



Education Coordinating Council

October 19, 2022

9:00 a.m. | via Zoom

Present:

Mónica García, ECC Co-Chair, Los Angeles Unified School District
Judge Akemi Arakaki, ECC Co-Chair, Presiding Judge of the Juvenile Court
Fabricio Segovia, ECC Vice Chair (former foster youth)
Tiffany Brown, Long Beach Unified School District
Alberto Carvalho, Los Angeles Unified School District
Cesar Casarrubias, Pomona Unified School District
Jessica Chandler, Department of Children and Family Services (former foster and probation youth)
Kimberlee Cochran, Lancaster School District
Jesus Corral, Probation Department
Hanumantha Damerla, Department of Mental Health
Sylvie de Toledo, Grandparents as Parents/ONE Generation
Jennie Feria, Department of Children and Family Services
Karen Fletcher, Probation Department
Alicia Garoupa-Bolinger, Los Angeles County Office of Education
Stefanie Gluckman, ECC Director
Denise Grande, Department of Arts and Culture
Ana Gutierrez, West Covina Unified School District
Kathy Hunter, William S. Hart Union High School District
La Shona Jenkins, Los Angeles County Office of Education
Jodi Kurata, Association of Community Human Service Agencies
Carmen Loera, California Charter Schools Conference
Jeanette Mann, Commission for Children and Families
Paul Marietti, Lancaster School District
Tiffany Merrill, Bonita Unified School District
Denise Miranda, Los Angeles Unified School District
Judge Michael Nash, Office of Child Protection
Frank Navarro, California Charter Schools Conference
Vanessa Sandoval, Alhambra Unified School District
Jim Schofield, Alhambra Unified School District
Claudia Sosa-Valderrama, Long Beach Unified School District
Karen Streich, Department of Mental Health
Luciana Svidler, Children's Law Center
Kanchana Tate, Department of Mental Health
Diana Velasquez, Los Angeles County Office of Education

Speakers, Staff, and Guests: Miguel Casar, Education Justice Coalition
Wende Julien, Probation Oversight Commission
Alaina Moonves-Leb, Alliance for Children’s Rights
Ricardo Ortega-Martinez, Youth Commission
Erica Reynoso, Probation Oversight Commission/Acting Director, Youth Commission
Megan Stanton-Trehan, Loyola Law School

Kimberly Fuentes, Office of Child Protection
Barbara Spyrou Lundqvist, Office of Child Protection
Elizabeth Salazar, Office of Child Protection
Miranda Velasquez, Office of Child Protection

Chloe Cheney-Rice, Fourth Supervisorial District
Kyla Coates, Fourth Supervisorial District
Maral Karaccusian, Fourth Supervisorial District
Lisa Pinto, Third Supervisorial District
Elise Weinberg, First Supervisorial District

Chair Mónica García brought the meeting to order, reminding attendees that the Education Coordinating Council has inspired public-sector agencies since its inception. “Great challenges still lie before us,” she said, “but I see inspiring acts every day. Our youth are ready to go!”

Elizabeth Salazar covered virtual-meeting housekeeping topics, including the online [location of meeting materials](#), which will remain available following today’s adjournment.

State of the District

ECC Director Stefanie Gluckman welcomed Alberto M. Carvalho, who has served as superintendent of the Los Angeles Unified School District (LAUSD) since February, following his 14-year tenure as superintendent of Miami-Dade County Public Schools. His vision is that LAUSD will become the premier public school district by eliminating educational inequities to graduate *all* students ‘ready for the world’—to thrive in college, career, and life. Today he will discuss the current state of the district for system-involved youth, plans for the future, and how system-involved youth fit into the district’s larger vision for all youth.

Los Angeles Unified School District (LAUSD)

Superintendent Carvalho thanked ECC members for their concern for at-risk youth. “And especially for those involved in the juvenile-justice system,” he added. “I was one of those kids years ago in Miami, an undocumented immigrant, sometimes homeless, once arrested and jailed. Times have changed, but not sufficiently.”

Carvalho believes that schools need to recognize where their students are, meet them there, and address students’ academic needs and competencies as well as their societal needs. Post-pandemic, many youth have fallen into a deeper, darker level of crisis, and simply getting them back to where they were in early 2020 is unacceptable. Many perform badly in school and have no access to health care, mental health assistance, tutoring, or other services. “Our job is to catapult them to where they need to be for academic and workforce success,” he said.

