

**San Diego County Juvenile Justice Commission
Inspection Worksheet**

Data from Calendar Year 2020

Kearny Mesa Juvenile Detention Facility	
Facility Address: 2801 Meadow Lark Drive San Diego, CA 92123	Date of Inspection: September 22, 2021
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The San Diego County Juvenile Justice Commission is a state-mandated, court-appointed citizens' commission. Its purpose is to inquire into the administration of juvenile court law in San Diego County, to provide leadership for citizen action and to promote an effective juvenile justice system operated in an environment of credibility, dignity, fairness and respect for the youth of San Diego County.

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I. Executive Summary

For the second year in a row the facility inspection was conducted virtually as a precaution due to the on-going COVID-19 pandemic. The review included a review of the pre-inspection worksheet submitted to the Commission (included in this report), interviews with administrative staff, line staff and collaborative partners. Youth were not interviewed during this inspection. Members of the Commission agreed youth input is important and needs to be heard therefore a separate report will be published to ensure the youth voice does not get lost.

Due to the pandemic a number of Commission recommendations from the 2019 and 2020 inspections have not been implemented. The Commission will continue to review their progress.

The school continues to have a working relationship with facility staff and report great communication and collaboration. There is a transition specialist on staff to assist youth with transition back to school in the community. There is increased participation with ZOOM meetings regarding a youth's IEP with the school of origin participating. Distance-learning occurred in 2020 but the school has since returned to in-person learning. The Beat Within continued throughout 2020 and is a publication that the youth are able to express themselves creatively. With all the obstacles due to the pandemic, the school was able to collaborate with partners and continue to offer college classes to all students at the facility. The School and Probation are commended for their efforts in providing higher learning opportunities to the youth. During the pandemic after school programs were suspended. Now that in-person learning has continued it would be beneficial to the youth to reinstate a robust after school program.

As to other programs there were a variety of partners that conducted programming but as the fiscal year changed and COVID-19 pandemic heightened programming fell onto the shoulders of correctional staff. Correctional staff are left to create and conduct programming in lieu of program and/or licensed experts. This was the practice of Probation in the 1990's. Over the years it has become evident experts in the field should conduct evidence-based programs and programming not be left to the sworn staff.

OC Spray incidents for all facilities were reviewed by Commission members on a separate day at Kearny Mesa Juvenile Detention Facility. There were no patterns of usage noted during the review. In calendar year 2020 the facility administration reported 39 instances of OC use as compared to 112 the previous year. This is a great decrease from the previous year. Continued decline in population, better staff to youth ratios as well as increased opportunities to engage youth certainly are factors that can contribute to this. The Commission looks forward to Probation continuing to decline and eventually ceasing the use of OC spray. In the pre-inspection work sheet, the Probation Department answered yes to H 3 (a) in that OC documents are reviewed by the administrator in charge and number 4 had the box checked that the level of review included the Division Chief. It is noted that over 70% of the OC incident reports reviewed for Kearny Mesa Juvenile Detention Facility had no documentation to support they had been reviewed by the Division Chief. This is significant as the Division Chief needs to have a pulse on the OC use and review of the reports are essential.

The facility reported 10 suicide attempts in 2020 with none being successful. Behavioral Health continues to offer services to youth. They are on-site seven days per week, conduct individual and in some cases family therapy and participate in multi-disciplinary meetings. They continued

transition to the community services but due to the pandemic many were completed by phone with some being face to face in the community/home.

From the previous year's inspection, the Juvenile Justice Commission recommended a review of medical services, in particular to "med pass" (when youth receive their medication). It was reported there are times only one nursing staff is on at a time and with intakes, emergencies, and "med pass" there are times medication is given late. The Department noted an additional 28 hours of evening hours. This appears not to have solved the problem as there is still only one nurse on shift at times. The one nurse on duty is pulled in multiple directions that include but are not limited to emergency calls, OC incidents, intakes, releases, "med pass", sick calls and assisting mental health staff. It is recommended the Department provide additional medical coverage with nurse input to ensure coverage is appropriate so that response times for intakes, emergencies and "med pass" can occur in a timely manner without interruption and continue to support the needed hours in future years. It was also noted that there is no clerical support for the clinic. With medication and medical documentation that is necessary clerical services are imperative and functions they can provide can allow more time for nursing staff to provide medical services while allowing them time for a break in their 12-hour schedule.

Also of note is the "Crash Cart" was taken away. Now when nursing staff respond to a medical emergency, they are limited in what they can carry. This has created a situation where Probation staff are relied upon to go find needed items in the clinic during an emergency as the medical staff cannot leave the patient. A medical cart is imperative for the potential to save lives.

As to Behavioral Health STAT continues to provide mental health services to youth in the detention facility. They are scheduled to be on-site seven days per week. There is an on-call psychiatrist during off hours. In collaboration with others in the facility there were programs delivered during May which included Mental Health Awareness month, in September Suicide Prevention Awareness and stress management related programs.

Having a good working collaborative relationship is important to providing services to help youth succeed. While the school maintains a good working relationship with Probation the same was not displayed in regards to Behavioral Health with Probation and the Clinic. In many interviews the theme was there is a lack of a positive working relationship between Behavioral Health and Probation staff and the clinic in general. It is imperative that all entities work together at all levels to increase the success for the youth in custody.

Good morale and maintaining that level of morale can be difficult especially during times like the pandemic. In talking with various staff, both probation and collaborative, there are challenges that leave staff morale low. Not only is there a shortage of staff (vacancies, sick calls, vacation and time off creates the staffing problem), funding is continually cut and programs such as "BridgeWays" and the like are cut. These are valuable services to the youth in custody. Another area that causes low morale is that of transparency. The staff feel the facility administrators and the Deputy Chief are transparent but beyond that there is a feeling of no transparency by the Executive level which causes a lack of trust. Many staff also struggle as they are in the day-to-day operations of the facility yet they were not part of the planning or changes with East Mesa and Kearny Mesa facilities. At the time of the inspection, staff were unaware of assignments in the near future and the distance to travel to East Mesa with the closure of Kearny Mesa facility created a lot of stress for staff working in the facility. Also, staff related the BBQs they did in the past were canceled due to the pandemic. As things continue to improve the Department should allow the staff to have BBQs and the like to build morale, relationships and to

cope with the emotional fallout from COVID-19. Having executive staff from the Executive Deputy Chief to the Interim Chief Probation Officer visit the facilities would improve the morale. As of now many staff at the facility do not feel they are backed by said executive levels. Staff relayed they would like the Executive Deputy Chief, Assistant Chief and Interim Chief to “show up and talk to us.” The staff would like direct contact so the Executives can see how the staff are actually doing. The staff relayed shift leader briefings were stopped due to the pandemic. This is an important way to pass information on shift to shift. The staff felt the briefings could have continued by moving it outside, by social distancing or doing so virtually.

With the passage of SB823 (Juvenile Realignment), and the closure of Department of Juvenile Justice (DJJ), staff feel unprepared to receive these youth. The Department has begun to work on a plan with the assistance of juvenile justice partners and community agencies. The staff are not aware of the progress being made. More transparency and on-going information sharing could assist in lessening their concerns.

One final area of note is that of Policy and Procedure revisions. In the past four years during inspections there has been a discussion of policy and procedure updates. The Probation Department relays they are in the process of revising the policies and procedures. The revisions should have been completed by now. Of concern is that procedures are not in line with policy as has been noted by the Juvenile Justice Commission in past years. The Board of State and Community Corrections has also noted policies and procedures need to be updated in their 2018-2020 Biennial Inspection Cycle Report.

A. Institution Overview

1. Population Trends & Staffing

- a. How many youths were diverted from custody during the intake process? 38
- b. Where were the youths diverted to? Thirty-four were released as a promise to appear to a parent, guardian, or responsible relative, 1 was released to home supervision, and 3 were released to a community-based organization/Alternatives to Detention.
- c. How many youths were brought to the facility under the age of 12? 0
 - i. How many were detained? N/A

2. Educational Achievements

Educational Achievement	# of Participants	# of Graduates
High School Diploma	1031 (some participants counted more than once due to multiple detentions)	3
College Courses	5	0

3. Are programs in the facility evidence-based programs or evidenced based practices?

- a. Data and Outcomes for Programs: Programs provided to youth are now consolidated under the Bridgeways contract which is overseen by the Health and Human Services Agency

- b. Repeat Clients: Yes
- c. How do you determine who receives what services? .
- 4. Serious Incidents Trends and Use of Pepper Spray: All direct care staff attended MOVING TOWARDS A MORE TRAUMA - INFORMED & RESPONSIVE JUVENILE JUSTICE SYSTEM within the 2020-2021 training year.
- 5. Coordination of Behavioral Health Services Care: Behavioral Health Service and the Probation Department have a collaborative partnership to provide intensive treatment and care.
- 6. Describe Transition Services and Results: All youth committed to the Youthful Offender Unit (YOU) and Urban Camp meet with Reentry officers during the duration of their commitment. The San Diego County Probation Reentry Model includes six phases including: Assess, Engage, Plan, Link, Monitor and Advocate.
- 7. Trauma Informed Staff training and impact: All direct care staff attended MOVING TOWARDS A MORE TRAUMA - INFORMED & RESPONSIVE JUVENILE JUSTICE SYSTEM within the 2020-2021 training year.

