we can assume from other demographics and anecdotal rural district evidence on suspensions, expulsions, and disparities in the application of discipline policies that the need for this work in rural Northern California is substantial.³ WSJ has granted us \$100,000 per year for two years to do this work. (See Appendix J, WSJF Accountability Plan.)

Foster Youth Data Collection and Analysis

The publication of the two-part *Invisible Achievement Gap*⁴ report sponsored by the Stuart Foundation was an uncomfortable wake up call for all in the child welfare and education systems, demonstrating that many of our students in foster care are not getting the support they need to thrive in school and achieve educational success. Across the board we see that foster youth are more likely than their peers to drop out, less likely to graduate, and less likely to be

² While California has one of the nation's lowest percentages of rural schools and students, it has one of the highest percentages of small rural districts and the seventh largest enrollment in the country, with 341,491 rural students. Northern California has a large share of those rural students. Additionally, the state educates the second largest percentage of rural minority students in the nation. California's instructional expenditure per rural pupil dropped from \$5,367 in 2011-12 to its current \$4,979, making it the eighth lowest in the nation, and the state ranks 47th in the nation for the percentage of state education funds given to rural districts. Rural student testing performance in the eighth grade is in the bottom fifth of states, with only seven states scoring lower in math. More than one-half of California's rural students are eligible for free or reduced priced lunches and one-quarter are Title I eligible. High adult unemployment and other socioeconomic challenges further compound the situation.

³ All specific numbers, data, and other information in the above paragraph is from: Johnson, Jerry, et al., [Why Rural Matters 2013-2014: The Condition of Rural Education in 50 States](#), a report by the Rural School and Community Trust issued in May 2014.

⁴ Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco: WestEd. Wiegmann, W., Putnam-Hornstein, E., Barrat, V. X., Magruder, J. & Needell, B. (2014); and *The Invisible Achievement Gap Part 2: How the Foster Care Experiences of California Public School Students Are Associated with Their Education Outcomes*.

proficient on state administered standardized tests. There is also limited data suggesting the foster youth are more likely to be suspended, although statewide data on this issue is only being released this year. While the recently enacted Local Control Funding Formula legislation sought to ameliorate this gap by identifying foster youth as a population for targeted funding, juvenile courts and KKIS teams have a role to play in improving educational outcomes for foster youth.⁵

Data tools have been developed to help connect education and child welfare data in a manner that should simplify the process and ensure that courts get the information they need to ensure that dependent children's educational needs are being met. We will work with one or two counties to develop an aggregate data report card for all foster youth in the county that can be run using the existing data systems to see how foster youth are faring in terms of school discipline and attendance. These reports can be used at local KKIS team meetings to review whether school attendance, climate and discipline reforms are making a difference for foster youth and to pinpoint areas where more attention and focus is needed. We hope to further refine the reports to make them a helpful tool for juvenile court and tribal court judges to have when children and youth from the dependency and youth justice systems appear before them. We hope that this two-tiered approach using individual data at the case review stage, and aggregate data to ensure that the individualized approach is working across systems can then be replicated across California to eradicate the achievement gap for foster youth and ensure that they can graduate at the same rates as their peers.

Bench Guide for Juvenile Court & Tribal Court Judges

The KKIS initiative will be writing, publishing, and distributing to every juvenile court judge and tribal court judge in California a comprehensive bench guide on all of the issues addressed by the initiative, including:

- Educational law as it applies to children and youth in the juvenile court systems;
- Issues of truancy, suspensions, expulsions, and chronic absenteeism and how they affect the educational outcomes of this state's children and youth;
- How the developing brain is affected by trauma;
- The science of the adolescent brain and how the brain affects adolescent behavior;
- Root causes of disparities in school discipline and what can be done;
- Evidence-based and promising interventions that have improved school climate and culture and improved student outcomes;
- Everything else that a jurist may need to know when a child or youth appears in the courtroom with educational or behavioral issues.

When the guide has been published, the initiative will work with the Judicial Council to offer training on its content to every juvenile court judge and tribal court judge in the state. The

⁵ California Rule of Court 5.651 details the requirements for courts to obtain information about the education of each system involved child at each court hearing.

steering committee hopes that training on this resource will be permanently included in the initial and ongoing education of juvenile court judges and will become a core part of the Judicial Council's training for judges, including tribal court judges.

Increased Communications Support

As noted earlier, staff to the initiative are finalizing a Request for Proposals (RFP) to provide enhanced communications support on KKIS issues to the county teams, the steering committee, funders, and others interested in the issues. This would involve getting the earlier mentioned outside website up and running, setting up a Facebook presence, increasing the KKIS Twitter reach, developing a weekly email newsletter with resources, news, blogs, etc. This project will be funded by grants supporting the initiative.

Development of Regional Consortia

Because the county teams have expressed a desire to gather regionally, the steering committee hopes to use the next few years to develop strong regional consortia of teams that can stay in touch with each other through the communication tools we are developing and additional regional convenings to create opportunities for collaboration. We hope this work will eventually help inter-county agency systems collaborate for the benefit of the children and youth in the juvenile dependency and delinquency systems, who often travel between and among their home counties and nearby counties that host them in a variety of placements. That would include both the existing county team relationships and those that will be developing through the rural county work over the next two years.

Increased Collaboration between KKIS and Power of Democracy

In the coming year, staff to both the Chief Justice's KKIS Initiative and her Power of Democracy (POD) project plan to work together to collaborate where possible as the POD begins setting up pilot projects in counties where KKIS is already in place. KKIS staff will make introductions of court, education and other relevant county team members to POD staff, and where it is feasible staff will encourage crossover participation in the two projects to facilitate collaboration and avoid duplication of efforts.

The Good News and the Challenges Going Forward

California Heading in Right Direction on Suspensions and Expulsions

We now have three years of data on suspensions and expulsions that shows a promising trend of reductions in suspensions for all groups of students, with a particular reduction in willful defiance related suspensions. The most recent data released by the Superintendent of Public Instruction for the 2013-14 school year shows that the rate of students experiencing one or more

suspensions has dropped from 5.7% in 2011-12 to 4.4% in 2013-14.⁶ If that progress continues we can hope to reach the initiative's goal of a rate of no more than 2% by the end of the KKIS initiative. Yet while reductions have occurred for all students, African American and Native American students still experience rates of suspension that are wholly disproportionate to their share of the overall enrollment, suggesting that more work is needed to combat implicit bias and ensure that all students are treated fairly.

Challenges of Successfully Addressing Chronic Absenteeism

KKIS work on chronic absenteeism has primarily been to get the teams informed and involved in the September Attendance Awareness month work, but we need to do much more. Attendance data is hard to gather because the state does not collect information on chronic absenteeism, and truancy rates are a poor measure of the overall attendance issues. The initiative will work to leverage the many resources available to ensure that every KKIS team has chronic absence rates for every district in its county.

Sustainability is the Biggest Challenge Going Forward

As the KKIS initiative moves into its last few years our focus is drawn to sustainability. Foundations generally fund a project for about three years, which would cover another two or three years of funding for the initiative. During that time we will focus on helping the county teams and the regional consortia sustain their efforts. We see the possibility of the teams influencing the Local Control Action Plans (LCAPs) that are now being developed in each county, which require consideration of the most vulnerable students, including foster children, to determine educational spending at the school district level; examining local government options (e.g., the Los Angeles Board of Supervisors has been a good source of funding for a number of cutting edge programs); and looking at other local options that may be available due to realignment, Proposition 47, and other legislation. Further, the initiative will be working to solidify and build team leadership and involve more judges (to avoid the vacuum caused by the transfer of judges in some jurisdictions). These efforts will be ongoing during the life of the initiative as we work to help each of the teams born at the summit take on a life of its own.

⁶ See California Department of Education DataQuest site at: <http://dq.cde.ca.gov/dataquest/dataquest.asp> and January 14, 2015 Press Release 15-5: [*State Schools Chief Tom Torlakson Reports Significant Drops in Suspensions and Expulsions for Second Year in a Row*](#)

Keeping Kids in School and Out of Court
Initiative Steering Committee
(As of October 29, 2015)

Hon. Stacy Boulware Eurie, Chair
Presiding Judge of the Juvenile Court
Superior Court of California,
County of Sacramento

Ms. Laura Faer
Chief Attorney
U.S. Department of Education
Office for Civil Rights

Hon. Donna Groman, Vice Chair
Judge of the Superior Court of California
County of Los Angeles

Ms. Jill Habig
Special Assistant Attorney General
Office of the Attorney General

Dr. Ramona Bishop
Superintendent
Vallejo Unified School District

Hon. Maria D. Hernandez
Presiding Juvenile Court Judge
County of Orange

Hon. Richard C. Blake
Chief Judge
Hoopa Valley Tribal Court

Ms. Vanessa Hernandez
Statewide Policy Coordinator
California Youth Connection

Ms. Jacquelyn Byers
Director
Black Organizing Project

Lt. Lisa Hinz
Youth Services Unit
City of Sacramento Police Department

Hon. Carolyn Caietti
Presiding Juvenile Judge
Superior Court of California, County of San
Diego

Ms. Dolores Huerta
Dolores Huerta Foundation

Ms. Hedy Chang
Director
Attendance Works

Mr. Gordon Jackson
Assistant Superintendent
California Department of Education

Ms. Maisie Chin
Director
CADRE

Chief Mack Jenkins
Chief Probation Officer
San Diego County

Dr. Joyce Dorado
Director
UCSF HEARTS (Healthy Environment and
Response to Trauma in School)

Ms. Karen Junker
School Culture and Climate
Coordinator/Math Teacher
Davidson Middle School

Mr. Jesse Esparza
Youth Organizer
Fathers and Families of San Joaquin

Mr. Will Lightbourne
Director
California Department of Social Services

Dr. Macheo Payne
Senior Director of Equity and Education
Initiatives
Lincoln Child Center

Ms. Linda Penner
Chair
Board of State and Community Corrections

Mr. Castle Redmond
Program Officer
The California Endowment

Hon. Anne Marie Schubert
Sacramento County District Attorney

Ms. MaryJane Skjellerup
Policy Analyst, Equity and Access
Fresno Unified School District

Ms. Devon Walker
Student
Humboldt County

Ms. Jackie Thu-Huong Wong
Director FosterEd: California
National Center for Youth Law

**STAFF COUNSEL TO THE STEERING
COMMITTEE**

Ms. Chris Cleary
Attorney
Center for Families, Children & the Courts
Judicial and Court Operations Services
Division
Judicial Council of California

Ms. Tracy Kenny
Attorney
Center for Families, Children & the Courts
Judicial and Court Operations Services
Division
Judicial Council of California

National Leadership Summit on School Discipline and Climate

October 6-7, 2014; Washington, D.C.

Team California Roster

Dr. Ramona Bishop Superintendent Vallejo Unified School District	Ms. Maisie Chin Director CADRE Los Angeles
Hon. Stacy Boulware Eurie Presiding Judge of the Juvenile Court Superior Court of California, County of Sacramento	Ms. Chris Cleary Attorney Center for Families, Children & the Courts Judicial Council of California
Ms. Erika Brooks Education Manager Dolores Huerta Foundation	Ms. Laura Faer Education Rights Director Public Counsel Law Center
Ms. Jacquelyn Byers Director Black Organizing Project	Mr. Juan Gomez Director MILPA
Ms. Vanessa Hernandez Policy Coordinator California Youth Connection	Ms. Tracy Kenny Attorney Center for Families, Children & the Courts Judicial Council of California
Mr. Gordon Jackson Assistant Superintendent California Department of Education	Hon. Claudette White Chief Judge, Quechan Tribe



National Leadership Summit on School Discipline and Climate

Washington, DC
October 6-7, 2014

Summit Pre-Work

The *National Leadership Summit on School Discipline and Climate* will provide an opportunity for your multi-disciplinary team to build or strengthen partnerships, and develop concrete steps to further advance school discipline, climate and juvenile justice reforms in your states and communities.

To prepare for the Summit in October, you will need to, first, participate in an August call with the National Leadership Summit Planning Committee, and, second, confirm and convene your team members to complete the Summit Pre-Work. This pre-work will allow your team to consider where your State or community stands in advancing school discipline and juvenile justice reform along the following key “levers for change” that will be addressed during the summit.



As each State and community will have different levels of experience with regard to these levers, we have designed the Pre-Work to (a) help your team prepare to maximize your time at the Summit and (b) help the Summit hosts to better meet your team’s unique needs.

Before you begin, please take note of the following resources and references available for your use:

- The [School Discipline Guidance Package](#), by the U.S. Departments of Education and Justice
- The [School Discipline Consensus Report](#), by the Council of State Governments
- The [Discipline Disparities Series – Briefing Papers](#), by the Discipline Disparities Research to Practice Collaborative

Please submit the completed pre-work to the National Center for Safe Supportive Learning Environments at ncssle@air.org by September 12th, 2014. As you complete this pre-work, please don't hesitate to reach out to Greta Colombi at gcolombi@air.org or 202.403.5123 with questions.

1. Cross-Systems Collaboration

1a. Which agencies are engaged in your existing efforts to advance school discipline and juvenile justice reform in your state/community?

Collaboration is taking place at the state and local level to advance such reforms, as part of the Chief Justice's Keeping Kids in School and Out of Court (KKIS) Initiative and in association with other statewide and local initiatives and projects. Broadly speaking the following agencies are involved with KKIS: education, child welfare, probation, law enforcement, the state Attorney General and District Attorneys, Public Defenders, mental health, and state and tribal courts. Each of these groups participated on the teams for our KKIS summit in 2013 and is represented on the steering committee for the Chief Justice's KKIS Initiative. In addition, we are working with a number of statewide advocacy groups that are working on these issues. Our team and the steering committee for the KKIS initiative include the Policy Coordinator for California Youth Connection, a foster youth advocacy group, and the Education Rights Director for Public Counsel Law Center. We also consider and include local community organizations, youth, and youth advocates as vital and necessary participants in this work (discussed further under section 2 below).

1b. Do representatives from the engaged agencies fully understand other participating agencies' work? *(You might consider services available, similarities in youth population served, training and supports provided to staff, and how/which data are collected and used.)*

Collaboration between and among these agencies has been active at the state and local level via a number of other initiatives and has focused on various issues, including improving services for foster youth. Those collaborations have helped build understanding of each agency's role, but more is learned with each new effort. With specific regard to school discipline and school climate, most agencies outside education have had a more limited understanding of those policies and their implications for other systems. Recently initiated collaborative efforts to improve school discipline and climate and address disparities are increasing cross-system understanding and in many cases finding these potential system partners sitting down at a table together for the first time.

1c. If you are currently collaborating across agencies, what challenges does your collaboration currently face? If you are not currently collaborating cross systems on school discipline and or juvenile justice reforms, what, if any, are the obstacles to collaboration? *(You might consider good examples of successful cross systems collaboration on other issues in your State or community.)*

At the local level the extent of collaboration and depth of understanding can vary. California has 58 counties and 1,028 school districts. County size ranges from Los Angeles with a population of over 10 million to Alpine with a population of just over 1,000. School districts are similarly varied, Los Angeles Unified serves over 1.5 million students (more students than the total population of 11 states and the District of Columbia) while rural districts may serve fewer than 100 children. Because of this diversity, the extent of collaboration and understanding varies significantly from jurisdiction to jurisdiction and with it the level of understanding may also vary. Some communities are small enough that key stakeholders have regular informal relationships, while in others the scale of responsibilities within systems makes it challenging to find time for collaboration. Add to this the funding cutbacks of the Economic downturn and the implementation of new major policy initiatives such as Common Core and there is a real threat to finding time for collaboration among agencies that are overburdened and wary of taking on new responsibilities or initiatives. In addition, we face the challenges inherent in such efforts such as different organizational objectives and cultures, siloed funding streams, and data systems that are not integrated and for which there are legal constraints on sharing of information.

OPTIONAL: 1d. What opportunities does your new or continuing collaboration foresee?

We see an opportunity with the KKIS Initiative to significantly reduce the use of exclusionary discipline within our schools and to improve school climate such that numerous outcomes will be improved including educational attainment, a reduction in the number of students coming into the juvenile justice system, a reduction in recidivism rates for those who are in the system, and improved educational outcomes for all youth with an emphasis on meeting the educational needs of the youth that come before our juvenile courts.

2. Community Engagement

2a. Which community leaders or organizations are or have been engaged in this work in your State or community? How have they been engaged? *(You might consider efforts to organize major advocacy for reform, active participants in reform efforts articulated above, or other activities.)*

It is clear to us that real change will require local community leadership and participation along with strong statewide leadership. Our team for this summit includes community based organizations from around California as well as those that do work in communities throughout the state. It includes the Black Organizing Project in Oakland which is a Black member-led community organization working for racial, social, and economic justice through grassroots organizing and community-building; Community Asset Development Redefining Education (CADRE) Los Angeles which organizes parents in South Los Angeles to ensure that parents are actively involved in decision-making and can hold schools accountable; the Dolores Huerta Foundation which supports grassroots organizing in rural communities in the Central Valley, and Motivating Individual Leadership for Public Advancement (MILPA) which does community organizing for social change in Salinas. In addition, we have included voices of students and youth in our steering committee for the initiative by including one member who is a high school student who participates in her local youth court, as well as two members who are from organizations that seek to support and advocate for youth directly: the California Youth Connection and Fathers and Families of San Joaquin.

2b. If your response to 2a did not include parents and students, to what extent have they been engaged? How have they been engaged?

While California is committed to ensuring that student and parent voices inform and shape our responses to these issues, there is much more to be done to engage parents and students more actively. Our team would like to reach out to youth who have been subject to exclusionary discipline and/or have been relocated to non-traditional/alternative schools to better understand the impacts on those students and the kinds of reforms that would have supported them in traditional schools. In addition, young adults who are disconnected – defined as youth 16-24 who have not finished high school and are not working – are another population with critical information about the obstacles that exist in our current systems. More extensive outreach to Parent Teacher Associations around the state is also critical in accomplishing full community buy in and accountability for school climate and discipline reform.

OPTIONAL: 2c. What challenges and opportunities do you face in engaging your community?

There are many opportunities for working with the many communities here in California because leadership by community based organizations has already led to significant changes at the local level. In Los Angeles, community organizations have been driving the dialogue on school discipline reform for years and have achieved notable accomplishments in partnership with other stakeholders including the school district, the courts, school police, and the city council. Similar accomplishments have taken place in Oakland and San Francisco. We are also fortunate in that our philanthropic sector – especially The California Endowment -- has placed a high priority on supporting efforts to engage community members in dialogue about these issues and involve them in pushing for reform. As a result, in many places we have an engaged community that is ready to partner in making change. The primary challenge is in those communities where there has been less organizing around these issues, and more effort needs to be put at the front end in those communities to build working relationships between existing community

leaders and system stakeholders.

3. Data

3a. What school discipline-related and/or justice system data are tracked in your state/community and how are those data disaggregated? *(You might consider office referrals, suspension/expulsion rates, school-based arrests, chronic absenteeism, availability and access to services, reentry and/or recidivism data.)*

Our State Superintendent of Public Instruction, Tom Torlakson, recognized that it was critical to gather more detailed data at the state level on school discipline and truancy, and as a result we have recently (for the past two school years) begun to collect this information via our existing statewide longitudinal data system. Thus at the state level we have information on all suspensions and expulsions with demographic markers as well as information on truancy. To date we do not have data on chronic absenteeism at the state level, but legislation sponsored by our Attorney General, Kamala Harris which would result in that data being collected (if private or federal funds are available to cover the costs) is currently awaiting action by the Governor. The statewide database for juvenile justice is maintained by the Attorney General's Office and provides general information about arrests and adjudications and dispositions, but not about recidivism, reentry, nor information about whether an arrest was for conduct at school. More information is available at the local agency level, but that information is not typically available to the public.

3b. What are the trends you are seeing when you look at your data? *(You might consider improvements in specific districts or schools, overall reductions, disparities, shifts in types of disciplinary referrals.)*

As described above, we only have two years of data that can be compared at the state level, but we are pleased to see that in those two years we have seen a significant drop in the number of suspensions in our public schools. An analysis of the most recent trends in California's data was prepared by the Center for Civil Rights Remedies at the UCLA Civil Rights Center:

<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/keeping-californias-kids-in-school/WithChange.pdf> It shows that while many large districts have seen dramatic declines there is still much work to be done, especially in eliminating racially disparate application of discipline.

3c. Who has access to the data and how? *(You might consider public availability, data sharing agreements, cross systems data discussions, and availability of disaggregated and cross-tabulated data.)*

The statewide data is available to the public with an array of available report types and cross-tabulation, including by race, ethnicity and gender. Local data beyond what is reported to the state is generally not provided to the public.

3d. What challenges and opportunities have arisen when collecting, analyzing, using and reporting discipline and related justice system data? *(You might consider matching data from two or more systems to better understand patterns, such as in the [Breaking Schools Rules Study](#).)*

The primary challenge is that critical data, such as incidence of chronic absenteeism or criminal justice referrals that come from school settings is not available. In addition, we have not explored the kind of cross-system data matching that was used in the Breaking Schools Rules Study in Texas. If sufficient resources were invested, California could track the impacts of exclusionary discipline on all of our students from the classroom to the juvenile justice system – this would be extremely valuable for monitoring the progress of our reform initiatives, but requires significant political will and resources to connect the existing systems and create longitudinal datasets.

4. Policies & Funding Streams

4a. Across the participating agencies, what funding streams directly and/or indirectly are or could be applied towards addressing the issues you have identified?

The bulk of available funding is at the school district level, but there are many competing needs for that funding and too little of it to go around. However, California recently reorganized the provision of state funding for schools so that schools would have more flexibility in how they spend their funds and schools with higher need populations would get more money – the relevant populations that determine the funding amount are low income students, students in foster care, and English language learners. To expend these funds, each district must put together a Local Control Accountability Plan (LCAP) to demonstrate how they will use them to meet the needs of these target populations, and to address specific issues. These include school climate, reducing suspensions, and reducing chronic absenteeism. Thus the availability of these funds provides an opportunity for school districts to obtain training and technical assistance and to hire additional staff to work on improving school climate and discipline and targeting chronically absent students. Happily a number of California school districts have already seized this opportunity and developed LCAPs that restrict the use of exclusionary discipline and allocate resources directly to implementing PBIS and restorative practices. The Chief Justice’s KKIS initiative is entirely supported by private foundation funds and a small amount from the federal Court Improvement Program for child welfare court improvement.

OPTIONAL: 4b. To what extent do current statutes, regulations, codes of conduct, and funding programs encourage/allow/restrict supportive school discipline approaches, including the use of diversion options?

California statutes encourage and allow supportive school discipline approaches, requiring in most cases that suspension be used only when other interventions have failed and providing discretion to use an alternate approach.

OPTIONAL: 4c. To what extent do current statutes, regulations, codes of conduct, plans, and funding programs encourage/allow/restrict exclusionary school discipline approaches?

Generally schools have wide discretion as to whether to use exclusionary discipline. Legislation is currently awaiting consideration by Governor Brown that would prohibit the use of suspension for disruptive behavior only for students in grades K-3 and provide that an expulsion cannot be grounded on disruptive behavior.

OPTIONAL: 4d. To what extent do current statutes, regulations, plans, and funding programs encourage/allow/restrict diversion and/or effective reentry supports for youth?

The primary obstacle to implementing such strategies is not structural but simply a shortage of funding to provide effective reentry and diversion services to delinquent youth.

5. Practices

5a. What practices – supportive or exclusionary -- are heavily implemented in your state or community? Please organize your answer using the practice areas below. You can refer to the School Discipline Consensus Report, referenced above, for a description of each practice area.

- **School climate/conditions for learning** (e.g., *school climate surveys, codes of conduct, professional development*): California school districts are implementing an array of approaches to improve school climate and improve conditions for learning. These include Social and Emotional Learning, Positive Behavioral Interventions and Supports, and Restorative Practices/Justice. California has had a comprehensive assessment of school climate and behavior that consists of three linked surveys under the umbrella of the California School Climate, Health, and Learning Survey. The three surveys (all administered by WestEd for the California Department of

Education) are: the California Healthy Kids Survey (for students), the California School Climate Survey (for school staff) and the California School Parent Survey (for parents). Continuing implementation of those surveys is contingent on identifying funding to cover the costs. Responsibility for professional development is at the District level, but as described above, many Districts are investing in training to implement promising approaches to school climate.

- **Targeted Behavioral Interventions** (e.g., *early warning systems, behavioral health needs assessments, etc.*): The range and quality of behavioral interventions varies widely among school districts in California, although there has been much focus and activity in this area in recent years. Some larger districts have dedicated mental health clinicians and have developed early warning assessments while others must rely on services from outside agencies which are often in short supply. Training on trauma informed practices and neurodevelopment is becoming more widespread, and is a focus of the KKIS Initiative. In order to meet the behavioral needs of all students, California will need to expand the availability of these services at school sites.
- **School-Police Partnerships** (e.g., *officer training, written agreements*): The provision of police services on school campuses also varies significantly from district to district in California. A number of school districts, including Los Angeles Unified have independent school police agencies whose primary role is to police the schools. Los Angeles recently modified its policies with the school police regarding which behaviors would be handled by school officials and which would warrant a law enforcement intervention. The vast majority of school districts rely on their local law enforcement agencies to provide services and/or dedicated staff under a contract with the district. A number of districts have detailed Memoranda of Understanding with those agencies to define the role of law enforcement on campus and which types of behavior will be handled administratively by the school.
- **Courts and Juvenile Justice** (e.g., *diversion, transition, correctional education*): California has seen a marked decline in the number of juvenile offenders who are confined to a secure setting at both the state and local level. As a result, most youth subject to delinquency court jurisdiction are in the community and attend district schools. California has a rule of court that requires judges to review the educational status and progress of youth under court jurisdiction at each court hearing to ensure that their needs are being met and they are progressing. The state houses only a small fraction of juvenile offenders, and operates schools for those offenders with the goal that they graduate from high school and can pursue further education to ensure that they can be self-supporting when released (because jurisdiction in these facilities extends to age 23, most are adults when they are released). Reentry services for these young adults are provided by local county probation agencies to ensure that young people are connected with supports in their own communities. Most confined youth in California are in county operated halls, ranches, and camps. Schools for students in these facilities are operated by the County Office of Education in each county in California. The Chief Justice's KKIS initiative places a particular focus on improving practices in these schools and ensuring successful reentry when students return to the community. Model reentry programs exist in a number of California counties and have shown promise in reducing recidivism and promoting educational success for the youth who have participated in them.
- **Information Sharing and Data Collection**: As described above, California now has comprehensive data on school suspensions and expulsions available at the state level that allows for an analysis of disproportionality by school and district. Probation agencies are entitled to access educational information for the youth that they are supervising and to report to the court on educational progress. Currently there is no system in place that tracks the educational outcomes of youth in the juvenile justice system.
- **Other**:

5b. What practices have been implemented to address disparities – for students of color, students with disabilities, or other disparately impacted student populations in your State or community? What has been the impact? How do you know?

Implementation of improved school climate and conditions of learning programs in California have sought to not only improve conditions for all students, but to specifically address disparities in the application of discipline. Implementation of both PBIS and restorative practices have resulted in significant declines overall, but also for minority students. For example, in the Vallejo City Unified School District (VCUSD), under the leadership of team member Dr. Ramona Bishop, implementation of PBIS reduced the number of suspensions for African-American students from 4251 in the 2010-11 academic year to 1,379 in 2012-13. VCUSD saw even more dramatic reductions in numbers of suspension for students with disabilities, dropping from 1745 in 2010-11 to 241 in 2012-13. Implementation of restorative practices in the San Francisco and Oakland Unified school district also led to significant reductions in suspensions across student groups.

OPTIONAL: 5c. What has been the impact of any supportive practices in your State or community? How do you know?

See answers to 5b.

OPTIONAL: 5d. What has been the impact of any exclusionary practices in your State or community? How do you know?

While we do not currently have data matching systems in place to show the direct connections between exclusionary discipline and negative outcomes for students including drop out and involvement in the criminal justice system that were so clearly demonstrated in the *Breaking Schools Rules* study, we know that we African American students and in some places Latino students face disproportionate rates of exclusionary discipline and also face disproportionate drop out and arrest rates in our communities. In addition, we know of countless youth whose lives were sent horribly off track as a result of being pushed out of their schools, especially when that school discipline consequence was tied to a criminal justice consequence as a result of a school related arrest. Being excluded from school is incredibly disruptive to the lives of our students, their families, and their communities in the long run.