LAUSD’s student support system for probation, foster, homeless, and English-language-learning (ELL) youth now includes 160 specialized student service counselors. Many students are experiencing disproportionate setbacks from the pandemic, with Black and Brown youth, system-involved youth, and those living in poverty demonstrating six to seven years’ worth of ‘learning loss’ or ‘unfinished learning’ in reading and math skills, while ELL, homeless, and foster youth show even more.

District staff spent months interacting with communities, agencies, students, parents, and labor organizations to “listen carefully and learn aggressively,” as Carvalho put it, developing foundational information for [Ready for the World](#), LAUSD’s 2022–2026 strategic plan (the first in a decade) whose five pillars are **academic excellence, joy and wellness, engagement and collaboration, operational effectiveness, and investing in staff**.

- More than 70 performance indicators will be measured over the plan’s four years—compressed from the standard five years because of the urgency of the mission—plus information on race/ethnicity, languages spoken at home, socioeconomic status, and if students are homeless or in foster care.
- ‘Fragile’ schools are identified as those with low academic achievement, high poverty rates, high populations of foster/homeless students, and high levels of chronic absenteeism among both students and staff. Adults, Carvalho assured listeners, will not be immune from examination.

“For decades,” Carvalho stated, “we’ve spent 90 percent of our time and resources on the highest-achieving students and those holding the middle ground—doing ‘well enough.’ Now we’re going to give underperforming students 10 percent *more*, leveraging their performance to make our entire system soar. This is a time of revolution, of disturbing the status quo, and of disturbing the adults involved as well. How do we move system-involved kids, English-language learners, those scoring in the tenth percentile in reading, kids who are homeless, abused, traumatized—how do we move them to opportunity?” It will take the full combined force of communities, philanthropy, and education agencies to transform the silos separating them into one funneled, concentrated energy beam supporting investment and accountability, he concluded. “In a year, we want LAUSD poised to become one of the highest-performing school districts in the country.”

Director Gluckman thanked Carvalho for his presentation and welcomed Dr. Tiffany Brown, Deputy Superintendent of the Long Beach Unified School District (LBUSD). A school psychologist by training, Brown has worked in the district for over 20 years, shifting to the role of administrator in the last decade. Throughout her career, she has focused on advocating for and serving as a voice for underserved populations, and the agreements and assumptions in LBUSD’s [2022–2023 Outcome Goals](#) specifically call for monitoring youth in foster care.

Long Beach Unified School District

“Today is the 35th day of the school year for LBUSD’s 65,000 students,” Brown began. “And although that represents a two percent decline in enrollment, we do have a new cohort of kindergartners that is larger than before. They are the Class of 2035!”

“Vulnerable students have often not been treated well in our district, which our board of education acknowledged in December 2021 by adopting an [Excellence and Equity](#) policy,” Brown continued. “Of course, no one demographic sector alone determines the success or failure of a system, but caring for the most vulnerable always ends up strengthening the experience of

everyone. In addition, that focus is centering adults in new ways, since we, too, are holding new expectations for them. We shouldn't be asking students to be different if adults are not different in service to them."

The challenges that students face, although exacerbated by the pandemic, have not fundamentally changed, and neither has what traditionally has been successful in engaging them in school and academic study: a positive connection with at least one positive adult at school, one who can be both warm and demanding, who offers love and care, and who simultaneously holds them accountable to do their best. "That's what youth say brings them to school. That's what they need," Brown stated. "We need to engage them more as customers and partners in their school experience."

The process of requesting Individualized Education Programs (IEPs) for foster and probation students needs to find a better balance. "It's very difficult for students who've experienced multiple moves and all kinds of trauma to be suddenly labeled with a disability and shunted into programs that sometimes have no results," Brown said. "First we should intervene to stabilize these kids' circumstances, then figure out what an IEP might do for them."

LBUSD has about a thousand students in foster care. "Those are the ones we know about, though there may be more," Brown added. "But we don't know who the probation youth are." She would like the child-welfare and juvenile-justice systems to work more closely with schools/school districts to communicate when students are arriving because of a new foster-care placement or returning to re-enroll in their home communities following stints at probation camps or the juvenile halls. "We want to know more about these students so we can welcome them in the manner they deserve," Brown concluded.

Questions

- Gluckman inquired about chronic absenteeism numbers in LAUSD (both for youth and staff), and if the district has data on how many foster and probation youth are attending school in person rather than online.