B. Education/Training

- 1. Career and Technical Education: The JCCS Transition Specialists provide technical resources to the SOAR Academies and schools operated by the San Diego County Office of Education (SDCOE Schools) for students transitioning between the local school districts and the SOAR Academies.
- 2. Community Tutoring/Mentoring Programs: Reentry planning for our students in the SOAR Academies begins as soon as the student is remanded to the SD County Juvenile Detention Facility. All students are interviewed by our School Counselor, Student Support Specialists, and a Transition Technician within 48 hours of confinement. At this meeting, it is of the utmost importance that student voice and choice are taken into consideration. Students review their academic, vocational, career, and educational goals in order to prepare them for the day they are released from custody. As soon as the intake process is completed, the counselor, transition specialist, and Educational Specialist (Special Education case manager) begin communicating with the probation officers as to the educational needs, transition plan, and aspirations of our students. It is imperative that there is open communication between all stakeholders that are or will be supporting the student. Our Transition Technician is the key education member of the Multi-Disciplinary Team (MDT). This team consists of the student, family/guardian, education, institutional probation officers, home-based supervision probation officers, medical personnel, and community service providers. The team meets to create a plan that incorporates the following: (a) Educational goals (b) List the accommodations, modifications, and/or supports the student may need if the student has an IEP or 504 plan. (c) Share information with home supervision probation and the receiving school district in order to prevent any delay in the student returning to their school of choice. (d) Provide for a means of ongoing communication between probation and the school while the student has been assigned formal or informal probation requirements. Lastly, transition meetings are held for all adjudicated students and our pre-adjudicated students to the greatest extent possible exiting the SOAR Academies, including, but not limited to the following: the student, education rights holder, parent/guardian, the school counselor, the transition

technician, special education representatives if applicable, the district of residence representatives, social

3. Programs/Evidenced Practices (See table to be included): N/A
4. Critical Incident Reports and STAT Team: N/A
5. LGBTQI Training/Support-accommodations: N/A

C. Commission Comments and Recommendations

1. Follow Up from 2020 Recommendations:

- a. The Commission recommends all staff (Probation and collaborative) receive the same training regarding Trauma.
 - i. Probation Response: The Probation Department is collaborating with San Diego State University to provide training to staff in the areas of: Adolescent Brain Development, Trauma-Informed Care, Implicit Bias, and Restorative Practices, while continuing to explore opportunities to enhance and expand training opportunities for staff in Juvenile Institutions CORE training. Over the past year, Probation has been increasing requirements in new contracts for providers to receive these trainings but has not specified the provider. Starting in fiscal year 2021-22, when the new San Diego State University Academy for Professional Excellence (Academy) contract begins, Probation will be directing new contracts to receive training from the Academy for consistency and best practices.
- b. The Commission recommends the Probation Department inform all collaborative staff on where to find the Facility Policy and Procedure Manual and review which policies collaborative staff are required to review.
 - i. Probation Response: The Probation Department is in the process of transitioning our policy and procedures to a new format. As this project progresses, the policy documents will be moved to a more accessible format. They will also continue to be reviewable through our public facing website. We will work to ensure that collaborative partners are educated about where they can access them.
- c. The Commission recommends the facility use Harm Resistant Blankets for all youth.
 - i. Probation Response: The Probation Department has procured 175 Harm Reduction Blankets to date and additional purchases are planned. The department currently provides Harm Reduction blankets to all female youth and those youth who have been identified as at risk for self-harm and anticipates expanding their use as supply increases, with the goal of replacing all bedding.
- d. The Commission recommends the Department continue to use the current staffing levels to reduce and eliminate the use of OC spray.
 - i. Probation Response: The Probation Department continues to implement a staffing model that is supported by national best practices and is committed to developing a positive youth development culture where violence is minimal, and staff do not feel the need to carry OC spray for their own safety. The Probation Department is also training all direct care staff in the areas of Adolescent Brain Development, Trauma-Informed Care, Implicit Bias, and

Restorative Practices. It is anticipated that this will improve communication and rapport between staff and youth and result in a reduction of serious incidents and the use of force including OC spray. The Department remains committed to fully implementing the Mandt System in Fiscal Year 2021-22.

- e. The Commission recommends the Probation Department review incident reports collectively in order to ascertain who is using OC spray and when it is being used to assist in decision making to ensure youth safety.
 - i. Probation Response: When OC spray is used, it is always documented in the form of a written incident report. From these reports we are able to collect data on the frequency, amount and which specific officers are using this type of force. This data is regularly reviewed at a department executive level and at the facility management level. San Diego County Probation Department has partnered with national experts from the Council of Juvenile Justice of Administrators (CJJA) to review and improve our de-escalation and use of force practices to ensure they are within national best practices.
- f. The Commission recommends the Probation Department contract for the use of PbS system for data collection to ensure decisions are evidence based.
 - i. Probation Response: The Probation Department has entered into a multi-year contract with Performance Based Standards (PbS). In April 2021, the Probation Department completed its first phase of candidacy data collection through in April, 2021
- g. The Commission recommends the TRU unit continue and youth in the TRU unit be placed in a more therapeutic environment.
 - i. Probation Response: While the Trauma Responsive Unit (TRU) is no longer a standalone unit, due to its success, the Probation Department expanded the training to all staff and now offers the trauma informed care programming to all youth housed at KMJDF. The Department believes the new Youth Transition Campus and trainings in Fiscal Year 2021-22 is pushing the entire juvenile detention system towards trauma-informed care model to best support youth and staff.
- h. The Commission recommends the Probation Department develop a robust training in the area of Implicit Bias, Adolescent Brain Development, Trauma Informed Care, and Restorative Justice for all staff (Probation and Collaborative) staff working with youth in the facility.
 - i. Probation Response: The Probation Department is collaborating with San Diego State University to provide training to staff in the areas of: Adolescent Brain Development, Trauma-Informed Care, Implicit Bias, and Restorative Practices, while continuing to explore opportunities to enhance and expand training opportunities for staff in Juvenile Institutions CORE training. These classroom trainings began in February 2020 but were impacted by COVID-19 before transitioning to virtual learning. All current staff in the Institutions will receive these trainings by June 30, 2021.
- i. The Commission recommends Probation Executive staff create a culture of transparency, where line-staff not only know *what* the change or directive is, but also the *why*, with guidelines, if any apply.

- i. Probation Response: The Probation Department has been working to increase transparency and line staff access to information about the research, trends in the field, and other reasons behind the changes that are occurring. Before the pandemic, the department had begun a series of town hall meetings with line staff for this purpose. This effort has been challenged by limitations to in-person gatherings, but the Deputy Chief for Institutional Services has been making himself present in each facility on a weekly basis throughout the year, in part to support these efforts. We anticipate that the town hall meetings will resume once limitations on in-person gatherings have been lifted.
 - j. The Commission recommends facility administration review current protocols and schedule for youth in the quarantine unit for more time out of their rooms and recreation if they have tested negative for COVID-19-19.
 - i. Probation Response: Quarantine procedures continue to be evaluated in consultation with our health advisors including the County’s Public Health Services and our medical contractor.
 - k. The Commission recommends Behavior Health research, review and increase services for youth who are “Tri-Diagnosed.”
 - i. Probation Response: Behavioral Health Services responds: Behavioral Health Services, the Probation Department and the Children’s Initiative have been collaborating to implement a specialty treatment program for tri-diagnosed youth that will replace the current Y.O.U. program. This new program, “Healing Opportunities for Personal Empowerment” (H.O.P.E.) will expand the BHS STAT Team to include dedicated licensed mental health professionals whose primary purpose is to increase the provision of therapeutic services to these youth. Services will specifically target the triad of treatment needs consisting of mental health, substance abuse, and criminogenic needs. The HOPE program will provide an array of services such as intensive individual counseling, group therapy, psychiatry, psychoeducational workshops, mentoring, focus on family involvement, community engagement, job readiness training, educational assistance, a furlough program and an intensive aftercare program. The additional clinical staff will work on the unit side-by-side with the probation officers throughout the youth’s waking hours, thereby creating a healing, therapeutic milieu. The Probation Department will also offer supplemental services for the youth on the unit through a HOPE Probation contract.
2. The Commission recommends the Juvenile Court and Community Schools administer intellectually appropriate education for all youth so they are working at the appropriate grade level.
- i. Probation Response: All JJCS core courses are A-G approved, and only use CA State Standards approved curriculum. Early in the last year of Distance Learning, we had to use some supplemental materials in our learning packets to accommodate the extraordinary circumstances. As we transitioned in Google Classroom, we reverted to our Board approved curriculum that is at grade level. Now that we are back to in personal learning, students are placed in appropriate courses according to their grade level.

3. The Commission recommends Probation and Juvenile Court and Community Schools expand on-line college opportunities for youth that have completed high school.
 - i. Probation Response: San Diego County Office of Education continues to expand their college opportunities for high school graduates by enrolling them in courses of their interest. In the last year, it was difficult to offer a large variety of courses due to the COVID-19-19 pandemic. The school had to transition to distance learning which only allowed our certificated and classified staff to telecommute (work from home). With all the obstacles, we were able to collaborate with partners in probation and continue to offer college classes to all our students with 30% of our students participating.

4. 2021 Recommendations:
 - a. The Juvenile Justice Commission recommends the Juvenile Court and Community Schools (JCCS):
 - i. increase the number of CTE instructors
 - ii. provide more variety of CTE courses
 - iii. collaborate with Probation to develop after school programs for the youth
 - b. The Juvenile Justice Commission recommends Probation:
 - i. continue to monitor OC spray use
 - ii. continue to work towards limited to no use of OC spray
 - iii. continue to train staff in de-escalation strategies
 - iv. implement the Mandt training
 - v. Division Chief of the facility review all OC incident reports and document the review in the report
 - c. The Juvenile Justice Commission recommends Probation:
 - i. add clerical and nursing staff positions
 - ii. consult with nurses and the Program Manager of the medical agency to ensure there is proper coverage for the safety of youth as well as for the opportunity for nursing staff to take healthy needed breaks
 - iii. ensure medical staff have the means to transport medical equipment to emergencies (i.e., crash cart)
 - d. The Juvenile Justice Commission recommends Behavior Health:
 - i. Plan and develop a positive/collaborative partnership at all levels
 - e. The Juvenile Justice Commission recommends Probation:
 - i. increase staff morale through more transparency at the higher executive levels
 - ii. include line staff when changes to program, policy and procedures are anticipated
 - iii. continue to update policy and procedures that takes into consideration day to day operations as well as administrative needs
 - iv. executive level staff provide on-going updates in regards to program development of SB823 youth
 - v. provide the means for staff to have camaraderie-building opportunities (i.e., BBQs)
 - f. The Juvenile Justice Commission recommends:
 - i. Facility administrator/supervisor walks through the facility more than “as needed.”