OPTIONAL: 5e. What challenges and opportunities have arisen when implementing and assessing practice in your State or community?

Our team wants to ensure that as we monitor and assess the implementation of new and better practices that we do not rely exclusively on summary data to determine if change is happening and the harms of exclusionary discipline are being prevented. To overcome the shortcomings of looking solely at suspension and expulsion rates we need better quantitative and qualitative information. We need to be able to look at outcomes at the individual pupil and teacher level with better longitudinal data systems, but we also need to get feedback from students, parents, and teachers about whether change is really taking place in our schools. As described above, California does survey parents, students, and teachers, but those instruments are lengthy and may deter many respondents from completing them. We need better tools to use at the school site level to assess whether the school climate is really improving, and not only whether there are fewer reported out of school suspensions and expulsions.

6. Conclusion

6a. What is your state or community's most urgent need in moving your effort forward?

Our team feels that the most urgent need is to ensure that our teachers, and administrators, and other key stakeholders understand supportive discipline and school climate practices and can put those strategies to work on a daily practice basis. We know that PBIS, SEL, and restorative practices are effective and have benefits for schools and communities that go far beyond being an alternative to suspension. The challenge is to provide training to every teacher and principal so that they can actually implement these practices and reap their many benefits and to ensure that parents and students are informed and can hold systems accountable for that implementation. We know that our educators want to do what is best for our children, and our challenge is to show them how to do better with positive school discipline practices. To accomplish this we need not only to redirect resources towards this effort, but also to ensure that our credentialing standards incorporate these practices in a meaningful way. We have made progress on this front with regard to standards for school administrators, as the standards for principals and administrators now require training in best practices for classroom management and positive school discipline, but we need to take this step for our teachers as well to ensure that the next generation of teachers comes into the classroom prepared to implement these practices.

Thank you for completing this Summit Pre-Work.

Please submit to ncssle@air.org by September 12th, 2014.

Advocates Say California School Districts Should Spend More on Foster Youth

chronicleofsocialchange.org/news-2/advocates-say-california-school-districts-should-spend-more-on-foster-youth/10437

As California school districts spend June finalizing their budgets for the upcoming school year, they need to specify their plans to serve students in foster care, say child advocates.

Such plans could range from hiring more support personnel for foster youth to lowering the number of times foster youth transfer schools.

“The issue we have to work on is school stability, how not to have these children transferred,” said Karla Pleitéz Howell, associate director of educational equity for the Advancement Project. The national nonprofit, which focuses on social justice issues, has offices in Los Angeles, Sacramento and Washington, D.C.

Howell pointed to [The Invisible Achievement Gap](#), a two-part study sponsored by the Stuart Foundation that found that foster youth are 32 percent more likely to transfer than other low-income students or those in the general population.

Nearly two years have passed since California Gov. Jerry Brown signed into law the Local Control Funding Formula (LCFF), which provides additional resources to school districts to meet the needs of vulnerable groups of students, such as low-income students, foster youth and English-language learners.

Despite the new law, a [report](#) released in February by Public Counsel, a non-profit advocacy law firm, found that few districts accounted for the needs of foster youth in their budget plans, despite the persistent challenges faced by this population.

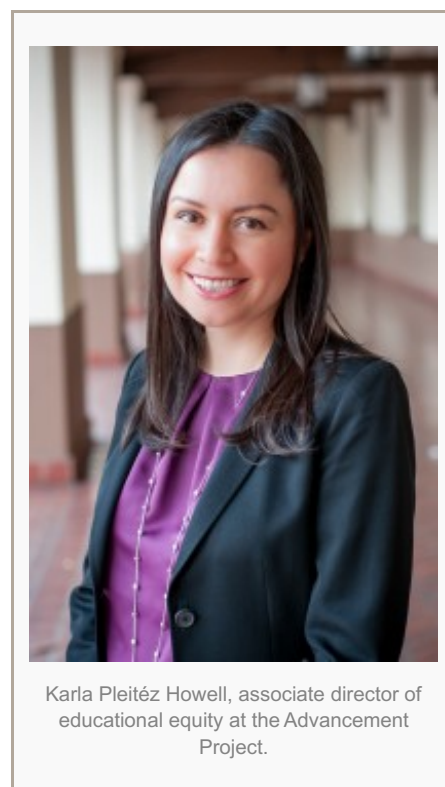
The Public Counsel report also described foster youth in California as coping with disproportionately high exposure to trauma, leading to later experiences with post-traumatic stress disorder (PTSD) at a rate twice that of U.S. combat veterans. Youth who are dealing with trauma are at a substantial risk of struggling with behavioral and learning problems and are more likely to be suspended or expelled.

The LCFF requires school districts to develop a Local Control Accountability Plan (LCAP) to outline how they will use the extra state funding to deal with these critical issues.

Jackie Thu-Huong Wong, director of FosterEd California, which works to improve educational outcomes for foster youth, said that she’s heard school district officials reason that by serving all students they can meet the needs of foster students. But vague platitudes do little to help foster students close achievement gaps with their peers, according to Wong.

She and Howell both applauded Los Angeles Unified School District for reserving \$9.9 million for foster youth services in its proposed 2014-15 LCAP. This included hiring 55 counselors for foster youth, developing learning plans to boost the foster youth graduation rate and setting attendance goals for these students.

“LAUSD made a huge investment,” Wong said.



Karla Pleitéz Howell, associate director of educational equity at the Advancement Project.

A [report](#) released on Monday from UC Berkeley and the United Way of Greater Los Angeles found that LAUSD has made great progress in assisting foster students under the state's new school funding system, though significant needs remain for this group. The school district has updated its [LCAP for the 2015-16 school year](#) to set aside \$11.2 million to augment the staff, including counselors, psychiatric social workers and behavior specialists, needed to serve foster youth. The money will also be used to gather data to lower the foster youth transfer rate, among other services.

"No one else is investing this much money to make sure they're helping to coordinate the different services foster youth will need," Howell said.

Smaller California school districts, such as Compton and Downey, have also outlined specific goals and plans for foster youth. In its [proposed 2015-16 LCAP](#), Compton Unified sets aside \$348,000 for educational counseling for foster youth and \$388,000 to hire and train foster youth liaison staff. [Downey Unified's LCAP](#) earmarks more than \$400,000 in the next school year to hire case workers for foster youth as well as \$875,000 for social workers for foster youth and low-income students alike.

Janelle Kubinec, senior program director at WestEd, a nonprofit research agency based in San Francisco, said that districts that pay attention to the "unique factors" related to the educational needs of foster youth are better prepared to serve such students well. According to Kubinec, districts that designate staff to track foster youth can make a difference.

"More case management for foster youth is how to keep them in schools," she said.

California school districts will finalize their 2015-16 LCAPs by the month's end.

Wong said that it's not just important for districts to reserve money for foster youth services but also to engage the foster community in the LCAP process. The state requires districts to include the public in the planning process.

"Involve the community, the caregivers, talk to parents or group home providers," she suggested. "Even the most well-intentioned folks struggle with including these voices specifically in the conversation."

Wong added that it would benefit the public if districts presented their LCAPs in a more digestible format. She said that even highly educated people struggle to process all of the jargon and figures included in the plans. If the community can understand the information in the LCAPs, they can hold districts accountable.

They can ask, "Are you doing what you would do for your own kids in the LCAP?" Wong said. "That is the question."

Nadra Nittle is a Los Angeles-based journalist. She has written for a number of media outlets, including the Los Angeles News Group, the Maynard Institute for Journalism Education and About.com.



Jackie Thu-Huong Wong, director of FosterEd California.

Resilient and Remarkable Graduates Dreaming Big

 chronicleofsocialchange.org/featured/resilient-and-remarkable-graduates-dreaming-big/10533

By Holden Slattery

When she entered high school, Destinee Ballesteros was a straight-A student.

Since she was very young, Destinee's mother had stressed that education should be her top priority—that education could free her from the financial struggles they faced. Destinee was accepted into the competitive magnet program at AV Soar High School, located right on the Antelope Valley College campus in Los Angeles County, where she could challenge herself with college classes.

But during those high school years, her mother began using methamphetamines, which made her hallucinate, Destinee explained in a recent interview. Destinee's mother would take her and her brother away from their home to escape from “unsafe people.”

“Even though we had a house, she thought it was unsafe,” Destinee said. “So we would bounce from hotels to shelters.” Destinee started missing school because she had no way to get there, and because caring for her younger brother became her top priority.

After a hotel clerk called the Los Angeles County Department of Children and Family Services (DCFS), a social worker determined that the two siblings had been neglected. Destinee and her brother entered foster care, and Destinee was transferred to a different school. There, during her junior year, she got her first F.

“It [getting an F] was really hard,” Destinee said. “It really broke my heart, but then again, I realized that sometimes you've got to fail in order to appreciate the success.”

Destinee and 172 of her peers in Los Angeles County did not let the adverse experiences that led them into the foster care system stop them from performing well in school, graduating, and advancing to higher education. On June 18, at the Walt Disney Concert Hall in Los Angeles, local organizations celebrated these students' success stories during Celebration 2015.

All the students graduated from high school this year with a 2.8 grade point average or higher, and all are heading to college or a vocational school.

This annual event, now in its 26th year, is a collaboration among the Los Angeles County Board of Supervisors, DCFS, the Los Angeles County Probation Department, the Rotary Club of Los Angeles, the Teague Family Foundation and United Friends of the Children.

The celebration featured a speech from Marina Zamora, a former foster youth who attended the same event when she graduated high school in 2009. Zamora is now a college graduate working in accounting. The event also included musical performances and a speech by former American Idol finalist Jacob Lusk, a Compton, Calif., native whose mother is a social worker for DCFS.

“If you keep going even when it goes bad, you'll make it,” Lusk said to the group of graduates, which included aspiring judges, psychologists, doctors, criminologists and youth advocates.

Research on the academic performances of foster youth shows that these young people beat the odds.

The [Invisible Achievement Gap](#), a two-part study sponsored by the Stuart Foundation, found that foster youth had a high-school graduation rate of 58 percent, “the lowest rate among all at-risk student groups.”

Foster youth are also four times more likely to transfer schools than youth in the general public, according to the study.

“The number one obstacle is moving from one school to another as they move from one foster home to another,” said Donna Groman, a judge for the Superior Court of Los Angeles County.

Groman, the supervising judge at 23 juvenile delinquency courts in Los Angeles County, said that foster youth often suffer from traumatic experiences, which can cause depression and irritability, resulting in behavioral issues. Groman is involved with [Keeping Kids in School](#), an effort to find ways to limit suspensions and other kinds of discipline correlated with school dropouts and involvement in the juvenile justice system.

The Invisible Achievement Gap concludes that despite being at a disadvantage in their education, foster youth can be “amazingly resilient, and when they receive adequate academic and social supports they can persist and succeed in school.”

Those are the stories of the 172 students who were recognized at Disney Hall—stories of resilience and achievement.

Destinee now lives with her uncle, and her younger brother lives with Destinee’s longtime soccer coach, while their mother is still trying to recover, Destinee said.

Once reluctant to share her story, Destinee said she has now accepted it. “It’s your story, not baggage,” she said. “I used to think it was baggage. I used to think, why did this happen to me? But I’m unique. It makes me stand out.”

Destinee got straight A’s again as a senior, while serving in several student groups and volunteering at a domestic violence shelter.

In the fall, Destinee will begin her studies at California Lutheran University in the San Fernando Valley as a political science major and economics minor.

After that, she plans to attend law school, work as an attorney, and become a judge. She dreams of rising to the pinnacle of the law field.

“I want to work my way up the courts and be a Supreme Court justice,” Destinee said.

“Chief justice,” she added.

Keeping Kids in School: A Spotlight on Fresno and Restorative Justice

 chronicleofsocialchange.org/curriculum/keeping-kids-in-school-a-spotlight-on-fresno-and-restorative-justice/10752

By Lisa Martine Jenkins

Harry* was in fifth grade when he brought a knife to his Fresno elementary school. He had no intention of using it, which his teachers and principal recognized, but the act of possession instigated protocol: a police report on his actions and a suspension on his record before he had even entered middle school.

When Harry returned to school, he found his punishment had just begun. Parents and other students were concerned about his presence, and he began to see himself as an outsider. His interest in school waned, and he began acting out. It was at this point that his principal contacted Fresno's Victim Offender Reconciliation program (VORP) in an attempt to improve Harry's situation.

"As soon as kids get suspended or go to court, they see themselves differently," says VORP mediator Grace Spencer. "It's only when plans are put into place to remove the label of 'bad kid' that the student is reestablished as a part of a supportive community. Only then does he have an incentive to complete his education."

After VORP's intervention, Harry participated in service hours with the school janitor, who became a mentor to him. Spencer said that these meetings left Harry feeling "centered" throughout the day. Working as an active member of the school community made him less inclined to act out, and he will successfully matriculate to middle school with his peers this fall.

For many educators and other professionals who work with children, Harry's story is a familiar one. As evidence mounts showing a strong correlation between compromised educational outcomes and court involvement, discussion of alternatives to the traditional school-to-prison pipeline have gained momentum.

Fresno County is one of 32 California counties that came together in December 2013 to find ways to keep kids in school and out of court. California Chief Justice Tani Cantil-Sakauye brought together representatives from 32 of California's 58 counties for the first Keeping Kids in School and Out of Court conference (KKIS).

While chronic absenteeism or truancy inevitably impacts a student's education, the conference highlighted the ways in which absenteeism is additionally linked to students' court-involvement.

"When children are not in school or don't graduate from high school, they are at greater risk of entering the juvenile justice system," said Chief Justice Cantil-Sakauye in a [press release](#) for the event. "The judicial system can't wait until that happens—we need to recognize this looming problem and create the partnerships needed to return those children to their schools and to become productive members of society."

That 2013 conference served as a jumping-off point for a more formalized connection between the California school and court systems.

This push is particularly significant in counties like Fresno, where suspended or expelled youth are three times as likely to be involved in the juvenile justice system within a year of their in-school offense. This data has forced the county to confront traditionally punitive discipline practices head-on, bringing the issue of restorative justice to the spotlight and testing it in a handful of Fresno classrooms.

Usually the courts only get involved in discipline once an offender has been deemed truant. However, the courts now have the opportunity to play a critical role in getting in and fostering conversation earlier, according to Judge Stacy Boulware Eurie, chairwoman of the KKIS Steering Committee.

“This is an opportunity for the courts to exercise a new leadership role in a way that maybe isn’t natural; you rarely see school principals talking with judges about where their jobs overlap,” Judge Boulware Eurie said in a recent phone interview. “However, it’s necessary to engage in this kind of conversation sooner rather than later.”

The 2013 KKIS conference was the first concrete step in changing the tone of the conversation around truancy. At the core of the 2013 conference was a recognition that students need to be physically in school in order to receive the state’s educational services. Being deprived of these services, as inevitably happens when one is chronically absent, has been tied to other problems; research presenters at the conference utilized statewide data showing a direct link between missing school, suspension from school and ultimately dropping out.

Making this link clear to parents, guardians and other stakeholders is the most important part of the work that KKIS is doing, said Gordon Jackson, director of the coordinated student support division in the California Department of Education, in a phone interview.

“Of course, all across the span of economics or earned income, there is this common thread among parents of wanting good things to happen for their kids,” Jackson said. “There is really a focus on the challenge of catching students early, before they develop truancy patterns, and involving the parents.”

This idea has been taken to heart in Fresno County, where the regional KKIS focus group and other stakeholders are working to improve academic performance of elementary and middle school students in order to prevent their eventual court-system involvement. This means targeting those with complicated home situations, and even creating personalized plans for how students will get to school. There is a particular focus on literacy, as studies have shown that students with strong reading engagement experience less absenteeism.

According to education specialists, one promising solution to this excessive absenteeism (and to numerous other justice questions) is a coordinated system of restorative justice.

Restorative justice programs involve two crucial components: a discussion among those involved with the crime or truancy, and a concrete plan for rectifying the situation. The oldest such program in the state, VORP of the Central Valley, was founded in 1982 by Ron and Roxanne Claasen, but has only relatively recently gained the momentum to become a part of the local juvenile justice vocabulary.

For the Claasens, who also founded the Discipline That Restores program at Fresno Pacific University, these techniques are an important part of getting students to reconnect with their school communities. After involvement with restorative justice techniques, VORP estimates that eight of every ten juvenile offenders successfully move on from crime and return to school. Instituted across school districts, these results are significant; when comparable California communities have instituted district-wide restorative justice policies, they have cut suspensions by up to 60 percent in just five years.

“There is, and has always been, a deep connection between courts and school,” Ron Claasen said. “In the past, this



Credit: California Courts Chief Justice Tani Cantil-Sakauye (right) signs a resolution declaring Dec 4, 2013, “Keeping Kids in School and Out of Court Day.”



Judge Stacy Boulware Eurie Credit: Operation Protect and Defend

connection has perhaps been less explicit than it should be, but in Fresno in recent years, restorative justice has been adopted by more and more classrooms. It has become more and more explicit and intentional...and I hope it ultimately replaces a punitive system for most student discipline.”

In the years since the 2013 KKIS conference, county focus groups have met at least quarterly to discuss their progress on absence-prevention initiatives, and to generally keep up the momentum inspired by the conference. They also check in with state coordinators, with the ultimate goal of compiling statewide best practices.

“It’s not about money, or even about funding,” said Jackson, of the Department of Education. “It’s about the focus, communication, and collaboration to create a system-wide approach. That’s what will ultimately impact change.”

Lisa Jenkins is a journalism intern with *The Chronicle of Social Change* and a recent graduate of University of California-Berkeley.

*Names have been changed.

Educators Take Aim at Needs of Younger Foster Youth

chronicleofsocialchange.org/los-angeles/educators-take-aim-at-needs-of-younger-foster-youth/10795

California's biggest school district put most of its funding for foster youth into extra high school services. But research, and advocates for youth in care, suggest that the problems start far earlier.

"To improve the overall outcome for foster youth, there must be early intervention," said Jill Rowland, who serves as education program director for the Alliance of Children's Rights in Los Angeles. "Eighty-three percent of foster youth repeat a grade by the third grade, so it's a very early age we're talking about that this pattern [of underperforming] begins." The statistic Rowland cited comes from a [2009 study of foster youth](#) from the Legislative Analyst's Office of California.

Although the struggles of foster youth begin long before the students reach high school, a recently issued [preliminary report](#) from the University of California-Berkeley found that Los Angeles Unified School District (LAUSD) has invested more funding in high school foster youth than their elementary-aged counterparts.

California's Local Control Funding Formula (LCCF) legislation, enacted by Gov. Jerry Brown in 2013, provided districts with more money to serve vulnerable groups such as foster youth, low-income students and English-language learners. The districts, however, control how they put the additional funds to use.

The Berkeley report found that LAUSD routed 55 percent of the \$145 million in LCFF investment funds it received for the 2014-15 school year to high schools, while distributing 19 percent to middle schools and 26 percent to elementary schools.

School districts may not prioritize outreach to foster youth in middle and elementary schools, Rowland suggested. But reaching foster youth in primary grades is crucial because that's when children build their educational foundation, and traumatized children face major hurdles in the classroom, she said.

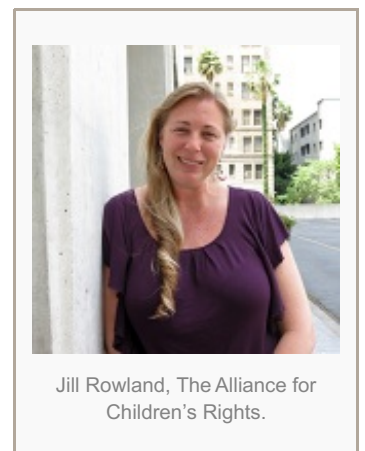
"If foster kids don't get a high school diploma, then they might go homeless," said Julie O'Donnell, director of research at the Child Welfare Training Center at California State University-Long Beach. "I understand, but I think that kids at every level need support. If they [school districts] provide the support earlier, foster youth won't be having some of these problems later."

In addressing these barriers, Rowland suggests that educators need to think about the impact of trauma on the brain.

"Neurologically, their brains are not at a place where they can learn, and I don't mean because they're too tired or don't want to," Rowland said, "but because they're experiencing trauma. What's going on inside of their brain makes it hard for them to learn reading and writing and math."

La Shona Jenkins, coordinator for LAUSD's Foster Youth Achievement Program, said she doesn't believe that foster youth in middle and elementary school have received the short shrift from the district. That's because in the 2014-15 school year, LAUSD hired 67 school-based counselors to meet the needs of foster youth in all age groups. Nearly 8,300 foster youth attend schools in LAUSD, a district of 646,683 total students, according to the California Department of Education.

"If they have issues with attendance and their grades, [the new counselors] will work with the teachers at the school site," Jenkins said. "They work with community partners, like the Department of Children and Family services, and if necessary, Probation."



Students with anger issues may receive individual counselors, Jenkins said. Foster children may also receive group therapy or work with behavioral specialists, with psychiatric social workers serving this student population as well.

Without support, traumatized foster youth may regress behaviorally, according to Bitia Ghafoori, director of the Long Beach Trauma Recovery Center. She has observed middle school foster youth who are unable to engage with peers or have “accidents,” such as wetting their pants. They may be withdrawn or depressed and, as a result, perceived as unintelligent by their teachers.

Individual therapy proves helpful for these children, according to Ghafoori, also a professor of advanced studies in education and counseling at California State University, Long Beach.

Ghafoori encountered one foster youth student who’d been sexually assaulted for six years beginning at the age of four. The child bounced around to a handful of foster homes afterward and was repeatedly suspended from school for behavior problems.

The girl finally received therapy.

“No one had really had paid attention to the trauma she experienced,” Ghafoori said. “She needed to deal with her trauma-related symptoms but she wasn’t able to because she was so young.”

After receiving therapy, the student began to earn A and B grades and her behavior also improved.

Ghafoori said that teachers must learn to identify the signs of trauma in children. During the 2014-15 school year, the Long Beach Trauma Recovery Center helped train some staffers in the Long Beach Unified School District to spot these symptoms in students. In young children, these signs include crying, clinginess, trouble focusing, angry outbursts, fighting and complaints of stomachaches or other bodily symptoms with no medical basis.

Teachers can talk to children exhibiting such symptoms, give them choices and discuss discipline policies with them, according to the center. They can also cut short activities that may trigger traumatic experiences for children. Lastly, they can ask for help to address a traumatized child’s behavior.

Next school year, the center plans to provide district-wide trauma trainings to the LBUSD community.

O’Donnell stressed that many foster youth exude resilience and manage to overcome challenges. She said that sometimes they fall back in school because “school staff might not have positive feelings about foster youth.”

“Youth in foster care have been taken out of their homes,” O’Donnell said. “Obviously that’s traumatic. The experience of being removed from the home is really difficult. Those kids might be more anxious, more hyper-vigilant. They might be angry about their whole life being turned upside down. Sometimes in schools people don’t think about the reasons behind the behavior. They just see the behavior.”

This can lead to foster youth being disciplined or suspended. O’Donnell recounted the story of a boy in foster care who typically behaved in a withdrawn and quiet manner. On occasion, however, the child would knock over a desk in class. His teacher referred him to O’Donnell, then a school social worker.

O’Donnell learned that the boy upturned the desk whenever his biological mother was supposed to visit. Not knowing if his mother would show up or not caused the boy to act out, so O’Donnell arranged for him to receive more care and one-on-one time with her on those days. It turned out that the teacher didn’t realize the boy was a foster youth.

Mentoring and buddy programs as well as after-school programs and anger management groups help foster youth excel in school, according to O’Donnell. She also recommended the Cognitive Behavioral Intervention for Trauma in Schools program. The program counters the symptoms of post-traumatic stress disorder by using relaxation, social problem solving and cognitive restructuring techniques.

Nadra Nittle is a Los Angeles-based journalist. She has written for a number of media outlets, including the Los Angeles News Group, the Maynard Institute for Journalism Education and About.com.

San Diego Unified Transitions Toward a Trauma-Informed School District

chronicleofsocialchange.org/featured/san-diego-school-drives-progress-toward-trauma-informed-school-district/13505

Godwin Higa may not be famous, but the San Diego principal has no shortage of fans.

He fields phone calls from admirers from across the country and, at times, even from across the pond. He speaks at conferences far beyond the bounds of City Heights, the rough neighborhood his elementary school calls home.

Higa's transformation of Cherokee Point Elementary into what's known as a "trauma-informed school," where staff members strive to meet the emotional and physical needs of children in addition to their academic needs, has made him one of the most sought-after administrators in San Diego Unified School District (SDUSD). Higa credits this approach with reducing suspensions at Cherokee Point from seven in 2008, the year he started, to zero last school year, when 580 students attended.

"To have academic success, it's really important that the students have an environment that is safe and well-equipped with interventions socially and emotionally," Higa said. "It's not all about academics. If the child is not progressing, look at what's happening to them socially, emotionally."

As Higa continues to spearhead successful trauma practices at Cherokee Point, SDUSD is stepping up efforts to bring a trauma-informed approach across the school district, starting with trauma trainings for staff members at other schools. The state's new Local Control Funding Formula, enacted by Gov. Jerry Brown in 2013, inspired the district to make trauma a major focus. The law gives school districts more autonomy over the state funds issued to them and gives districts more money based on the number of vulnerable students they serve, namely English language learners, low-income youth and foster youth. As SDUSD officials held public meetings about how they would put the state funding to use, community members requested that staff members receive trauma awareness training, according to Vanessa Peters, program manager of SDUSD's Office of Children and Youth in Transition.

"By trauma, we mean any overwhelming personal, cultural, historical, social, and institutional events that result in a loss of physical and emotional safety," she explained. "Trauma-informed schools create safe classrooms and school campuses where children, families and staff are able to learn, support children and create lasting connections."

More than 600 district staff members received training in trauma-informed practices last school year, during which they learned about trauma's effect on the brain, how to help students regulate their emotions and to give youth choices to help them feel more in control of their environment. Staff members will apply these techniques as they interact with children both in and out of the classroom.

"It's a shift from looking at behavior as the problem to behavior as an information source. It's a shift from asking, 'What are you doing?' to 'Why are you doing it?' It's a shift from seeing a kid who looks angry and throwing them out of the classroom to waiting for the kid to calm down," explained Michelle Lustig, manager of the San Diego County Office of Education's foster youth and homeless education services division. Lustig led some of the trauma trainings SDUSD's student support staff took part in last school year, with officials from the [California Center of Excellence for Trauma Informed Care](#) and a local consultant also providing trainings.



Godwin Higa, principal at Cherokee Point Elementary School in San Diego, Calif.

“The plan is to continue to offer overview trainings of trauma-informed practices to district staff in 2015-16, and to have staff trained in trauma-informed practices throughout the district and at all school sites,” Peters said.

School counselors, school nurses and mental health resource center staff will receive specialized trauma-informed training, and SDUSD is identifying district personnel to serve as trauma trainers. Additionally, the entire staff of two schools, Ross Elementary and Hoover High, will receive comprehensive trauma training with the goal of becoming trauma-informed schools like Cherokee Point.

“We will strive to train and to support our staff to understand the adverse effects of trauma on the brain, learning, behavior and relationships,” Peters said. “In becoming trauma-informed, our goal is to promote physical and emotional safety, self-regulation and connection.”

San Diego Unified has committed to becoming a trauma-informed district because school officials recognize the widespread impact of trauma on students, families and staff members, according to Peters.

At Cherokee Point, nearly all students suffer from trauma, Higa said.

“The domestic violence rate is high. The crime rate is high in the mid-city area,” he said. “Students come to us witnessing a shooting, witnessing somebody being stabbed, witnessing gang violence or with [exposure to] child pornography, human trafficking. ... Students have been physically and sexually abused. Anything you can name, we probably have students experiencing those things.”

