

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

Data from Calendar Year 2018

Urban Camp	
Facility Address: 2861 Meadow Lark Drive San Diego, CA 92123	Date of Inspection: June 12, 2019
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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

The Juvenile Justice Commission (JJC) team inspected Urban Camp, which has youth from Camp Barrett (boys) and Girls’ Rehabilitation Facility (GRF; girls), both of which closed last year. Urban Camp had 22 girls (capacity is only 25—down from 45 last year at GRF) and 67 boys (capacity is 69—Camp Barrett closed in September 2018 after decreasing its capacity substantially in anticipation of the move to Kearny Mesa).

A. Institution Overview

1. Population Trends & Staffing

- a. How many youths were diverted from custody during the intake process? None
- b. Where were the youths diverted to? NA
- c. How many youths were brought to the facility under the age of 12? 0
 - i. How many youths under the age of 12 were detained? NA

2. Educational Achievements (After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)

Educational Achievement	# of Participants	# of Graduates ¹
Graduation	8	GRF - 2/ Barrett - 6
HiSet	GRF - 3 Attempts	GRF – 2 Passes / Barrett - 0
CTE Horticulture	24 - GRF/ 18 - Barrett = 42	0
CTE Fire Certification	40 - Barrett	36 - Barrett
CTE Culinary Arts/ Food Handler Certification	69 - Barrett	39 - Barrett
CTE Graphic Arts	40 - Barrett	0

During the JJC tour, we observed the female population engaged in a yoga class and doing well. As in past inspections, the female population from GRF presents itself as a model program. Again this year, the female population had no instances of the use of pepper spray. The boys’ program is feeling its way since its opening in October 2018. There are fights and the use of pepper spray and physical restraints continue. The coffee cart/culinary arts program has not yet transitioned from Camp Barrett to the male population at Urban Camp.

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

- a. Data and Outcomes for Programs: There are lists of evidence-based practices and evidenced-based programs. The names of the programs, the length and some descriptions were provided.
- b. Repeat Clients: Regarding repeat participants, the same response was provided—it “varies.” Thus, it appears that no data was able to be collected about completion of the programs. This data collection may not be possible as youth are released before completion but some individual “success stories” might be documented.

¹ Data collected was for 2018 calendar year. Response from Probation included data from former facilities.

- c. How do you determine who receives what services? No specific guidelines were provided.
4. Serious Incidents Trends and Use of Pepper Spray: No serious incidents or use of pepper spray for the female population. At Urban Camp, the summary data indicates 14 critical incidents between October and December 2018, half of which involved pepper spray. This appears to be about the same rate as the incidents at Camp Barrett from 2017.
5. Coordination of Behavioral Health Services Care: There are an increased number of psychologists and behavioral health staff since last year. Because of the co-location with Kearny Mesa Juvenile Detention Facility, there is a better opportunity to share staff including the STAT (Stabilization, Treatment, Assessment and Transition) team.
6. Describe Transition Services and Results: It is unknown if transition services and results have improved or stayed the same.
7. Trauma Informed Staff training and impact: Probation Officers are trained in trauma informed care, but there are no TRU (Trauma Response Unit) programs at Urban Camp. Those units operate at Kearny Mesa Juvenile Detention Facility and more recently are at East Mesa Juvenile Detention Facility. The JJC suggests that TRU units would be beneficial for the boys at Urban Camp.

B. Education/Training

1. Career and Technical Education: Prior to the relocation of Camp Barrett the youth were able to participate in a number of CTE programs. However after the relocation and consolidation with the Girl's Rehabilitation facility, and on the day of the inspection, CTE offerings for girls seem to be limited to horticulture. For boys, it is unclear whether the small space allotted in the girls' garden is sufficient to allow any experience or certification. At Camp Barrett, the boys might have availed themselves of fire certification and food handler certification. At Urban Camp, the boys who are chosen for certain "food-related" jobs simply are assigned to clean-up tasks.
2. Community Tutoring/Mentoring Programs: It is unknown whether the former Camp Barrett community/business outreach programs have been brought to Urban Camp. It appears that volunteers continue to tutor the female population of Urban camp; it is unknown what mentoring programs (other than the Running Club) have been in place for the male population.
3. Programs/Evidenced Practices: A list of evidence based practices and programs was provided with no data regarding number of participants and completions. The JJC believes that a better effort should be made to collect these numbers than to state that it "varies."
4. Critical Incident Reports and STAT Team: No critical incident reports were produced for the female population of Urban Camp. In October, November, and December 2018 (the three months Urban Camp was in operation), there were fourteen critical incident reports. Behavioral Health Services provided data points for what the STAT Team provided as a whole but did not break the statistics down as to each institution. It is unknown what percentage of the STAT Team responses were for Urban Camp youth as opposed to Kearny Mesa or East Mesa youth. Such a breakdown would be helpful.