"Last year," Carvalho responded, "about 50 percent of our students were chronically absent—10 or more absences during the school year. Some of those resulted from COVID quarantine protocols; if we sift those out, it was still 30 to 35 percent. This year is trending better at 25 percent. In terms of in-person versus virtual school, the vast majority of foster and probation youth are attending in person. We do see slightly higher levels of absenteeism for foster and homeless youth, though."

LAUSD's ongoing [Attendance Matters](#) campaign—with its slogan "[I Rise. I Attend. I Matter.](#)"—aligns with the district's goal of reducing chronic absenteeism to no more than 7 percent and increasing the percentage of students regularly attending to a rate of 96 percent or higher. In addition, Carvalho himself has 'adopted' a cohort of chronically absent students, many of them foster youth, and communicates regularly with both the students and their caregivers. His senior staff have been inspired to do likewise with sets of 30 students.

August's 'student recovery day,' a yearly tradition since 2009, saw hundreds of LAUSD employees and school board members calling or knocking on the doors of families across the district whose children previously had poor attendance, in hopes of boosting their turnout this coming school year. "We thought LAUSD was losing enrollment," Carvalho said, "but these kids are living in the shadows of our communities—kids who haven't

gone to school in three years, kids who've *never* been to school." He is currently advocating with state and federal officials for what he called a "fail-safe child-finding system that does not allow kids to fall through the cracks. We need ways of knowing who they are and why they don't engage."

- Gluckman then asked Brown—given the need first to get chronically absent students to school and then getting them to *want* to come to school—how ECC members might rally around to support this effort. "What helps," Brown answered, "is a welcoming environment. We want to *invite* them back to school, not 'send' them, and then make them glad they came. No one likes feeling as if they've been invited to a party where the other guests don't want them there. I've used that analogy to encourage, direct, even demand that adults receive students at school in positive ways. Foster kids have experienced more challenges than most young people, and everyone needs to be conscious of that."

Chair García expressed appreciation to Carvalho and Brown, wishing them well. "Stay with this energy," she said. "And everyone here needs to lean into the schools. Fewer kids in the camps and hall means a greater need for collaboration between schools and communities."

Education in Los Angeles County Juvenile Camps and Halls

Alaina Moonves-Leb, a senior staff attorney at the Alliance for Children's Rights and a member of the Education Justice Coalition, began the PowerPoint presentation available in Attachment 1 to these minutes. The Education Justice Coalition is made up of youth advocacy organizations with expertise in education law, programming, and youth development, who work closely alongside youth who are experiencing and have recently experienced education in the Los Angeles County probation camps and juvenile halls. Represented organizations include ACLU-SoCal, Alliance for Children's Rights, Arts for Healing and Justice Network, Children's Defense Fund-CA, National Center for Youth Law, Public Counsel, and the Youth Justice Education Clinic at Loyola Law School.

"The group came together over shared experiences of hearing over and over again about the struggles of young people unable to access a high-quality education while detained," Moonves-Leb said, "and over wanting to work collaboratively to discover and implement needed changes. We appreciate the opportunity to bring the conversation to this space where so many leaders and decision-makers who support system-involved young people are represented. Education is a key piece of this support, but challenges exist to providing education in any carceral setting."

- The Los Angeles County Office of Education operates the nation's largest juvenile court schools system.
- In Los Angeles, one-third of youth end up on probation as a result of school-related incidents but even that figure does not account for those youth whose disengagement from school is a major contributing factor to their involvement in non-school-related incidents.
- Approximately 50 percent of students being served in juvenile court schools are identified as 'students with disabilities,' a percentage far higher than that in the general population. How these youth are ending up in these facilities is cause for significant concern, as is providing the types of specialized services they need. In Los Angeles, 39 percent of deputy probation officers reported that their clients had difficulty with school after exiting probation placements.

- All youth have ‘doing well in school’ as a condition of the continuance/completion of their probation, but one of the most common reasons for probation violations is school. **Youth need support in school to be successful in getting off probation.**
- Whether they are detained or not, it must be remembered that youth spend most of their waking hours in school. If youth are not engaged in school, it is very difficult for them to be successful.

“Education plays a significant role in the reasons youth enter, remain in, and—ideally—exit probation,” said Moonves-Leb. “We cannot think about probation for youth without addressing this major element. Instead of being yet another barrier to probation success, education should serve as a key to unlock a brighter future for system-involved youth.”