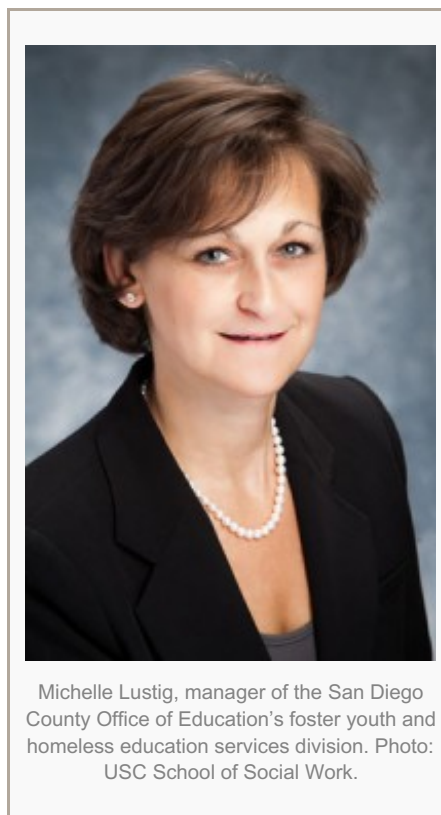
The landmark [Adverse Childhood Experiences \(ACE\) Study](#), which investigated the link between childhood maltreatment and health outcomes later in life, found that when youth endure trauma, they’re more likely to have cognitive impairments, lower language development, substance abuse problems and a host of illnesses, including heart disease, obesity and cancer. A collaboration between the Centers for Disease Control and Prevention and Kaiser Permanente’s Health Appraisal Clinic in San Diego, the study took place from 1995 to 1997 and included more than 17,000 HMO patients. Educators have used the results from the study to rethink how they interact with students.

When Higa arrived at Cherokee Point, he’d already adopted the philosophy of teaching to the whole child but didn’t transition the elementary into a trauma-informed community school until the California Endowment chose City Heights as one of the 14 sites of its Building Healthy Communities initiative. The City Heights campaign included the goal of reducing strife in schools, and a team of professors at San Diego State University created a \$684,094 pilot project at Cherokee Point called the [Wellness and Restorative Practice Partnership](#) that the endowment has funded since 2011. The project aims to improve school climate by employing restorative justice practices such as conflict resolution and talking circles rather than pushing children out of class via suspension and expulsion.

Colette Ingraham, a professor in San Diego State’s school psychology program, said that professors didn’t solely rely on research to carry out the wellness partnership but also considered the concerns raised by students, teachers and parents.

As a result, now when a child has an altercation with another student, Higa said, “They’re brought to me and we sit and talk. Students find out what the problem is and articulate with each other to find out what happened. They don’t say the ‘sorry’ word so quickly. They go through the process of searching each other’s hearts.”

Jane Stevens, founder and publisher of ACEs Too High and ACE Connections, applauds Cherokee’s efforts to meet



Michelle Lustig, manager of the San Diego County Office of Education's foster youth and homeless education services division. Photo: USC School of Social Work.

the needs of traumatized children. Such schools may help children heal or, at the very least, find respite in the classroom.

“If you create a system that doesn’t further traumatize them, they’re going to be safe enough to be relaxed psychologically,” Stevens said.

She added that it’s important for schools to take note of the wide range of behaviors traumatized students exhibit. Not all such children are disruptive. Some may put their heads down in class or fall asleep. They may be labeled lazy but not disobedient like children who aggressively act out are.

“Neither kid has the ability to learn unless the school creates an emotionally safe place for a kid to recover and begin to learn that school is very caring,” she said.

Teachers play a critical role in creating a trauma-informed school through changing the school climate by digging deeper when students have bad days. Rather than simply giving students who misbehave referrals to the principal’s office, teachers send Higa notes recommending that he try to meet students’ needs, be they a pair of new shoes or food to take home. Cherokee Point routinely gives students fruit to take home as well as breakfast each morning and periodic medical care.

Teachers focus first and foremost on student wellbeing rather than “get him out of my class. He doesn’t listen to me,” Higa said.

Patty Wallach has taught at Cherokee Point since it opened a decade ago. She recalled that during the school’s early days, teachers wrote up students much more frequently.

“There were a lot more referrals to the counselor and to the principal and to the vice principal,” she said. “I think a lot more kids were sent to the office. Now we’ve had training on restorative practices ...where you have the kids talk to each other and help guide them to resolve their differences. We also use classroom circle time where we have classroom meetings. It’s a safe place to get kids talking about how they’re feeling. It saves a lot of time rather than sending the kids to the office.”

Wallach used to teach fifth grade but now works as a resource teacher and interacts with students across grade levels. She said Cherokee Point has changed for the better now that it’s virtually done away with suspensions, a discipline method she doubts works.

“Some people feel like kids need to be punished,” she said. “They feel like they’re not getting consequences for their actions. However, that doesn’t resolve the problem. A lot of times, it doesn’t change the behavior.”

In fact, she said, suspensions may worsen student behavior. Out of school, children may find themselves in dangerous situations on City Heights’ streets. They may spend the duration of their suspension playing video games and falling increasingly behind in school.

The Center for Child and Family at Duke University has outlined a number of ways suspensions prove harmful to students. For instance, students who’ve been suspended are more likely to engage in antisocial behavior and enter the juvenile justice system. Once students have been suspended, their chances of future suspension increase, and instead of regarding out-of-school suspension as a punishment, students perceive the disciplinary measure as a “school-sanctioned holiday.” This finding is particularly troubling, given that suspended students tend to be the children most likely to lack parental supervision at home.

Schools with high suspension rates suffer as well. Teacher-student relationships fill with tension, student attendance



Colette Ingraham, professor at San Diego State University's Department of Psychology.

rates drop and parents report less satisfaction with such schools.

Wallach said that parents appreciate Cherokee Point in part because Higa organizes workshops and presentations relevant to their lives. The school has offered trauma trainings to parents. Guest speakers have visited the school to educate parents on immigration law. Police officers drop by to assure parents that regardless of their immigration status, they can report crimes such as domestic violence to the authorities. And to accommodate the needs of working parents, Higa makes himself available during off hours—early mornings or evenings.

“The principal has opened doors,” said Alejandra Granados, a Cherokee Point parent leader. “They’re always welcoming. They have time to listen, to help, if you have a problem or concern.”

She’s also thankful that when one of her daughters began acting out, the administration didn’t suspend the child but expressed concern about her behavior. It turned out that a family member was abusing the girl. To protect her daughter’s privacy, Granados is not specifying the kind of abuse. However, she’s grateful that the Cherokee staff noticed that something was “off” with her daughter, who’d attended the school since kindergarten.

Granados said that the trauma trainings Cherokee organized for parents helped her meet her daughter’s needs. The trainings also gave Granados, a mother of four, techniques to help all of her children manage their emotions and resolve conflict. When they’re upset, she tells them to blow into a balloon and exhale. She learned the strategy at Cherokee. To her surprise, her children now offer her similar advice.

“When I get angry, my kids tell me to breathe and let the air go,” she said. “I’m really amazed.”

In addition to trauma awareness, San Diego Unified has shown a growing interest in restorative practices. Last school year, the district limited the number of student offenses that qualify for expulsion from 15 to the five listed in the California Education Code: possessing a gun or an explosive, brandishing a knife, selling narcotics or sexual assault. It also piloted restorative justice programs at seven schools, including San Diego High School.

When youth not only have adverse childhood experiences but also find themselves suspended or expelled from school, they sometimes resort to self-harm. A two-decade study about children and suicide published in *JAMA Pediatrics* in May posited that punitive school discipline policies might be a contributing factor to the spike in suicides among black children between the ages of 5 and 11. Children of color face disproportionate suspension and expulsion rates.

Saving lives remains the top reason Higa wants to foster a positive and youth-centered environment at Cherokee Point.

“When we do not treat students with respect, some kill themselves,” he said. “We don’t want to be part of that. Our job is to give these kids hope.”

Nadra Nittle is a Los Angeles-based journalist. She has written for a number of media outlets, including the Los Angeles News Group, the Maynard Institute for Journalism Education and About.com.

As Student Citations Drop in Los Angeles, Questions About ‘Ghost Suspensions’ Rise

 chronicleofsocialchange.org/featured/truancy-citations-drop-los-angeles-questions-ghost-suspensions-rise/14301

Amidst mounting criticism of its disciplinary practices in recent years, Los Angeles Unified School District began shifting away from citations and suspensions and toward practices that emphasize keeping students in the classroom in 2012.

Reaction to Los Angeles Unified School District’s (LAUSD) discipline overhaul has been mixed. As the [L.A. Times reported](#) last week, teachers feel unprepared to manage classrooms populated by students who, in the past, would have been removed for offenses such as “willful defiance.” And while public officials applaud dropping citation numbers, community activists say the data don’t entirely reveal how effective the district is at keeping students in class.

Rob McGowan, associate organizing director for CADRE LA, a community advocacy group in South Los Angeles, said the district’s former citation policy took a toll on students.

McGowan once knew quite a few youth who feared going to school. The class bully hadn’t deterred them, nor had the pop quiz in algebra.

The students skipped school rather than turn up to campus late because they feared police would cite them for truancy.

“This especially happens with poor folks,” said McGowan. “Truancy tickets can be a couple hundred dollars. Then, they double or triple. It’s almost like a poor tax.”

Because low-income students face transportation barriers, they’re more likely to be tardy, McGowan said. School police used to cite latecomers to class as truant for wandering outdoors during school hours.

To avoid costly truancy fines, poor students in this predicament began ditching class completely. The trend raised concerns as a mountain of research has shown that missing school increases the odds that children will fall behind in class, and ultimately drop out and enter the criminal justice system.

Today LAUSD students no longer have to fear they’ll be ticketed for showing up to school late. The district announced in August 2014 that it would stop citing youth for infractions such as fighting, vandalism, marijuana possession or trespassing, including truancy.

The policy change lines up with the Keeping Kids in School and Out of Court initiative championed by California Chief Justice Tani G. Cantil-Sakauye to counter chronic student absenteeism. And at the state level, the Office of the Attorney General seeks to curb the problem with parent education, district interventions and community outreach rather than punishing families for trancies.

LAUSD’s new citation policy took effect during the 2014-15 school year. Over that period, LAUSD issued 460 diversions to students who otherwise would have been cited or arrested. Rather than involve these students in the court system, the district referred them to counselors or other personnel for intervention or support. Just 7 percent of students failed to complete the diversion program, resulting in their referrals to Los Angeles County Probation.

Donna Groman, an L.A. Superior Court Judge, said LAUSD’s new discipline policy benefits students. She’s worked to raise awareness about the KKIS initiative.

“We’re doing a lot of outreach, speaking to schools and just trying to make sure schools are developing an

alternative to the justice system,” she said. The fact that LAUSD is the nation’s second largest school district means that its efforts to keep kids out of court may influence other districts across the country to follow suit, she said.

Arresting and citing students for minor violations didn’t help youth but often resulted in them missing school to attend court dates, Groman continued.

“Research shows that every level of involvement in the juvenile justice system can cause disengagement from school,” she said. “School is the greatest protective factor that kids have. If they’re engaged in school, they generally don’t end up in our court for criminal conduct.”

Groman added that LAUSD’s diversion program allows students to get the mental health services they need instead of waiting months for court dates with no help in sight for their behavioral problems. Today, the students Groman sees in court are typically repeat offenders rather than students without track records. If she sees a student who’s only committed one offense, it’s usually because of something particularly egregious, such as causing physical harm during a fight, she said.



Donna Groman, L.A. Superior Court Judge.

Tracy Kenny, an attorney with the Judicial Council of California Center for Families, Children and the Courts, said that restorative justice policies in schools not only benefit children but the courts as well.

“Courts can be important partners in understanding the impact of policy,” said Kenny, who helped organize the 2013 KKIS summit of community leaders and public servants.

She said that truancy citations were not a good use of the courts’ time. Courts began to dismiss such cases, and in 2012, L.A. County’s 13 Informal Juvenile and Traffic Courts for truants and other offenders closed. That same year, LAUSD introduced a truancy diversion program, resulting in the district largely doing away with truancy sweeps and ticket task forces during the first 90 minutes of school.

As a result of the truancy diversion program, LAUSD reduced truancy citations by 78 percent (3,356 to 726) from 2010 to 2012. Last school year, the district issued just 370 referrals for daytime curfew, or truancy, violations to Youth Centers. All but 34 of those cases were resolved without involving L.A. County Probation.

As the push for restorative justice grows nationwide, LAUSD is not only citing fewer students for minor infractions but suspending fewer also. In May 2013, the school board passed the School Climate Bill of Rights to ban suspensions for willful defiance. This catchall category included infractions like talking back or cursing and faced criticism from activists who said they led to racial disparities in school discipline.

After eliminating willful defiance suspensions, the suspension rate in LAUSD dropped to 1.3 percent, half of L.A. County’s rate of 2.8 percent and more than three times lower than the state rate of 4.4 percent.

But community organizers such as McGowan question whether the district’s impressive suspension rate tells the whole story about discipline in LAUSD. His organization represents students in South Los Angeles schools, where they’re subject to informal suspensions, he said.

“They find a room to send them,” he said of local schools. “They’re not going to call it in-school suspensions, but one high school has a Room 100 where they send kids.”

McGowan also asserted that schools sometimes remove students “having a bad day” from class by asking parents to pick them up.

“They’re sending kids out of the classroom for extended periods of time,” he said. “They’re just not counting it as out-of-school suspensions.”

Earl Perkins, LAUSD’s assistant superintendent of school operations, denied McGowan’s claims.

“Informal suspensions are not in our makeup,” he said. “There might have been one case. We have referral rooms for students, but it’s not suspension. They may go out of class, but it’s not suspension. We don’t have ghost suspensions. It’s not supposed to be happening. If it does, it’s dealt with very severely.”

But like McGowan, Kim McGill, a Youth Justice Coalition organizer, expressed concerns about the tactics LAUSD uses to lower its rate of suspensions and expulsions. She said that some schools pressure families to transfer their children to continuation or alternative schools to keep discipline numbers down.

“Our main concern is that schools are pushing students out of the comprehensive school district,” she said. “Our concern is that schools can reformat things so it looks like expulsion [but] has a different name.”

Perkins said that students only attend continuation schools once administrators have exhausted all other options. Sending students to these schools is a last resort.

McGowan wants schools to take steps to remedy discipline problems, especially giving teachers the support they need. His concerns echo those raised in the recent *L.A. Times* article about how teachers feel ill equipped to manage their classrooms under LAUSD’s new discipline policy.

“If they don’t have the skills, they should be trained on those skills,” he said of teachers, “but that hasn’t been the case.”

Perkins disagrees, arguing that some teachers want students disciplined for minor offenses. He takes pride in the district’s dramatic suspension drop in recent years. He pointed out that during the 2007-08 school year, the district had accumulated 75,000 suspension days. Last school year, that number plummeted to just more than 5,000.

“We don’t want kids sent home because they didn’t bring their homework or didn’t bring a pencil to class. We work with them to address the behavior,” Perkins said. “We have a long way to go, but we have a good policy. It’s working.”

Nadra Nittle is a Los Angeles-based journalist. She has written for a number of media outlets, including the Los Angeles News Group, the Maynard Institute for Journalism Education and About.com.

This story is part of a series funded by The Stuart Foundation on behalf of the California Chief Justice’s Keeping Kids in School and Out of Court Initiative.



Earl Perkins, LAUSD’s assistant superintendent of school operations. Photo: The Council of Black Administrators of LAUSD

Supporting Families Gets Kids to School: San Francisco's Truancy Action Partnership

chronicleofsocialchange.org/featured/support-the-family-and-get-the-kids-to-school-san-franciscos-truancy-action-partnership/148

By Melinda Clemmons

The young woman, mother of a first grader, enters the conference room at San Francisco's Bret Harte Elementary School with a big smile, excited to show the group at the table her appointment card for an upcoming doctor's visit. Scheduling the appointment, which is to address a health problem that had contributed to her son's frequent absences from school, was on her "truancy action plan" for the week.

The group congratulating her for completing this task, the Truancy Action Partnership (TAP) team, in part comprises a typical school meeting: The seven people around the table include the principal, a school social worker, and a family liaison. Not so usual is the presence of California Superior Court Judge Anne-Christine Massullo, the supervising judge of San Francisco's Unified Family Court.

A collaboration between San Francisco Superior Court, San Francisco Unified School District (SFUSD), SF Health Network, Human Services Agency and other community-based organizations, TAP is a non-punitive program to assist families with children in kindergarten through fifth grade who have been identified as habitually or chronically truant.

Massullo was inspired to spearhead the launch of this new collaborative program after attending the [Keeping Kids in School and Out of Courts](#) (KKIS) summit in 2013 which kicked off a formalized relationship between the state's court and school systems to do exactly what the summit's name implies. She heard a presentation there about a [program in Baltimore](#) in which judges go into high schools to meet with students in an effort to identify the root causes of their truancy and connect them to support services to address them.

From her experience overseeing San Francisco's traditional truancy court where students with infractions come into the courtroom, Massullo said, she wanted to reach students earlier in their school experience. TAP is now offered at three SFUSD elementary schools, including Bret Harte.

"The statistics show us that if children aren't reading and math proficient by third grade," Massullo said in an interview with *The Chronicle of Social Change*, "they fall behind, and don't feel good about school. And that creates issues of truancy later on."

Of the 5,000 students in SFUSD who are chronically or habitually truant each year, [40 percent](#) are in elementary school. The 2015 [California Attorney General's report](#) cites studies showing that students who cannot read on grade level in third grade are four times more likely to later drop out than those who can.

In California, a student is considered "[chronically truant](#)" after being absent without a valid excuse for 10 percent or more of the school days in one school year. Students who miss more than that are deemed "habitually truant." Parents of students in both of these categories are subject to fines and possible jail time if the truancy continues after they've been offered support services to address their child's truancy.

Now that the TAP program has launched, Massullo is working with the school district and the Human Services Agency to develop another non-punitive program to address the high truancy rates for the over 450 SFUSD students who have open dependency cases. Still in the planning stages, the new program will be run differently from TAP and will serve students in elementary, middle and high schools.

In the TAP program, Superior Court judges, including Massullo, along with school staff and community partners, meet with parents at the school once a week for six weeks. Two judges are assigned to each school so that if one is

unable to attend, the other can step in. Some of the judges are retired, and all are volunteering their time. They cannot provide legal advice or aid but rather, often provide context for what to expect at a custody court date or other legal proceeding. They also make connections to supportive services.

“For a lot of people in this community,” said Massullo, “their idea of a judge is someone who metes out punishment.” But through the success of the TAP program, she said, “the community is now understanding that we’re human and we care. We have to—because we took an oath—enforce the law, but no one ever takes pleasure in sentencing someone. This whole program is meant to reduce that pipeline.”

Students and their families are referred to the TAP program by school staff. It is a voluntary program, the completion of which can help a family avoid a referral to the court system.

Given the young age of the children in the TAP program, it is their parents, not the students, sitting at the table with the team of professionals, and together, they come up with a plan of action to address the barriers contributing to the absences.

“When kids aren’t coming to school at five and six years old,” said Jeremy Hilinski, the principal at Bret Harte, “it often has very little to do with their will to come to school but rather the capacity of the family to bring the kid to school.”

Hilinski cites multiple common causes of truancy in the early grades: unstable housing or homelessness, mental health, addiction and domestic violence. Accordingly, a typical TAP action plan includes referrals to organizations that can assist a parent or family with these issues. Parents are not just handed a card and told to call an agency, however. Depending on the issue area, a member of the TAP team may contact the parent and/or the agency to support the parent in making the connection.

Bigger systemic problems like unreliable public transportation require more than a phone call and showing up for an appointment. Parents frequently tell the TAP team that their child was late for school because the city bus they rely on didn’t come on time or passed by because it was full.

“I don’t run MUNI [San Francisco’s municipal bus system],” said Massullo, “but if I did or if I were the mayor, I would try a pilot program—add more buses when and where parents say they need them, and see if, in six months, the truancy rates go down.”

At the TAP meeting, Massullo tells the group she has contacted MUNI to set up a meeting to discuss the idea. Principal Hilinski offers to host a community meeting at the school to bring together families and MUNI officials. A school staff member will look into which bus lines students with a record of tardies take, and provide that information to Judge Massullo prior to the meeting.

“If you can fix the buses,” says the mom in the meeting for whom unreliable buses have frequently caused her son to be late, “you’ll be a miracle worker.”

Some parents referred to the TAP program express initial concerns about having a judge in the room, according to Hilinski, but those qualms are soon eased, he said, after they meet Judge Massullo.

“We really like her,” he said. “She’s in tune with the needs of the community. She has kids...She understands the



Bret Harte School, a Truancy Action Partnership site in San Francisco, Calif.

needs of people, and she's really good at talking to them."

Once the families realize that the program is not punitive, and "no one is judging them," Hilinski said, they want to come to their TAP meetings, and now other families are requesting to be a part of the program.

Most importantly, he says, it's working. "What we find is when we support the family, we get the kids to school."

Students and families who complete the six-week program and get the student's attendance back on track receive a certification of completion. They can come back into the program later if attendance challenges again arise.

Asked how she feels about the program at the end of her six weeks, one mother says, "I'm happy. I know I needed it, and it's really helped me."

This story is part of a series funded by The Stuart Foundation on behalf of the California Chief Justice's Keeping Kids in School and Out of Court Initiative.



Vallejo Teens Get Their Day in Court

chronicleofsocialchange.org/featured/vallejo-teens-get-their-day-in-court/14779

By Jeremy Loudenback

Some Vallejo, Calif., high school students are racking up a steady stream of court appearances, but in this case they are not getting into trouble—they're acting as court officials who determine consequences for their peers.

In October, Jesse Bethel High School constructed a new courtroom that's not just for show. It's part of an effort called the Youth Justice Program, which provides opportunities for students at the school's Law and Justice Academy to become involved with the high school's justice process.



Jesse Bethel High School opened its youth court in October.

Now participating students can take their place behind a judge's bench, on a witness stand or in a replica jury box as they seek collaborative justice solutions that don't involve suspension for their peers who have committed offenses like vandalism or fighting on campus.

At Jesse Bethel, the Law and Justice Academy provides curriculum and learning opportunities for youth interested in pursuing a law-related profession in the future. As part of the high school's "wall-to-wall academy" approach, all 1,700 students in the school are placed in one of five different academies, which also include biomed, green, international finance and multimedia studies.

The youth court is only the latest program in a series of initiatives that Vallejo City Unified School District Superintendent Ramona Bishop hopes can shift the arc of school discipline away from harsh punitive measures and toward positive experiences that support student achievement.

Before she came aboard, Jesse Bethel had a graduation rate of 68.7 percent, well below the state average of 85 percent. But now, since implementing changes to the school climate, that number is up to 81 percent, according to a school administrator.

Since starting four years ago, Bishop has implemented an approach called Positive Behavioral Intervention and Supports across all the schools in the district. All teachers in the district have received training on how to recognize

the signs of trauma in children, and the past three years have seen many schools in the district roll out restorative justice circles, a process that helps offenders mediate differences with their victims and make amends while working to avoid punitive results.

Bishop thinks that these efforts have made a difference in the school climate at Jesse Bethel and other schools in the district.

According to data provided by the superintendent's office, suspensions in the district have decreased by 35.3 percent in the past four years. During the same time, expulsions have dropped to a total of 31 from 49.

The new practices stem from Bishop's belief that even one suspension can have dramatic consequences for youth and especially for youth of color.

"If you believe the first suspension leads to the pipeline to prison, what are we doing?" Bishop said. "A lot of dropouts start with that first suspension."

In 2013, Bishop was inspired by presentations she heard at a summit for California Chief Justice Tani Cantil-Sakauye's [Keeping Kids in School and Out of Court initiative](#). There, Bishop heard about the ways in which other school districts were using youth courts to steer non-violent offenders away from suspensions while also providing opportunities for youth leadership and development.



Law Academy students Junel Jefferson and Daniel Killingsworth

The resulting youth court created the opportunity for Law and Justice Academy students to lead restorative justice circles. Today, when a discipline issue arises, school administrators will refer it to either the court or to the restorative justice circles. Behavioral and relationship issues usually end up within the circles, while the court is more likely to handle vandalism cases where students have admitted guilt.

At the Law and Justice Academy, students have also been able to connect to judges, attorneys, police officers and other professionals who can provide guidance and an awareness of career possibilities in the field.

One professional who has taken a leading role in helping out is Alameda County Superior Court Judge Trina Thompson, who has a special interest in Vallejo.

A former foster youth, Thompson grew up and graduated from high school in Vallejo, and is keenly aware of the challenges faced by youth in Vallejo, particularly for those who don't have supportive adults in their lives.



Superior Court Judge Trina Thompson brought academy students to visit an Alameda County crime lab.

She's played her part by providing students with professional opportunities like bringing 30 students from the academy to visit a crime lab in Alameda County. Additionally, she has helped the students dress for success. After learning that many young men at the school did not own a tie, she and other mentors organized an event that provided a tie or an eternity scarf to young men and women in the program, as well as instruction about how to wear them.

"This is a great opportunity to pay it forward," Thompson said.

In Vallejo, many students are struggling to overcome trauma that often interferes with their learning, Jesse Bethel Principal Linda Kingston said. Community violence is a continuing issue, although many students are also struggling with drugs, family separation and life in the foster care system.

"I don't know if I can tell you that we have more than a handful of students who haven't been touched by something," Kingston said.

Students who end up in restorative justice circles or youth court are often acting out because of exposure to trauma, according to Kingston. Students who serve in the Youth Justice Program like Angelyna Yim-Can aim to dig deeper when they dole out justice to students who have committed an offense.

"We don't always just look at the problem that we were given when we start—we try to go further, ask why, and see if they have any other problems that are causing it even if it's problem from outside of school," said Yim-Can, a junior at Jesse Bethel. "We want to make sure their personal life and school life are both O.K."

Principal Kingston says that students involved in the Youth Justice Program have gotten good at digging deeper with students who are in trouble and then finding a way to match students with appropriate consequences and services, if necessary.

"They understand the culture of our students and our school," she said. "We don't have a standard set of consequences, like picking up trash or community services. We really try to come up with consequences that matter in our community. So students might say that the youth should sit down with a counselor from our Kaiser network, or they might decide that the student should be required to give their time for tutoring or go to tutoring themselves if they're struggling with their schoolwork."

Thanks to a 2013 grant from Kaiser Permanente, the school now has resources to screen for and treat trauma.

There's a Kaiser clinic on campus available to all students, plus a special resident who helps with trauma-specific cases.

Now that a permanent youth court has been installed on campus, the law academy students are eager to continue the work they've practiced as restorative justice mediators.

"When I'm in there now, I take it more seriously than I would if it was just desks in a circle," said law academy junior Daniel Killingsworth. "Now it feels like it's ours."

Killingsworth says that he has special insight into many of the students he comes into contact with as part of restorative justice circles or in the court. He hopes that the court will provide a lifeline for future students who are in danger of dropping out of school.

"When I was younger, I always used to get suspended," Killingsworth said. "It really took a time when I had to sit down and think about it to make me change. But some people need mentors and folks to look up to [in order] to make that change.

"When we're in court and especially with us being the first class to do the youth court, I feel like students do look up to us and realize that we're here to help them."

This story is part of a series funded by The Stuart Foundation on behalf of the California Chief Justice's Keeping Kids in School and Out of Court Initiative.



Academy students Ana Chavez and Angelyna Yim Can

Keeping Trauma-Informed Teachers in Oakland's Schools

 chronicleofsocialchange.org/featured/keeping-trauma-informed-teachers-in-oaklands-schools/14975

Last New Year's Day, when 13-year-old [Lee Weathersby III](#) was shot and died in Oakland, Calif., nearly 200 of his middle school peers and teachers received therapy.

In the Oakland Unified School District, Sandra Simmons' job is to help coordinate that therapy on school campuses. As a Behavioral Health Program Manager for the district, Simmons oversees crisis response across the district. She has organized behavioral health training and counseling for students, teachers, staff, and administrators for the past five years.

Today, Simmons is helping to usher in a new approach to behavioral health training at Oakland Unified. The district's trauma-informed practices initiative is a tiered strategy that aims to create safe and supportive environments for students, teachers and administrators. Adopting such practices will allow the school district to both keep trauma-impacted students in school and provide targeted training and support to keep fatigued teachers in the classroom.

With [restorative justice](#) practices and other behavioral approaches already at the majority of schools in the district, Oakland Unified is now in the process of rolling out a new set of [trauma-informed practices](#) in six of its most trauma-impacted high schools.

This initiative was made possible through a five-year, \$2.9 million [Project Prevent Grant from the United States Department of Education](#), and is focused not only on [keeping kids in school](#), but also on providing targeted support and training for those individuals on the front lines of managing childhood trauma: educators.

Dr. Joyce Dorado, director for the University of California at San Francisco's [Healthy Environments and Response to Trauma in Schools](#) (HEARTS) program, is tasked with staff training at the six identified Oakland Unified schools. Dorado also sits on the steering committee for the California Chief Justice's Keeping Kids in School and Out of Court Initiative.