- g. The Juvenile Justice Commission recommends the Probation Department:
 - i. set a reasonable due date for policy revision
 - ii. provide a due date to the Juvenile Justice Commission
 - iii. complete the revisions by the due date selected
- h. The Juvenile Justice Commission recommends Probation and Behavioral Health:
 - i. Work collaboratively to bring evidenced based programs to the facility that will be delivered by experts in the field
- i. To increase morale and staff participation the Juvenile Justice Commission recommends:
 - i. A line staff representative from the facilities attends and participates in meetings such as the Juvenile Justice Task Force and the Juvenile Justice Coordinating Council

II. General Administration

A. Population and Staffing Information

1. Average Daily Detainee Population (Booking)

	Adult Male	Adult Female	Juvenile Male	Juvenile Female	Total
Facility Capacity	0	0	110	40	151
Facility Average Daily Population	0	0	57	24	81

- a. Has the facility exceeded capacity since the last inspection? No
- b. Does the facility house youth under California Welfare & Institutions Code Section 601 (truancy and status offenders)? Yes
- c. If yes, are youth adjudicated pursuant to WIC 601 separated from youth adjudicated pursuant to WIC 602 (delinquent youth)? Yes
- d. List the languages spoken by Probation staff members: English, Spanish, Tagalog and Assyrian

2. Probation Staffing Ratios

Awake: 1 / 10
Asleep: 1 / 30

Probation Staffing <i>(As of December 31 of Previous Calendar Year)</i>	# Filled	# Open
Director	1	0
Supervisors	9	2
Senior Probation Officers	4	0
Correctional Deputy Probation Officer	110	6
Admin/Support	13	0
Other (Storekeeper & Laundry Worker)	2	0

B. Admissions and Orientation

- 1. How are youth oriented to rules and procedures in a developmentally appropriate manner? During the intake process, youth receive a hand book (transcribed in Spanish and English) that details the rules and expectations in a comprehensive age appropriate manner. The handbook also includes other relevant information designed to assist the youth with preventing and reporting any discrepancies in their treatment. An orientation is provided to each youth upon entry into the facility and again upon arriving in the living unit. This can be conducted in writing, verbally or with an interpreter if necessary.
- 2. Are youth given copies of rules and procedures? Yes

3. What languages are the rules and procedures provided in other than English? The rules and procedures are provided in Spanish.
4. How does facility staff ensure that youth understand rules and procedures? The facility staff ensure the youth understands the rules and procedures presented to them by requesting a verbal confirmation and having the youth sign the face of their data sheet that they understand the rules.
5. Where are rules and procedures posted in the facility? The rules and procedures can be found in the living units, Intake Booking and Receiving and Main Control.

C. LGBTQI Admissions

1. Are staff trained in basic LGBTQI competency? Yes
2. Has a special training or ongoing training been implemented? Yes
3. Do you ask youth their gender identity and gender pronouns during intake? Yes
4. How do you work with youth who identify as non-binary, genderqueer, gender non-conforming, neither male nor female? While KMJDF has yet encounter a youth that is non binary, genderqueer, gender nonconforming or neither male or female, the information is covered in departmental LGBTQI training. All Probation staff are held to a standard of engaging youth in a courteous, respectful and nondiscriminatory manner.
5. What safety measures are in place to ensure that LGBTQI youth are safe and protected from harmful encounters? Policy and procedures are in place to ensure the safety and security of all youth within our custodial settings regardless of sexual orientation. Youth are provided with a PREA Brochure upon intake and are reminded they can report harmful encounters, bullying and or sexual harassment incidents via private conversations or in writing to any officer or staff member. Concerns may be given verbally, in writing or via a sick call slip. A sexual Harassment script is read to all youth on a daily basis, which includes the PREA Ombudsman's contact information. Additionally, officers make PREA announcements every shift and conduct weekly PREA education addressing the consequences for harmful encounters. Please see policy section 5.4.5.3 for details on safe placement of LGBTQI youth within the facility
6. How are LGBTQI youth identified upon admission to the facility? There is no formal screening form to identify a LGBTQI youth. If a youth is admitted into the facility, based on an officers training, experience and youth's appearance, officers pose the question of "What gender do you identify as?" Intake officers conduct a private PREA Risk assessment interview upon admission. The assessment tool includes questions which allow the youth to report whether they perceive themselves to be gay, lesbian, bisexual, transgender, or gender nonconforming. Policy section 5.4.5.2 specifies: Staff should be cognizant that LGBTQI youth are in various stages of awareness and comfort with their sexual orientation and gender identity. Youth intake interviewers shall sensitively inquire about fears the youth may have of being harassed in the facility, but intake workers should not directly ask youth if they are LGBTQI. Some youth will disclose that they are LGBTQI. If a youth discloses their sexual orientation or gender identity, the intake officer should talk with the youth about it in an open and non-judgmental fashion and determine if the youth has particular concern or needs related to being LGBTQI.

7. Are there anti-bullying programs in the facility? Yes

D. Personal Property and Money

1. Is personal property and money recorded, stored, and returned upon release? Yes
2. Please list the types of personal property that may be kept in sleeping rooms: Youth may keep personal letters, books, magazines, cards and pictures (5). Under special circumstances we allow the youth to have a stuffed animal, stress ball or personal blanket

E. Youth Records

1. Are case records regarding individual youth kept on site? Yes
 - a. If yes, what steps are taken to protect these records? Probation case records are stored electronically in a Probation Case Management System and accessed by sworn officers. In instances, contract staff and non-sworn staff have limited access to this system as well. Records such as Room Confinement reports, Incident Reports Administrative Separation Documentation and Rule Violations are stored in locked cabinets in the administration area of the facility

F. Classification, Review, and Housing

1. Are youth assessed upon intake to determine appropriate classification? Yes
 - a. If yes, what classifications are used? Youth are classified based on age, gender association, level of sophistication, physical size, court commitment, current charges, physical disabilities as well as intellectual and developmental concerns.
2. How often are reclassification reviews conducted? As needed.

G. Access to Legal Services

1. Are youth permitted to have reasonable contact with their attorneys? Yes
2. In the last calendar year has an attorney complained that they were not able to communicate with a youth/client? No
3. In the last calendar year has a parent complained that their child was denied access to his or her attorney? No

H. Telephone and Video Conferencing (Skype) Access

1. Are youth and staff trained on telephone access? Yes
2. Are youth permitted to use the telephone/video conferencing (Skype) to contact:
 - a. Parents/guardians? Yes
 - b. Anyone other than parents/guardians and attorneys? Yes
 - i. If yes, whom: Youth may contact their assigned Probation Officer, friends, family members and others identified as positive role models in their life.
 - ii. If no, are youth permitted to use the telephone/video conferencing (Skype) to contact other close family members under special circumstances (such as upon the recommendation of a counselor or therapist)? Yes
3. Are telephone calls monitored? No

4. Are telephone calls recorded? No
5. In the last calendar year has a parent/guardian complained that their child was denied reasonable access to the telephone? No

I. Family Visits

1. What are the visiting hours for this facility? Prior to the COVID-19-19 pandemic, visiting hours for the KMJDF facility were held Monday through Friday from 3pm to 9pm with the last visit ending at 9pm. Visiting is also held on Sundays from 9am to 11am. Initial visits can be conducted within the first 48 hours of the youth's incarceration 8am-8pm, Court ordered 8am-11am & 12pm-4pm. Family visits are also permitted during special family engagement events. During the pandemic visitation was done solely on the virtual level 2 hours per day in the unit and during scheduled period Monday through Friday 6p to 9pm.
2. Who may visit youth? Check all that apply:
- | | |
|---|---|
| <input checked="" type="checkbox"/> Parents/Legal Guardians | <input checked="" type="checkbox"/> Minor Siblings |
| <input checked="" type="checkbox"/> Adult Siblings | <input checked="" type="checkbox"/> Other: The children of youth detained within the facility with advance notice, Probation Officers, Attorney, Therapist and Counselors |
3. Is there ample space in the facility for visitation? No
4. Are youth permitted to have private conversations with visitors? Yes
5. Do probation staff members supervise visits? Yes
6. In the last calendar year has there been an instance of a visitor bringing "hard" contraband into the facility? No
7. In the last calendar year has there been an instance of a visitor threatening a youth or staff member? No
8. Are there transportation alternatives for family members who want to visit youth? Yes
9. What is the policy regarding an undocumented parent or family member of a youth for visitation as they may not have identification to visit? See section 6.5.4 and the following procedure: The Court, KMJDF reception, or the Probation Officer may direct parents to the Juvenile Probation Center. The receptionist will take picture(s) and create a temporary ID which is good for 90 days. The receptionist will enter into PCMS that a temporary ID was created..
- a. How is this policy disseminated to the parent or family member? We do not have a specific policy to address undocumented family members; however, rules and visiting hours are posted with a notation that a valid identification card is required

J. Mail and Email

1. Are youth permitted to receive mail? Yes
2. Are youth permitted to send mail? Yes

- 3. Is postage provided at no charge to youth? Yes
- 4. Is mail screened for contraband? Yes
- 5. Does a staff member read mail addressed to a youth? No
- 6. Are youth permitted to send or receive email? No

K. Staff-Youth Communications

- 1. Are youth provided opportunities to communicate with staff in writing? Yes
- 2. Are youth provided opportunities to communicate with staff verbally? Yes
- 3. Are communication aids (translators, hearing aids, etc.) provided when necessary? Yes

L. Grievances

- 1. Is there a formal grievance policy? Yes
- 2. Are written grievances reviewed daily? Yes
- 3. How are grievances tracked so that facility leaders can identify trends from grievance report? Yes
- 4. Is there a method for youth to be able to express concerns about the facility to a Probation Department official who is not assigned to the facility? Yes
 - a. If yes, please identify the means for which they can report: Youth or their family members can report concerns to any entity within the Probation Department or outside public entity. Staff accepts reports made verbally, in writing, anonymously and from third parties. Staff will document any report of misconduct. Youth have a variety of ways to report concerns about the facility, including reporting to outside agencies not a part of the Probation Department. Phone numbers and addresses to outside agencies are provided to youth during the intake process. The agencies provided are able to receive and immediately forward youth reports to agency officials, allowing the youth to remain anonymous upon request.
- 5. Are youth made aware on a routine basis that they can express concerns about their detention to their attorneys? Yes
 - a. Is there a formal grievance process available for parents? Yes
 - b. If yes, how many parents submitted grievances in the last calendar year? There were no formal grievances submitted by a parent regarding the treatment or interaction with a youth during the last calendar year.