Education Justice Coalition member Miguel Casar, a USC doctoral candidate, continued the presentation. “Education in a carceral setting is inherently problematic,” he said. “We believe no young person should ever be incarcerated. Institutions change them as people, not only impacting youth at a critical time in their psychosocial development but making their lives more difficult when they leave.”

Los Angeles County has committed to a ‘Care First, Jails Last’ approach to divert individuals away from the criminal justice system, interrupt the path toward that system, and provide services to those in need. Any period of carceral detention requires students to be dis-enrolled from their schools of origin, which can disrupt positive relationships. Upon their return to the community, they must deal not only with the interrupted relationships and academic gaps resulting from their absence, but with the added stigma of having been incarcerated, which often leads to their being segregated into continuation schools. There, most struggle to catch up and can fall so far behind that they give up altogether.

Teachers inside may do their best to create a classroom culture and environment where students can move to the place of trust that’s required for learning, but that cannot negate the fact that detention is harmful and many young people are detained. “The data we have is quite troubling,” Casar said, referring to page 6 of Attachment 1. “Students in the camps and halls barely make any academic progress, and often go backward. We are not consistently providing education and programming that these young people have a right to, nor giving them what they need for their positive development. We have a duty to do better.”

Megan Stanton-Trehan, the director of the Youth Justice Education Clinic at Loyola Law School, has long represented minors in the juvenile-justice system. She consistently hears from young people and their families about educational challenges. Do youth have access to special education regimens and consistency? Are they expected/encouraged/permitted to attend school while detained? Can they take the courses they want or need to graduate high school and/or attend a four-year college?

Farther-reaching actions and more effective collaboration are clearly needed for Los Angeles County to address these concerns. In the short term, the Coalition recommends measures to:

- Keep youth in their communities
- Provide high-quality and equitable education to those remaining in detention
- Gather and publish transparent data that allows for meaningful youth, community, and stakeholder engagement

And in the long term:

- End juvenile incarceration in Los Angeles County
- Implement the [Youth Justice Reimagined](#) framework
- Gather and publish transparent data that allows for meaningful youth, community, and stakeholder engagement

Moonves-Leb concluded the presentation by saying, “We must acknowledge the fact that education in a carceral setting is always going to be flawed. Youth should be kept in their communities to the greatest extent possible, invoking school-of-origin rights, if appropriate, when detention is unavoidable.”

In its work with, and under the guidance of, young people who have been involved in the system, as well as from observing successful systems over time, the Education Justice Coalition has collectively developed some specific ideas to serve as a starting point for further discussions.

- Course offerings that meet the needs and promise of all students
 - A–G and college preparatory courses to ensure that Los Angeles County’s incarcerated students have as much access to higher education as their non–justice-involved peers
 - Access to academic intervention programs and remedial programs for students who are not working at or near grade level
- Meaningful and consistent access to appropriate special education services that are not limited by the detention setting, as 50 percent of youth served have special education needs. This includes access to consistent and high-quality mental health services such as school-based mental health assistance—Educationally Related Intensive Counseling Services (“ERICS”), for example.
- Providing teachers with the tools and skills they need to support students and to run classrooms run with minimal interference
 - Culturally sustainable curricula and training to support young people in secure facilities
 - Classrooms that feel like school, not detention, to maximize learning for students. Probation officers should minimize disruptions to education and not be involved in classroom management/behavior interventions.
- Addressing the opportunity gap
 - College opportunities including both community college (associate’s degree) and four-year college (bachelor’s degree) options
 - Vocational or certificate programs in areas of interest to young people, such as construction, barbering, food service, logistics, electrical, and others
- Robust and transparent data infrastructure and processes that help stakeholders understand where we are and what the gaps and challenges are, and that allow for meaningful decision-making plus discussions about and tracking of attempts to improve

- Youth and community engagement
 - Formally include students, families, and community members in Los Angeles County Office of Education (LACOE) staff hiring decisions and processes to select candidates who can build genuine relationships with youth.
 - Provide frequent and ongoing opportunities for youth to participate in designing an educational program that serves their needs. This could look like a youth council on education and programming, or a youth commissioner elected by peers to regularly meet with and give feedback to LACOE and Probation.
 - Ensure ways for youth to engage and participate without fear of negative responses. Allow youth to see that feedback leads to real change.
- Consistent and equitable access to programming.
 - Youth often hear descriptions of offerings or programs that they did not experience, but feel they would have benefitted from. When something is working, make sure it reaches all youth in a meaningful way.