The Project Prevent Grant, which borrows heavily from the HEARTS program, supports trauma-informed efforts spanning from individual classrooms to the entire school district.

Violence has had a large impact on educators at Oakland Unified. Close to one-fifth of Oakland Unified School District's more than 2,000 public school teachers [leave the district](#) every year. A leading reason for this annual exodus is related to the burnout that teachers experience after working with children impacted by violence in the community.

"Research shows that if there is an opportunity to metabolize the shock, the loss, the grief, the sadness, then students are better able to return to being in class and getting their assignments done," Simmons said.

However, it's not always easy to return to the classroom and resume learning. [According to city police](#), 117 children under the age of 18 were shot and killed in Oakland between 2002 and 2015. Those children's sisters, brothers, cousins and friends make up the 6,661 students in the Oakland Unified School District.

"We speak of war veterans as having post traumatic stress syndrome," said Marian Castelluccio, director of mental health services at the Catholic Charities of the East Bay. "What we're finding in the Oakland area is our students have the same symptoms, except there's nothing post about their trauma. Their trauma is continuous."

Continuous, or chronic, childhood trauma has been [identified as a large public health](#) issue across the country. Classified as extended exposure to violence, addiction, and abuse, chronic trauma can harm children's brains and alter their brain's development, structure and functionality. This can lead to a child being hyper-vigilant, or in a

constant state of fight, flight or freeze mode even when not in danger.

“Although trauma is experienced by people from all walks of life, when schools serve communities that are disproportionately affected by things like historical and institutionalized racism, community violence and urban poverty, there ends up being a high density of trauma-impacted students in the classrooms,” Dorado said.

According to information compiled by data aggregator Location, Inc., Oakland ranks [fifth in the nation for violent crime](#). While children may be safe in their schools, just outside, [gun violence](#) is a real concern around the city.

The complexities of childhood trauma manifest themselves as perceived negative behaviors in classroom settings: lack of concentration, acts of defiance, absence of effort, fits of rage and threats of violence. Once triggered, a student can easily become too much to handle for a teacher.

“Their behaviors are a normal response to stresses they’re not equipped to deal with,” Dorado said.

Teachers need to know how to recognize and manage these behaviors in the classroom so that a single student impacted by trauma doesn’t derail an entire classroom of peers.

“For so long, people have been focused on the individual student,” said Barb McClung, director of behavioral health initiatives at Oakland Unified School District. “They say, ‘I got this kid. He’s unmanageable. Can we get him out of the school and to a specialist because I can’t teach the other 33 kids that are in my class with this level of disruption.’”

In the past, an “unmanageable” student would have been referred to the principal’s office or suspended.

“We had a reliance on exclusion as a way to resolve conflicts,” continued McClung, reflecting on the zero-tolerance policies that were ushered in after the [Columbine](#) shootings, and were later perpetuated during the [No Child Left Behind](#) years.

According to McClung, when you kick a student out of the classroom because of his behavior, you disengage him, and his parents, from the school, thus increasing the risk of future incarceration.

For [African American boys](#) born in 2001, one in three are at risk of being imprisoned in their lifetime, according to a report from the Children’s Defense Fund. In the [Oakland Unified School District](#), African American males make up only 17 percent of the student body; however, in 2014, they received 42 percent of the suspensions.

McClung clearly spelled it out: Suspended students are more likely to drop out and become incarcerated.

Reforming education—which includes addressing this school-to-prison pipeline and underlying racial biases—begins



Dr. Joyce Dorado, director of UCSF's HEARTS program.



both with the teachers who are issuing student referrals to the principal's office and with the principals who are issuing suspensions.

Dorado, along with her colleagues at HEARTS, provides professional development trainings for teachers. These workshops introduce comprehensive prevention and intervention tools that teachers can implement in their classrooms to better recognize and manage children who have experienced trauma.

She also trains teachers, staff, principals, and even superintendents, on the underlying neurobiology of trauma. A portion of this training is also dedicated to support staff around stress and burnout.

In the Oakland Unified School District, Dorado recognizes that teachers already have a lot on their plate, including social-emotional learning, [positive behavioral interventions and support](#) and [restorative practices](#); however, she argues that trauma-informed practices are the common thread between all of these behavioral health initiatives.

"We don't want to make teachers' jobs harder. We want to make them easier," Dorado said. Teachers need to be aware of the stresses and trauma in their own lives so that they too can take care of their mental and emotional wellness.

"Teachers need to know some students walk in with chronic trauma. Layers and layers of trauma and grief and loss," Simmons said. "Their ability to learn is limited by neuroscience."

But the need for a trauma-informed lens is not limited to students alone. Without appropriate training, teachers, staff and administrators can also suffer the consequences of trauma in the school district.

"We have to be careful when we think about staffing our hard-to-staff schools," Dorado said. "We burn [teachers] out and we don't prepare them, and then kids lose their teachers and their administrators over and over again."

"If what has happened is that you've lost people who you love and who you depend on, either to death or to imprisonment or to the ravages of drug addiction, it makes it so that when a teacher quits, the kids lose this relationship," Dorado said. "It echoes with the multiple losses that many of our young people have had. It's a terrible process."

Successful [teaching and learning](#) cannot take place in a school unless basic environmental supports are in place to create positive school climates that address the needs of both teachers and students.

"The health of the adults has a huge bearing on the health of the students," McClung said. "Coming at this from a more trauma-informed lens can help stop some of the churn and help us regain, get people to want to stay."

Shane Downing is a writer based in San Francisco. Find Shane on [LinkedIn](#) or follow him on Twitter [@SCdowning](#).

This story is part of a series funded by The Stuart Foundation on behalf of the California Chief Justice's Keeping Kids in School and Out of Court Initiative.

Truancy, Suspension Rates Drop in Greater Los Angeles Area Schools

 chronicleofsocialchange.org/featured/truancy-suspension-rates-drop-in-greater-los-angeles-area-schools/16309

As evidence mounts that punitive discipline makes students more likely to go to prison than to college, school districts in greater Los Angeles, including Long Beach Unified and Lynwood Unified, are shifting away from suspending students or citing them for truancy. Instead, they're making greater use of restorative justice programs, as is the juvenile division of the Orange County Superior Court.

While student advocates support the focus on restorative justice, which rehabilitates offenders through reconciliation with victims and the community, they point out that schools still need to make headway in how they discipline youth. Racial disparities persist in suspensions and some schools routinely remove students from class without formally suspending them, they say, making suspension rates appear lower than they actually are. Los Angeles Unified School District has [faced similar accusations](#) as it works to drive down suspensions.

School districts throughout California are taking steps to reduce suspensions as well. Suspensions dropped statewide by 12.8 percent during the 2014-15 school year to 243,603 from 279,383 the previous school year. And they've fallen by 33.6 percent since the 2011-12 academic year, when 366,629 students were suspended.

"We're finally noticing the pendulum swinging the other way to address really good programming for children and families," said Orange County Superior Court Judge Maria Hernandez.

She presides over the juvenile court, where she overhauled the truancy program in 2012 because she objected to how it penalized youth and their families. That year, L.A. County also closed its 13 Informal Juvenile and Traffic Courts, which served truants. Officials said truancy citations weren't a good use of the courts' time. And LAUSD even introduced a truancy diversion program that led to the end of truancy sweeps and ticket task forces during the first 90 minutes of school.

Hernandez took issue with Orange County Superior Court's truancy program because she felt "it wasn't consistent with evidence-based approaches," she said. "It was very punitive and not really serving its purpose."

Many of the truant children came from dysfunctional homes, wracked by substance abuse, domestic violence and mental illness. Ordering such children out of class to attend court hearings and fining their families didn't lower the number of truancy filings, but establishing a truancy response team with social workers, probation officers and others to meet the needs of families did.

Truancy filings in Orange County dropped from 256 in 2012 to 56 in 2015.

"If I can keep these kids out of the system, their outcomes are going to be a lot better," Hernandez said. The judge sits on the steering committee of California Chief Justice Tani Cantil-Sakauye's Keeping Kids in School and Out of Court Initiative (KKIS), which is working to reduce student absenteeism among a broad slate of goals.

Locations ▼	Percent		
	2012 ▼	2013 ▼	2014 ▼
California	28.5%	29.3%	31.1%
Los Angeles County	32.4%	34.3%	34.8%
Orange County	19.3%	20.1%	22.6%
San Bernardino County	36.3%	36.1%	40.2%

Percentage of K-12 public school students missing more than 30 minutes of instruction without an excuse three or more times during the school year. Data Source: California Dept. of Education, DataQuest (Jul. 2015). Credit: Kidsdata.org

Why Truancy Rates Are Rising Statewide

While truancy filings have dropped in courts statewide, the school truancy rate actually rose slightly—from 29.28 percent during the 2012-13 school year, with 1,902,509 truant students, to 31.14 percent during the 2013-14 school year, with 1,995,055. Students who have missed more than 30 minutes of school three different times without an excuse are considered truant.

The California Attorney General’s Office posits that the uptick in the state truancy rate likely stems from schools improving how they monitor student attendance. It points to Long Beach Unified as a district that managed to lower its chronic absence rate, even as truancies rose.

LBUSD lowered its chronic absence rate from 26.18 percent in the 2013-14 school year to 9.6 percent the following year. The district of nearly 80,000 students credits the drop in chronic absences to parent outreach and to school officials scrutinizing district data to pinpoint the schools with the most absences.

“There were about 30 elementary schools with pretty poor attendance rates and high truancy rates,” said Erin Simon, director of LBUSD’s student support services division. “I spoke with the school staff and most importantly with the parents and the families about high chronic absence and chronic truancy.”

Simon discussed with families the consequences of truancy in kindergarten and first grade, including how it results in 83 percent of students being unable to read on grade level by third grade.

Long Beach Unified also expanded the reach of its School Attendance Review Board (SARB), a group made up of school officials and community members to curb absenteeism. The district was named a 2015 Model SARB district for its efforts to reduce school absences.

Racial Disparities in Suspensions

Long Beach Unified not only cut its chronic absence rate but also slashed its suspension rate from 4.4 percent during the 2013-14 school year, with 3,742 students suspended, to 3.5 percent the following year, with 2,939 students suspended.

Black students, however, are most likely to be suspended from Long Beach schools. They comprised 14 percent of LBUSD students during the 2014-15 school year but more than a third of students suspended. This pattern can be found both state and nationwide.

In California, African Americans make up 6 percent of public school students statewide but 16.4 percent of students suspended.

“One intervention is to actually have some training [in schools] on what implicit racial bias is,” said Angelica Salazar,

a senior policy associate with the Children’s Defense Fund in California. “We need to address this racial disparity and invest in some kind of intervention that has a racial lens.”

But Salazar applauds LBUSD for lowering its number of willful defiance suspensions, long criticized as the most subjective form of suspension. Defiance suspensions can include behaviors such as “talking back” to teachers, profanity or not following instructions.

California	Percent				
	Race/Ethnicity	1 to 2 Times	A Few Times	Once a Month	Once a Week
African American/Black	12.8%	12.1%	2.4%	1.6%	5.6%
American Indian/Alaska Native	13.4%	12.1%	2.6%	1.6%	3.0%
Asian	13.5%	7.6%	1.2%	0.7%	1.4%
Hispanic/Latino	15.7%	13.0%	2.3%	1.9%	4.2%
Native Hawaiian/Pacific Islander	16.4%	10.5%	1.5%	1.1%	3.3%
White	15.7%	10.2%	2.3%	1.6%	2.1%
Multiracial	14.5%	10.7%	2.4%	1.5%	3.1%

Percentage of public school students in grades 7, 9, and 11, and non-traditional students reporting the number of times they had skipped school or cut class in the past 12 months, by race/ethnicity. Data Source: California Department of Education, California Healthy Kids Survey and California Student Survey (WestEd). Credit: Kidsdata.org

“We’ve seen a lot of progress in the numbers,” Salazar said. “In 2012-13, there were 5,647 suspensions [in Long Beach] for willful defiance and the latest data shows there were less than 1,000 during the past school year.”

Why Students Continue to be Removed from Class

Christopher Covington, a community activist who has worked with the Every Student Matters campaign to reduce school suspensions in LBUSD, suggested the reported numbers of willful defiance suspensions may not fully reflect reality. Some Long Beach high schools don’t formally suspend students for willful defiance but regularly remove disruptive students from class, he said.

“It’s considered like a detention,” Covington said. “They’re not being suspended off campus, but if a student walks into class and is defiant, the teacher calls an aide, and they’re suspended for that period. The environment is similar to a confined waiting room. They either have to sit on the floor and stare at the desk or stare at a wall.”

When asked about informal suspensions in LBUSD, Simon said the district uses progressive discipline, whenever possible, to address inappropriate behavior.

“The district’s ultimate goal is to reduce the recurrence of the negative behavior by helping students learn from their mistakes,” she said. But in some cases, students are temporarily removed from class, so administrators or other school officials can step in to address their behavior, she said.

“Interventions have become an integral part of LBUSD’s efforts to foster positive behavior, promote progressive discipline practices and keep students in school,” Simon said.

Overall, LBUSD reports just 909 willful defiance suspensions for the 2014-15 school year, down from 1,379 the previous school year.

How Lynwood Is Reducing Suspensions and Truancy

Long Beach is hardly the only district in the greater Los Angeles area to cut such suspensions. The Antelope Valley Union High School District nearly halved its number of willful defiance suspensions—lowering such suspensions from 3,030 in the 2013-14 school year to 1,712 the following year. During the same timeframe, Lynwood Unified in South L.A. reduced its willful defiance suspensions from 543 to 183.

Locations ▼	Number		
	2012 ▼	2013 ▼	2014 ▼
California	366,629	329,370	279,383
Los Angeles County	72,753	58,253	45,487
Long Beach Unified (School District)	5,069	5,752	3,742
Los Angeles Unified (School District)	18,888	11,898	8,864
Lynwood Unified (School District)	968	894	763
Orange County	22,213	16,629	14,410

Number of suspensions of K-12 public school students.
Data Source: California Dept. of Education, DataQuest (Jul. 2015). Credit: Kidsdata.org

Lynwood Unified Superintendent Paul Gothold said that he simply doesn't believe suspensions are effective discipline strategies.

"When a kid is suspended, that does nothing to change behavior," he said. Rather than using suspension as the first line of defense for bad behavior, the district gives students chances to correct their behavior, Gothold said. Troubled students also receive mental health services, and school staffers receive cultural proficiency training to better grasp the challenges community members face.

The district also takes measures to reduce incidences of truancy. During the 2013-14 school year, the truancy rate was 13.22 percent, less than half of the state rate. Gothold said that home visits and truancy sweeps have been successful for the district.

"We just at random have police cars patrol the streets, and if a student gets picked up, they're brought back to school," he explained.

Like Judge Hernandez, however, Gothold doesn't support penalizing truant students with fines and court hearings.

Instead, he said, "Let's find out what the real issue is and develop a plan of support. That's 100 times more effective."

Nadra Nittle is a Los Angeles-based journalist. She has written for a number of media outlets, including the Los Angeles News Group, the Maynard Institute for Journalism Education and About.com.

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Still Present and Accounted For: Q&A with Hedy Chang

chronicleofsocialchange.org/news-2/a-decade-of-chronic-absenteeism-qa-with-hedy-chang/17067

By Lisa Martine Jenkins

Without Hedy Chang's work on chronic absenteeism, it is unlikely that the issue would be as prominent in the education policy conversation as it is today. As Executive Director of [Attendance Works](#), she fronts the non-profit's national efforts to advance student success in school by reducing chronic absence.

When the Annie E. Casey Foundation approached Chang in 2006, they wanted her help determining whether early absenteeism among kindergarteners and first-graders impacted achievement by the third grade. The task, it turned out, was not as simple as just weeding through local data; instead, she discovered that most schools had no records of chronic absenteeism, only total days missed.

Furthermore, in an era before electronic records, connecting the dots between early absences and later academic achievement was an enormous task. Over the next two years, she worked on the first comprehensive report exploring the causes and effects of chronic absenteeism, entitled "[Present, Engaged, and Accounted For](#)." And what she thought would be an easy short-term research project did not stop there; Chang is now on her tenth year of research and advocacy on this issue.

In addition to heading up Attendance Works, Chang was named a "Champion of Change" by the [White House in 2013](#), and currently serves on the steering committee for the California Chief Justice's Keeping Kids in School and Out of Court Initiative (KKIS). KKIS, according to Chang, emerged from the court's desire to leverage its power and work directly with law enforcement to prevent truancy from turning into crime.

The Chronicle (CSC) recently sat down with Chang for a conversation about what the research and policy changes look like for nationwide chronic absenteeism today:

The Chronicle of Social Change: So you were there at the very beginning of this conversation around chronic absence. What was the process of spearheading that research like?

Hedy Chang: Yes, I started the research that then created the body of nation-wide data that first suggested that this was an issue, particularly in the early grades. Eventually, I realized that I had to build a national infrastructure and organization in order to be able to continue to do this work.

CSC: What is the impact of chronic absenteeism on students?

HC: Well, one Rhode Island study found that if kids were chronically absent in kindergarten, that consistently predicted lower test scores by third grade. And, if you track that into fifth grade and even into the older grades, that gap just grows. By high school, ninth grade chronic absence means lower graduation rates and lower levels of consistent post-secondary enrollment rates.

CSC: Over the course of your research, were there any main reasons for chronic absenteeism that particularly stood out?

HC: Well, some of this absenteeism is just from the impact of not being in class and therefore not being able to



Hedy Chang, executive director of Attendance Works.

receive the instruction necessary. However, there are also many other factors. One example I see a lot is when a child has dental problems like cavities or decay; they're now having the issue of headaches that might keep them out of class, but even if they are in class that pain could impact their performance. So chronic absence is important not only because you can't teach a kid who isn't there, but also because chronic absence should be seen as a sign that there might be an issue there that you really want to resolve early, before it has long-term detrimental effects on a kid's ability to learn. In my experience there are three main reasons that kids are kept out of school.

First, there's the myth that missing a few days of school is no big deal. Folks just don't understand that those few days can add up to too much time out of class; chronic absence is when someone misses 10% of the school year, and that's just two days per month. Furthermore, most don't understand that absenteeism in kindergarten and first grade can be problematic in the long run. Many think you only need to pay attention to the issue of unexcused absences. However, when kids miss too much school for anything, even if those are excused days, they're very challenged.

The second reason is kids having real barriers, which are often related to dental care needs, asthma, chronic health issues, as well as general lack of access to healthcare. There is also the transportation problem; many kids have problems even getting to school.

Third, many kids can have issues of aversion. Perhaps the teaching is awful and is turning the kids off, perhaps there are discipline issues and kids are being unfairly suspended, perhaps there is bullying going on and the kid is scared to show up.

Last, there are issues of disengagement. This is more for older kids, but if a school's climate doesn't feel welcoming for whatever reason, they think they would rather be elsewhere.

One of the reasons it's so important to unpack these challenges is that your strategies have to respond to these problems or else parents won't trust their schools.

CSC: What has California done to combat chronic absence, and are any of these practices that other states can or should replicate?

HC: One of the things that is exciting in California is that we're really trying to create the capacity within districts and schools to be able to look at the data, analyze it and help create a district-wide approach to combating chronic absence.

So, for example, one thing we've been able to do is partner with the Contra Costa County Department of Education to create a peer-learning network that now has seven school districts involved. As a part of their work they compare data with one another, they learn about best practices, they start to implement work, they have been creating really innovative new practices at the school-side level. One thing that one district did was have all of the kids come in with their parents to talk not about attendance, but more about supporting their kids academic success in school. They also had all the kids dress up in caps and gowns and take pictures of themselves so they could envision what their future could be. Part of that was to help families think about their attendance goals and backup plans to avoid allowing absences to add up.

However, this work has not been fully realized yet. In California, one of the main things we potentially have going for us is the Local Control and Accountability Plan [LCAP], which has chronic absence as an accountability factor of that measurement. Each school has to report that, and every county office plays a pretty big role in providing technical assistance. That is a promise that has not been fully realized yet, because there are so many districts that haven't even collected their chronic absence data yet in order to complete their LCAPs. However, it's important that we have this framework to start with. It increases the chance that we'll be able to get best practices agreed upon across the state.

CSC: Alternately, which practices have you seen other states use that have worked and should be

replicated? What does federal funding look like for these types of programs?

HC: Unlike California [who only recently voted to include attendance data in their California Longitudinal Pupil Achievement Data System information], most other states have been keeping track of attendance for years and can offer an annual assessment of whether things are getting better or worse. There are huge accountability benefits of states being able to look at the big picture and see trends across districts, especially if their chronically absent kids are highly mobile.

Another, more local practice that could be adopted and scaled up is the Success Mentor model out of New York City, where kids are paired with an adult. The best predictor of future chronic absence is past chronic absence, so the program pairs those with moderate absence levels (in the 10-20% range) with an adult or an older student who checks in with the student every single day and make sure that they know that when they miss, they're noticed. The mentor calls home, tries to figure out what's going on and connects them with resources. This model has been shown in New York to effectively reduce chronic absence rates among students involved in the program by about 9 days per year, and schools that were applying engagement and absence reduction tactics more comprehensively reported reducing absence rates by closer to a month. Those numbers really can change a kid's outcome.

Anyway, that is a model that the U.S. Department of Education has supported replicating in a number of school districts across the country. Federally, one big shift that has happened recently is that chronic absence is now a required reporting metric under the Every Student Succeeds Act as a part of Title I. Schools and districts still have an incredible amount of flexibility in determining how they'll address these issues for themselves, but now they have permission to use these federal funds!

This story is part of a series funded by The Stuart Foundation on behalf of the California Chief Justice's Keeping Kids in School and Out of Court Initiative.

In Humboldt County, Hoopa Valley Tribal Court Leads Effort to Keep Kids in School

chronicleofsocialchange.org/news-2/humboldt-county-hoopa-valley-tribal-court-leads-effort-keep-kids-school/17353

By Melinda Clemmons

When the Klamath-Trinity Joint Unified School District in northern California asked Judge Richard Blake to speak at the graduation ceremony at Hoopa Valley High, the district's high school, he accepted the invitation under one condition.

"My commitment to them," said Blake, chief judge of the [Hoopa Valley Tribal Court](#), in an interview with *The Chronicle of Social Change*, "is when they can get 75 percent of their incoming freshmen to graduation, I will speak. I have been judge for 14 years, and that has yet to happen."

Through the Keeping Kids in School and Out of Courts initiative (KKIS), Blake and a team from the school district, social services and probation are working to get more students across that graduation stage, beginning with reducing the number of them who are referred to his courtroom for truancy or behavioral issues.

Launched by California Chief Justice Tani G. Cantil-Sakauye in 2013, KKIS fosters collaborative relationships between state and tribal courts and school systems to support K-12 students in staying in school through graduation and not entering the court system. Blake sits on the KKIS steering committee.

Blake also presides over the tribal court on the Hoopa Valley Reservation, located along the Trinity River in Humboldt County, which has jurisdiction to hear cases arising under the constitution or statute of the 3,600-member [Hoopa Valley tribe](#), to which he belongs.

Hoopa Valley High and three other schools in the Klamath-Trinity district, which has about 1,000 students, are located within the boundaries of the Hoopa Valley Reservation. While the majority of the students in the [district](#) are members of the Hoopa tribe, all students who are referred to court for attendance or behavioral problems by the schools on the reservation are sent to the tribal court.

When he arrived in Hoopa in 2002, Blake said, he was disheartened to learn that more than half of the students entering Hoopa Valley High did not make it to graduation. To earn that diploma, students need to be in school yet the Klamath-Trinity district had a [48 percent truancy rate](#) in 2013-14, with a 78 percent truancy rate at the high school. (The truancy rate in California is 31 percent, similar to the 32 percent rate in Humboldt County overall.)

Blake saw students in his courtroom who had been placed in alternative school settings due to attendance or behavioral problems, where they were only required to attend school a few hours per day, some even just one hour per day.

"Their education needs weren't being met, and even more so if they had a current IEP [Individualized Education Program]," he said. "So they had all this other time to get themselves into the delinquency system as opposed to a truancy setting. So we were increasing the odds that they would end up in a court system, whether it be tribal or state."



Hoopa Valley High School in Humboldt County, Calif. Photo: Hank Sims of North Coast Journal.

Over time he noticed a pattern: Most of those students never made it back into a regular classroom setting, and many dropped out.

“We had to find a way to work with the school district that would keep these kids in the school and not in our court system,” Blake said.

So when his jurisdiction was given the opportunity to participate in KKIS, Blake eagerly signed on.

Last spring, the KKIS initiative offered technical assistance to the group, with a team including L.A. Superior Court [Judge Donna Groman](#) coming to Hoopa to meet over three days with school and court personnel, state and tribal probation officers, tribal council members, parents and students.

The idea that would eventually turn the tide on the district’s high rate of court referrals came from the student representatives at that meeting.

According to Blake, he and the other adults in the meeting were surprised by the students’ request for a resource officer on campus they could approach when a problem arose.

“We were amazed,” Blake said. “We thought that was the last thing in the world they would want – a law enforcement-type position on campus that ultimately could make a referral to the court system if necessary.

“They [the students] felt that if the school district could provide an atmosphere that felt safe for them...it could eliminate that school-to-court pipeline,” Blake said.

So the superintendent of schools took the idea to the school board, which committed to hiring a resource officer to serve all of the Klamath-Trinity school campuses, most of which are within walking distance of one another. Within six weeks of that meeting, the school district had hired Will Hostler, a member of the Hoopa tribe and a trained police officer with 19 years’ experience in law enforcement.

While the school district directly hired Hostler, the tribal court partnered with the district to make the position an officer of the court.

Hostler received training from the school district before beginning his job as Chief of School Safety, and he says the job is much different from his previous work as a police officer, including his attire.

“Most days I’m in jeans and the school sweatshirt,” Hostler said in an interview with *The Chronicle*. As Chief of School Safety, Hostler said, he is “more of a mentor or counselor” to the students. He also coaches the JV football and softball teams, a role he says goes well with his other job on the campuses.

“He has done a phenomenal job,” Blake said. “If there’s an issue at school, he is the first line of defense in working with the students before they’re ever referred to probation...keeping those kids out of that track to the court system.”

To prevent a child with truancy or behavioral issues being sent to the [School Attendance Review Board](#), which could lead to a referral to the district attorney’s office and/or probation, Hostler steps in to work with the student individually, and often makes informal contact with the family, referring them to resources to support their child’s school attendance or address behavioral concerns.

“So there’s no longer any need to involve a justice agency, whether it’s probation or the courts,” Blake said.

When a problem arises, Hostler looks behind the behavior.

“There’s a reason why they’re cutting this class,” he said. “Maybe they have a learning disability. Maybe we need to get them some counseling...Before, when kids cut class, they’d be given detention or suspended. Now we’re getting to the root of the problem.”

And getting to the root of the problem is exactly what Blake and the rest of the KKIS team are aiming to do.

According to Blake, the high school made over 75 referrals to his court during the 2013-14 school year, and that number dropped to 23 in 2015 after Hostler was brought on board. In 2016, there have been only two referrals so far.

Noting the team effort required to make these changes, Hostler said, “We’re trying to get back to our old ways of culture on the reservation: It take a village to raise children.”

In addition to intervening when students need support, Hostler says part of his job is keeping other influences, such as drugs and alcohol, off the campuses.

“We tell them: ‘That’s not part of our culture,’” Hostler said. “In our tribe, we believe you must live your life pure. ... If something goes on in our lives, we don’t resort to the bottle, the pill, the needle. We have other ways to deal with things. So that’s what we’re trying to do as a village, to help people.”

Encouraged by the downward trend of referrals to his court, Blake is hopeful that he’ll be able to honor his commitment to speak at the high school graduation before his tenure as chief judge ends in 2018.

Meanwhile, he speaks about the effort to other jurisdictions whenever he can.



Chief Judge Richard Blake receives an honor blanket from Chief Judge Abby Abinanti (left) of the Yurok Tribal Court while being honored by the Judicial Council of California for his work on the Tribal Court-State Court Forum. Photo: California Courts.

“We want to let the nation know what the Hoopa Valley Tribe is doing to keep these kids out of our court system,” Blake said. In February, he spoke about the KKIS work at a Capitol Hill briefing hosted by the [National Council of Juvenile and Family Court Judges](#).

“Historically, native youth in particular are incarcerated at a higher rate than any other minority in our community [Eastern Humboldt County],” Blake said, citing [data](#) collected by the Humboldt County Probation Department. “They stay in custody longer than any other minority in our community. So they get into that system, and it’s harder to get them out.”