Grievance Involving	Number of Occurrences
Residents	0
Attorneys	0
Family Members	0
Medical	0

Abuse	0
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M. Clothing and Bedding

1. Are additional blankets available on request? Yes
2. How often is bedding laundered? Bedding is laundered on a weekly basis or as needed
3. How often are youth given clean clothes? Youth are given clean clothing on a daily basis or upon request.

N. Non-Hazardous Furnishings

1. Are mattresses and bedding fire-resistant and non-toxic? Yes

O. Personal Hygiene/Showers

1. Are youth permitted to shower? Yes
 - a. Showers per week: Youth are given the opportunity to shower on a daily basis and as needed.
 - b. Minutes per shower: Showers are approximately 5 minutes in length.
2. Please list the hygiene products available to youth and indicate with an asterisk (*) which products are ethnically appropriate: Soap, Shampoo, Toothpaste, Combs, Lotion, Deodorant, Dark and Lovely Shampoo*, Proclaim coconut oil hair and scalp conditioner*, Superwet gel*, and Moco Gorilla gel*.
3. How do staff members balance privacy and safety concerns? Youth are given an opportunity to shower in an individual room or in a shower stall, except with exigent circumstances or when viewing is incidental.

III. Education/Support Services

A. Staffing

1. Positions Filled or Open

Staff Type	# Filled	# Open
Credentialed Teachers	10	0
Credentialed Special Education Teachers	3	0
(Special Ed) Teachers' Aides	4	0
Paid Tutors	1	0
Volunteer Tutors	0	0
Other (Classroom Assistants)	3	0

2. Average Student/Teacher Ratio & Average Daily Attendance by Month

Month	Avg. Student/Teacher Ratio	Avg. Daily Attendance
January	8.8	88
February	9.2	92
March	9.4	94
April	9.0	90
May	8.6	86
June	6.9	69
July	6.8	68
August	6.7	67
September	6.9	69
October	7.5	75
November	6.6	66
December	7.1	71

B. Capacity and Attendance

1. Number of classrooms in the facility? Prior to the COVID-19 Pandemic we had use of eight classrooms, which included the use of unit day rooms. Unit 70 was a self-contained classroom for girls. After the Governor declared that state was shuttering, when teachers returned, Unit 70, and Unit 800 were re-purposed as quarantine units with a net loss of three classrooms. As a result, school now takes place in five classrooms. There are two classrooms that have not been used post-pandemic
2. For each classroom indicated in Question 1, please indicate the following:

For Each Classroom Used During the Calendar Year	Classroom Capacity	Average Number of Students per Classroom	Number of computers per classroom
1	8	7.79	20
2	8	7.79	20
3	8	7.79	20
4	8	7.79	20
5	12	7.79	20
6	12	7.79	20
7	12	7.79	20
8	12	7.79	20

*Please note that due to COVID-19 safety, class size was reduced in order to maintain social distancing

C. Absences

1.

Absences During the Calendar Year	#
How many students did not attend school for one or more days?	0
Average days of absence?	0
Average days of absence due to illness?	0
Average days of absence for disciplinary reasons?	0
Average days of absence for reasons other than illness or discipline?	0

2. When is absence from the classroom or expulsion used as a disciplinary tool? The SOAR Academy does not have any such tools
 - a. Please provide the written policy for using absence from the classroom or expulsion as a disciplinary tool.
3. Please list reasons other than illness or discipline why a student would not attend school: Students may miss time in school if the student has court or has been requested to be present at visitation (MIC).

D. Supplies

1. Does each student have their own textbook for each subject? Yes
 - a. If not, what is the ratio of students to textbook for each subject:

Course	# Textbooks	# Students
NA	NA	NA

- b. Please list the reason(s) why students may need to share textbooks: NA
2. Are the textbooks the most recent version available in California? Yes

- a. Who is responsible for making sure that textbooks are up to date?

Name	Title
Joanne L. Finney	Principal

3. What school supplies are available to the students (pens, pencils, paper, etc.)? Student supplies include but are not limited to paper, golf-sized pencils, Chrome books, art supplies (markers, paint brushes, colored pencils, et.al), math manipulatives (algebra blocks, compasses, rulers, protractors, calculators, et.al., and journals.

4. What school supplies are students allowed to take to their rooms? Students may take journals, textbooks, and literature back to their rooms.

- a. Who is responsible for making sure there are adequate school supplies?

Name	Title
Joanne L. Finney	Principal

5. Do students use computers on a daily basis in each classroom? No

- a. How many hours per day do students use computers? Of the students who use a computer, the student may use it 2-3 hours per day. During the first part of the pandemic, in which either probation or guest teachers provided support, while the teachers provided instruction via Zoom, students did not have access to Chrome books.

6. Are students limited in the amount of time that they can use a computer during the school day? No

- a. If yes, why? N/A

7. Are students able to work on homework after the school day ends? Yes

- a. If yes, how? Students have the opportunity to read literature, use softback textbooks, and complete packets for additional course credit

E. High School Diploma and HiSET Programs

1. On average, how soon after a student is admitted to facility does school staff have access to their previous records? 24-48 hours

2. Is SDCOE working to get partial credits earned in a facility recognized by a student's home district? Yes

- a. If yes, what is being done; if no, why not? Students receive a Personal Learning Plan (PLP) and a Transition Plan upon admittance to our school. The plans are made in conjunction with the student, school counselor, and transition technicians. The education rights holder is also contacted during this process. After reviewing all information, the counselor creates the student's schedule which is reflective of making sure that all partial credits are made whole

3. Average grade level of students at the facility: 10th

4. Percentage of students who are not academically prepared to complete work at a 9th grade level: 25%

- a. What interventions are used for these students? Students are provided with differentiated instruction, accommodations, modifications and supports that include but are not limited to: talk-to-text, Google Apps, small group instruction, group projects, use of other technologies, alternative formative and summative assessments, et.al. Our instructors also focus on the English Language Art and English Development Standards of speaking, writing, reading, and listening, which provide for student voice and choice while maintaining the expectation that all students will be able to participate in all classroom activities as per their grade level. Students enrolled in core subject standards are also provided with differentiated instruction, accommodations, modifications, and supports that include but not limited to: talk-to-text, Google Apps, small group instruction, group projects, use of other technologies, alternative formative and summative assessments, et.al
- b. Are these students assessed for IEPs? Yes
- i. If no, why not? N/A

F. Special Education

1. IEP/504 Plan/Autism/Learning Disorders

Type of Plan	# Students with Pre-Existing	# Students Tested After Entry	# Students Who Receive After Entry	% of Students
504 Plan	1	0	0	0.001
IEP Plan	218	7	1	23.33
IEP Plan with ERMHS ¹ Services	60	0	0	6.41
IEP Plan with BSPs or BIPs ²	0	0	0	0
Total	279	7	1	30.690

2. Who determines if a student admitted to the facility has an IEP/504Plan?

Name	Title
Dulce Gonzalez	Special Education Aide (SEA)

3. How soon is this determination made after a student is admitted? 1 to 3 days
4. The JJC is seeking information regarding the disability classifications of each youth with an IEP. Please indicate how many youths with IEP's this year were classified under each of the following disability classifications:

¹ ERMHS – Educationally Related Mental Health Services

² BSP – Behavior Support Plan; BIP – Behavior Intervention Plan

IEP Classification	# with Classification	IEP Classification	# with Classification
Autism	2	Orthopedic Impairment	0
Deaf Blindness	0	Other Health Impairment	96
Deaf	1	Specific Learning Disability	97
Emotional Disturbance	61	Speech and Language Impairment	4
Hard of Hearing	2	Traumatic Brain Injury	2
Intellectual Disability	2	Visual Impairment	1
Multiple Disabilities	65		

5. How are a student’s IEP/504 Plan records obtained? JCCS / The San Diego SOAR Academy utilizes the Special Education Information System (SEIS) that districts in San Diego County use to store special education records and information. We also apply for records using written, scanned, faxed forms, and/or calling the district of record or the charter school’s special education liaison. Records may be obtained through the education rights holder, Probation Officers or the student’s Social Worker
6. How long does it typically take to obtain such records? If the student’s district is a member of SEIS we have immediate access to his or her records. If the student attended a school that is not, it may take up to a week to receive student records. ***Please note, that the JCCS Special Education Department is still reviewing their records, as the school records are based upon the academic year rather than the calendar year. As soon as further data is made available, JCCS will forward an addendum to SPO Whatley. For further information, please contact Special Executive Director, Cara Schukoske at 858.290.5966
7. For students with IEP/504 Plans, please provide the following:

Type of Service	Provided at Facility?	In a separate room?	Who provides?
ERMHS	Yes	Yes	School psychologists, Mental Health Case workers, Behavior Intervention Specialist
Counseling	Yes	Yes	School psychologists, Mental Health Case workers, Behavior Intervention Specialist
Speech and Language Services	Yes	Yes	Speech and Language Therapists
Occupational Therapy	Yes	Yes	Occupational Therapist

- a. If the answer to any of the above is no, why not? N/A

G. General Education Teachers

1. What training do general education teachers have to recognize when a student requires an initial assessment to determine eligibility of special education services? All staff members receive professional learning in the identification of students who have disabilities / special needs. The training is completed by SDCOE Special Education Services, Student Support and Programming, SDCOE Learning and Leadership, SDCOE Innovations Department, school administrators, and monthly staff meetings (Zoom). There are also additional opportunities per the SDCOE professional development calendar via Zoom and TEAMS

2. What training do general education teachers have with regard to effectively teaching students with:
 - a. a learning disability? In order to support students who have a specific learning disability, teachers provide differentiated instruction, use co-teaching models; working with content specific coaches; monthly staff meetings; SDCOE professional development calendar, and weekly/daily bulletins. All training in 2020 was completed via Zoom or TEAMs.
 - b. an emotional disturbance? In order to support students who have ED as a qualifying condition, professional learning opportunities include co-teaching and full inclusion models with a site Education Specialists, monthly staff meetings, weekly/daily bulletins. All training in 2020 was completed via Zoom or TEAMs.
 - c. significant attention issues? In order to support student who experience ADD, ADHD issues professional learning opportunities include co-teaching and full inclusion models with a site Education Specialists, monthly staff meetings, weekly/daily bulletins. All training in 2020 was completed via Zoom or TEAMs.