Discussion

- Kanchana Tate asked about the families to whom detained youth return. “I’m not hearing much about them,” she said. “We want youth to go back to someone they trust and are connected to, especially in light of some of the communities and family systems they come from. We need to support the families as well, not just focus on the youth.” Multiple evidence-based models exist and are used, Casar explained, including Multisystemic Therapy (MST) and Functional Family Therapy (FFT), plus the [Missouri Model](#), which has been extensively studied.

LACOE’s José Smith asked about involving families in team meetings, recommending the Child and Family Team Meeting template that DCFS uses. Jesus Corral responded that the similar multi-disciplinary process (MDT) used by Probation also involves families and other stakeholders. “The transition back into the community begins when the kid receives a camp order,” Corral said. “There is an initial MDT and a transition MDT on release.”

- Ricardo Ortega-Martinez from the Youth Commission, who recently made a site visit to Barry J. Nidorf Juvenile Hall in Sylmar, met with youth council leaders in the facility’s various units, many of which are being remodeled, with youth being repeatedly moved around to accommodate that. “There were fights that day because kids from different neighborhoods and gangs were put in the same unit,” he said. “Classes were disrupted, kids couldn’t do homework, teachers felt unsafe. It was just a mess to get access to any kind of education. Those kids feel ill prepared to return to their communities and the general population in their schools. I asked one kid who was already a college student if he felt ready for community college. His response was ‘no,’ that he was still doing coursework packets he’d already done several times.” Ortega-Martinez advocates removing the red tape for organizations that want to go on-site to teach young people skills for when they’re back in their communities. “We need to let them be successful,” he finished.
- From the audience, Maureen Pacheco with the Alternate Public Defender’s Office emphasized that hearing what’s happening on the ground is vital. “The courts need to be informed about these conditions,” she said. “They need to inquire about and be aware that kids are losing their education goals and doing decreasingly well on tests. I’ve seen kids

sent to the halls just because they're not going to school while on probation. Putting them there is not the answer." She recalled a visit to Central Juvenile Hall where she saw ten or twelve youth who had been cleared in intake but were waiting for beds. "They were not enrolled in school. Now, if a parent has a kid who is chronically truant, that parent can face criminal charges. Every judge and every defense attorney should ask about youths' education and whether or not they are actually going to school, not just getting packets. We need to know a lot more about what's going on," Pacheco concluded.

Judge Akemi Arakaki, Presiding Judge of the Juvenile Court and co-chair of the Education Coordinating Council, acknowledged Pacheco's concern. "Maureen's point is well taken," Arakaki said, "and that's why we're here. No one wants kids to be incarcerated, and we're doing our best to get them what they need. The court needs to ask the right questions and try to change the mentality of 'If you don't go to school, you go to jail.' We need to be a trauma-informed court, listening to experts on how best to meet the needs of youth and families. Young people need education to thrive, and we need their responses to school to become a priority."

- Martine Jones, a former foster youth, brought up research on Black/African-American girls in foster care who have neurodiverse needs that are not being attended to. "They may have undiagnosed ADHD, for instance," she said, "but they're criminalized for talking too much in school. We really need to work on the implicit bias against youth of color and the 'adultification' of Black girls."
- Maral Karaccusian asked about how many commercially sexually exploited children and youth (CSEC) are cycling in and out of the halls, stating that the system needs to make a more concerted effort on their behalf. Karen Streich from the Department of Mental Health replied that the screening instrument administered to newly admitted youth in the halls and camps is designed to determine if they have been trafficked or not. "However, it's often not something they readily admit—some detective work can be needed. We probably won't ever have a truly accurate number for that one," Streich said.
- Sean García-Leyes, a Probation Oversight Commission member, laid out the four categories of probation detainees. "One is pre-adjudicated youth in the juvenile halls for a couple of weeks. Educationally, not much can be achieved in that time, and we need to get them out of there," he said. "Two is pre-adjudicated youth facing serious crimes who may be in the halls for awhile. Three is youth in probation camps, who may be there for a single semester, a partial semester, or an entire academic year. Four is secure youth who may be in the camps for multiple years. All four groups require different solutions, but clearly youth in probation camps are the least well served.