“I want better for our tribal youth,” Blake said. “I want their self-esteem to be built by knowing that if they want to attend a four-year university, they can. If they want to work in law enforcement or the military or a job that requires a background clearance, they can. I don’t want these youth to be denied that ability based on something as simple as contact with a court system while they should have been in school.”

Blake, the current president of the National American Indian Court Judges Association, was [honored](#) in February by the Judicial Council of California for his work on the Tribal Court-State Court Forum, which addresses issues of mutual concern such as jurisdiction, information sharing and judicial education. The forum was launched in 2010 after Blake proposed the idea in a letter to then Chief Justice Ronald George.

“Seeing the smiling faces of my tribal community,” Blake said. “I recognize that I want to make a difference for the future of these people, and keep them out of the system because it’s very, very easy to get yourself into a court system and hard to get yourself out.”



Keeping Kids in School and Out of Court Initiative

Agenda

Southern California Regional Convening

Wednesday, December 2, 2015

9:30 a.m. to 5:00 p.m.

Anaheim Marriott Hotel

- 9:30—10:00 a.m. Welcoming Remarks**
Hon. Stacy Boulware Eurie, Chair, KKIS Steering Committee
Ms. Sade Daniels, Writer & Youth Advocate, Bay Area Youth Centers
- 10:00—10:45 a.m. Solano County: The Vallejo City Unified School District Story**
Dr. Ramona Bishop, Superintendent,
Vallejo City Unified School District
- 10:45—11:00 a.m. Break**
- 11:00--11:45 a.m. Education: It's Great to Have One!**
Gordon Jackson, Assistant Superintendent, California Department of Education
- 11:45—12:30 p.m. Using Appreciative Inquiry to Engage Parents with Dignity**
Ms. Maisie Chin, Executive Director, CADRE Los Angeles
Rob McGowan, Associate Director of Organizing, CADRE
Oya Sherrills, Community Organizer, CADRE
Edgar Ibarria, Community Organizer, CADRE
Milagros Giron, Program Coordinator/Community Organizer
CADRE Parent Leaders
- 12:30—1:30 p.m. Working Lunch:**
Volunteer County Teams Share Their KKIS Work!
- 1:45—3:15 p.m. KKIS Workshops at Beyond the Bench: Chosen at Registration**
Improving Educational Outcomes for Foster Youth: The Innovative Approaches of FosterEd and Foster Focus (1I.)
Ms. Patricia Kennedy, Director, Foster Youth Services, Sacramento Office of Education;

Mr. Casey Schutte, Director, FosterEd: California;
Ms. Bridget Stumpf, Project Specialist, Technical Services, Foster Youth Services, Sacramento County Office of Education

Juvenile Court Diversion: Keeping Kids in School and Out of Court (1J.)

Hon. Donna Quigley Groman, Supervising Juvenile Court Judge, Los Angeles;

Ms. Ruth Cusick, Staff Attorney, Public Counsel;

Ms. Schoene Mahmood, Restorative Justice Specialist, Center for Urban Resilience, Loyola Marymount University

3:30--5:00 p.m.

Addressing the Root Causes of Disparities in School Discipline (2B.)

David Osher, Vice President, Institute Fellow, and Senior Advisor, American Institutes for Research (AIR)

Facility-Wide Positive Behavioral Interventions and Supports: Teaching Positive Behavior and Social Interaction in Juvenile Detention Facilities

Roger Brown, Jr., Senior Deputy Probation Officer, Placer County Probation Department;

Michael Lombardo, Director of Interagency Facilitation, Placer County Office of Education;

Lauren Maben, Deputy Probation Officer, Placer County Probation Department

The Invisible Achievement Gap: Findings on the Education Outcomes of Students in Foster Care in California's Public Schools

Teri Kook, Chief Strategy Officer, Family Impact Network, Spokane, WA;

Emily Putnam-Hornstein, Assistant Professor, USC School of Social Work;

Michelle Fracois Traiman, Director, Foster Youth Education Initiative (FosterED), NCYL

5:15--5:30 p.m.

Remarks by Hon. Tani G. Cantil-Sakauye, Chief Justice of California and Chair of the Judicial Council

(To be followed by a plenary presentation on Considering Culture in Domestic Violence and Sexual Violence Cases)

6:15--9:00 p.m.

Special Screening: *Paper Tigers*, A Documentary Film by James Redford (Mr. Redford will introduce the film and lead a Q&A after it concludes.)



Keeping Kids in School and Out of Court Initiative

Agenda

Northern California Regional Convening

Wednesday, February 24, 2016

9:30 a.m. to 5:00 p.m.

Judicial Council of California

455 Golden Gate Ave. (Lower Level)

San Francisco, CA 94102

- 9:30—10:00 a.m. Welcoming Remarks**
Hon. Stacy Boulware Eurie, Chair, KKIS Steering Committee
Ms. Sade Daniels, Writer & Youth Advocate, Bay Area Youth Centers
- 10:00—10:45 a.m. Solano County: The Vallejo City Unified School District Story**
Dr. Ramona Bishop, Superintendent, Vallejo City Unified School District
- 10:45—11:00 a.m. Break**
- 11:00—11:45 a.m. Statewide Education Efforts**
Mr. Gordon Jackson, Assistant Superintendent, California Department of Education
- 11:45—12:30 p.m. The Truth About the School to Prison Pipeline:
Faces Behind the Data**
Ms. Jackie Byers, Executive Director, Black Organizing Project (BOP);
Ms. Jessica Black, Community Organizer, BOP;
Mr. Reginald Harris, Director of Organizing, BOP;
Ms. Ni'Keah Manning, Community Organizer, BOP;
Ms. Juanita Taylor, Parent Volunteer, BOP;
Mr. Jared Utley, Student Member, BOP

12:30—1:45 p.m.

Working Lunch:

Restorative Justice Works!

Mr. Castle Redmond, The California Endowment, Moderator;
Ms. Betsye Steele, Principal, Ralph Bunche High School, Oakland;
Ms. Fania Davis, Co-Founder & Executive Director, Restorative Justice for Oakland Youth (RJOY);
Mr. David Yusem, Program Manager, Restorative Justice, Oakland Unified School District

2:00—3:15 p.m.

KKIS Workshops

Facility-Wide Positive Behavioral Interventions and Supports: Teaching Positive Behavior and Social Interaction in Juvenile Detention Facilities

Mr. Roger Brown, Jr., Senior Deputy Probation Officer, Placer County Probation Department;
Mr. Michael Lombardo, Director of Interagency Facilitation, Placer County Office of Education;
Ms. Lauren Maben, Deputy Probation Officer, Placer County Probation Department

Addressing the Root Causes of Disparities in School Discipline

Mr. David Osher, Vice President, Institute Fellow, and Senior Advisor, American Institutes for Research (AIR)

Getting Students Back on Track: Earlier Interventions to Keep Kids in School and Out of Court

Ms. Jill Habig, Special Assistant Attorney General, Office of the Attorney General;
Ms. Cecilia Leong, Associate Director of Programs, Attendance Works

Building Trauma Informed Systems in California

Dr. Joyce Dorado, Director, UCSF HEARTS (Healthy Environments and Response to Trauma in Schools);
Ms. Jen Leland, Center Director, Trauma Transformed (T2), Bay Area Regional Center, East Bay Agency for Children

3:30—4:30 p.m.

County Teams Share Their KKIS Work & Challenges! (Voluntary)

Keeping Connected: KKIS Twitter Feed, Listserv, etc.
Teams Plan KKIS Work for 2016

4:30—5:00 p.m.

Wrap-Up & Networking

Hon. Stacy Boulware Eurie, Chair, KKIS Steering Committee

**Keeping Kids in School and Out of Court Initiative Northern California Regional Convening
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Solano County: The Vallejo City Unified School District Story

Knowledge Gained	Average
Prior to this course, my knowledge of this subject was	3.74
This program enhanced my professional knowledge	4.45
How much did you learn as a result of this program	4.37
Relevancy	
Information was presented at a level appropriate to audience	4.68
The content of the course was relevant to my work needs	4.66
My assessment of the currency & accuracy of information presented	4.50
Dr. Ramona Bishop	
Level of knowledge and expertise	4.95
Clarity of presentation	4.89
Responsiveness to participants	4.80
Degree maintained audience interest	4.92

What aspects or parts of the course did you find most beneficial?

Stats/Data Re: Suspension/Expulsion rates
 Very inspirational? Loved listening to her.
 Hearing about all 3 tiers of intervention
 PYJI information
 How RJ is being put into action.
 Strategies Vallejo is using
 Info on PBIS
 Dr. Bishop's passion and experience truly resonate with all in regards to this topic. The work and story of Vallejo is inspiring to all of us trying to make change.
 Testimonials
 Listening and hearing "the stories" of the youth but also just the opportunity to hear what counties are doing since I am in a district/city/county.
 Entire workshop very informative!
 Learning of the success Dr. Bishop has had in Vallejo was very inspiring.
 Method to raise graduation rates
 Inspirational!
 Thinking about whole child
 Dr. Bishop cited several studies - would it be possible to send links to those studies?
 Educational based
 Ramona is awesome
 Quotes and reports
 The recommendations for reading
 The whole child approach
 School to prison pipeline begins with the 1st suspension. I made a mistake. I am not a mistake.
 It was wonderful hearing about her success by rewarding positive behaviors as opposed to punishment for poor, disruptive acts
 The whole presentation was inspirational, but I was particularly impressed by the holistic approach.
 Inspiring to hear of changes in focus in schools.

**Keeping Kids in School and Out of Court Initiative Northern California Regional Convening
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What suggestions, if any, do you have for improving the content or delivery of this course?

Great speaker - but PowerPoint needs some work - too many words - forces participant to either listen or read

None. Very compelling

Intersection with child welfare and probation

Not enough principals and teachers to present their side of the story. What is a teacher/principal to do when a student punches, curses, steals, brings knife etc.

Ensure key district leaders are part of teams (educators)

She was awesome, couldn't have been better!

Open for questions on content of slideshow

Longer

How did they lower suspension rates?

Nope - wonderful!

What can I do as the child's juvenile dependency attorney? I compliment/praise child and refer to Foster Ed and advocate to give best adult ed rights. What else should I do?

Please provide feedback on training methods/materials/site: Your responses may include comments on effectiveness of presentation (including use of expository, experiential, active learning, etc.); Suitability and/or usefulness of instructional materials; suitability of learning environment(including location and facilities), etc.

More comprehension check with us

Room too small. Projector issue. Materials should be emailed before class (or linked)

Nice use of audience participation (asking us to answer her questions)

She is very engaging, motivating progressive and knowledgeable. Good stats/graphs

Statewide Education Efforts

Knowledge Gained

Prior to this course, my knowledge of this subject was

Average

3.47

This program enhanced my professional knowledge

3.83

How much did you learn as a result of this program

3.66

Relevancy

Information was presented at a level appropriate to audience

4.27

The content of the course was relevant to my work needs

4.12

My assessment of the currency & accuracy of information presented

4.36

Mr. Gordon Jackson

Level of knowledge and expertise

4.78

Clarity of presentation

4.57

Responsiveness to participants

4.61

Degree maintained audience interest

4.22

What aspects or parts of the course did you find most beneficial?

In So Cal convening Gordon spoke about LCFF - I think that tied in better

Info regarding state mandates for youth transitional out of juvenile hall or county jail.

He's got a great voice! Very nice listening to him.

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What could be experienced as dry info delivered with passion and clarity.
 Discussion of some of the recommendations of the report
 CDE and the areas discussed are often not part of this discussions. Broader knowledge of Ed law is critical to successful programs.
 Special education transitions
 Access to the state level through Gordon Jackson
 Humor. Great speaker.
 Learning about the role of CDE and the sheer number of schools in state of California
 Gordon is energetic and engaging
 Learning about the work group on juvenile transition planning

What suggestions, if any, do you have for improving the content or delivery of this course?

Clarifying all aspects of where the funds are going, and acknowledging the 3 sub groups separately and not bunching us up and calling EL, LI and FY a "special group"
 More information on how people can engage on the initiatives
 Linking a little more to how this affects attendance (overall mission of KKIS)

Please provide feedback on training methods/materials/site: Your responses may include comments on effectiveness of presentation (including use of expository, experiential, active learning, etc.); Suitability and/or usefulness of instructional materials; suitability of learning environment(including location and facilities), etc.

Sorry to sound like a broken record, but the PowerPoint slides were too wordy. Can't listen and read at the same time - since I spent my time listening to him, the content in the slides was lost to me.
 Check in more with those who don't seem to recognize the info in the presentation
 Very commanding presence!
 Didn't seem very relevant to Juv. Dep attorneys

Black Organizing Project (BOP) Presentation

Knowledge Gained	Average
Prior to this course, my knowledge of this subject was	3.24
This program enhanced my professional knowledge	4.27
How much did you learn as a result of this program	4.27
Relevancy	
Information was presented at a level appropriate to audience	4.39
The content of the course was relevant to my work needs	4.48
My assessment of the currency & accuracy of information presented	4.47
Ms. Jackie Byers and BOP Members	
Level of knowledge and expertise	4.66
Clarity of presentation	4.72
Responsiveness to participants	4.52
Degree maintained audience interest	4.69

What aspects or parts of the course did you find most beneficial?

Very honest
 Personal stories of students and parents

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Eye opening on all aspects!

The stories and recommendations

Supports understanding, different lens.

The testimonies of the student and parent was very beneficial. It put us in the minds of the people impacted by decision of adults in power without understanding of culture and community

Real stories are important and need to be heard. The advocacy of BOP is something we need in our own community.

Some of the presentation by BOP make us uncomfortable. We need that.

The stories that panel shared were beneficial to continue as the audience to advocate for the cause once we leave here

Personal stories

Must listen to child's voice

Hearing from the teen was great

Anecdotes

Coupling stories w/action and direct asks

First hand stories from youth and parents

Difficult topics - great to have included

Great to bring an advocacy perspective to the workshop

This was the most powerful and impacting presentation of the day. Even when we think we are doing good work, we all need to be shaken up and presented with the more extreme disparities.

Loved the slides stating what each type of stakeholder can/should do

What suggestions, if any, do you have for improving the content or delivery of this course?

Unfortunately, the first mother's (Jessica Black) presentation felt antagonistic and accusatory - not helpful in a group of people who are here because we care and want to improve things. Contrast that with Juanita Taylor, who had a similar message, but whose presentation felt more thoughtful and collaborative.

Presentations were good mix of difficulties experienced, what presenters did to overcome adversity, and clear recommendation. Great to also balance stones w/data at the end. Excellent panel!

Gun on campus.....you have to expel

Take the anger out

A little more focus on the idea for policy reform.

Time for audience questions?

Parents didn't explain what courts/LE/schools should do with youth who are habitual offenders.

Please provide feedback on training methods/materials/site: Your responses may include comments on effectiveness of presentation (including use of expository, experiential, active learning, etc.); Suitability and/or usefulness of instructional materials; suitability of learning environment(including location and facilities), etc.

Personally I was impacted and felt the presentation was effective

Extremely effective presentation format (speakers did a great job)

This presentation made me feel uncomfortable in a good way - inspired to take more action

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Restorative Justice Works!	
Knowledge Gained	Average
Prior to this course, my knowledge of this subject was	3.53
This program enhanced my professional knowledge	4.64
How much did you learn as a result of this program	4.58
Relevancy	
Information was presented at a level appropriate to audience	4.73
The content of the course was relevant to my work needs	4.58
My assessment of the currency & accuracy of information presented	4.73
Mr. Castle Redmond	
Level of knowledge and expertise	4.92
Clarity of presentation	4.92
Responsiveness to participants	4.81
Degree maintained audience interest	4.92
Ms. Betsy Steele	
Level of knowledge and expertise	4.93
Clarity of presentation	4.80
Responsiveness to participants	4.79
Degree maintained audience interest	4.93
Ms. Fania Davis	
Level of knowledge and expertise	4.87
Clarity of presentation	4.78
Responsiveness to participants	4.86
Degree maintained audience interest	4.87
Mr. David Yusem	
Level of knowledge and expertise	5.00
Clarity of presentation	5.00
Responsiveness to participants	4.96
Degree maintained audience interest	5.00

What aspects or parts of the course did you find most beneficial?

Video of welcoming/re-entry R.J. circle for a student who was transitioning back to school from juvenile hall. Excellent use of video. Great that principal talked about her own evolution, as well as described how RJ is embedded in everything the school does. Terrific mix of speakers, and well-moderated.

Love the circle.

Cedric's story

Specifics of the process

Loved video and Mr. Redmond and Ms. Steels's comments

Good program and good presentation on a method that could be implemented any where. A reminder that any successful endeavor requires passion and commitment.

The video painted a great picture of how RJ does work!

The video benefited us all with information and the ability to see the impact

Film and Ms. Steele were awesome and inspiring.

Love that video. So powerful!

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Great video! Powerful
The video of the RJ was very helpful to see
Thank you for allowing time for Q&A
Excellent! So great to see this model. We want to bring this to our county
Great program!

What suggestions, if any, do you have for improving the content or delivery of this course?

Make it longer - great information - would have been good to discuss more options. Also - discussion re: inclusion of other systems to support success of youth.

I could have used more subtitling in video (I have hearing loss).

Providing a fact sheet to audience to clarify future concerns.

I wish the presentation had been a little more linear (in content, PowerPoint slides etc) i.e. background info to video to data/outcomes to questions

How do you make the time for all these welcome circles. Cost of hours?

Please provide feedback on training methods/materials/site: Your responses may include comments on effectiveness of presentation (including use of expository, experiential, active learning, etc.); Suitability and/or usefulness of instructional materials; suitability of learning environment(including location and facilities), etc.

I would like to have some hard copy of presentation materials to review during workshops.

Video spoke volumes!

We need links to the video too!

The "case study" of cedric is a good approach.

Facility-Wide Positive Behavioral Interventions and Supports: Teaching Positive Behavior and Social Interaction in Juvenile Detention Facilities

	Average
Knowledge Gained	
Prior to this course, my knowledge of this subject was	3.00
This program enhanced my professional knowledge	5.00
How much did you learn as a result of this program	5.00
Relevancy	
Information was presented at a level appropriate to audience	5.00
The content of the course was relevant to my work needs	5.00
My assessment of the currency & accuracy of information presented	5.00
Mr. Roger Brown, Jr.	
Level of knowledge and expertise	5.00
Clarity of presentation	5.00
Responsiveness to participants	5.00
Degree maintained audience interest	5.00
Mr. Michael Lombardo	
Level of knowledge and expertise	5.00
Clarity of presentation	5.00
Responsiveness to participants	5.00
Degree maintained audience interest	5.00
Ms. Lauren Maben	
Level of knowledge and expertise	5.00

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Clarity of presentation	5.00
Responsiveness to participants	5.00
Degree maintained audience interest	5.00

What aspects or parts of the course did you find most beneficial?

Data re: reduction in serious incidents at juvenile hall

Addressing the Root Causes of Disparities in School Discipline

Knowledge Gained

Average

Prior to this course, my knowledge of this subject was	3.36
This program enhanced my professional knowledge	4.07
How much did you learn as a result of this program	4.14

Relevancy

Information was presented at a level appropriate to audience	3.93
The content of the course was relevant to my work needs	4.46
My assessment of the currency & accuracy of information presented	4.43

Mr. David Osher

Level of knowledge and expertise	4.92
Clarity of presentation	4.17
Responsiveness to participants	4.53
Degree maintained audience interest	4.13

What aspects or parts of the course did you find most beneficial?

The self and supportive learning guide.
Toolkit available to address racial/ethnic disparity
Discussion about what we can do to address implicit bias in our own systems.

What suggestions, if any, do you have for improving the content or delivery of this course?

It was just a little dry; after lunch that was hard
Work with actual figures-use practical examples

Getting Students Back on Track: Earlier Interventions to Keep Kids in School and Out of Court

Knowledge Gained

Average

Prior to this course, my knowledge of this subject was	4.11
This program enhanced my professional knowledge	4.67
How much did you learn as a result of this program	4.56

Relevancy

Information was presented at a level appropriate to audience	4.67
The content of the course was relevant to my work needs	4.67
My assessment of the currency & accuracy of information presented	5.00

Ms. Jill Habig

Level of knowledge and expertise	5.00
Clarity of presentation	5.00
Responsiveness to participants	5.00

**Keeping Kids in School and Out of Court Initiative Northern California Regional Convening
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Degree maintained audience interest	5.00
Ms. Cecilia Leong	
Level of knowledge and expertise	5.00
Clarity of presentation	4.90
Responsiveness to participants	5.00
Degree maintained audience interest	5.00

What aspects or parts of the course did you find most beneficial?

Hearing about the new toolkits that are available online.
Timely info
Very knowledgeable presenters!

Building Trauma Informed Systems in California

Knowledge Gained	Average
Prior to this course, my knowledge of this subject was	3.75
This program enhanced my professional knowledge	4.75
How much did you learn as a result of this program	4.63

Relevancy

Information was presented at a level appropriate to audience	4.88
The content of the course was relevant to my work needs	4.88
My assessment of the currency & accuracy of information presented	4.88

Dr. Joyce Dorado

Level of knowledge and expertise	4.88
Clarity of presentation	5.00
Responsiveness to participants	4.88
Degree maintained audience interest	4.88

Ms. Jen Leland

Level of knowledge and expertise	4.75
Clarity of presentation	4.63
Responsiveness to participants	4.63
Degree maintained audience interest	4.50

What aspects or parts of the course did you find most beneficial?

All was very good - the discussion about repeating traumatic stories resonated - the continued re: traumatization can be significant.
Good topic but more time required to dig into complicated issues.
The trauma informed system core principal questions (laminated) very helpful
Great, informative content, even for a seasoned provider

What suggestions, if any, do you have for improving the content or delivery of this course?

Would have liked more time!
The first part was a bit fast - lots of info. I wish I would have had a copy of the PowerPoint to absorb more info.

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Please provide feedback on training methods/materials/site: Your responses may include comments on effectiveness of presentation (including use of expository, experiential, active learning, etc.); Suitability and/or usefulness of instructional materials; suitability of learning environment(including location and facilities), etc.

love the stretching and lotion

Other comments:

Good day. I'm glad we had a chance to check in and review what is happening regarding education.

Overall - great job, very informative particularly BOP and Restorative Justice Presentation; could have been a 2 day conference!

Please consider air conditioning when rooms heat up.

Tables/chairs/presentation systems and food all great!

Dr. Bishop was amazing. Also the overall networking and information sharing are very helpful. Thank you!

It might be nice to have two days, it is a lot of information in one day and it felt as if some of the talks could go longer and still be beneficial

It would be nice to have access to materials, either paper or electronic, during talks for note taking purposes.

This evaluation document is overwhelming and way too long

A little more time to process info between/within speakers would be great

I wish there was at least 1 speaker representing the Latino/ELL population (this is the most at risk population in our county)

Give us time to meet with our county to strategize

I was able to focus and learn much more as a result of eating a chocolate covered churro! (kidding)

More salad please



Keeping Kids in School and Out of Court Initiative

455 Golden Gate Avenue • San Francisco, CA 94102-3688
415-865-4200 • www.courts.ca.gov

TANI G. CANTIL-SAKAUYE
Chief Justice of California
Chair of the Judicial Council

LOS ANGELES COUNTY: KEEPING KIDS IN SCHOOL & OUT OF COURT BASELINE DATA

1. KKIS GOAL: Statewide suspension rate from 5.1% to 2% and significantly reduce disparate impact¹

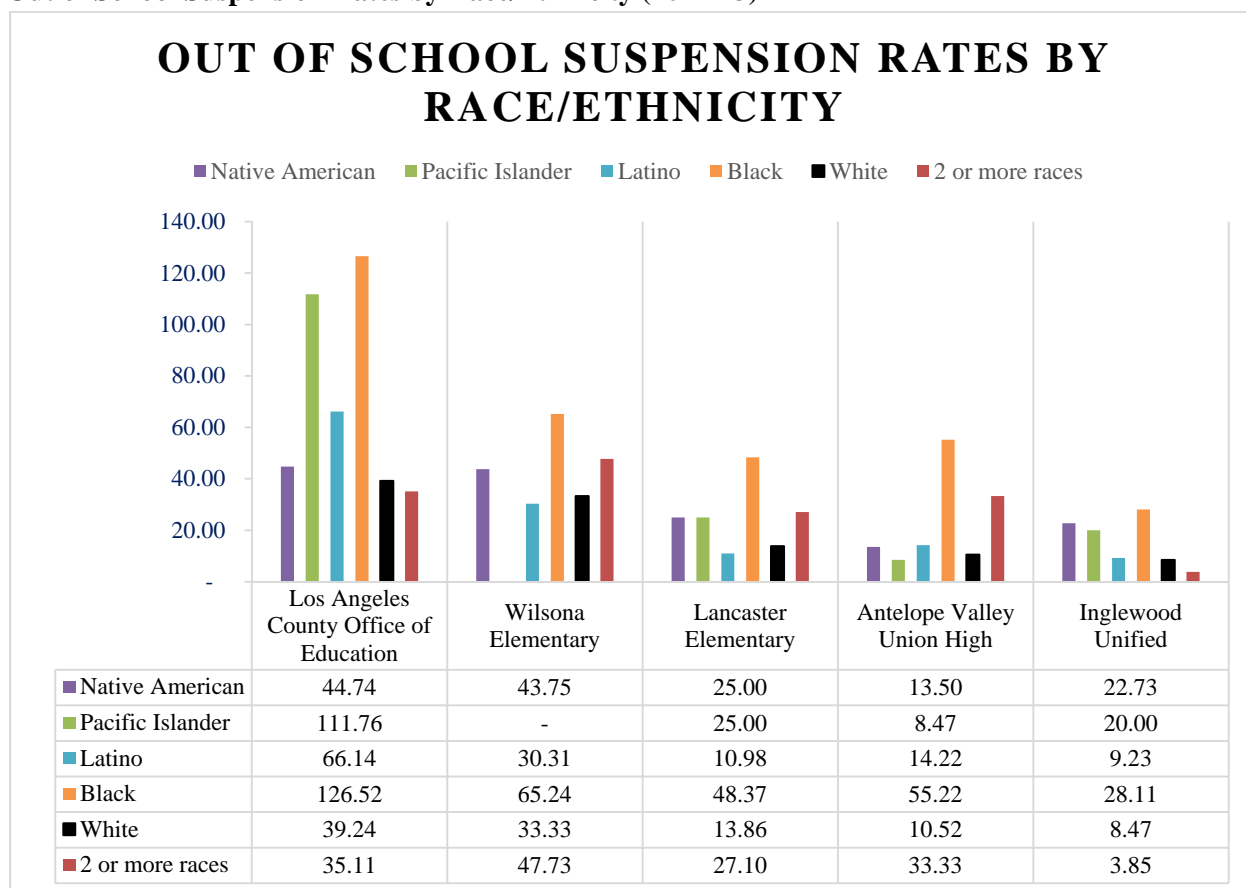
District Suspension Rates (2013-14)²

District	Cumulative Enrollment	Total students suspended	Suspension Rate
Los Angeles County Office of Education	19,148	2,283	11.9
Wilsona Elementary	1,556	105	6.7
Lancaster Elementary	16,887	1,440	8.5
Antelope Valley Union High	29,532	3,105	10.5
Inglewood Unified	15,071	937	6.2

¹ You can find more data on suspensions and expulsions at the California Department of Education DataQuest site: <http://dq.cde.ca.gov/dataquest/dataquest.asp>

² Rates are for the five districts with the highest numbers of suspensions per student in the county.

Out of School Suspension Rates by Race/Ethnicity (2012-13)³



2. KKIS GOAL: Reduce chronic absenteeism rates in elementary schools from the current estimated rate of 8.7% to 4.25%⁴

District Type	Elementary Enrollment	Chronic Absence Rate
Unified School District	10266	3%
Unified School District	8629	21-30%*
Elementary School District	8470	11-15%*
Unified School District	8923	7-8%*

³ This data is total suspensions compared to the number of students enrolled, thus the rates are not comparable to the rates presented above for the number of students suspended as some students are suspended multiple times. However, this data does give an indication of the racial and ethnic disparities in the use of suspension as a disciplinary tool for each district.