5. LGBTQI Training/Support-accommodations: LGBTQI issues (training and accommodations) were addressed by the Probation Department.

C. Commission Comments and Recommendations

1. Follow Up from 2018 Recommendations:

- a. Last year, two separate reports were prepared by the JJC for GRF and Camp Barrett. The Juvenile Justice Commission knew that the population from GRF would remain essentially the same—in the same location and with the same number of girls in its program. The Juvenile Justice Commission also knew that Camp Barrett’s long standing outdoor rural location would be closed—no dorms (replaced by individual cells with half-doors), no apparent opportunity for culinary arts, gardening or fire certification, and a decrease in its population. Although the Probation Department reports having Culinary Arts, Fire Science, Graphic Arts and WorkReadiness programs it is unclear if they are actually occurring since the relocation of the program.
- b. In essence, the Probation Department responded by emphasizing that the Kearny Mesa Master Plan would be initiated in the summer of 2019. The JJC believes that there is an opportunity to experiment during this transition period (which may last several years) to integrate girls and boys now in Urban Camp, into common educational programs (shared or co-ed classrooms), shared garden areas, and perhaps even occasional holiday meals together. Food certification, graphic arts, horticulture or other CTE programs with a small selective group of girls and boys (with shorter detention terms) could be grouped together.
- c. With feedback from the youth in one-on-one conversations with the JJC, it is clear that something needs to be done about the food service at Urban Camp (and probably at Kearny Mesa and East Mesa). The JJC continues to believe that good and plentiful food is an important component (along with education, programming, and recreation) in the rehabilitation of Urban Camp kids. In prior years’ reports, the JJC recommended full utilization of the newly re-opened kitchen and the possible replacement of the Sheriff’s Department as the food provider. The kids want more food and better choices. The lunch meal deserves special attention—it is usually frozen, reheated and unappetizing. Although the time for lunch is short, a better choice would be a fresh sandwich rather than frozen/reheated corndogs (which the JJC saw during its inspection). At Camp Barrett the boys were in teams, ate in a large dining hall, and were able to earn “kicks” (points off their sentence) while working in food services. It appears that the teams have been abandoned at Urban Camp except for the boys being divided into Ascent, Summit, and Base Camp—this arrangement looks more like an “East Mesa” detention model rather than the dormitory arrangement at old Camp Barrett.
- d. The Juvenile Justice Commission recommends the Probation Department evaluate and review the use of OC Spray and de-escalation techniques to ensure the safety of youth and staff in the juvenile facilities. The Juvenile Justice Commission recommends the Probation Department publish the evaluation for public review.

- e. In the realm of education, the JJC has urged expanding the use of Individual Education Plans, training staff on “504” plans and getting the best teachers assigned to Urban Camp, as well as at Kearny Mesa and East Mesa. Knowing that there is significant turnover in the youth, there should be stability in the teaching staff and in Office of Education supervisors. The JJC notes that there will be another change in the Office of Education’s assignment of a principal this year.

2. 2019 Recommendations:

- a. The Juvenile Justice Commission strongly encourages and recommends the Probation Department review, evaluate, and implement changes to OC use and de-escalation tactic practices to ensure the safety of youth and staff
- b. The Juvenile Justice Commission recommends that entry and transfer routes be modified so that CSEC (Commercial Sexual Exploitation of Children) girls not be in any visual position to be seen or harassed by boys either at Urban Camp or at Kearny Mesa Juvenile Detention Facility who have been involved in CSEC offenses. The JJC inspection team believes that strict separation of CSEC victims and offenders is necessary.
- c. With the opening up of the kitchen after several years of non-use, there should be an end to the Sheriff’s Department as the food supplier. Many of the youth continue to complain about the quality and quantity of the food. On the day of our inspection, the lunch meal consisted of frozen/reheated corn dogs. Both the boys and girls should be able to serve or clean up at meal times in return for “kicks” (reduction in detention time).
- d. Anticipating the demolition and re-build of the Kearny Mesa complex, the Juvenile Justice Commission recommends that “dormitory-style” housing (instead of one-person cells with half doors) be constructed for Urban Camp (both boys and girls).
- e. The Juvenile Justice Commission recommends a greater focus on Career Technical Education for both the boys and girls—computer/graphic arts, food certification, and horticulture (to replace the Camp Barrett programs which apparently have ended); culinary arts, fashion design, licensed practical nurse instruction for the girls are examples of programs which may not have been offered.
- f. For both boys and girls, the Juvenile Justice Commission recommends proactive mental health screening and programming to supplement reactive responses by the STAT team. The Juvenile Justice Commission seeks information from Behavioral Health Services about the types of diagnoses and the frequency of service to Urban Camp youth.
- g. Regarding Thursday afternoon (when teachers have staff development) and night and weekend programming, there should be more structured and more organized offerings which might be related to drug/alcohol use, prevention of recidivism after release, and LGBTQ awareness/ identification. Nights and weekends would be excellent opportunities to bring in community agencies/volunteers.
- h. Career technical programs previously focusing on one gender (fire science, graphic design, culinary arts for boys) should be available for all youth. Likewise, programs such as visual arts, horticulture, practical nursing for girls should be available for all youth. In other words, gender inclusive programming should be emphasized for all youth to gain real-life skills.

- i. The Juvenile Justice Commission recommends that there should be more programs that the youth can gain real-life social skills to use in their communities upon release. Perhaps performance-based workshops dealing with peer-pressure and trauma triggers to help gain interpersonal and intrapersonal social skills in order to further prevent recidivism.
- j. Regarding the answer (on original Page 18 of the worksheets) that “no one is deemed in need of Occupational Therapy, therefore none was provided”, the Juvenile Justice Commission recommends that either the Office of Education or Behavioral Health Services have someone available for Occupational Therapy screening and instruction.
- k. Regarding the answer that there is no TRU unit (Trauma Recovery/Rehabilitation Unit) for Urban Camp and none planned, the Juvenile Justice Commission believes that this program is working well and we recommend that a TRU unit be established at Urban Camp.
- l. The Juvenile Justice Commission recommends that the Probation Department insert in future worksheets a short summary of appropriate Manual sections in addition to the citation to a particular policy (such as Policy section 5.4.5.2 regarding LGBTQI). We don’t believe that there are any privacy concerns in summarizing any Manual provisions.
- m. The Juvenile Justice Commission recommends the Probation Department review medical services (in particular “med pass”) to ensure youth obtain their medications in a timely manner.
- n. The Juvenile Justice Commission strongly recommends the Probation Department review and update their policies and procedures to ensure practice and policy are in line with one another.
- o. The Juvenile Justice Commission recommends the Probation Department continue their hiring, training and retention efforts to ensure the safety of youth.
- p. The Juvenile Justice Commission recommends the Probation Department train staff in report documentation in order for staff to present a clear understanding of what occurs during an incident.

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? UC has yet to encounter a youth who identifies as non-binary, genderqueer, gender nonconforming or neither male or female, but it is covered in our LGBTQI training and in policy section 5.4. 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? Please see policy section 5.4.5.3 for details on safe placement of LGBTQI youth within the facility. Youth are provided with a PREA brochure upon intake. They are reminded they can report harmful encounters, bullying, and/or sexual harassment incidents via private conversations with any staff member in the facility (officers, school staff, counselors, nurses, etc.). They may report incidents in writing, via private sick- call slips, or in person. A Sexual Harassment script is read to all youth on a daily basis, which includes the PREA Ombudsmen's contact information. Additionally, officers make PREA announcements every shift and conduct weekly PREA education addressing the consequences for harmful encounters.
6. How are LGBTQI youth identified upon admission to the facility? Youth enter UC via transfer from the detention facilities where 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 aware 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: Letters, Certificates/diplomas, Photos, Phone numbers and Addresses

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? All case records are secured and stored electronically in the Probation Case Management System (PCMS). Additionally,

youth records are securely stored in filing cabinets in the Senior/Supervisor offices in each dorm.

F. Classification, Review, and Housing

1. Are youth assessed upon intake to determine appropriate classification? Yes
a. If yes, what classifications are used? Commitment type via court order
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? No
 - i. If yes, whom: grandparents, siblings, own children, significant adult role model as approved by probation officer.
 - 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? Tuesday & Thursday 7 PM-9 PM, and Sunday 9 AM-11 AM
2. Who may visit youth? (Left click the box(es) to mark all that apply.)