H. Credentialed Special Education Teachers

1. How many credentialed special education teachers are at the facility full-time? Three Education Specialists.
2. Do credentialed special education teachers participate in lesson planning and curriculum development? Yes
 - a. If yes, how often do they meet with teachers? Daily, weekly, and during professional learning community (PLC) meetings that were held via Zoom or TEAMs
 - b. Do credentialed special education teachers instruct students in any classes? Yes

I. IEP Meetings

1. Are IEP meetings held whenever annual meetings for an eligible student are due? Yes
2. Are IEP meetings held when an eligible student arrives in the facility and attends school? Yes
3. What is the average length of time between a student's arrival at the facility and his/her first IEP meeting? The average length of time between a student's arrival to our school and his or her first IEP meeting is between 25-30 days. Upon entry a thirty-day interim placement IEP is developed. Prior to the end of the 30-day placement, an IEP meeting is convened. All training in 2020 was completed via Zoom or TEAMs
4. Are IEP meetings held if a student is in the facility for more than thirty days? Yes
 - a. If no, why not? N/A
5. Are parents notified of the meetings? Yes
 - a. If yes, how? The education rights holder is provided written notice, phone calls, electronic mailings, and through the Probation Officer, if necessary

6. Describe the most common obstacle to IEP compliance: The education rights holder returning correspondence to the special education department for consent for evaluation of the student.

J. General Special Education Questions

1. Are staff trained to implement BSP's and BIP's? Yes
2. What resources are available to accommodate students with special education needs? All classes are provided with an Education Specialist and/or special education teacher's aide. The individual assigned to the classroom is dependent upon the needs and the IEPs for students enrolled at our school on any given day. All staff are provided with the list of accommodations, modifications, and supports for their students as per the IEP at a Glance
3. How many students are brought to the facility directly from school? NA
4. In the last calendar year, how many students were referred by the IEP Team at the facility to a Residential Treatment Center? 0
5. In the last calendar year, how many students were referred by Probation to a Residential Treatment Center? 156

K. Post-High School/HiSET Programs

1. How many students are taking courses for college credit online? 5
2. At what college(s)? Palomar Community College (CC), Mira Costa CC, San Diego City CC, Grossmont CC, and Southwestern CC
3. Are students given information and counseling regarding community college and four-year college options? Yes
4. Are students given information and counseling regarding financial aid options for college? Yes
5. Are students given resources for college entrance exam preparation? Yes
6. Do students in the facility take military readiness testing? No
 - a. If yes, are they required to do so? No

L. Career Technical Education (CTE)

1. What Career Technical Education (CTE) programs are available in the facility? Due to the pandemic students had very limited CTE opportunities. Students were able to participate in work readiness; graphic arts; Food Handler's Card. Prior to the pandemic students were also able to participate in Horticulture, Business Information Systems, CPR/First Aid certification.
2. Do CTE opportunities have sufficient space and resources for the number of students who are interested in participating? No
 - a. If no, what plans does the facility have to provide adequate space and resources? Additional CTE classrooms and lab space are part of the design of the Youth Transition Center (YTC).
3. Are programs scheduled so all students can participate in all programs? No

- a. If no, how many students have been denied participation in one of these programs in the last calendar year? About 90% of the SOAR students are denied participate in CTE programming, as they are not enrolled long enough to participate in a CTE pathway course of study
- b. What plans does the facility have to ensure all eligible youth can participate? KM administration is working with JCCS, and SDCOE, the CTE Coordinator is creating additional CTE pathways for more students. These opportunities include a food handler's card and CPR/First aid certification

M. Special Programs and Activities

1. What other special programs or activities are take place in the classroom? Art (SD County Museum of Art; Timken Museum; Combat Arts; Arts for Learning; yoga; personal care and sex education; Project AWARE; Project Detour (Unit 70); Mindfulness; Career and College group (Unit 70); Movement BE, David's Harp; and The Movement through the ASSETS Grant.
2. What programs or situations would result in a student leaving the classroom during school hours? Students may leave the classroom due to but not limited to court, MIC visitation with their attorney or family member; therapy per their IEP; academic/behavior testing; meeting with their probation office. During the pandemic, these meetings were conducted via Zoom and TEAMs.

N. Independent Study

1. What independent study options are available? We do not have an independent study option for our students. Students who are detained to juvenile hall are not eligible for independent study per the CA Education Code.
2. When is independent study used? NA

IV. Health Care Services

A. Medical Staffing

Staff Type	# Staff	# Contractors	# Positions Open	Avg. Number of Hour per Week at Facility
Physician	0	5	0	20
Physician's Assistant	1	0	0	MWF (24Hours)
Registered Nurse	6	0	2	24 hours a day; seven days a week
Licensed Vocational Nurse	7 staff of which two full time and five per diem	0	0	98 hours at 12 hours shifts
Nurse Practitioner	0	0	0	0
Emergency Medical Tech	0	0	0	0

B. Health Screening

Type of Health Screening	Not Given	Given at Intake	Given within 14 Days	Who Administers?	What Test is Used?
Medical	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	N/A
Dental	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NURSE/MD	The dentist is on site on Fridays
Vision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN	Snellen
Behavioral Health/Psychological	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Mental Health	N/A
Sexually transmitted infections	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	Public Health Nurse/Quest Lab
Pregnancy test (if females are held in facility)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	Human Chorionic Gonadotropin Urine

C. Medical and Dental Health Needs

1. What is the procedure for youth to request:
 - a. medical services/treatment? The youth may complete a sick call slip and place it in a secured box which is checked by clinic staff four times a day. The youth can also

- request to see the nurse via verbal communication with an officer or a referral from a therapist or counselor.
- b. dental services/treatment? Youth may submit a sick call slip and or be referred by the medical staff through sick call
- 2. Are probation staff members permitted to refer youth for medical/dental treatment? Yes
 - 3. On average, how many health services staff are available to respond to the medical needs of the youth in the facility? 2
 - 4. What medical equipment is available to respond to the medical needs of the youth in the facility? First aid kits, AED machine, Emergency Response bag, Oxygen tank, Glucose monitoring, Back Board, Cervical Spine Collars, Oropharyngeal/Nasopharyngeal Airways and more
 - 5. Are the youth's medical needs addressed in private treatment rooms only? Yes
 - a. If yes, how many treatment rooms does the facility have? 3
 - b. If no, where are the youth treated? N/A
 - 6. On average, how long does it take for clinic staff to respond to:
 - a. an emergency? Between one to three minutes.
 - b. request for an inhaler? Five minutes
 - 7. Call Slips
 - a. Who makes the determination whether or not a youth is seen after a sick call slip is turned in? Registered nurse triages the sick call slips
 - b. How many times were youth not seen after submitting a sick call slip: All youth are seen.
 - i. Reason why not seen: N/A
 - ii. What was the average response time? Wellpath has 72 hours to address the sick call slip; however, youth are seen within 24 hours.
 - 8. Personal/Family Healthcare Providers
 - a. Are youth permitted to see their personal or family healthcare providers? Yes
 - i. If yes, how is a visit arranged? Collaboration between the medical staff and the health facility.
 - b. How many youths saw a personal healthcare provider during the calendar year? The appointment is scheduled by the clinic with the MD order and permission form Probation leadership.

D. Intoxicated Youth

- 1. Please provide the written procedure for handling youth under the influence of any intoxicating substances.

2. Are medical clearances obtained prior to booking any youth who displays outward signs of intoxication or is known or suspected to have ingested any substance that could result in a medical emergency? Yes
3. Who provides medical clearance for these youth? The youth are seen in the emergency room prior to being admitted into the facility.
4. Did the facility detain any youth determined to be under the influence of an intoxicating substance? Yes
If yes:
 - a. Was medical clearance obtained? Yes
 - b. Were these detentions documented? Yes
 - c. Were there documented safety checks at least once every 15 minutes? Yes

E. Hunger Strikes

1. Please provide a copy of the facility plan in managing hunger strikes.
2. Explain any instances in the last calendar year where the written plan provided to the inspection team was not followed in response to a youth on a hunger strike: N/A

F. Suicidal Ideation

1. Please attach a copy of the written suicide prevention plan.
 - a. Please list all agencies who participated in developing this plan. Behavioral Health, The Probation Department, County Counsel and Wellpath
2. How often do Probation staff attend suicide prevention training? Every two years
 - a. What topics are covered during this training? Staff are provided with information as it relates to suicide in detention centers. They are provided with terms, warning signs and behavior related to suicidal gestures and ideation. Performance objectives are relative to determining the best means to identify the emotional/mental state of youth; Recognizing triggers associated with suicidal behaviors; Identifying differences between self-harm and suicidal ideation/attempts; Recognizing high risk behaviors associated with suicide; Evaluating the youths risk for suicide and executing appropriate procedures; Identifying suicide risk factors; Identifying strategies to mitigate suicide attempts within a detention facility and Identifying the responsibilities of the officer when dealing with the behavior of a youth who may be suicidal.
3. In the last calendar year have there been any instances where the written plan was not followed in response to a youth at risk of suicide? No
 - a. If yes, what happened? N/A
4. Number of referrals of youth with suicidal ideation during the last calendar year? 98
5. Are all youth with suicidal ideation put in a "suicide watch" room? No
 - a. If no, why not? Youth are assessed by a therapist to determine the need for suicide protocol to be put in place for the safety of the youth.
6. Have tear-away bed sheets been installed in "suicide watch" rooms? No

7. Is there a TRU unit (Trauma Recovery/Rehabilitation Unit) at this facility? No
 a. If no, when will a TRU unit be opened at this facility? All living units in the facility engage in programming related to trauma informed care.