"LACOE's Road to Success Academy concept and curriculum, which camps use, was originally designed to be co-developed with camp residents," García-Leyes continued. "It was very effective with those original kids, but now it's just a book given to teachers to use with youth who were *not* part of its development. Critical elements of curiosity and engagement have been lost. We hear from *all* stakeholders that incarcerated youth need more programming—diverse people, not law enforcement, not teachers. Only a few hours in the schedule are available for that now, though; one goal is to bring in more partners during the academic day."

One role of the Department of Arts and Culture, Gregg Johnson said, is to facilitate programming at probation camps, juvenile halls, and Campus Kilpatrick. “Lots of community-based organizations provide customized curriculum—culturally responsive, healing informed, using indigenous practices—to great effect,” he explained. “We’re actively working to develop better ways to collaborate; these programs are transformational, with very positive results for youth. They are an established feature of how youth can be brought back into their communities in positive, healing ways.” He thanked Probation’s Jesus Corral and Felicia Davis especially for their long-standing collegial relationship.

Corral said that, given the continuance of the COVID pandemic, lots of virtual programming is available, and in-person sessions began to be integrated only in the four or five months. “We don’t do a good job of letting the world know that these things are happening,” he admitted. “There’s certainly room for improvement and for expanded partnerships that can maximize the impact these programs have on young people. We work closely with LACOE and bring in programming during the third curriculum block of the day.”

LACOE’s Diana Velasquez mentioned that meetings began 10 years ago on integrating programming from community-based organizations. “It’s a key piece of the Road to Success model,” she said. “Lot of art, writing, theatre, music, rap—we welcome that. It’s a part of learning and understanding on both sides. The arts are critical and community partners are *huge*.”

Determining what youth want is important, Ortega-Martinez said. “But for youth to participate, they need staff and that can be a barrier,” he cautioned. “Some staff won’t go along. The youth I met with want more life skills—résumé creation, how to build a small business, culinary school. Getting staff to agree to supervise those kinds of courses can be a struggle.”

Barbara Lundqvist emphasized the importance of working collaboratively to address these issues and enhance education for youth involved in the juvenile-justice system. She would love to further discuss how youth can be better engaged, to dig into the data around these issues, and to explore expanded programming (e.g., arts, vocational opportunities) to meet needs that youth have brought up. “We definitely want to know more,” she said. “How many kids are experiencing these enrichment sessions? For how long? What results are we seeing?”

Lundqvist will contact Probation, LACOE, and other stakeholders to set up these discussions, and the topic will be placed on future agendas so the full Council can be updated on how youth-identified needs are being met.

ECC Leadership Transition

“I have had the honor of being the director of the Education Coordinating Council since 2015,” Stefanie Gluckman began. “With this unique group of partners and this platform we have accomplished a great deal in the past seven years. I am now stepping out of this position and could not be happier to report that Barbara Lundqvist, my long-time colleague in this effort, will take over the role. Most of you have worked with Barbara and are well aware that I leave the director position in stupendous hands.” Gluckman will continue with the Office of Child Protection, transitioning to efforts in areas of health and equity; she looks forward to ongoing relationships with everyone in that capacity.

Lundqvist thanked Gluckman for her remarks. “I am very excited to continue working with ECC partners in this new role,” she said, “building on the work we have done over the past several

years. As you may recall, our current five-year strategic plan was written in 2016. Since then, we've gone through a pandemic and a mental health epidemic, and how we implement education has changed drastically for youth all over our region. Los Angeles County and its partners have also begun shifting toward a prevention model," she added, "authentically engaging youth with lived expertise in decision-making, and intentionally considering equity principles in this work.

"Given all this," Lundqvist went on, "one of the first things I intend is to re-engage stakeholders in developing a new strategic plan that includes the lessons learned from all the ECC's work through the years, as well as feedback from and authentic engagement with youth with lived expertise, stakeholders, departments, and school districts. I will hold several listening sessions over the next year to help us complete this task, and we will structure one specific general meeting as an opportunity for partners to provide their thoughts and input."

She will begin engaging with stakeholders during the balance of 2022, and asked that all parties come prepared to discuss the following questions during focus groups to be held in 2023:

- What are some ways to strengthen the ECC body to better coordinate, share responsibility, and team to improve educational outcomes for system-involved youth?
- What are current key educational issues for system-involved youth?
- How can the ECC authentically engage with youth around educational programming and case decisions?