⁴ See Attorney General Kamala Harris' 2014 updated *In School and On Track* report. The data provided was compiled by the AG's Office from a survey of districts as well as an extract from one School Information System vendor (Aeries) and as a condition of the survey and data collections process the AG agreed not to identify school districts by name without written consent. For this reason the school districts have not been identified by name but the type of school and enrollment size have been provided for context. Survey respondents provided estimates (marked by an asterisk) while the SIS data provides a precise rates.

Unified School District	1181	1-2%*
Unified School District	9968	1-2%*
Unified School District	6672	3-4%
Elementary/Middle School	1771	1-2%*
Elementary/Middle School	1708	1-2%*
Unified School District	2224	1-2%*
Elementary/Middle School	10036	11-15%*
Unified School District	4222	3-4%*
Elementary/Middle School	1788	1-2%*
Elementary/Middle School	13483	31-40%*
Unified School District	12516	5-6%*
Unified School District	3236	5-6%*
Unified School District	11545	3-4%*
Unified School District	7027	3-4%*

3. KKIS GOAL: juvenile court schools, reduce: truancy and suspension rates to less than 1% from 6.4%% and 11.3% (2012-13)

Name of Juvenile Court School	Suspension Rate	Truancy Rate
Afflerbaugh-Paige Camp	60.1	0
Central Juvenile Hall	8.2	0
Gonzales, David Camp	51.9	0
Jarvis Camp	60.7	0
Kilpatrick, Vernon Camp	48.4	0
Kirby, Dorothy Camp	57.2	0
County Juvenile Hall/Community	0	0
Los Padrinos Juvenile Hall	15.2	0

McNair Camp	36.2	0
Mendenhall, William Camp	57.1	0
Miller, Fred C. Camp	60.1	0
Munz, John Camp	61.4	0
Nidorf, Barry J. Juvenile Hall	16.9	0
Onizuka Camp	39.3	0
Pacific Lodge Residential Education Center	52.2	0
Phoenix Academy Residential Education Center	40.5	0
Rockey, Glenn Camp	66.9	0
Scott, Joseph Camp	59.4	0
Scudder, Kenyon Camp	50.3	0
Smith Camp	18.7	0

4. KKIS GOAL: High school graduation/completion rates for 12th grade youth in foster care up to or above the state average of 84% from the current rate of 58%⁵ [Only available for the 11 districts with the most foster youth, if your county does not contain one of these districts you may wish to inquire about foster youth outcomes for the larger districts in your county.⁶]

2009/10 School Year	Number/Percentage of Foster Youth Enrolled	Foster Youth Graduation Rate for 12th Grade	Graduation Rate for all 12th Grade
Antelope Valley Union High	538 FY students 2.2% of total	50.6	77.9

⁵ Barrat, V. X., & Berliner, B. (2013). *The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*. San Francisco: WestEd. Wiegmann, W., Putnam-Hornstein, E., Barrat, V. X., Magruder, J. & Needell, B. (2014). *The Invisible Achievement Gap Part 2: How the Foster Care Experiences of California Public School Students Are Associated with Their Education Outcomes*.

⁶ Barrat, V. X. & Berliner, B. (2013). *District Data Report for Students in Foster Care*. San Francisco: WestEd.

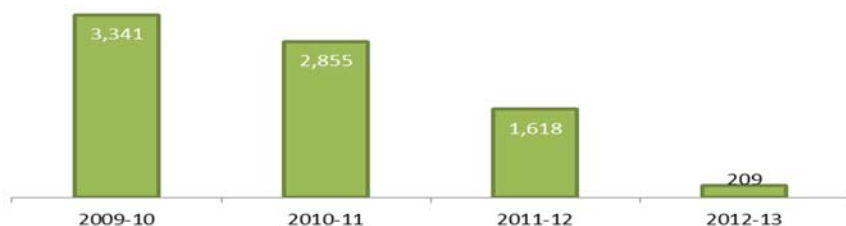
Long Beach Unified	617 FY students .7% of total	58.3	81.6
Los Angeles Unified	5043 FY students .8% of total	66.7	87.1

**INSPIRATION: COURT, COMMUNITY, AND PUBLIC AGENCY
COLLABORATIONS:
KEEPING KIDS IN SCHOOL!**

School Attendance Task Force Partnership Pushes Reforms To Reduce Student Citations for Truancy and Focus on Prevention!

In 2009, Los Angeles' School Police Department issued more than 11,600 citations and arrested more than 1,470 students. Of these 11,600 citations, more than 3,341 were issued to students for being tardy or truant from school. After hearing from students and parents working with Community Rights Campaign (CRC) and from advocates at Public Counsel and ACLU about the harsh impacts, Chief Juvenile Court Judge Michael Nash created the School Attendance Reform Taskforce. The Taskforce comprised of Judges, school leaders, DA, police and probation leaders, community and advocates developed a set of county-wide recommendations, which included reforming the system of fines and Court appearances for youth struggling with attendance. With the strong leadership of CRC, Public Counsel, Chief Judge Nash, and Dignity in Schools allies, the city council amended the law to cap fines for citations, the Court dramatically changed its policies so that citations resulted in community service and attendance plans and not fines, and the Los Angeles Police Department and the Los Angeles School Police Department, the nation's largest school police force, also enacted major reforms. Moving away from police sweeps to cite students on the way to school, the school district instead entered into a partnership with the City to co-fund YouthSource and WorkSource Centers to address the needs of students struggling with attendance issues. Now, rather than a referral to Court, youth and their families are either returned to school or sent to the Centers, where an LAUSD pupil services worker helps them get back on track. The result:

LASPD: more than 90% reduction in daytime curfew tickets in 4 years



- A 90% reduction in daytime curfew citation from LASPD and a 70% reduction from LAPD.
- Graduation, achievement and attendance rate increases:
 - 11% improvement in students with proficient/advanced attendance (96% attendance or better),

- 6% reduction in chronic absenteeism.
- Graduation rate increased from 62.4% (June 2010) to 68.1% (June 2013)

Go online at Public Counsel.org to read the **School Attendance Task Force Report** and download the **new policies**.

Partnering to Ensure Youth Returning from Juvenile Court Schools Stay in School

Juvenile Court Schools in California have the highest dropout rate of all schools in the state. Its school population is also disproportionately youth of color, as Latino and African-American youth comprised 81% of the state's juvenile court school enrollment during 2010-2011.¹ The California Department of Education found that of the 56,492 juvenile detention youth served by Neglected or Delinquent programs only 13,693 (or 24%) "enrolled in their local district school" and only 662 (or 1.2%) "obtained employment", within 30 calendar days after exit from the facility.

In Alameda County, the rate of educational success for children reentering the school district after contact with the juvenile justice system was no different until County agencies, including the county health, police, probation, police, district attorney, school leaders, and community service providers, advocates and youth impacted partnered to develop a policy, support system and blueprint to change these outcomes. The cooperative transition policy developed has been so effective that it has garnered national recognition; since its implementation, 80% of the youth participating have not recidivated and are in school. This is compared with the typical California rearrest rate, which ranges from 60-75% within 1 year of release!¹ All of the partners have worked together to create a Reentry Support system to enable reentering youth and youth on probation to make a successful transition back to the community. The mission of the new Alameda County Youth Reentry Support System is to "facilitate collaboration between a diverse array of youth advocates and community stakeholders, to develop, test, and implement a comprehensive network of reentry services that effectively help youth coming out of the juvenile justice system successfully reintegrate into the community."

In Oakland, one of the strategies, the Juvenile Justice Center (JJC) Wraparound Program is providing individualized services to more than 350 youth leaving detention, helping them return to school and break the cycle of violence and incarceration in their lives.² This

¹ See <http://www.sacbee.com/2014/01/09/6060399/rearrest-rate-unchanged-under.html>

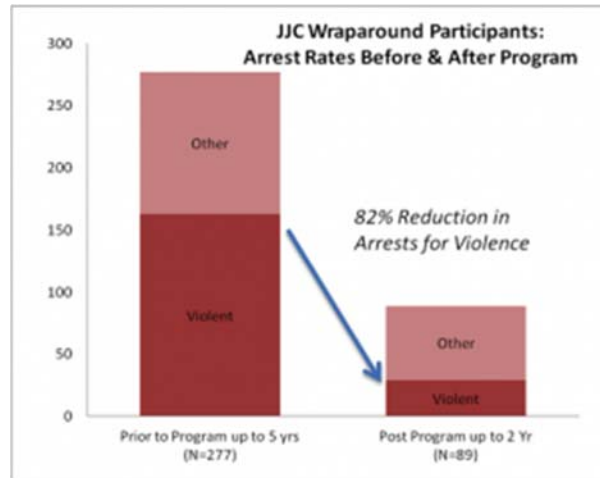
² <http://csgjusticecenter.org/youth/posts/data-sharing-makes-for-successful-youth-reentry/>

initiative is led by the City of Oakland Human Services Department and is jointly funded by the City and a federal Second Chance Act grant, with partners Oakland Unite, Oakland Unified School District, the Alameda County Probation Department, Alameda County Health Care Services, and other community-based organizations, such as Youth Uprising.

Case managers work with a multidisciplinary team to promote school attendance and academic progress, family support, and employment for youth. Services are coordinated with the Alameda County Probation Department to support youth's successful completion of court orders and end of involvement with the juvenile justice system. An employee of the Oakland Unified School District is located at the JJC transition center to oversee school and case management placements. Oakland is also using a web-based database with information from both the Oakland Unified School District and Alameda County Juvenile Probation. Referrals to community-based partner organizations are sent electronically through the database; partners then gain access to the data for the youth who have been referred to them. This data sharing allows case managers to receive electronic updates on a youth's probation status, risk assessment scores, court date changes, school information, including daily attendance reports, suspensions, and academic progress.

"This is exactly the type of data that is key to the success of Oakland Unite-funded programs," says Sara Bedford, Director of the City of Oakland Human Services Department. "Using public dollars, Oakland Unite was able to create an innovative data-sharing system that strengthens collaboration."

"Students appreciate that their case managers have front-line information," says Hattie Tate, Juvenile Justice Coordinator at Oakland Unified School District. "It also gives case managers the ability to celebrate even small successes with their students, like the fact that they attended 30 straight days of school or received a passing grade in a class for 6 straight weeks."



Data from Resource Development Associates FY 12/13 Evaluation of Oakland Unite Programs.

The results:³

- School placement occurred at OUSD within three days of exiting the JJC for approximately 98% of Oakland youth. This is a major improvement; three years ago, the time period to enroll youth was more than eight days. This is likely due to having school representative housed directly at the JJC transition center.
- There is significant reduction in JJC youth convicted of a new non-violent offense 5 years before program enrollment to one-year post program enrollment, from 75% to 6%.
- Violent crime reduced significantly among youth who received the strategy from 25% in the last 5 years prior to program enrollment down to 1% post receiving services.
- Youth who received services through 5 CBOs experienced significant decreases in criminal justice involvement. 18 months post-release, 60% of youth who received services had not gotten further involved in the criminal justice system.
- School enrollment increased from 41% in 2008 to over 90% in 2010. There were significant improvement in school-related outcomes –chronic truancy (35% to 3%) and suspension rate (44% to 3%) improved for reentry youth who received Second Chance services from one-year prior to one-year post enrollment.

³ Oakland Unite Evaluation Report, <http://oaklandunite.org/wp-content/uploads/2011/05/Second-Chance-Process-Eval-Report.pdf>

- The overall new conviction rate of youth participants was 26%, which is much lower than other studies of similar populations.

Click here to read the Comprehensive Blueprint for Youth Reentry: <https://www.acgov.org/probation/documents/ALACOYouthReentryBlueprint2010.pdf> and the Oakland Unite Evaluation Report, <http://oaklandunite.org/wp-content/uploads/2011/05/Second-Chance-Process-Eval-Report.pdf>

COMBATING SCHOOL-BASED REFERRALS TO LAW ENFORCEMENT AND THE JUVENILE COURTS

To combat school-based referrals to the juvenile courts and help stop the school-to-prison pipeline, Chief Juvenile Court Judge Steven Teske led a successful reform effort in Clayton County, Georgia, which is now being replicated a number of other jurisdictions nationwide. Judge Teske had found that schools were routinely referring low-level school-based offenses to the Courts, despite the fact that there was little to no evidence regarding the effectiveness of such referrals. Referrals to law enforcement skyrocketed as soon as school resource officers were stationed at local schools. In the mid to late 1990's, there were only 89 referrals per year, but in 2001, after the placement of these officers, referrals increased to 1,400.

- To combat these trends, in 2004 Judge Teske convened a group of stakeholders to enact a school conflict diversion program as an alternative to law enforcement. The resulting cooperative agreement ensures that misdemeanor delinquent acts – such as fighting, disrupting school, disorderly conduct, most obstruction of police, and most criminal trespass – do not result in the filing of a complaint unless the student commits a third or subsequent similar offense during the school year.
- Instead, youth receive warnings after a first offense and referral to mediation or school conflict training programs after a second offense. Furthermore, elementary school-aged children cannot be referred to law enforcement for misdemeanor delinquent acts if committed on school premises.
- In addition, a protocol was developed to create a single point of contact for children with chronic disciplinary problems. The county established a panel that meets regularly and consists of leaders from social services, mental health, approved treatment providers, and the child's school to develop an action plan to connect the child to community resources and treatment modalities, including multisystemic therapy, functional family therapy, cognitive behavioral therapy, and wraparound.

Successes:

- School referrals to juvenile court fell more than 70 percent from 2003 to 2010.
- “What we do more of now is looking at causes of the behavior and what we can do to prevent or eliminate causes, ...The school social workers are involved more, and the school counselors are involved more.” (Quoting Luvenia Jackson, then Asst. Sup., *Washington Post* 10.17.11)
- Serious weapons incidents on campus have dropped nearly 80 percent since 2003.
- Probation caseloads that once numbered 150 per officer have fallen to 25 cases per officer, allowing more focus on serious offenders, Teske says.
- The number of children with disabilities referred to the court was reduced by 44 percent. (*Spring 2010: Children’s Rights: The Paradox of Education in America: Integrating Systems for Children with Disabilities*)
- Graduation rates increased by 20 percent, while felony rates decreased by 51 percent. *Id.*

These court convened partnerships successes have been replicated:

- In Los Angeles, the Juvenile Court partnered with Public Counsel and a multitude of stakeholders to analyze school-based arrest data and held a convening with county, district and police leadership to analyze the issues and begin to create strategies for changes; Judge Teske’s team led the convening, providing training and technical support. After another year of staunch advocacy by Community Rights Campaign, Public Counsel and other community based organizations, the strong support of the Court, and the collaboration of LAUSD and Los Angeles School Police new diversion policies were just issued in September of 2014 to send many youth who previously would have been cited or arrested to for school-based supports or for diversion to the YouthSource centers co-funded by the District and the City. Since the School Based Arrest Reform Partnership first convened school-based arrests have fallen from 1473 to 1100 (2009-2013), a 25% reduction
- During the 2007-08 school year, school police in Birmingham referred 513 students to the court of which 99 percent were African American and 96 percent were for petty misdemeanor offenses. When Birmingham’s family court Judge brought stakeholders together , they developed a written protocol similar to that of Clayton County. The referrals declined by 75 percent and detention rates fell by 72 percent between 2004 and 2011. (*Collaborative Role of Courts in Promoting Outcomes for Students: The Relationship Between Arrests, Graduation Rates and School Safety*, Teske, Huff, and Graves, 2012)
- Wichita’s juvenile judge also convened stakeholders meetings and established a protocol resulting in a 50 percent decrease in school arrests. *Id.*

- In Sedgwick, Kansas, a similarly convened stakeholder group saw school based arrests decrease 19% from 2009-2010 after instituting a school offense protocol. (DMC Action Network eNews, Issue #22, April 2011)
- Partners in Manchester, Connecticut have seen similarly powerful results after instating similar school offense protocols; in September through December 2011, as compared to the same period the previous school year, school arrests had decreased more than 80% and suspensions were down 54%. (National Leadership Summit on School Justice Partnerships, March 11-13, 2012: *Connecticut's Comprehensive Approach to Reducing In-school Arrests: Changes in Statewide Policy, Systems Coordination and School Practices*, Bracey, et al.)

4810-4423-0432, v. 1

ⁱ California Department of Education DataQuest Adjusted 2009-10 Grade 9-12 Dropout report all juvenile court schools <http://data1.cde.ca.gov/dataquest/dropoutreporting/dropotherschgrade.aspx>. DataQuest Enrollment by Ethnic Designation report all juvenile court schools 2010-11 <http://data1.cde.ca.gov/dataquest/DQ/SchEnrOtherEth2.aspx?TheYear=2010-11&SortBy=a&cCounty=all&cSchType=14>

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

County	Team Meetings	New members	KKIS/Other Projects Addressing KKIS Goals	Assistance Requested	Other Notes
Alameda	4 times since summit	Team is the team that oversees their truancy courts for parents and teens. They are expanding that team to include new service providers.	Focus is on maintaining their truancy courts and ensuring they have the services available to make them supportive/collaborative courts by bringing in providers from delinquency prevention network in addition to services currently provided by county behavioral health agency and Lincoln Child Center. For some families, court has provided wraparound services.	Interested as their court becomes more collaborative in identifying more community partners	Interested in hearing from steering committee members, especially those with Alameda County/Oakland ties.
Butte	Pending				
Contra Costa	At least 10 times, continue to meet regularly	Team has 25-30 members; includes COE, child welfare, probation, school districts, county counsel, district attorney, community service providers, and parent partners. Have discussed including youth but have not yet accomplished that goal.	Focus is on attendance. COE has launched major campaign throughout county to raise awareness re chronic absenteeism with focus on early grades. Court is launching new truancy court model based on Alameda program – will have two courts, one for younger children with focus on addressing parents needs and one for teens. Court intervention will only arise when other interventions fail. Currently focused on identifying service providers to support family needs.	Resources for court to administer program maybe an issue (trying to pilot and electronic/paperless process to alleviate). Interested in training, learning about what other courts/counties are doing.	Open to having steering committee members participate in meeting.

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Fresno	Meet every other month with summit team members and others.	The summit team has become an attendance subgroup of 1st Five's The Children's Movement in Fresno.	<p>Focus is on K-3 and having every child read at 3rd grade level by the 3rd grade by providing intensive services through 25 new school attendance officers and social workers who work with families with the most truant kids.</p> <p>They are working on a prototype model to increase attendance, are gathering data on why kids are not attending.</p> <p>For the older youth, there is a reentry program for those who have been in custody with wraparound services and strong connections with the schools. (Working closely with the Central Valley Truancy Task Force).</p> <p>Trying to work with schools to get them focused on the high expulsion and suspension rates in Fresno.</p>	Wants more training; likes the idea of regional convenings; could use more information on appropriate data collection and analysis.	
Humboldt	Pending				
Inyo	Pending				

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Kern</p>	<p>Have met about 6 times since 2013 summit.</p>	<p>The team has become a subcommittee of the Kern County Truancy coalition, which is headed by Daryl Thiesen for the Co. Superintendent's office.</p>	<p>Participated in Attendance Awareness month in Sept. by advertising, working with Bd. Of Supes to designate the month, had a news conference; started 2015 planning; working on a resource guide for parents and kids.</p>	<p>Wants info on promising practices; support in identifying funding; assistance in sharing among county teams on successful programs/practices (possibly at next year's BTB, or telephonically).</p>	
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Kings</p>	<p>3x with large group; multiple times with subcommittees.</p>	<p>Kept original local Blue Ribbon Committee membership, but appointed a whole new subcommittee made up only in part by the Blue Ribbon Committee members.</p>	<p>The work now includes Kings County's Juvenile Reentry Taskforce (which applied for and was awarded a Federal OJJDP planning grant with the assistance of Fresno State University). A further OJJDP grant is to sought to implement a proposal to reduce recidivism. The grant would include development and implementation of a Juvenile Day Reporting Center Program to reintegrate Delinquent youth back into the community and school district of origin.</p>	<p>Technical assistance. And would like support for our follow on, pending, Federal application. We call the program PRIDE Preventing Recidivism and Incidences of Delinquency with Education.</p>	
<p>Los Angeles</p>	<p>School Attendance Task Force will pursue KKIS related issues. Typically meet once a month.</p>	<p>Task Force is much larger and more inclusive than KKIS team, includes youth and community organizations</p>	<p>Given significant accomplishments in LAUSD in terms of changing school climate and discipline policies and diverting students from referrals to the juvenile justice system, focus will be on extending/replicating those reforms to other large districts that generate significant referrals to juvenile courts (e.g. Antelope Valley, Compton Unified, Long Beach).</p>	<p>Data analysis and useful data to understand issues that need attention always critical.</p>	

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Marin</p>	<p>Meeting quarterly.</p>	<p>Has expanded team to include teachers, DA, PD, Children & Family Svs, and others</p>	<p>One focus of work is on providing mentors to the kids who are experiencing problems like truancy, behavior, etc.--particularly those in grades 9-12. For those kids who are in the system, they are sometimes able to assign a CASA who can help them get to school, eat regularly, and tutor them. They have considered starting a nonprofit to provide mentors to the youth.</p> <p>Also, with kids in the system they are working on incorporating the foster families into the educational issues more than they have been.</p> <p>Also trying motivational incentives--e.g. a "money tree" that is a hit with kids, where they can earn a stipend (from \$25 to \$75) depending on the grade point average they get.</p> <p>They are working hard on increasing attendance and decreasing suspensions.</p>	<p>Would love the opportunity for more training and is very enthused about regional convenings.</p>	<p>Holding a Marin County Keeping Kids in School and Out of Court Summit on March 26, 2015, from noon to 5 at the Marin County Office of Education. (Inviting parents, teachers, administrators, and members of the public who are interested.)</p>
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Mendocino	No meetings since summit	N/A	County juvenile justice system faces challenges that need to be overcome before the court is ready to launch a successful initiative.		Open to learning from courts that are taking action and hopeful that something can be launched when county is prepared.
Nevada	Meets quarterly with summit team, but has pretty much rolled the team into the pre-existing Children's Executive Committee that meets monthly and includes all of the players (child welfare, supe of schools, probation, juvenile court, mental health, etc.)	See Team Meetings. Team now includes Nevada County Children's Executive Committee.	<p>Judge Thomsen is leading the Student Attendance Mediation program for the older kids. They have had some problems ensuring attendance of older kids because the district is concerned about funding and tends not to require attendance because the families will transfer the kids to a charter school where they have not been as attentive to attendance. Now charter schools are starting to comply, which is starting to make a difference in attendance.</p> <p>Judge Heidelberg is leading a new program for younger grade school kids that is focused on attendance. They have a dedicated probation officer to work with the families, and recently got CalWORKs to participate, so that payments to families are starting to be linked to attendance at school.</p>	Judge Thomsen will talk to Judge Heidelberg and discuss what kind of support they could use.	

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Orange	Meet regularly	Includes community organizations and youth	Revamping approach to truancy to ensure it is evidence based and effective at improving school attendance. Separate from KKIS court is currently engaged in a research effort to compare the efficacy of informal supervision of juvenile offenders to formal supervision. UC Irvine is collecting data, and will be looking at education outcomes as well as juvenile justice data.	Open to training and information sharing. Results of diversion study will be of value to other courts.	Judge Hernandez would like to provide a presentation from UC Irvine researchers on the diversion pilot to the steering committee. She is happy to serve as the steering committee liaison to the Orange County team.
Placer	Pending				
Plumas	Team members were from Juvenile Justice Commission (JJC), KKIS activities are happening via the JJC which meets regularly	JJC includes many agencies, CBOs, and has two youth members	School District and Behavioral Health have coordinated their efforts to provide Tier 2 (early intervention) mental health services on each campus so that counseling is available on a drop in basis for students, and students with higher level needs can be referred to additional services.	Training Technical Assistance Support in identifying funding	Interested in a convening focused on solutions for small and rural communities.

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Sacramento</p>	<p>Has met twice since summit.</p>	<p>Membership of team has not changed.</p>	<p>NCJFCJ School Pathways to the Juvenile Justice System Project participation - site visit in August 2014; follow up meeting having received the report to occur March 23, 2015.</p> <p>Probation Department is modifying their practices to deploy an education based supervision model; working with Probation officers at two community schools in utilizing PBIS training for their officers to support school site discipline reforms; Sacramento City Unified School District's Board has adopted a revised school discipline policy which incorporates PBIS and SEL and has more of a whole child approach to discipline.</p>	<p>Assistance identifying and engaging community based organizations</p> <p>Support in identifying funding</p> <p>Data Analysis</p> <p>Technical assistance</p>	
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>San Bernardino</p>	<p>Meet quarterly as the School Attendance Task Force</p>	<p>Task Force has expanded beyond summit team, includes COE, numerous school districts, probation, district attorney, public defender, minor's counsel, and Children's Network (a multidisciplinary policy council to coordinate address the needs of at-risk children).</p>	<p>Initial goal was to provide a forum for discussion and collaboration. Members of Task Force were not previously meeting or exchanging information. Meetings provide a setting to identify issue and seek resolution. One result is establishment of pilot program in San Bernardino City Schools to implement a CSUSB operated cognitive rehabilitation program called Neurofeedback that uses a computer software program to assist children with attention, anxiety, PTSD etc. By improving focus improves behavior without medication. Looking to expand if effective.</p>	<p>Support in convening and establishing collaborations. Training would be welcome.</p>	<p>Open to steering committee participation in future meeting.</p>
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>San Diego</p>	<p>Has met twice since summit. Also has regular local BRC mtgs. that discuss Keeping Kids in School issues.</p>	<p>Has added two members to original team, including a vice principal of Chapparal High School who has developed an information and data sharing MOU among law enforcement, child welfare, education</p>	<p>Many activities happening including training on trauma informed education by Michelle Lustig at the County Office of Education, which is available for every school district.</p> <p>Also work with schools by DA on how to recognize signs of trafficked children and youth in the school setting.</p> <p>There is an annual education program for children and youth in the system: I Can Go to College, which has been successful.</p> <p>And there is a Passport to Life program run by City College that focuses on kids in the system and on probation--exposing them to all kinds of opportunities that they may not otherwise know about.</p>	<p>Likes idea of regional convening; would like training; help in identifying funding opportunities; public awareness and communications help in English, Spanish, and other languages. And finally would like some help developing short and long term goals to focus the team.</p>	
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>San Francisco</p>	<p>After KKIS summit team reconfigured as multiagency collaborative to address attendance, which meets regularly</p>	<p>Effort includes schools, child welfare, mental health, and community partners. Working to get information from parents and youth about what is needed/beneficial.</p>	<p>Launched new “truancy court” modeled on Baltimore program, but focused on elementary schools. Voluntary program for parents of children with attendance issues. Judge (or retired judge or volunteer attorney) holds meetings with parents at school site once a week. Team includes social workers and mental health staff to ensure that attendance barriers can be addressed immediately. One on one meetings with parents allow direct identification of issues. So far parents who have come to initial meeting are excited about participating. Plan to assist with transportation, housing, mental health etc. Separate project is ensuring that schools provide data on attendance to social workers and child’s attorney regularly. Social worker, attorney and child will meet to address problem, but if that fails, child’s attorney will calendar a hearing to ensure issue is addressed before next 6 month review.</p>	<p>Concerned about sustainability – court resources are strapped and benefits of program will be years in the future.</p>	<p>Very interested in presenting program to steering committee.</p>
<p>San Joaquin</p>	<p>Pending</p>				

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

San Luis Obispo	5-6 times	Have added members, currently no youth or community folks, but plan to reach out to child welfare and probation to identify youth that would be interested.	Right at the time of the KKIS Summit county was beginning a push to improve educational outcomes. Trainings have been provided on truancy and special education. Currently focused on ensuring that court involvement does not negatively impact education for youth in delinquency court because in custody educational credits do not transfer or reenrollment takes too long. Good countywide partnerships exist and court is meeting with the schools more regularly to work better together.	Training and support in identifying funding; would be interested in learning about innovative practices in other counties.	Next meeting is May 11th at 1:00, would like to have KKIS Steering Committee Members participate.
San Mateo	Pending				
Santa Barbara	Team has not met because county has an effective truancy intervention program	N/A	Community Leadership Achieving Student Success (CLASS) is county truancy intervention. Five levels of intervention (starting with letter, ending with SARB) before referral to DA. Few cases come to court. Schools are very happy with results. Probation agency has received grant from BSCC to reduce racial and ethnic disparities in juvenile justice. Process has just begun, probation managers will be doing implicit bias self-assessment and training.	Interested in continuing to receive information about the Initiative.	