G. Death

1. Please provide a copy of the facility response plan when a death occurs.
 2. Explain any instances in the last calendar year where the written plan provided to the inspection team was not followed in response to the death of a youth: N/A

H. Informed Consent/Involuntary Treatment

1. Is informed consent obtained, when appropriate, prior to the delivery of care? Yes
 2. Are youth fully explained the nature of the care they receive and the side effects or complications that may occur as a result of treatment or medications? Yes
 3. Under what circumstance would a youth undergo an involuntary medical test or treatment? In situations where the youth's life may be threatened or the youth is unconscious.

I. Experimental Research

1. Are youth permitted to be subjects of any of the following types of research?

Research Type	Permitted?
Behavioral/Psychological	No
Biomedical	No
Cosmetic	No
Pharmaceutical	No
Other: N/A	No

2. Do youth consent to participation in research? No
 3. Do parents' consent to participation in research? No
 4. Describe any research studies in which youth in the facility participated in the last calendar year. N/A

J. Infectious Disease

1. Is there an infection control program that aims to ensure that safety of youth, staff, and visitors? Yes

K. Accommodations for the Disabled

1. Does the facility accept youth with disabilities? Yes

L. Accommodations for Autism or Other Developmental Disorder

1. What are your procedures for dealing with youth who have autism or other developmental disorder? The facility is compatible with ADA requirements and regulars and works closely with the San Diego Regional Center.

V. Programs

A. Evidence Based Practices/Programs

Please list programs and/or services offered to youth at the facility either by probation staff members, a contractor, or a volunteer. (Examples of such services are substance abuse counseling, financial literacy education, anger management classes, conflict resolution skills, book club and/or counseling, incentive building or team leader programs.)

- **Evidence based practices**/services are usually tracked in terms of numbers of participants and number of successful completions. *Evidence based practices* are **approaches** to prevention or treatment that can be documented as effective.
- **Evidence based programs** track data on not only the number of participants and number of who completed the program but also on participants attaining the outcomes associated with the program (i.e. found a job or entered a specific field as a result of being in the program). The US Department of Child Welfare defines *evidence based programs* as **using a defined curriculum or set of services that, when implemented with fidelity as a whole, can be validated.**

1. Evidence Based Practices

Name of Program	Type of Evidence Based Practice	Duration of Program	# of Participants	# of Repeat Participants	# of Participants Who Completed the Program
N/A	N/A	N/A	N/A	N/A	N/A

2. Evidence Based Programs

Name of Evidence Based Program	Goals of Program	Duration of Program	# of Participants	# of Repeat Participants	Explanation of How and What Follow-Up Data is Collected	# of Participants Who Met the Goals of the Program
Cognitive Behavior Therapy-ADPS/Correctional Counselor	Cognitive behavioral therapy is a psycho-social intervention that aims to improve mental health. CBT focuses on challenging and changing cognitive distortions and behaviors, improving emotional regulation, and the development of personal coping strategies that target	On-going	405	Varies	NA	Varies

	solving current problems					
Movement Be	Raise youth achievement, Inspire self-confidence, Support shared storytelling, Provide a consistent environment for youth expression, Destroy negative stereotypes and beliefs.	On-going	50	Varies	Students were surveyed by ASSET program coordinator on the overall success and buy-in from student participants	50
T-4 Correctional Counselor	T4 is a four session treatment designed to help youth, “slow down, regulate stress reactions, and think clearly be-fore acting.	4 Sessions	480	Varies	NA	Varies
Alcohol Other Drug Wellness- Bridgeways/2nd Chance	To help stop/decrease substance use	10 Sessions	742	516	Per Contract	Varies
Alcohol Other Drugs- ADPS/Correctional Counselors	To help stop/decrease substance use	On-going	796	Varies	NA	Varies
Aggression Replacement Training- Bridgeways	Cognitive behavioral intervention for reduction of aggressive and violent behavior	30 Sessions	534	433	Per Contract	Varies
My Life, My Choice Bridgeways	Nationally-acclaimed ten-session exploitation prevention curriculum aims to change girls' attitudes and perceptions of the commercial sex industry, as well as build self-esteem and personal empowerment	10 Session	209	178	Per Contract	Varies

<p>David's Harp</p>	<p>Our audio engineering program is for students interested in learning the fundamentals of recording, mixing, and mastering on industry standard equipment. This program is a perfect fit for the student that loves music and who is more creatively analytic.</p> <p>Modern Music Production: In our Modern Music Production class, students produce original electronic music. They acquire a working knowledge of AVID Pro Tools software. The class culminates when the student has produced an original piece of work.</p> <p>Multimedia Production: Our multimedia production instructors guide students as they learn to fuse audio, video, still image and written text into a dynamic presentation.</p>	<p>On going</p>	<p>80</p>	<p>Varies</p>	<p>All students met the goal of the program in one capacity or another. Students were surveyed by ASSET program coordinator on the overall success and buy-in from student participants</p>	<p>80</p>
<p>TCU Mapping Enhanced Counseling- Second Chance</p>	<p>Enhance client communication, planning, and decision making skills</p>	<p>15 weeks</p>	<p>6</p>	<p>1</p>	<p>Youth Complete a Self-Reported Assessment at Intake, Pre-release and</p>	<p>6</p>

					post-release. Here we can view/track their self-reported progress throughout their participation in programming	
Motivational Interviewing- Second Chance	Introduces the youth to the idea of the stages of change, and the areas of their life that are currently being affected by their negative behavior so that they can decide what to change.	5 weeks	6	1	Youth Complete a Self-Reported Assessment at Intake, Pre-release and post-release. Here we can view/track their self-reported progress throughout their participation in programming	6
Moral Reconciliation Therapy- Second Chance	Seeks to decrease recidivism among juvenile and adult criminal offenders by increasing moral reasoning	12 weeks	6	1	Youth Complete a Self-Reported Assessment at Intake, Pre-release and post-release. Here we can view/track their self-reported progress throughout their participation in programming	0
Treatment Readiness and Induction Program- Second Chance	Treatment Readiness and Induction Program (TRIP) focuses on increasing motivation for treatment by helping	6 weeks	6	1	Youth Complete a Self-Reported Assessment at Intake, Pre-release and post-release.	6

	<p>youth think more clearly and systematically about their drug use and personal problems.</p> <p>TRIP is a compilation of effective tools and materials (originally developed with adult treatment samples), that have been adapted for use with adolescent clients for treatment by Helping youth Think more Clearly and systematically about their choices.</p>				<p>Here we can view/track their self-reported progress throughout their participation in programming</p>	
Life Skills- Second Chance	N/A	8 weeks	6	1	Youth put skills to use in the community	6
Work Readiness- Second Chance	Empower youth with five key skills for finding and obtaining employment.	5 weeks	6	1	Counselors assist youth in applying for jobs in the community	6
Violator Specific Programming- Second Chance	<p>Best Practices Specifically, for violators utilizing the TCU Reentry Road-mapping and Straight Ahead Curriculum for developing conversations and thought about youth's upcoming return back into community.</p> <p>Identify errors and changes that need to</p>	5 weeks	0	0	NA	0

	be made to help youth be successful.					
Healthy Relationships-Second Chance	<p>Best Practices Healthy Relationships teaches teens to recognize the warning signs of relationship abuse and develop skills for healthy relationships to stop the cycle of violence that threatens their physical and emotional health. Youth identify the healthy and unhealthy characteristics of relationships they are in, have been in or may be in, in the future. Youth are also taught to understand the dynamics of emotional, physical and sexual abuse. Ultimately, youth are empowered to make positive, healthy decisions about their own intimate relationships.</p>	8 weeks	6	6	Counselors coach youth in the community on noticing red flags in their relationships and role-play how to handle different situations with their social support network	6
Literacy Group/Book Club Second Chance	<p>Consist of a pre/post assessment of all YOU youth's literacy level upon commitment and release. Based on the assessment, Reading Specialist provides reading instruction</p>	Varied-optional	6	6	Post assessments	6

	<p>and other literacy services to assist the youth in achieving age appropriate standard literacy levels.</p> <p>Includes a Youth Library all YOU youth have access to check out literature and Book Club.</p>					
Girl Scouts	Build girls of courage, confidence and character, who make the world a better place.	On-going	40	Varies	NA	Varies
Seeking Safety-ADPS/Correctional Counselor/2nd Chance	Help attain safety from trauma and/or substance abuse	On-going	34	Varies	NA	Varies
Sexually Transmitted Infections- Wellness Team	Providing youth with the knowledge, confidence and skills necessary to reduce their risks of sexually transmitted bacterial and viral infections, including HIV, and prevent other high risk behaviors.	60 minutes	189	50	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	189
Anatomy & Physiology, and Birth Control Education – Wellness Team	The lesson covers the Menstrual Physiology, Anatomy of the male and female reproductive system; oral, vaginal, and common barrier contraceptives, implants, and other birth control methods available; youth learn how to	60 minutes	106	20	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	106

	access care in the community and services while in custody.					
Alcohol Education- Wellness Team	Educate youth about the harmful effects of alcohol on the physical, brain, emotional, and mental wellbeing of a person. Youth also learn about the negative impact that alcohol has on their social and educational development, family and personal relationships, and career life in general.	60 minutes	50	0	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	50
Healthy Relationships- Wellness Team	The key topics of this lesson are on conflict resolution strategies, effective communication skills, red flags of an abusive relationship, exit strategies from an abusive partner, and the anatomy of a healthy relationship.	60 minutes	74	15	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	74
Distracted Driving Education- Wellness Team	Reducing the risks of youth fatalities related to distracted driving, under-age drinking, road rage, and importance of using a seatbelt.	60 minutes	41	0	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other	41

					questionnaires during program.	
Vaping Education-Wellness Team	The curriculum covers the emerging trends related to electronic tobacco products, with an emphasis on the dangers & risks associated with an electronic smoking device, byproducts inhaled with vaping devices, third hand smoke, the impact of nicotine on the developing brain, nicotine addiction, and resources available in the community.	60 minutes	85	15	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	85
COVID-19-19 Education-Wellness Team	Educate the youth about the potential health risks associated with COVID-19 19 and breaking down the myths and misinformation surrounding COVID-19 19 vaccination efforts.	60 minutes	79	0	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	79
Tobacco Education Wellness Team	Youth learn how tobacco affects different systems in the body, addictive properties in cigarettes such as nicotine, impact of second hand and third hand smoke, and alternate approaches in quitting using cigarettes.	60 minutes	16	0	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	16