<input checked="" type="checkbox"/> Parents/Legal Guardians	<input type="checkbox"/> Minor Siblings
<input type="checkbox"/> Adult Siblings	<input checked="" type="checkbox"/> Other: Significant Adult, Mentors, other family members including children as approved by the Court or Probation Officer.

3. Is there ample space in the facility for visitation? Yes
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? No
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? Undocumented parents/family members are allowed to visit as long as cleared by the P.O. and on the approved visiting list. All visitors are required to present a valid picture I.D.
 - a. How is this policy disseminated to the parent or family member? There is no specific policy regarding undocumented parents/family members. However, the Probation website can be accessed to check visitation rules/hours. Likewise, parents/family members can contact camp staff or the youth’s PO by telephone to verify the visitation policy.

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? Yes

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 grievances submitted by parents last year.

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

M. Clothing and Bedding

- 1. Are additional blankets available on request? Yes
- 2. How often is bedding laundered? Weekly
- 3. How often are youth given clean clothes? Daily

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: 7
 - b. Minutes per shower: 5
- 2. Please list the hygiene products available to youth and indicate with an asterisk (*) which products are ethnically appropriate: Shampoo, Deodorant, Soap, Toothpaste, Combs/Picks*
- 3. How do staff members balance privacy and safety concerns? Youth are allowed to shower inside shower stalls. They are supervised by Officers from the outside of the shower room.

III. Education/Support Services

A. Staffing

1. Positions Filled or Open

Staff Type	# Filled	# Open
Credentialed Teachers	6 until Sept 30th /Oct 1- 5	1/0
Credentialed Special Education Teachers	1	0
(Special Ed) Teachers' Aides	1	1/0
Paid Tutors	1	0
Volunteer Tutors	0	0
Other (Classroom Assistants)	2	0

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

Month	Avg. Student/Teacher Ratio	Avg. Daily Attendance
January	11.99	71.95
February	12.11	72.67
March	12.08	72.5
April	11.66	70
May	9.64	57.82
June	10.39	62.33
July	10.14	60.81
August	9.22	55.3
September	8.56	51.37
October	13.22	66.09
November	13.45	67.26
December	13.29	66.47

B. Capacity and Attendance

1. Number of classrooms in the facility? 6/5 (Prior to October 1st there were 6 now only 5)

2. For each classroom indicated in Question 1, please indicate the following: (After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)

For Each Classroom Used During the Calendar Year	Classroom Capacity	Average Number of Students per Classroom	Number of computers per classroom
1	20/15	12/15	20
2	20/15	12/15	20
3	20/15	12/15	20
4	20/15	12/15	20
5	20/15	10/15	20
6	20/15	15/15	20

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? Only in the case of physical violence - fighting without the opportunity to resolve the issue; time-outs can be used as a tool for emotional regulation and/or as a means to provide counseling/advisement.
- 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: court ordered presence or course

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: (After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)

Course	# Textbooks	# Students
N/A	N/A	N/A

- b. Please list the reason(s) why students may need to share textbooks: N/A

2. Are the textbooks the most recent version available in California? No
- a. Who is responsible for making sure that textbooks are up to date? *(After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)*

Name	Title
Matt Simon	Administrator of Curriculum & Instruction

3. What school supplies are available to the students (pens, pencils, paper, etc.)? pencils, paper, coloring pencils, journals, drawing paper, textbooks, reading materials
4. What school supplies are students allowed to take to their rooms? Pencils, journals, soft cover textbooks, reading books
- a. Who is responsible for making sure there are adequate school supplies? *(After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)*

Name	Title
Matt Simon	Administrator of Curriculum & Instruction

5. Do students use computers on a daily basis in each classroom? Yes
- a. How many hours per day do students use computers? 1-2hrs. some days
6. Are students limited in the amount of time that they can use a computer during the school day? Yes
- a. If yes, why? They are used as tools for learning, therefore, they are used to accomplish particular tasks, etc. In addition, there is a need for continual monitoring to ensure safety and security.
7. Are students able to work on homework after the school day ends? Yes
- a. If yes, how? They have free time where they are allowed to complete homework or extra credit if they desire.