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Santa Clara</p>	<p>Brought a summit team but had preexisting Juvenile Justice Systems Collaborative already addressing issues and meeting monthly.</p>	<p>Collaborative has broad membership that includes youth and community representation.</p>	<p>Prevention and Programs Work Group has been engaged in ongoing School Engagement and Suspensions Alternative Project in five schools in the East Side Union High School District which allows SJSU Professor Ron Marachi to serve as a collaborative stakeholder at each school to assist them in reducing suspensions and improving school climate.</p> <p>Also working with Dually Involved Youth with some focus, but not entirely, on education issues.</p> <p>Legal Advocates for Children, a part of the summit team, is working on expulsions and doing training on educational issues.</p>	<p>Would appreciate and participate in regional hearing, training, and other forms of assistance.</p>	
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Santa Cruz</p>	<p>Meet monthly (and if needed 2x per month)</p>	<p>Thirty or more people on team, represents many districts and key agencies, includes community members</p>	<p>Identified chronic absenteeism and truancy in the elementary grades as initial target. Worked on measure for all districts to use and gather data on K-6. Found significant problem in K and 1st grades. Started last summer with preparation for big push in the fall. When school started included in materials sent home at the beginning of year was a commitment card for each family on attendance. Created radio spots and other materials. Revamped court approach to those families that do not respond to lower level interventions with truancy mediation court at the courthouse. Multidisciplinary team with service providers in the jury box. Each family addressed one at a time to identify barriers and create plan to address. Approach is trauma informed. To make that work held training sessions on trauma informed care and principles. Now focusing on attendance in grades 7-12. Also working on school climate/discipline. Pajaro Valley Unified focused on reducing suspensions from high levels in the past. Also involved in project to improve educational outcomes for foster youth in the county with Foster Ed.</p>	<p>Help with data collection, especially measure of attendance for middle and high school. Training, including evidence based practices for school discipline.</p>	
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Solano	Has not met since Dec. 2013 Summit. Some of the team have connected, but others have no real relation to the goals set by the team.	No changes to original team.	Vallejo school district has started a youth court. There are also other groups funding and organizing to achieve similar goals.	Meeting facilitation.	The county has diverse needs and very different school districts. Resources are very limited.
Sonoma	Meet monthly	Have grown the team to include more school districts and community based organizations	Launching a new pre-court referral intervention program for students with attendance issues. Received a BSCC JAG grant of \$715,000 to hire social workers to provide case management/home visit/referral services for families/students to address barriers to attendance – will target chronic absence and truancy.	<ul style="list-style-type: none"> Technical assistance Information on promising practices Data analysis Support in identifying funding Models for probation providing prevention services 	

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

<p>Stanislaus</p>	<p>Team has met at least 11 times since Dec. 2013 Summit.</p>	<p>Team has added the Education Liaison from CPS and the Program Director of the Foster & Kinship Care Program at the Jr. College.</p>	<p>Had one training program for various stakeholders on Advocacy & Special Education Law and one on Advocacy for Youth in Care. They are also meeting with the Superintendents of a number of the local school districts with the largest population of foster youth to have discussions regarding change, challenges and support. Certain team members are also attending LCAP meetings.</p>	<p>Need: Technical assistance, Information on promising practices, Data analysis, Support in identifying funding, Support to effectively eliminate racial, ethnic and other disparities.</p>	<p>Contacted us to get contact information for Alameda County team because after meeting with a superintendent of one district they heard that the majority (90%) of the foster children in that district are actually under the jurisdiction of, and placed by, Alameda County. They want to confer with the Alameda County contingent regarding these issues.</p>
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Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Tehama	3-4 times	Team has expanded to include more school reps, and have talked about including youth and parents and have asked school to suggest candidates, but have not yet accomplished that goal.	Obtained a technical assistance grant from the National Council of Family and Juvenile Court Judges to address KKIS objectives. Judge Groman met with team. Recently implemented county wide data collection of school based referrals to understand what offenses are leading to referrals. Team wants to focus on attendance issues in early grades.	Support in identifying funding (transportation is an issue – finding resources to address needs of families)	
Ventura	Pending				

Keeping Kids in School and Out of Court County Team Survey and Outreach Call Results

Yolo	Initially met monthly to plan a major Restorative Practices training, now meet every other month	Team has grown to 15 members, includes community non-profit organization, will raise issue of including youth at next meeting	At summit team elected to pick one action item and focus on effective implementation. Opted to provide a 2-day training on Restorative Practices for schools, which was also attended by child welfare, probation and judges. Funded training with court and probation funds. Since the training a number of Districts are implementing RP in their schools and probation incorporating it into their practices with wards. Team meetings have opened lines of communication between court, probation, child welfare and the schools. Separate from KKIS team, court is setting up tutoring center in new courthouse for wards with education issues to be staffed by local retired teachers.	Training (particularly to allow more local staff to attend train the trainer events) Support in identifying funding	
Yuba	Pending				

Walter S. Johnson Foundation

Accountability Plan

Instructions :

Overarching Goal: Please identify your “big picture,” overarching goal, without making it so broad as to be meaningless, and briefly describe how this particular project will move us closer to achieving this goal. Here, we are not intending to hold your organization responsible for achieving this overarching goal, either with or without your collaborative partners, during the grant term. We are, however, asking that you provide the “so what” perspective so that it can guide your project’s activities during the grant period.

Example: *Ensure that extended foster care is implemented in a manner that improves outcomes for young people and offers them the opportunity to thrive in young adulthood.*

Objectives: Please list up to three primary objectives that you plan to achieve during the grant period, which you expect will move us closer to reaching the ultimate goal identified in the previous section.

Example: *Develop and lead a coalition of child welfare stakeholders to advocate for policy changes that will promote the comprehensive and responsible implementation of extended foster care in California.*

Tasks/Activities: Underneath each Objective, please list the primary activities and timetable in which you plan to engage to help you accomplish the objective. We understand that with the experience gained during the course of this project the activities may be revised along the way to better achieve the agreed upon objective(s).

Example: *Within 6 months of the project, conduct three webinars and two on-site trainings on how county child welfare agencies can increase the number and improve the quality of services and programs benefitting foster youth in extended care.*

Measuring Progress: Please use the second column of the form to let us know how you intend to measure your success in your interim or final reports. We understand that results may be difficult to effectively measure but prefer wherever possible to evaluate results with supportable and measurable means. Include both qualitative and quantitative measures as appropriate. Include estimated numbers of people to be reached (rather than just percentages). Failure to reach estimates is not indicative of failure on the grant; the Foundation simply wants to know what grantees are striving to achieve. Please be sure to match these measurements to the objectives and tasks you have identified. *Note that the WSJF Board is continually striving to improve its grantmaking strategies and supporting the effectiveness of its grantees’ programs; to that end, we will be just as interested in hearing in your reports about the challenges and “lessons learned” from your project as about your successes.*

Example:

Objective # 1: *A well-functioning coalition of advocates will be formed, consisting of at least X (#) of organizations, by xx/xx/xx.*

Task A: *The trainings will take place by xx/xx/xx, at least X (#) of organizations will participate, and all will agree on an advocacy strategy and timetable.*

Results: When submitting interim or final reports, include a copy of your Accountability Plan and use the third column to list accomplishments made toward objectives.

Project Title	Organization	Grant #
<p>OVERARCHING GOAL: Improve educational outcomes for children and youth in challenged rural Northern California school districts so they can thrive in school, stay out of court, and enjoy a brighter future.</p>	<p>How will this particular project move us closer to the achievement of this goal?</p> <ol style="list-style-type: none"> 1. Building the capacity of rural county multidisciplinary teams to "keep kids in school and out of court" by increasing their awareness of the issues that challenge small rural school districts, by specifically targeting the disparities in school discipline policy and practice, by focusing on improving the social-emotional health of this state's children and youth in rural educational settings, by improving outcomes for system-involved children and youth in rural Northern California, and by establishing or improving local data collection. 2. Establishment of regional consortia of Keeping Kids in School teams as evidenced by continued meetings, collaboration, and follow up, such as the use of listservs, social media and other communication among the regional teams after the convenings 	<p>GR15 40Y Judicial Council</p>

<p>SPECIFIC OBJECTIVES & ACTIVITIES:</p> <p>Provide between 1 and 3 objectives you expect to achieve with this project, and underneath each, the primary activities and timetable in which you plan to engage to help you accomplish these goal(s).</p>	<p>HOW SUCCESS WILL BE MEASURED:</p> <p>How will you measure your progress toward achieving the stated objectives?</p>	<p>RESULTS</p>
<p>OBJECTIVE # 1: Hold three regional convenings in rural Northern California that in combination involve 9 to 15 counties.</p> <p>Activity A: Within the first 3 months of the project, identify at least 15 counties that would benefit most from the convenings.</p> <p>Activity B: Within the first 6 months of the project plan and hold the first regional convening.</p> <p>Activity C: Evaluate the success of the first convening, then plan and hold two more convenings within the first 15 months of the project.</p>	<p>OBJECTIVE # 1: Hold three convenings in rural Northern California with at least 9 counties participating.</p> <p>Activity A: Identification of at least 15 counties that would benefit and a demonstration of why they would benefit.</p> <p>Activity B: Regional convening was held within the first 6 months of the project.</p> <p>Activity C: Two more regional convenings were held within 15 months of the project's beginning.</p>	<p>OBJECTIVE # 1:</p> <p>Activity A:</p> <p>Activity B:</p> <p>Activity C:</p>
<p>OBJECTIVE # 2: Provide training on all of the issues related to the Keeping Kids in School and Out of Court Initiative to rural county juvenile judges from 10 rural counties.</p> <p>Activity A: Work with the Judicial Council to include KKIS issue curricula in the annual Cow County Judges Institute in 2016 and again in 2017.</p> <p>Activity B: Contact juvenile court judges from identified 15 or more counties selected for regional hearings.</p>	<p>OBJECTIVE # 2: Training received by rural juvenile court judges in at least 10 counties.</p> <p>Activity A: KKIS issues included in the annual Cow County Judges Institute program agenda.</p> <p>Activity B: List judges contacted and their responses the invitation to participate in the KKIS sessions.</p>	<p>OBJECTIVE # 2:</p> <p>Activity A:</p> <p>Activity B:</p> <p>Activity C:</p>

<p>Activity C: Provide training on KKIS issues at the 2016 and 2017 Cow County Judges Institutes.</p>	<p>Activity C: Document that training occurred and provide documentation of attendance.</p>	
<p>OBJECTIVE # 3: Facilitate the implementation of restorative practices in one or more school districts in at least 3 counties.</p> <p>Activity A: Following the first regional convening, document whether any districts have expressed interest in implementing restorative practices.</p> <p>Activity B: Contract with a restorative practices trainer to work with districts who want to implement restorative practices.</p> <p>Activity C: Implementation of restorative practices in one or more school districts in at least 3 counties.</p>	<p>OBJECTIVE # 3: Restorative practices are implemented in one or more school districts in at least 3 counties.</p> <p>Activity A: Prepare a document for distribution at the end of the convenings that queries participants on what from the training they received they may want to implement in their own districts.</p> <p>Activity B: Documentation of restorative practices training.</p> <p>Activity C: Documentation of implementation.</p>	<p>OBJECTIVE # 3:</p> <p>Activity A:</p> <p>Activity B:</p> <p>Activity C:</p>

SAVE THE DATE

Wednesday, November 16, 2016
10:30 a.m. – 3:00 p.m.
Monterey, CA



Creating Alternatives in Juvenile Justice

The California Association of Youth Courts in collaboration with the Judicial Council Center for Families, Children & the Courts is hosting an all-day roundtable on creating a youth court. This roundtable will highlight promising practices in youth courts and is open to all interested court staff, and justice and community partners. The roundtable will be held on **Wednesday, November 16, 2016, 10:30 am – 3:00 pm at 1200 Aguajito Road, Jury Assembly Room, Monterey, CA**

These roundtables help provide support for local courts and communities to develop effective youth court models that address issues related to youth in a non-adversarial approach that results in better outcomes for youth. Youth courts provide an alternative approach to the traditional juvenile justice system for first-time, non-violent offenders. Through direct participation, youth court is designed to educate youth about the juvenile justice system, while addressing each juvenile's accountability to their community and peers.

If you are interested in learning more about youth courts, or you are interested in starting a youth court in your jurisdiction, please mark your calendars. There is no fee to register.

Space is limited so register early. To register, please click the following link:

<https://www.surveymonkey.com/r/2016YCRoundtable>

Registration closes November 11

The opinions and views expressed at the roundtable do not necessarily represent the views of the California Association of Youth Courts and/or the Judicial Council Center for Families, Children & the Courts.

For additional information please contact:
Donna Strobel at donna.strobel@jud.ca.gov or (415) 865-8024

11th Annual California Youth Court Summit

Youth Courts: Generational Agents for Change

University of California, Santa Cruz

1156 High Street

Santa Cruz, CA 95064

June 23-25, 2016



Sponsored by the:
California Association of Youth Courts
Judicial Council of California
Center for Families, Children & the Courts



JUDICIAL COUNCIL
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**Special thanks and appreciation to the following people for
their time and commitment to the
2016 California Youth Court Summit**

California Association of Youth Courts (CAYC)

Hon. David S. Wesley
Hon. Richard Couzens
JoAnn Allen
Karen Green
Debra Postil

Members-at-Large

Kristen Byrdsong
Curt Child, Director
Camilo Cruz

Hon. Michael Donner
Raul Elias
Hon. Charles Ervin
Sacha Marini

Ryan Railsback
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Yasmeen El-Hasan
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Akili Moree
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Judicial Council

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Los Angeles County Superior Court

Marlow Gory
Leslye Kasoff

Support for the summit was provided by the California Association of Youth Courts, Inc. with support from the Judicial Council of California, Center for Families, Children & the Courts. Points of view expressed are those of the author(s) or presenter(s) and do not necessarily represent the official position or policies of event sponsors.

Special thanks to CourtCall for sponsoring the purchase of the messenger bags at this year's conference and Hon. Michael Donner for his generous contribution.

June 23, 2016

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Committee**

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Yasmeen El-Hasan

Alex Jackson

Akili Moree

Michael Ocon

Rebecca Whitehead

The Board of Directors and Student Advisory Committee welcome all summit participants as we celebrate our 11th Annual California Association of Youth Courts (CAYC) Summit! We held our very first Summit here at UC Santa Cruz, and for the past 11 years, the Summit has provided a unique opportunity for youth, judges, staff of youth courts, volunteers, and teachers from throughout the state to participate in workshops designed to educate and inspire youth court participants.

The number of youth courts continues to grow in California because of their positive impact on communities, their success at preventing delinquency, and the commitment of individuals who are dedicated to the empowerment of youth. New youth courts, like many of you attending this year, have continued to add energy and creativity to the field of juvenile justice. At the same time, the Association continues to grow and innovate with roundtable meetings and conference participation, in the effort to assist the development and expansion of these important programs.

The theme of this year's Summit, "*Youth Courts: Generational Agents for Change*," reflects CAYC's goals of recognizing the social, economic, and political context that effect delinquent behavior and theories about delinquency, while providing summit participants with the information and tools to enable their youth courts to grow and have greater impact in their communities. Best practices and trends will be exchanged through speakers, workshops, and written materials.

Together we strive to make positive impacts on our communities. We can make a larger impact through mutual support and collaborations, especially with youth. This year, the Student Advisory Board selected workshops that focus on topics related to improving and strengthening your youth courts. I want to thank them for their hard work and contributions in the planning of this Summit, as well as their creativity and dedication for the development of juvenile justice.

As we convene our 11th Summit, I would like to thank all student jurors, judges, educators, administrators, volunteer attorneys, and other participants for making the California youth courts the best in the nation. The ongoing success of our annual Youth Court Summit is a testament to your dedication and hard work. Together, through the workshops and activities of this Summit, we connect young people to the principles and ideals of our justice system while preventing at-risk youth from pursuing a path of crime.

Sincerely,



Judge David S. Wesley
President, California Association of Youth Courts



11th Annual California Youth Court Summit



Youth Courts: Generational Agents for Change
University of California, Santa Cruz

THURSDAY, JUNE 23, 2016

TIME	ACTIVITIES	LOCATION
1:00 pm – 5:00 pm	Registration and Room Check-In	Porter Quad
2:00 pm – 5:45 pm	Santa Cruz County Museum of Art and History Art-ivism <i>Be an agent of change through socially conscience art</i>	Porter Quad
5:45 pm – 6:00 pm	Walk to College 8 Dining Hall	
6:00 pm – 6:45 pm	Dinner	College 8 Dining Hall
6:45 pm – 7:00 pm	Walk to Porter/Kresge Dining Hall	
7:00 pm – 7:10 pm	Welcome/Introductions <i>Hon. Denine Guy, Presiding Judge, Santa Cruz County Superior Court</i>	Porter/Kresge Dining Hall
7:10 pm – 7:25 pm	Mandatory Orientation (All) Introduce CAYC Board Members <i>Hon. David S. Wesley, Los Angeles County Superior Court and President, CAYC</i> <i>Officer Ryan Railsback, Riverside Youth Court</i>	Porter/Kresge Dining Hall
7:25 pm – 7:40 pm	CAYC Student Advisory Board <i>Gabrielle Battle, Yasmeen El-Hasan, Alex Jackson, Akili Moree, Rebecca Whitehead, and Esther Smith</i> <i>Andy Diep, Student Advisory Board Liaison</i>	Porter/Kresge Dining Hall
7:40 pm – 7:50 pm	CAYC Sponsorship Committee Update <i>JoAnn Allen, Vice President</i> <i>Jennifer Richards and Ryan Railsback, Members at Large</i>	Porter/Kresge Dining Hall
7:50 pm – 8:00 pm	Introduction <i>JoAnn Allen, Vice President, CAYC</i>	Porter/Kresge Dining Hall
8:00 pm – 9:00 pm	Open Mic <i>Musical artist Urban Theory, and spoken word artists</i>	Porter/Kresge Dining Hall
8:00 pm – 10:00 pm	Show of Life Photo Booth	Porter/Kresge Dining Hall Patio



11th Annual California Youth Court Summit



Youth Courts: Generational Agents for Change
University of California, Santa Cruz

THURSDAY, JUNE 23, 2016

TIME	ACTIVITIES	LOCATION
8:30 pm – 9:30 pm	Ice Cream Social	Porter-Kresge Dining Hall
10:00 pm – 10:15 pm	Walk to Residence Hall	Porter Residence Hall A
11:00 pm	Lights Out	

FRIDAY, JUNE 24, 2016

TIME	ACTIVITIES	LOCATION
7:15 am	Wake-Up call	Porter Residence Hall A
7:45 am – 8:00 am	Walk to College 8 Dining Hall	
8:00 am – 8:45 am	Breakfast	College 8 Dining Hall
8:45 am – 9:00 am	Walk to Porter/Kresge Dining Hall	
9:00 am – 9:15 am	Overview of Day <i>Hon. David S. Wesley</i>	Porter/Kresge Dining Hall
9:15 am – 9:30 am	Walk to Workshops	

Workshops – Session 1

TIME	ACTIVITIES	LOCATION
9:30 am – 10:45 am	<p>Creating a Social Justice Council (Youth)</p> <p><i>By using the three focus areas of relationships, values, and diversity, students can create a safer learning environment for their peers. In a Social Justice Council, students can identify and brainstorm solutions to issues in their school and community in a team setting. By having students reach out to other students, this will create a sense of community as people will see that they all have one common goal: to have a safe and welcoming place to come to school so they can achieve their goals in life.</i></p> <p>Renee Quillen and Deborah Platt Riverside County Youth Court</p>	Porter 249



FRIDAY, JUNE 24, 2016
Workshops – Session 1 (continued)

TIME	ACTIVITIES	LOCATION
9:30 am – 10:45 am	<p>Cyberbullying (Youth)</p> <p><i>Most likely, we all have seen one or two presentations on cyberbullying in our lives and know it is wrong, but many youth still have questions on what to do when we see cyberbullying. As youth already involved in our communities, by learning what to do when we see cyberbullying, we can help create an environment that is safe online, in school, and in our communities. Also, with the increase of sexting cases being seen in teen court, this workshop will also cover the consequences of sexting.</i></p> <p>Keegan Mills, Anti-Defamation League of San Francisco Officer Alejandro Rodriguez City of Watsonville</p>	Porter/Kresge Dining Hall
9:30 am – 10:45 am	<p>Substance Abuse and the Adolescent Brain (Youth)</p> <p><i>This workshop is aimed at educating jurors, attorneys, and participants about substance abuse, particularly in schools. Many cases in our youth court involve drug abuse, underage drinking or the use of marijuana. The youth brain isn't fully developed until their mid- 20's. What effect does drug use/abuse have on the frontal lobe, developmental issues, and decision-making? How can we address this in our teen court?</i></p> <p>Dr. Mark Stanford, Associate Professor of Behavioral Neuroscience & Pharmacology, and Consultant on Integrated Behavioral Health Systems, Training & Education</p>	Porter 144



11th Annual California Youth Court Summit



Youth Courts: Generational Agents for Change
University of California, Santa Cruz

FRIDAY, JUNE 24, 2016 Workshops – Session 1 (continued)

TIME	ACTIVITIES	LOCATION
9:30 am – 10:45 am	<p>Trauma & Resiliency and Their Influence on Creative Sentencing Options (Youth)</p> <p><i>Not everyone who commits a crime has a history of trauma, but this is something to be mindful of in teen court. Take a quiz to see how you personally rate in resiliency. You will learn what trauma and resiliency are; analyze a case for risky and protective factors; and learn how to apply this knowledge to improve your youth court's sentencing options.</i></p> <p>Sacha Marini and Kelsey Reedy Humboldt County Teen Court</p>	Porter 148
9:30 am – 10:45 am	<p>New to Teen Court? (Adult)</p> <p><i>Do you have a new(er) teen court? Would you like to hear from experienced teen courts and have an opportunity to share ideas about best practices? There will be time to introduce your new teen court.</i></p> <p><i>You will also hear the results of a teen court survey that was distributed to all California teen courts this past year.</i></p> <p>Hon. David S. Wesley, Los Angeles County Superior Court and CAYC President Hon. Richard Couzens, (Ret.), Placer County Superior Court JoAnn Allen, CAYC Vice President Karen Green, CAYC Treasurer Debra Postil, CAYC Secretary Shalyn Pugh-Davis, JCC, CFCC</p>	Hitchcock
10:45 am – 11:00 am	Break	Porter Quad
11:00 am – 11:15 am	Walk to Workshops	



11th Annual California Youth Court Summit



Youth Courts: Generational Agents for Change
 University of California, Santa Cruz

FRIDAY, JUNE 24, 2016 Workshops – Session 2

TIME	ACTIVITIES	LOCATION
11:15 am – 12:30 pm	Cyberbullying (Youth) <i>Most likely, we have all seen one or two presentations on cyberbullying in our lives and know it is wrong, but many youth still have questions on what to do when we see cyberbullying. As youth already involved in our communities, by learning what to do when we see cyberbullying, we can help create an environment that is safe online, in school, and in our communities. Also, with the increase of sexting cases being seen in teen court, this workshop will also cover the consequences of sexting.</i> Keegan Mills , Anti-Defamation League of San Francisco Officer Alejandro Rodriguez City of Watsonville	Porter 249
11:15 am – 12:30 pm	Substance Abuse and the Adolescent Brain (Youth) <i>This workshop is aimed at educating jurors, attorneys, and participants about substance abuse, particularly in schools. Many cases in our youth court involve drug abuse, underage drinking or the use of marijuana. The youth brain isn't fully developed until their mid- 20's. What effect does drug use/abuse have on the frontal lobe, developmental issues, and decision-making? How can we address this in our teen court?</i> Dr. Mark Stanford , Associate Professor of Behavioral Neuroscience & Pharmacology, and Consultant on Integrated Behavioral Health Systems, Training & Education	Porter 144



11th Annual California Youth Court Summit



Youth Courts: Generational Agents for Change
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FRIDAY, JUNE 24, 2016

Workshops – Session 2 (continued)

TIME	ACTIVITIES	LOCATION
11:15 am – 12:30 pm	<p>Suspending the School-to-Prison Pipeline: Handling School Attendance Cases in Youth Court (Youth)</p> <p><i>As youth court volunteers, we see cases like shoplifting, battery, possession and immediately recognize that they are crimes. But what about truancy? When determining sentencing for a truancy case, jurors sometimes struggle to form the right disposition. By highlighting why truancy is not a victimless crime and how it can be just as severe as other charges, jurors can come up with creative and better sentencing options for first time offenders.</i></p> <p>Debra Postil, Riverside District Attorney’s Office, Juvenile Office, Youth Accountability Team (YAT), and CAYC Secretary</p>	Porter 148
11:15 am - 12:30 pm	<p>Violence within Families (Youth)</p> <p><i>Domestic violence is a taboo subject that is rarely discussed in the media or in our schools. From this limited exposure, our society has formed many incorrect assumptions and beliefs regarding the realities of domestic violence. One such misconception is that domestic violence is only between wedded couples. This workshop will target these preconceptions and explain the many nuances of domestic violence leaving the student/participant informed and empowered to combat this rising epidemic.</i></p> <p>Hon. Ariadne Symons, Santa Cruz County Superior Court Claudia Velazquez and Tona Karlsson Walnut Avenue Family and Women’s Center</p>	Porter/Kresge Dining Hall



FRIDAY, JUNE 24, 2016
Workshops – Session 2 (continued)

TIME	ACTIVITIES	LOCATION
11:15 am – 12:30 pm	<p>Sealing Juvenile Records (Adult)</p> <p><i>One of the benefits for youth participating in teen court can be having their records sealed. How does your teen court operate and does it offer sealing juvenile records? What steps can I take to get this done in my teen court?</i></p> <p>Hon. David S. Wesley, Los Angeles County Superior Court and CAYC President Hon. Richard Couzens (Ret.), Placer County Superior Court Hon. Charles Ervin, Sierra County Superior Court</p>	Hitchcock
12:30 pm – 12:45 pm	Walk to College 8 Dining Hall	
12:45 pm – 1:30 pm	Lunch	College 8 Dining Hall
1:30 pm – 1:45 pm	Walk to Workshops	

Workshops – Session 3

TIME	ACTIVITIES	LOCATION
1:45 pm – 3:00 pm	<p>Divided We Stand (Youth)</p> <p><i>The focus of this workshop will be on discrimination on a broad scale, such as the constant injustices that we see on the news and experience in our lives on a daily basis and the different types of discrimination-based crimes that occur among teens. We will discuss how we can use discrimination as a lens to create justice, as well as the steps we can take in our community to make it more inclusive and just. We will also cover what it means in the context of our youth courts, particularly when writing cases as defense attorneys and prosecuting attorneys and when deliberating cases.</i></p> <p>Gabrielle Battle and Akili Moree Centerforce Youth Court</p>	Porter 144



11th Annual California Youth Court Summit



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FRIDAY, JUNE 24, 2016 Workshops – Session 3 (continued)

TIME	ACTIVITIES	LOCATION
1:45 pm – 3:00 pm	<p>Gender Equality and Social Justice (Youth)</p> <p><i>This workshop will discuss issues regarding gender equality, sexism, and gender stereotypes. We will discuss why this is an issue, where these issues are rooted, how they have evolved, how they relate to us in both our daily lives and in youth courts, and how to take action to help resolve them. We will also discuss the importance of social responsibility.</i></p> <p>Yasmeen El-Hasan, Redondo Union Teen Court Esther Smith, Eden Township Youth Court Rebecca Whitehead, Riverside Youth Court</p>	Porter-Kresge Dining Hall



FRIDAY, JUNE 24, 2016

Workshops Session 3 – (continued)

TIME	ACTIVITIES	LOCATION
1:45 pm – 3:00 pm	<p>National Alliance on Mental Illness (NAMI) – Mental Health 101 (Youth)</p> <p><i>NAMI Mental Health 101 covers the warning signs of mental health conditions and helps raise awareness and change perceptions around mental health conditions. The presentation also adds a critical perspective to the popular understanding of what people with mental illness are like. This presentation will provide you with information on:</i></p> <ul style="list-style-type: none"> • <i>The warning signs of mental health conditions and how they appear for youth;</i> • <i>How to help someone who may have emerging symptoms;</i> • <i>A first-hand account of what it's like to live with a mental illness including what hurt and what added to their recovery; and</i> • <i>The understanding that every person with a mental illness can hope for a bright future.</i> <p><i>Presenters will humanize this misunderstood topic by demonstrating that it's possible – and common – to live well with mental illness.</i></p> <p>Cynthia Bates, Deputy Sheriff, Santa Clara County Rap Performer Phonetic (Tristan McCormick), NAMI in Our Own Voice and NAMI Ending the Silence Sheryl Lee, Program Director, NAMI, Santa Cruz</p>	Porter 148



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Youth Courts: Generational Agents for Change
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FRIDAY, JUNE 24, 2016

Workshops Session 3 – (continued)

TIME	ACTIVITIES	LOCATION
1:45 pm – 3:00 pm	<p>Using Restorative Justice to Increase Awareness of Perceived Harm of Marijuana Use at School (Youth/Adult)</p> <p><i>In preparation for the impact legal recreational marijuana will have on student academic success, you will learn how to get school marijuana violations referred to Youth Court, and how to build your own Youth Court harm reduction training, modeled after Marin’s acclaimed, Skills for Managing the Risk Taking Years (SMRTY) Workshop.</i></p> <p>Don Carney, Director, Marin County Youth Court Rachel Arthur and Hart Fogel, Marin County Youth Court</p>	Hitchcock
1:45 pm – 3:00 pm	<p>Trauma & Resiliency and Their Influence on Creative Sentencing Options (Adult)</p> <p><i>Not everyone who commits a crime has a history of trauma, but this is something to be mindful of in teen court. Take a quiz to see how you personally rate in resiliency. You will learn what trauma and resiliency are; analyze a case for risky and protective factors; and learn how to apply this knowledge to improve your youth court’s sentencing options.</i></p> <p>Sacha Marini and Kelsey Reedy Humboldt County Teen Court</p>	Porter 249
3:00 pm – 3:45 pm	Drop off backpacks at residence hall	Porter Residence Hall
3:00 pm – 4:00 pm	CAYC Board Meeting	Porter 144
3:45 pm – 4:15 pm	Meet with chaperones, pick up wristbands	Porter Quad



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FRIDAY, JUNE 24, 2016

TIME	ACTIVITIES	LOCATION
4:15 pm – 4:30 pm	Walk to College 8 Dining Hall	
4:30 pm – 5:00 pm	Pick up boxed dinners	College 8 Dining Hall
5:00 pm – 5:15 pm	Walk to Porter Quad, meet with chaperones and leave for Boardwalk	Porter Quad
5:45 pm	Arrive at Boardwalk	
5:45 pm – 10:00 pm	Santa Cruz Boardwalk	
10:00 pm – 10:15 pm	Walk back to cars/busses	
10:15 pm	Leave Boardwalk	
10:45 pm	Arrive back on campus	Porter Circle
10:45 pm – 11:00 pm	Walk to Rooms	Porter Residence Hall A
11:00 pm	Lights Out	



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SATURDAY, JUNE 25, 2016

TIME	ACTIVITIES	LOCATION
7:15 am	Wake-up call	
7:45 am – 8:00 am	Walk to College 8 Dining Hall	
8:00 am – 8:45 am	Breakfast	College 8 Dining Hall
8:45 am – 9:30 am	Walk to Porter Squiggle for group photo session	Porter Meadow
9:30 am – 9:45 am	Walk to Porter/Kresge Dining Hall	
9:45 a.m. – 10:10 a.m.	Debrief with CAYC Student Advisory Board; collect evaluations	Porter/Kresge Dining Hall
10:10 am – 10:55 am	Solution Tree <i>JoAnn Allen</i> , CAYC Vice President <i>Alex Jackson</i> , Santa Cruz County Teen Peer Court	Porter/Kresge Dining Hall
10:55 am – 11:10 am	Youth Court Summit Video	Porter/Kresge Dining Hall
11:10 am – 11:45 am	Certificate of Attendance Ceremony and photos <i>Hon. David S. Wesley and Hon. Richard Couzens</i>	Porter/Kresge Dining Hall
11:45 am – 12:00 pm	Pick up boxed lunch	Porter Quad
11:45 am – 1:00 pm	Checkout	Porter Quad

HAVE A GREAT SUMMER!