Nutrition Education- Wellness Team	The Nutrition lesson emphasizes the importance of making healthy eating choices, the impact of sugary drinks, how to read food labels, benefits of exercise and ways to make smart decisions when planning a meal.	60 minutes	110	20	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	110
First Aid/CPR Education- Wellness Team	Throughout the lesson, youth learn basic skills in CPR, how to use an automatic external defibrillator, best bleeding control practices, different modes of splinting, and when & how to use an epi-pen to when responding to an anaphylaxis shock. The course also offers youth the opportunity to learn more about different career opportunities in public safety and medical field.	60 minutes	64	10	Due to COVID-19, the Wellness Team was limited with the administration of pre/post lesson tests, satisfaction program surveys and collection of other questionnaires during program.	64

B. Religious Practices

1. Are youth religious services offered in the facility? Yes
 - a. If yes, list the religious/faith traditions for which services are offered: Catholic and Protestantism
2. Are religious services offered in a language other than English? Yes
 - a. If yes, list the languages in which services are offered: Spanish
3. Are youth offered religious or faith-based counseling services? Yes
4. Are youth permitted to keep religious texts in their sleeping rooms? Yes

C. Work Assignments

1. Are unsentenced youth in the facility permitted to work or perform chores on a voluntary basis? Yes

2. Are unsentenced youth in the facility required to work or perform chores? Yes
3. Are sentenced youth in the facility permitted to work or perform chores on a voluntary basis? Yes
4. Are sentenced youth in the facility required to work or perform chores? Yes

D. Exercise and Out-of-Sleeping Room Opportunities

1. How many hours per day are youth given opportunities for physical recreation/exercise? Two
2. Is participation in physical recreation/exercise required? Yes
3. Please provide the written policy for handling youth who refuse to participate in physical recreation/exercise. Policy Section 6.2.3.3 Required Participation notes the following: Participation in scheduled recreational programs is required for all youth who are eligible. Officers are prohibited from using recreation or exercise for the purpose of disciplining or punishing a youth. Youth who refuse to participate in mandatory programs shall receive an appropriate consequence
4. How many hours per day are youth given opportunities for other types of recreation outside of their sleep rooms (play games, watching movies, etc.)? An average of three hours during the week and five hours on the weekends.
5. How do Probation Officers ensure that homework is completed before free-time activities occur? Homework, when provided by our educational partners, is not monitored by officers. Free-time activities are mandated and are not restricted if a youth does not complete their homework.

E. Transition and Release

1. Are there established protocols for transitioning youth out of the facility and into the community? Yes
 - a. Please provide detail about transition planning and community involvement. Youth who are in committed Court programs partake in exit meetings with their casework Probation Officer and various other collaborative staff. Youth who are not in committed programs have developed case plans written and shared with the youth by the case work Probation Officer to assist with their transition back into the community
2. Is there any training provided on how youth can seek help/resources when they are back in the in the community? Yes
3. Do facility correctional officers consult with the case carrying probation officer that will be assigned to the youth when they leave the facility to discuss transition-related concerns? No
4. Has the facility received any complaints from parents regarding the transition process? No
5. Has the facility received any complaints from attorneys regarding the transition process? No
6. In the last calendar year has this facility been determined to be an inappropriate facility for a youth with a disability (physical, developmental, emotional, psychological, intellectual, etc.)? No

VI. Security and Control

A. Security Features

1. Does the facility have ample security features (i.e. cameras, locks, alarms, etc.)? Yes

B. Security Inspections

1. Does the administrator in charge ever visually inspect the facility for security-related concerns? Yes

a. If yes, how often? As needed

2. Are random reviews of security tapes conducted? Yes

a. If yes, how often? As needed

C. Control of Contraband

3. In the last calendar year has a weapon been found in the possession of a youth in the facility? No

a. Was the weapon found during intake or after the youth's incarceration? N/A

4. In the last calendar year has a controlled substance (i.e. alcohol, tobacco, illegal drugs, or prescription drugs for which the youth in possession does not have a prescription) been found in possession of a youth in the facility? No

a. Was the controlled substance found during the intake process or after the youth's incarceration? There have been documented instances where youth(s) have sharpened spoons or toothbrushes in to what is known in institutions as a "shank" (knife).

5. If there have been a high number of incidents related to a specific type of contraband, please describe: N/A

D. Searches

1. Do probation staff search sleep areas/rooms? Yes

2. If staff search sleep areas/rooms, do probation staff members search the room in the presence of the youth? No

3. If staff search sleep areas/rooms, is clean bedding or clothing mixed with soiled bedding or clothes during this process? No

E. Discipline

1. Please provide the written policy for the discipline process Policy Section 7.5 outlines the disciplinary options available to officers when dealing with youth misbehavior, and further sets forth facility minor and major rule violations and the sanctions for violations of those rules. It also contains various provisions and restrictions such as only sworn probation officers assigned to IS may impose discipline on a youth for the violation of institution rules of conduct. Unit Shift Leaders are those acting in the capacity of a shift leader, shall approve all discipline prior to its imposition. The WATCH Commander or other Facility Supervisor shall review and validate all discipline where duration exceeds two hours in length. Section 7.6 outlines that all youth have the right to due process and to be treated fairly while detained.

The application of fair treatment to all youth is fundamental to the development and maintenance of a sound detention and rehabilitation program. Minimum requirements of due process mandate that the youth be informed of the charges made, the right to have a fair and impartial hearing, the right to respond, the right to call witnesses, the establishment of time limits, notification of the findings at the time hearing and the right to seek administrative review

2. Are measures taken to ensure that due process is preserved? Yes
3. Approximately what percent of grievances/appeals related to disciplines are resolved in favor of the youth? 26%

F. Serious Incidents

1.

Incident Type	Number of Occurrences
Suicides	0
Attempted suicides	10
Deaths from other causes	0
Escapes	0
Attempted escapes	0
Serious assaults on detainees	5
Serious assaults on staff	8
Other serious incidents	41
Serious incidents above for which there is a written record	64

2. Are there policies and procedures in place that describe the types of incidents and occurrences which must be documented on a daily basis? Yes
3. Are these logs stored electronically? Yes
4. If logs are stored electronically, is there sufficient technical support to ensure that the electronic files that contain these logs are not compromised, corrupted, or deleted? Yes

G. Use of Force

1. Are there written policies in place to ensure that force is used only when necessary? Yes
2. Are there written policies in place to ensure that force is used only as long as necessary? Yes
3. Is each instance of a use of force documented? Yes
 - a. If yes, are these documents reviewed by the administrator in charge? Yes
4. What level of review occurs when there is an instance of use of force? Check all that apply.

<input checked="" type="checkbox"/> Supervisor	<input type="checkbox"/> Assistant Chief
<input checked="" type="checkbox"/> Division Chief	<input type="checkbox"/> Chief
<input checked="" type="checkbox"/> Deputy Chief	<input checked="" type="checkbox"/> Committee
5. Number of instances in the last calendar year: 102

H. Use of Oleoresin Capsicum (OC or Pepper) Spray

1. Are there written policies in place to ensure that OC spray is used only when necessary? Yes
2. Are there written policies in place to ensure that OC spray is used only as long as necessary? Yes

3. Is each instance of OC spray documented? Yes
- a. If yes, are these documents reviewed by the administrator in charge? Yes
4. What level of review occurs when OC spray is used? Check all that apply.
- | | |
|--|---|
| <input checked="" type="checkbox"/> Supervisor | <input type="checkbox"/> Assistant Chief |
| <input checked="" type="checkbox"/> Division Chief | <input type="checkbox"/> Chief |
| <input checked="" type="checkbox"/> Deputy Chief | <input checked="" type="checkbox"/> Committee |
5. Number of instances in the last calendar year: 39

I. Use of Restraints

1. Are there written policies in place to ensure that restraints are used only when necessary? Yes
2. Are there written policies in place to ensure that restraints are used only as long as necessary? Yes
3. Is each instance of a use of restraints documented? Yes
- a. If yes, are these documents reviewed by the administrator in charge? Yes
4. What level of review occurs when restraints are used? Check all that apply.
- | | |
|--|---|
| <input type="checkbox"/> Supervisor | <input type="checkbox"/> Assistant Chief |
| <input checked="" type="checkbox"/> Division Chief | <input type="checkbox"/> Chief |
| <input checked="" type="checkbox"/> Deputy Chief | <input checked="" type="checkbox"/> Committee |
5. Number of instances in the last calendar year: There were no instances in which the restraint chair was utilized in 2020.