[Lundqvist](#) welcomes thoughts and queries on these topics prior to the discussion, and also plans to distribute some historical ECC reports and other documents as background for the strategic planning discussions.

Next Meeting

The Education Coordinating Council's next meeting is scheduled for:

Wednesday, February 22, 2023

9:00 a.m. to 11:00 a.m.

Zoom link to come

Adjournment

There being no further public comment, the meeting was adjourned at 11:02 a.m.



**Education Inside LA County
Juvenile Detention Facilities:
Presented by
The Education Justice Coalition**





A quality education is the best way to ensure that youth leave the juvenile and criminal justice systems

- Nation's largest Juvenile Court Schools system
- School incidents lead to juvenile court involvement
- Half of students are identified as "Students with Disabilities"
- Youth on Probation required to do well in school
- Difficulty with school after exiting a probation placement
- Youth spend most of their time in school

Education in a Carceral Setting is Inherently Problematic

“it was an unhealthy environment and I felt that...once in the classrooms, even in camps, students were already sitting together based on race... **These were early signs they’re already institutionalized due to that environment** and [were] affected by low supervision in these facilities. **Imagine a youth coming back out to their community and riding on a public bus or sitting in a classroom - and no longer being comfortable with being around people of a different race. That can be very difficult to overcome.**”

I was going to school in there, it’s almost like a robot, you’re just supposed to be like no feeling. You know what I mean? It’s more like just comply with the system. **It’s almost like they’re systemizing us and it changes who we are.**”

“I was on probation myself for almost 4 years. It all started because of school - I didn’t want to go to school. I didn’t have the help I needed, and felt like I was learning nothing - so why be there. And when I was in the [detention] facilities, I would see myself still not going to school - because there was no staff or [when] there were fights, . [everyone was punished]. **That trained me not to go to school, so I had the same habits when I got out.**”

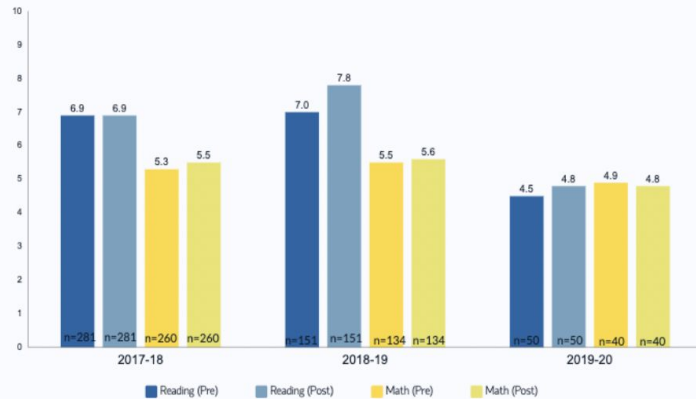
Removing Youth from their Schools and Communities is Disruptive and Detrimental to their Education

“ I not only experienced myself but also witnessed fellow classmates being handed passing grades for simply sitting quietly or not starting disturbances. There are not that many kids in classrooms, but due to insufficient teaching and supervision, students are being put back out into the community and failing. Not being taught anything while inside - they have to start from scratch and learn everything over again - but now at a way faster speed. At the rate students have to catch up, they get frustrated and give up. Once they're outside and have to do all these assignments that weren't given to them before, they're easily irritated and let it all go and give up. It's not their fault. They're not used to it.”

Data confirms need for stronger education so students make bigger gains in learning

CAMP SCHOOLS DATA

Local Measures of Academic Progress (Grade Level Equivalency) Camp Schools

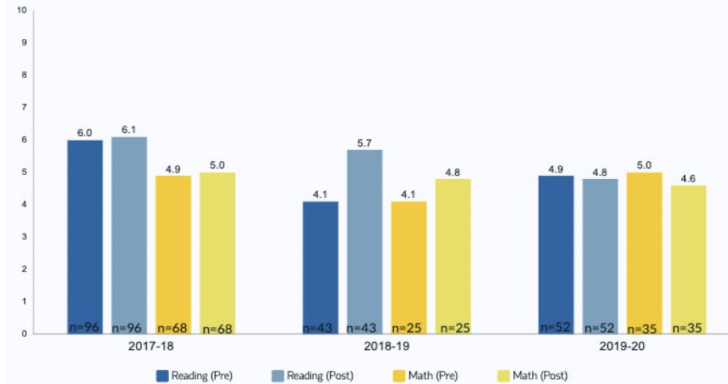


OVERALL PERFORMANCE

The chart above illustrates a three-year trend for Camp Schools. In the 2019-20 school year students that took both a pre-test and post-test had on average a 0.3 increase in grade level in reading and a 0.1 grade level decrease in mathematics according to the Local Measure of Academic Progress.