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Faculty Bios

1. **JoAnn Allen (Santa Cruz County Teen Peer Court)**

JoAnn was the Manager of Student Support Services at the Santa Cruz County Office of Education for 24 years and the Director of the Santa Cruz County Teen Peer Court for 19 years. She has a BA in Business and Project Management with specialized training in organizational development, conflict resolution, resiliency, youth development practices, and strength-based assessments. JoAnn is well trained in the interpersonal skills of cultural competence and sensitivity that address a diverse population. She has provided training workshops focused on school safety issues, teen dating violence, bullying, school truancy prevention/intervention, youth court implementation, restorative justice and a variety of other methods to address the needs of high-risk youth locally, regionally, and nationally. JoAnn's court has received the Administrative Office of the Courts (AOC) collaborative justice courts grants consistently since the grants inception. She is also the recipient of two AOC grants to address DUI prevention in schools and was a member of the AOC's DUI Court in Schools Planning Committee. JoAnn is a member of the National Association of Youth Courts; California Association of Youth Courts; and was appointed by the California Chief Justice to serve on the AOC Collaborative Justice Courts Advisory Committee.

2. **Rachel Arthur (Marin County Teen Court)**

Rachel is a sophomore at Sir Francis Drake High School in Marin County. She has been a volunteer juror and an advocate in the Young YMCA Youth Court for a year. Rachel loves working with the diverse community the program brings together. Working with youth court is very rewarding because she has an opportunity to be a positive role model to her peers and help youth through a rough time in their lives. Rachel also participates in Drake's Peer Counseling program and she volunteered with Global Student Embassy in Ecuador over the recent spring break. Taking on the role of a leader in these different aspects of her life has been, in part, because of her work with youth court and being the eldest sibling.

3. **Cynthia Bates (Deputy, Santa Clara County)**

Cynthia was a Deputy Sheriff with Santa Clara County. She worked in the adult judicial system in the jails and as a Bailiff. Cynthia is currently a NAMI (National Alliance on Mental Illness) Basics and NAMI Family to Family teacher as well as a parent of a wonderful teenager who is working on his path to mental wellness.

4. **Gabrielle Battle (Centerforce Youth Court)**

Gaby is a freshman at the College Preparatory School in Oakland, California. She competes with her school's debate team and has won several awards for her public speaking and debating skills. Gaby is passionate about social justice and plans to pursue a career in law and politics. She has served as a lead youth attorney at Centerforce Youth Court (CYC) for four years. As a lead attorney, Gaby mentors new attorneys. In the past year, she also recruited and trained several new CYC attorneys. Gaby serves as a Junior Commissioner on the Status of Women and Girls in Alameda County and as an advisor to the WorldWideWomen Girls' Festival.

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5. **Don Carney (Marin County Teen Court)**

Don has worked in the field of juvenile justice and social justice for over 35 years. He started his career directing group homes and educational services for adjudicated youth. In 2000, Don became the Director of Youth and Family Services for the YMCA. He supervised Youth Development Services at the Marin County Community School and also directed a residential camp for at-risk youth. In 2004, he became the Director of the Marin County Youth Court. Don is a member of the Superior Court's Commission on Juvenile Justice and Delinquency Prevention Commission, the Marin County Race and Class Education Equity Initiative, and the Novato Blue Ribbon Coalition for Youth. He also serves as board member of the Social Justice Center of Marin and the local branch of the ACLU.

6. **Hon. J. Richard Couzens (Placer County Superior Court)**

Hon. J. Richard Couzens has served on the Placer County Superior Court since 1980. He was the presiding judge of the juvenile court for over ten years. He was chair of the Placer County Special Multi-discipline Assessment and Referral Team (S.M.A.R.T) from its inception in 1988 through 1997. SMART is a collaborative team for the delivery of juvenile services to at-risk youth and their families. In 1990 Judge Couzens formed the Placer County Peer Court program which focuses positive peer pressure on first-time youthful offenders and offers a unique education program in the schools. The program has received state and national recognition for its innovative approaches to juvenile delinquency.

Judge Couzens received his law degree from the University of California at Davis (U.C.D.) in 1969, where he served as Editor-in-Chief of the U.C.D. Law Review. He was a law clerk to Chief Justices Roger Traynor and Donald Wright of the California Supreme Court. He writes and teaches extensively for programs presented by Center for Judicial Education and Research (CJER). He served on the California Judicial Council for five years and currently is on the California State-Federal Judicial Council. Prior to going on the superior court, he was a judge of the Auburn and Lincoln Justice Courts in Placer County.

7. **Yasmeen El-Hasan (Redondo Union High School Youth Court)**

Yasmeen is one of the founding members and current president of Redondo Union High School's Youth Court. Besides the Youth Court, she is also the Editor in Chief of her school newspaper, on the board of her school's Model United Nations team, and an extern at the Torrance Courthouse. Yasmeen who is currently a senior, enjoys reading, writing, listening to the life stories of others, and spending time with her friends and family. She plans on majoring in international relations and strives for a career in which she is able to work towards global stability. Yasmeen is a member of the Student Advisory Board of the California Association of Youth Courts.

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8. **Hon. Charles Ervin (Sierra County Superior Court)**

Hon. Charles H. Ervin is the presiding and currently sole judge in the second smallest county by population in the state. After being elected, he assumed office of Judge in January 2011. Judge Ervin received a bachelor's degree in Economics, with honors, from Cornell University in 1974. He studied law at Syracuse University College of Law; McGeorge School of Law; Lincoln Law School of Sacramento; and City University of Los Angeles. He is a member at large on the board of the California Association of Youth Courts. He also is the liaison judge from the Collaborative Justice Court Advisory Committee (CJCAC) to the Trial Court Presiding Judges Advisory Committee (TCPJAC). Judge Ervin served as a Sergeant in the U.S. Air Force Reserve and as a Major in the U.S. Army Reserve. As a law student, he was a legal intern for the White House under President Gerald Ford's Presidential Clemency Board. He practiced law as a sole practitioner for 26 years before taking the bench.

9. **Hart Fogel (Marin County Teen Court)**

Hart has volunteered for nearly six years with the Marin County Youth Court in a variety of roles as an advocate, peer juror, bailiff and even more recently as a facilitator, or judge. Hart has helped make the program more restorative, inclusive and visible. He continues to lead advocate trainings and speak about the Youth Court at the local, county and statewide levels. Hart served as a member of the California Association of Youth Courts' (CAYC) inaugural Student Advisory Committee (2011-2012), and then as a mentor the following two years (2012-2014). In this capacity Hart helped plan and present workshops at three CAYC Youth Summits. (This will be his sixth CAYC summit.) He also participated in two Beyond the Bench statewide legal conferences (2011, 2013) as well as in an adjunct conference (2013), "Keeping Kids in School and Out of Court," convened by California Chief Justice Tani Cantil-Sakauye. Since 2011 Hart has been on the Board of the ACLU of Northern California's Marin County chapter. Three years ago Hart combined work with the Marin County Youth Court and Marin's Center for Volunteer and Nonprofit Leadership where he is a community garden project leader to create a restorative justice based project. Hart has raised thousands of dollars for this project and last year received a Helen Diller Foundation national award in recognition of these volunteer efforts. A recent graduate of San Francisco University High School, Hart will be attending Harvard University this fall.

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10. Alexander Jackson (Santa Cruz County Teen Peer Court)

Alexander hopes to stand at the forefront of civic engagement in his community. He has spent the last year engaging himself in activities that deepen his overall understanding of youth issues: by conducting research, developing projects, and strengthening analytical skills required for successful youth advocacy. A calculated risk taker with a willingness to learn new things, Alexander has championed an arts focused teen program at his local museum, helping attract hundreds of youth to creative expression. Presently he is linking two groups: advocates and students in his community to dialogue on youth violence prevention. Helping embrace the core values of humility, pragmatism, and innovation, his outlook encourages us not to think of youth as inexperienced or naive, but rather as the generation that despite unsurmountable odds, is fearless in its quest towards shaping the society of the coming century.

11. Tona Karlsson (Walnut Avenue Family and Women's Center)

Tona grew up in Santa Cruz and has lived there her entire 25 years of life. Tona actually attended preschool, elementary school, middle school, and college all on High Street. Her love of working with children inspired her to start the Walnut Avenue's Youth Advocacy training in the fall of 2011. Her mom has been an elementary school teacher since Tona was six years old and Tona has volunteered in her classroom ever since. Currently, she works in the department for Children & Youth. Tona earned her Bachelor Degree in Psychology from UCSC, and is currently working toward a Master's Degree in Social Work. Tona's internship includes counseling students at Harbor High School two days a week. In the future, Tona would love to continue working with families, children, and survivors of trauma.

12. Sheryl Lee (National Alliance on Mental Illness - NAMI)

Sheryl is the Program Director for NAMI Santa Cruz County. She will talk about how NAMI affiliates across California can help people connect to local mental health classes, support groups and resources.

13. Sacha Marini (Humboldt County Teen Court)

Sacha began working with the Boys & Girls Club of the Redwoods in June of 2007 and in 2010 became Director of the Teen Court program. She comes with an extensive background of championing restorative justice and human rights in the criminal justice system. Sacha obtained a Paralegal Certificate and an Associate of Science Degree in Paralegal Studies from College of the Redwoods in 2006. She was initially interested in joining the Boys & Girls Club of the Redwoods Teen Court program because she loved the idea of giving youth an opportunity to make a difference in their community and offering them a chance to get positively involved in the justice system. Sacha remains loyal because she has seen the impact teen courts make on youth and their families first hand.

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14. **Tristan McCormick (Phonetic)**

Rap Performer Phonetic (Tristan McCormick) is a NAMI in Our Own Voice and NAMI Ending the Silence presenter and has successfully managed his bipolar disorder for many years. He will share his story of dark days in middle and high school as well as his journey to recovery and mental wellness. Phonetic frequently performs his inspiring raps for schools and community events and most recently performed at the "Mental Health Matter Day" in Sacramento.

15. **Keegan Mills (Anti-Defamation League)**

Keegan serves as a Trainer for the Anti-Defamation League World of Difference Institute, which provides diversity education and anti-bias training to youth, educators and administrators. Additionally, Keegan serves as the Director of the Center for Social Justice and Civic Engagement at Holy Names University in Oakland, CA overseeing the educational programming for college students to prepare them to be socially responsible leaders. Keegan has been an educator for youth and providing social justice education for over 15 years empowering young people to recognize bias and be an agent of positive social change. In the community, she teaches yoga and meditation to the community in order for individuals to create positive change in their own lives and develop their own tools for healing.

16. **Akili Mooree (Centerforce Youth Court)**

Akili is a freshman at the French-American International School in San Francisco. He supports the community as a youth attorney for California Association of Youth Courts (CAYC) and as a youth advisor on the Advisory Board for the CAYC. When youth offenders come through the program, they actually get to go to workshops, perform community service, and do things that give back to the community. Akili joined the program in 2014 and became a youth attorney. He loves that he can help teenagers learn from their mistakes and not just give them harsh consequences that won't help them in the bigger picture.

17. **Deborah Platt (Riverside County Youth Court)**

Deborah is a sophomore at Riverside Polytechnic High school. She is head of Relationships and Co-Vice President of Public Relations for Social Justice Council, involved in the Band, Orchestra, and Jazz band at Poly. She is also a 2 year volunteer for the Riverside Youth Court.

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18. Debra Postil (Riverside County Youth Court)

Debra is the Co-Founding Executive Director of Women Wonder Writers, a mentoring nonprofit organization and veteran county prosecutor in Riverside. Her current assignment is Countywide School Attendance Review Board Prosecutor where she works with school districts to implement early prevention measures to combat truancy and chronic absenteeism. Previously, Debra has handled Parole Hearings and cases involving sexual assault and child abuse, domestic violence, political corruption, group home fraud, gang crimes and homicides. Debra has won numerous awards including Community Hero, Prosecutor of Year and Bulldog: Stick it To Em award. Debra holds a bachelor's degree in Political Science from UCLA and law degree from Loyola Law School. She coaches high school mock trial for Mater Dei High School in Santa Ana, was born and raised in Los Angeles, decided at eleven years old she would become an attorney and voice for women, and is the legal thriller author of *The Mamacita Murders* and children's book author of *It's This Monkey's Business*, both dealing with domestic violence. Debra sees writing and speaking about trauma and abuse from different perspectives as a way to educate the public, build empathy and break the silence of domestic violence.

19. Renee Quillen (Riverside County Youth Court)

Renee is a sophomore at Riverside Polytechnic High School. She is Co-Vice President of Public Relations for the Social Justice Council, the Class of 2018 President, on Varsity Cheer and Song, the Principal's Cabinet, a 5 year volunteer for the Riverside Youth Court, and a member on the Riverside Youth Council run through City Council and the Mayor's Office.

20. Kelsey Reedy (Humboldt County Teen Court)

Kelsey graduated from Humboldt State University in 2013 with a BA in Sociology with an emphasis in Criminology and Justice Studies. While at HSU, she organized a multi-day community event called the Criminal Justice Dialogue and her senior thesis was on the topic of Restorative Justice vs. Retributive Justice. Kelsey has also been doing a year-long internship with Incarcerated Voices, a radio broadcast focused on exploring the conditions of incarceration through the eyes, ears, and hearts of those incarcerated. She also actively volunteers with California Prison Focus. She has been Program Assistant at Humboldt County Teen Court since November 2015.

21. Officer Alejandro Rodriguez (Watsonville Police Department)

Alejandro have been a police officer for 18 years. His career has included several different assignments - patrol officer, field training officer, detective, school resource officer. He is currently a supervisor assigned to community services.

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22. Esther Smith (Eden Township Teen Court)

Esther was born on December 4, 1998 in Seattle, Washington. Having attended nine different schools, Esther has moved around a great deal as a child. As a current junior at Castro Valley High School, Esther likes reading grand novels, meeting new people, walking her dogs during the sunset, and sharing her passion for gender equality. Esther is a member of the Student Advisory Board of the California Association of Youth Courts.

23. Mark Stanford, Ph.D.

Dr. Stanford has been in the behavioral health treatment profession since 1976 and has direct clinical experience within the modalities of inpatient, day treatment, outpatient and medication-assisted treatment programs. He is the past Director of Addiction Medicine and Therapy services for a large County Health & Hospital System in California.

Currently, Dr. Stanford is the Senior Director of Quality Improvement and Integrated Behavioral Health Services at a large community-based organization in Santa Cruz, California. He has been a Clinical Associate Professor (affiliated) at Stanford University School of Medicine in Psychiatry, Behavioral and Addiction Medicine. Dr. Stanford has taught Integrated Behavioral Pharmacology of Substance Use and Mental Health Disorders for over 25 years through the UC Berkeley Extension program, and San Jose State University School of Social Work. Dr. Stanford is the author of over 30 articles and 3 books including the text, Behavioral Pharmacology of Substance Use and Mental Health Disorders, used by colleges and universities around the nation. He is also the Chief Editor and contributor of the Integrated Behavioral Health Grand Rounds newsletter with a readership of over 50,000 people.

24. Hon. Ariadne Symons (Santa Cruz County Superior Court)

Judge Ariadne “Ari” Symons has served as a Superior Court Judge since January, 2009. She has been assigned to the criminal calendar, handling both felonies and misdemeanors, and the family law calendar. She has been a member of the Criminal Justice Council since 2011 and the Chairperson since 2013. Prior to serving on the bench, Judge Symons was a prosecutor for 27 years in both the federal and state systems. In Santa Cruz County, she was the Head of Trial Operations and the Head of the Homicide Unit in the District Attorney’s Office from 2001 – 2008.

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25. Claudia Velazquez (Walnut Avenue Family and Women's Center)

Claudia is currently an advocate for survivors of domestic violence at Walnut Avenue Family and Women's Center where she also works in the Children and Youth Department. She holds a Bachelor's degree in Sociology from UCSC, and throughout her schooling, Claudia has worked as a tutor for teens. She was a presenter at the high school in Hollister, where she spoke about attending college and informed the students about the requirements needed to be admitted to a 4 year college. Claudia started volunteering for WAFWC two years ago as a legal advocate. She is well-versed in family law paperwork, which includes but is not limited to restraining orders. One of her responsibilities as head of the legal advocacy program is to help parents decide the best custody and visitation for their children. Families that are dealing with domestic violence is one of her top priorities. Claudia enjoys working with everyone in the family, both individually and as a group, to strive for a better, violence-free life.

26. Hon. David S. Wesley (Los Angeles County Superior Court)

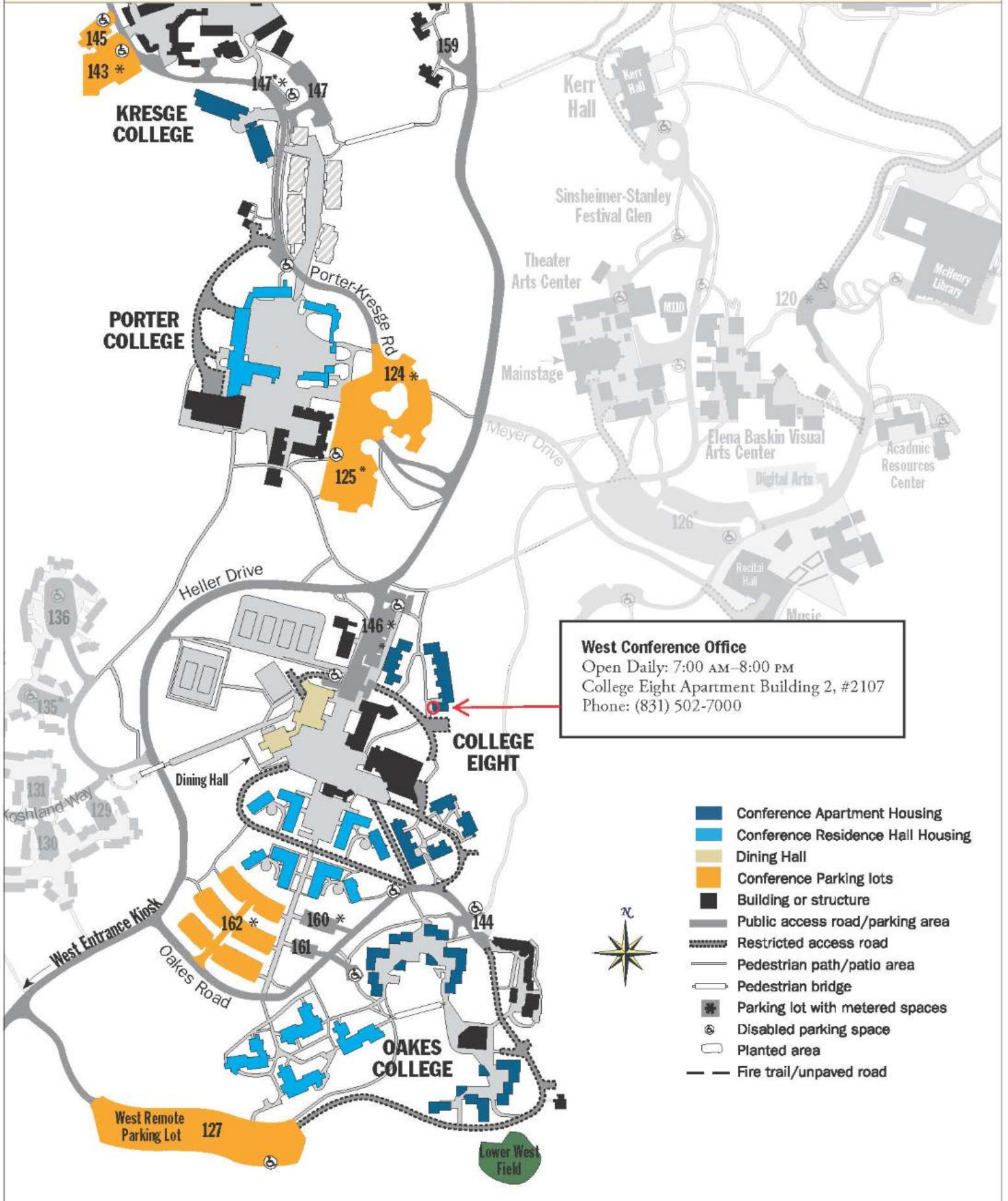
Hon. David S. Wesley is a judge at the Los Angeles County Superior Court and has recently completed his three year term as a member of the Judicial Council. Judge Wesley devotes a great deal of time and effort to the Los Angeles County Teen Court program, an alternative early intervention court that provides an opportunity for selected juvenile offenders to be questioned, judged, and sentenced by a jury of their peers. He serves as the director of Los Angeles County Teen Court and continues to preside as a Teen Court judge for Dorsey High School Law Magnet since 1995. He is also the President of the California Association of Youth Courts, Inc. Judge Wesley has also developed a further extension of the Los Angeles Teen Court program called SHADES (Stopping Hate and Delinquency by Empowering Students), a program implemented to help combat hate incidents and hate crimes on our high school campuses in partnership with the Museum of Tolerance.

27. Rebecca Whitehead (Riverside County Teen Court)

Rebecca is a senior at Martin Luther King High School in Riverside, CA. She has always had an interest in law, and with her involvement in King Mock Trial, Riverside Youth Court, and serving on the Student Advisory Board for CAYC, her eyes have opened to a career in this field. Her passion for photography balances out the seriousness of her law centered extracurricular activities. Rebecca is currently Editor in Chief of her school's yearbook and serving as Photography Club Public Relations officer for the second year. She is an avid traveler and loves getting different perspectives of the world with each new place she visits. Rebecca is very excited to be a part of Beyond the Bench and is grateful for this experience.



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- Pedestrian bridge
- Parking lot with metered spaces
- Disabled parking space
- Planted area
- Fire trail/unpaved road



**California Association of Youth Courts
and the
Judicial Council of California
Center for Families, Children & the Courts**

Youth Court Regional Roundtable

*November 16, 2016
10:30 a.m. – 3:00 p.m.
Monterey, California*

Participant Evaluation Form

Your Name (Optional): _____

Wednesday, November 16, 2016

We appreciate your help in evaluating the quality and effectiveness of this roundtable. Your responses play a critical role in the planning for future training events. For the categories below, please circle the number that expresses your rating, using a scale of **1 (low) through 5 (high)**. **Please fill out both sides of this form:**

KNOWLEDGE GAINED:	Low	High
Prior to this roundtable, my knowledge of this subject was (circle one):	1	2 3 4 5
This roundtable enhanced my professional knowledge (circle one):	1	2 3 4 5
How much did you learn as a result of this roundtable? (circle one):	1	2 3 4 5
RELEVANCY:		
Information was presented at a level appropriate to audience	1	2 3 4 5
The content of the roundtable was relevant to my work needs	1	2 3 4 5

This roundtable met the stated objectives, as follows:

LEARNING OBJECTIVES – Participants will:	Low	High
1. Understand the different youth court models	1	2 3 4 5
2. Identify the steps in creating a new youth court (or enhancing a current start-up court)	1	2 3 4 5
3. Understand how to initiate and invite partners that will be instrumental in helping create a youth court.	1	2 3 4 5
4. Describe what a court-based, school-based, or community based youth court model looks like.	1	2 3 4 5
5. Identify potential funding sources for implementation.	1	2 3 4 5

Please rate overall faculty:

FACULTY	Level of knowledge and expertise	Level of teaching ability	Clarity of presentation	Maintained audience interest
Panelists	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

What aspects or parts of the roundtable did you find most beneficial?

What suggestions, if any, do you have for improving this roundtable?

General comments/suggestions:

Thank you for taking the time to complete this evaluation!

TRAFFICKING TOOL KIT TABLE OF CONTENTS

I. Introduction

II. Summary: Human Trafficking Cases in California's Courts

III. Summary: Improving California's Multi-System Response to Commercially Sexually Exploited Children

IV. Legislative History

V. Judicial Ethical Considerations

VI. Relevant 402 Hearings Information

VII. Screenings and Assessments

VIII. Protocols

IX. Bench Cards

 Trafficking-Related Commonly Used Terms

 Trafficking-Related Acronyms

 Immigration Issues

 How to Identify and Handle Trafficking Victims in the Courtroom

 What To Do If a Victim Is a Dependent or Ward

 Important Victim Services

X. Organizations Providing Services For Victims

XI. Promising Practices for Presiding Judges

XII. Hypothetical Case

XIII. The Overlap between Child Welfare and Juvenile Justice: A Case Study

XIV. Girls' Court

XV. Organizations Providing Grant Funding

XVI. Training Module

XVII. Further Reading

XVIII. Frequently Asked Questions

Appendix A: Matrix of Known Trafficking Screening Tools

Appendix B: Model Interagency Protocols

Appendix C: STAR Court Protocol/Handbook