J. Room Confinement

1. Are there written policies in place to ensure that room confinement is used only when necessary? Yes
2. Are there written policies in place to ensure that room confinement is used only as long as necessary? Yes
3. Is each instance of room confinement documented? Yes
- a. If yes, are these documents reviewed by the administrator in charge? Yes
4. Number of instances in the last calendar year: 193
5. Is Administrative Segregation used at the facility? No
- a. If used, are there written policies in place to ensure Administrative Segregation is used only as long as necessary? There are written policies in place for the use of Administrative Separation.
- b. Number of instances used: 33
- c. Average length of time used: 3.42 days

VII. Safety and Sanitation

A. Fire Safety

1. Do facility leaders have specific concerns about fire safety? No

B. Control of Dangerous and/or Toxic Materials

1. Are dangerous materials (toxins, biohazards, etc.) stored on site? No

C. Environmental Control

1. Does the facility appear clean and sanitary? Yes
2. Does the facility appear appropriately ventilated? Yes
3. On the day of inspection, did the facility's temperature seem appropriate for the season and weather? N/A

D. Physical Facility and Equipment

1. Does this facility have a court holding area? Yes
a. If yes, is there access to water and a toilet? Yes

E. Tool and Equipment Control

1. Is there a written policy to ensure the adequate control of keys? Yes
2. Is there a written policy to ensure the adequate control of tools? Yes
3. Is there a written policy to ensure the adequate control of culinary utensils and equipment? Yes
4. Is there a written policy to ensure the adequate control of medical equipment? Yes
5. Is there a written policy to ensure the adequate control of supplies? Yes
6. Is there a written policy to ensure the adequate control of vehicles? Yes

F. Weapons Control

1. Are weapons of any types permitted in the facility? No
2. Is there a weapons locker on site? Yes
a. If yes, where is it located? Outside of the staff entrance to the facility

G. Contingency and Emergency Plans

1. Are there written plans in place for the following contingencies/emergencies? Double left click the box(es) to mark all that apply:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Bees | <input checked="" type="checkbox"/> Fire |
| <input checked="" type="checkbox"/> Bomb Threat | <input checked="" type="checkbox"/> Hostage Situation |
| <input checked="" type="checkbox"/> Contagious disease outbreak
(Tuberculosis, Flu, etc.) | <input checked="" type="checkbox"/> Power outage/failure |
| <input checked="" type="checkbox"/> Earthquake | <input checked="" type="checkbox"/> Unit disturbance |
| <input type="checkbox"/> Other: <u>N/A</u> | |

VIII. Food Services

A. Sanitation and Meal Service

1. Are kitchen staff members trained regarding sanitation and food handling procedures? Yes
2. Have kitchen staff members received any training in the last year other than training given to newly hired employees? Yes
 - a. If yes, describe what the training included: Employees receive monthly training on all food safety aspects, kitchen safety protocol, and diversity.
3. Do youth work in the kitchen? No
 - a. If yes above, have they been trained? No
4. Are youth permitted to converse during meals? Yes
 - a. If yes, may a youth seated at one table converse with a youth seated at a different table? No
5. Are meals served cafeteria style? No
6. Are youth permitted 20 minutes or more to eat? Yes
7. Who/what agency maintains the kitchen area? Summit
8. Describe the types of work youth perform in the kitchen: N/A due to pandemic

B. Adequate and Varied Meals

1. Is there a weekly menu posted? Yes
2. Does a nutritionist, dietitian, or other health professional participate in the creation of the menu? Yes
3. How many calories per day does a youth who eats all of the standard meals provided consume? 3,295
4. Are youth protected from having food taken from them? Yes
5. What approximate percent of calories are from the following:
Protein: 16% Carbohydrate: 60% Fat: 24%
6. What is the procedure for handling a youth's request for second helping/additional food? Summit has increased the meal portion sizes, as this is not an offer meal service.

C. Special Diets

1. Can special diets be accommodated when medically necessary? Yes
2. In the last calendar year was the facility unable to accommodate a special diet based on medical reasons? No
3. Can special diets be accommodated when based on a youth's religious practices or beliefs? Yes
4. In the last calendar year was the facility unable to accommodate a special diet based on a youth's religious practices or beliefs? No

IX. Administration and Management

A. Post Orders

1. Do probation staff members have access to a detailed copy (Post Orders) of their job description? Yes
 - a. If yes, what is the date of the last Post Order update? 2020
2. Do probation staff members have performance reviewed annually? Yes

B. Policy Development and Monitoring

1. What is the title of the person primarily responsible for creating, updating, or modifying policies and procedures? Special Projects Supervisor Matthew Strickland
2. How often are policies and procedures reviewed for accuracy and consistency with daily practices? As needed
3. What is the formal process for policy review? Policy is identified for review and edited by Special Projects SPO Matthew Strickland, followed by an identified Subject Matter Expert (SME) if needed. The Special Projects SPO will then coordinate collaboration between a SME and Associations (as/if needed). Once the Special Projects SPO completes the draft, re-draft, and edits, they are sent to County Counsel for technical review, then to Executive for review and approval. Once corrections/edits are made, draft, re-draft and edits are sent to Department HR and County DHR/Labor Relations. The SPOA/POA is last to review, then the Special Projects SPO posts the approved policies to Share-Point
4. Are policy and procedure manuals available onsite? Yes
5. Does the manual include the title, and contact information of the staff member to whom one can report a grievance or complaint? No
6. Does the manual include the title, and contact information of the staff member to whom one can propose a change to a policy? No
 - a. If yes, list the number of manuals available: N/A
 - b. Where are the manuals located? County Intra-net & the Probation Share-point site
7. Are probation staff members permitted to access these manuals? Yes
8. Are contractors familiarized with these manuals during contractor orientation? No
9. Are the youths' attorneys permitted to access these manuals via subpoena? No

C. Interpersonal Communication and Diversity Training

1. Do Probation staff members participate in training to provide them with the skills to communicate with youth in a developmentally appropriate manner? Yes
2. List types of diversity training attended by Probation staff members: LGBTQI & Embracing Diversity & Encouraging Respect

D. Internal Inspections and Reviews

1. Does the administrator in charge ever conduct a walk-through/visual inspection of the entire facility? Yes

- a. If yes, how often: As needed
2. How often does the administrator in charge meet with the following groups to discuss operations and services:
 - a. Probation Staff: Bi-weekly or as needed
 - b. Medical Staff: Bi-weekly or as needed
 - c. Mental Health Staff: Bi-weekly or as needed
 - d. Contracted Programming Representatives: Bi-weekly or as needed
 - e. School/Education Staff: Bi-weekly or as needed
 - f. Volunteers: Bi-weekly or as needed

E. Staff Background and Reference Checks

1. Do staff members have an initial background before they are hired? Yes
2. Do staff members have reference checks before they are hired? Yes
3. Do staff members meet with a psychologist before they are hired? Yes
4. Do staff members undergo drug testing before they are hired? Yes
5. Do staff members undergo periodic criminal history checks after they are employed? No
 - a. If yes, date of last periodic background check N/A
 - b. If no, what safeguards are in place to capture staff criminal conduct for:
 - i. Probation Staff: The department's Internal Affairs Division receives notification anytime an officer is arrested or finger printed
 - ii. School Personnel: SDCOE directly monitors their own employees
 - iii. Contracted Employees: The Department of Justice notifies the Probation Department of any arrest of contracted staff by virtue of live scan subsequent to post employment.
 - iv. HHSA Staff: HHSA directly monitors their own employees
 - v. Medical Staff: The Department of Justice notifies the Probation Department of any arrest of contracted staff by virtue of live scan subsequent to post employment
 - vi. Volunteers: The Department of Justice notifies the Probation Department of any arrest of contracted staff by virtue of live scan subsequent to post employment

F. Staff Training, Licensing, and Credentialing

1. For which of the following topics below do staff members receive training?

Training Type	Does Staff Attend?	How Often?	Online or In Person?	Who Provides?
Adolescent Development	Yes	1x	Online/In Person	STAT/Contract
Appropriate Relationships/ Boundaries with Youth	Yes	Quarterly	In Person	Probation
Appropriate Disciplinary Techniques	Yes	Annually	In Person	Probation
Autism Training	Yes	When available	Online/In Person	Contract
Confidentiality	Yes	Bi-Annually	In Person	Probation
Conflict Management	Yes	1x	In Person	Contract
CPR/First Aid	Yes	Bi annually	In Person	Contract
Emergency Response	Yes	Bi-Annually	In Person	Probation
Ethical Decision Making	Yes	Bi-Annually	In Person	Probation
Identification and Treatment for Mentally Ill and/or Suicidal Youth	Yes	Bi-Annually	In Person	STAT
Identification and Referral of Youth for Special Education Services	Yes	When available	In Person	Probation Contracts
Inclusion Methods for Youth with Disabilities or Special Needs	Yes	When available	In Person	STAT
Reporting Requirements for Abuse, Neglect, or Maltreatment that Occurs In the Facility	Yes	Bi-Annually	In Person	Probation
Reporting Requirements for Abuse, Neglect, or Maltreatment that Occurs Outside the Facility	Yes	Bi-Annually	In Person	Probation
Sexual Harassment	Yes	Bi-Annually	In Person	Probation
Signs of Abuse or Neglect	Yes	Bi-Annually	In Person	Probation
Use of Force	Yes	Initial and When available	In Person	Probation
Use of Restraints	Yes	Initial and When available	In Person	Probation
Other: <u>N/A</u>	Yes	N/A	Online/In Person	N/A

G. Staff Misconduct

1. Please provide the written policy for addressing staff misconduct.
2. Please provide the written policy that ensures youth are not bullied by staff.
3. In the past calendar year, have there been any allegations of the following:

Type of Misconduct By Staff Member	Occurred in Past Calendar Year?	To a Youth In Custody	To a Youth Out of Custody
Physically Assaulting Youth	No	No	No
Allegation of Sexual Assault of Youth	No	No	No
Sexually Assaulting Youth	No	No	No
Verbally Threatening Youth	No	No	No
Touching a Youth in an Inappropriate Way	No	No	No
Commenting on the Physical Appearance of Youth in a Manner Outside Scope of Staff Member's Job Duties	No	No	
Entering a Youth's Sleeping Room for Any Reason that was Outside the Scope of the Staff Member's Job Duties	No	No	

- a. If the answer is yes to any of the questions above, please provide written documentation of the incident, follow-up, and responsive action. N/A

X. Budget and Fiscal Concerns

A. Changes in Funding

1. Please describe any impacts to the facility in the last calendar year that were caused by a loss or change to funding or funding sources (include staff vacancies, program reductions, contractor changes, etc.): There were no impacts to the facility caused by a loss or change in funding or funding sources.

B. Budget

1. Facility budget for past fiscal year: (FY19-20) \$24,244,442
2. Facility budget this fiscal year: (FY20-21) \$25,948,383
3. If a decrease in budget what impacts did the facility incur (i.e. loss of staff positions, loss of contracted services, decrease in medical/mental health services provided etc.). N/A
4. If there was an increase in budget what was the increase used for: The change in budget was due to a technical accounting adjustment that was made. Across the department, and as part of the bifurcation, certain budgeted items that had previously been consolidated into one location were split up or moved into one or more different locations as appropriate.