HALL SCHOOLS DATA

Local Measures of Academic Progress (Grade Level Equivalency) Hall Schools

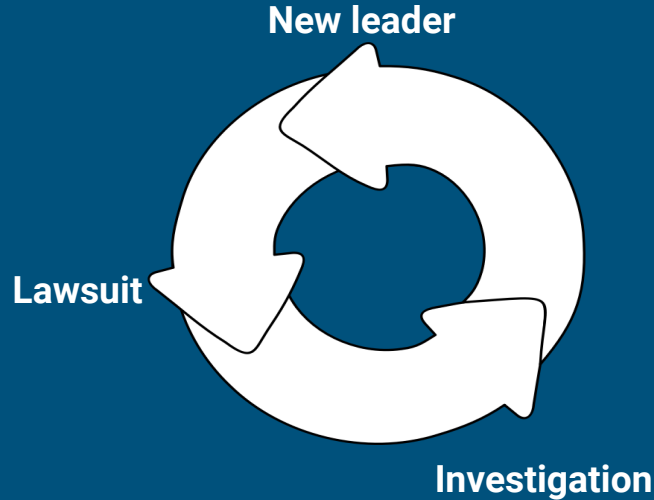


OVERALL PERFORMANCE

The chart above illustrates a three-year trend for Hall Schools. In the 2019-20 school year students that took both a pre-test and post-test had on average a 0.1 decrease in grade level in reading and a 0.4 grade level decrease in mathematics according to the Local Measure of Academic Progress.

This is a Systemic Problem Requiring Collaboration and a New Approach

Issues with the **quality** of education and **outcomes** for youth have been well-documented and litigated



Numerous accountability systems that have not met the education needs of youth

What is needed to address these concerns?

Short term

- Keep youth in their communities
- Provide quality and equitable education to those that remain in detention
- Transparent data that allows for meaningful youth, community, and stakeholder engagement

Long term

- End juvenile incarceration in LA County
- Implement Youth Justice Reimagined framework
- Transparent data that allows for meaningful youth, community, and stakeholder engagement

Robust Education Opportunities

“Education is the key to success. It opens doors for those who want to become a better person, and to make this happen we have to make sure they’re getting the education they deserve. I was on probation myself for almost 4 years. It all started because of school - I didn’t want to go to school. I didn’t have the help I needed, and felt like I was learning nothing - so why be there. **And when I was in the facilities, I would see myself still not going to school - because there was no staff or there were fights. [everyone is punished] That trained me not to go to school, so I had the same habits when I got out.** I remember in 2016 when I started going in and out of halls, placements and camp, I would see myself taking the same classes over and over OR doing the same packets. At Challenger, I was learning WWII, and 1 year later at Kilpatrick, I was still learning WWII. It was just book work - whether I was in 9th grade or 12th grade - it was the same class. ‘Just answer these questions on a page,’ teachers would say. For LACOE to really prepare us, they have to make sure we go to class and teach us the same thing that regular high schools in the community are teaching because at the end of the day the youth go back to their community school and not a LACOE school. If we’re learning two different things, we would be lost once we get back to our regular schools.”

“I didn’t get enrolled in Algebra 2 or Geometry math classes when I was in juvenile hall,” said Justus Jones, a youth engagement specialist with Arts for Healing and Justice Network (AHJN) in April 2021, after his advocacy resulted in the creation of the Probation Oversight Commission’s Education Oversight Standing Committee. “I hope real steps will be taken to improve the rigor of education and make sure youth don’t get cheated out of learning subjects they need for college or for careers in science, technology, engineering, art, and mathematics (STEAM).”

EJC Proposals

- Serve youth in their communities to the greatest extent possible
- Course offerings that meet the needs and promise of all students
- Appropriate special education services and supports
- Teachers who are equipped with the tools and skills they need to support students, and run classrooms run with minimal interference
- College and vocational opportunities that meet the needs of youth
- Robust and transparent data infrastructure and processes
- Meaningful youth and community engagement
- Consistent and equitable access to programming