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? Within a week
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? SDCOE works to complete partial credits first before adding others; in addition, the local school districts alternative schools may take the partial credits. Only the comprehensive school programs refuse to take partials.
3. Average grade level of students at the facility: 11
4. Percentage of students who are not academically prepared to complete work at a 9th grade level: 80%

- a. What interventions are used for these students? These students receive a 15:1 ratio and sometime 15:2 ratio of students to staff. They also receive opportunities to be assessed at entry and every 90 days to track progress. They also receive individualized learning plans which target the areas they need most.
- b. Are these students assessed for IEPs? No
 - i. If no, why not? Because a student is not at grade level doesn't necessarily qualify for an IEP. For example, the student may have had gaps in achievement due to lack of attendance, or the student may be a newcomer to our country and therefore are not proficient in English.

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	This is a Gen Ed Function	N/A	0	N/A
IEP Plan	50	3	3	100
IEP Plan with ERMHS ² Services	12	2	2	24
IEP Plan with BSPs or BIPs ³	8	2	2	16
Total	50	7	7	100

- 2. Who determines if a student admitted to the facility has an IEP/504Plan? (After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)

Name	Title
Connie Leon	Bilingual Special Education Aide
Kara Wilson Madrid	Educational Specialist

- 3. How soon is this determination made after a student is admitted? In 1-2 days max. Upon entry a thirty-day interim placement is developed to ensure the accommodations are clear and able to be met. At the end of the 30-day interim placement an IEP is convened.

² ERMHS – Educationally Related Mental Health Services

³ BSP – Behavior Support Plan; BIP – Behavior Intervention Plan

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:

IEP Classification	# with Classification	IEP Classification	# with Classification
Autism	0	Orthopedic Impairment	0
Deaf Blindness	0	Other Health Impairment	18
Deaf	0	Specific Learning Disability	19
Emotional Disturbance	12	Speech and Language Impairment	0
Hard of Hearing	0	Traumatic Brain Injury	1
Intellectual Disability	0	Visual Impairment	0
Multiple Disabilities	0		

5. How are a student's IEP/504 Plan records obtained? Via SEIS and by request to the school district
6. How long does it typically take to obtain such records? In SEIS it is automatic; from districts (rare) about 1-2 weeks depending on availability of the staff at the requesting district (unless during vacations).
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 Psychologist and Mental Health Case Worker
Counseling	Yes	Yes	School Psychologist and Mental Health Case Worker
Speech and Language Services	Yes	Yes	Speech and Language Pathologist
Occupational Therapy	No	No	N/A

- a. If the answer to any of the above is no, why not? No one is was deemed in need of Occupational Therapy, therefore none was provided

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 teachers are trained to recognize behaviors that may require further investigation from the team, in addition to those having difficulty with academic work. Our weekly meeting are the time where we discuss these via an internal system.
2. What training do general education teachers have with regard to effectively teaching students with:
- a. a learning disability? All teachers take a course on students with special needs; in addition, there is an Education Specialist who gives periodic trainings and specific

assistance with students in our midst. Finally, we have differentiated instruction, co-teaching model, monthly staff meeting, SDCOE professional development calendar.

- b. an emotional disturbance? All teachers take a course on students with special needs; in addition, there is an Education Specialist who gives periodic trainings and specific assistance with students in our midst. Finally, we have differentiated instruction, co-teaching model, monthly staff meeting, SDCOE professional development calendar.
- c. significant attention issues? All teachers take a course on students with special needs; in addition, there is an Education Specialist who gives periodic trainings and specific assistance with students in our midst. Finally, we have differentiated instruction, co-teaching model, monthly staff meeting, SDCOE professional development calendar.

H. Credentialed Special Education Teachers

- 1. How many credentialed special education teachers are at the facility full-time? 1
- 2. Do credentialed special education teachers participate in lesson planning and curriculum development? Yes
 - a. If yes, how often do they meet with teachers? Weekly
 - b. Do credentialed special education teachers instruct students in any classes? No

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? Max of 30 days
- 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? Via phone, email and address provided
- 6. Describe the most common obstacle to IEP compliance: The child's movement between facilities in addition to parents returning correspondence and obtaining consent for evaluation. Ninety percent of parents attend IEP meetings.

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 assistant, dependent upon the needs of the student as shared in their IEP. All staff are provided the list of accommodations, modifications and supports needed for their students.
- 3. How many students are brought to the facility directly from school? N/A

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? This is a transition question for SD Probation

K. Post-High School/HiSET Programs

1. How many students are taking courses for college credit online? 0
2. At what college(s)? N/A
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? Yes
 - 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? Culinary Arts & Barista Training, Fire Science, Graphic Arts, Horticulture, Work Readiness
2. Do CTE opportunities have sufficient space and resources for the number of students who are interested in participating? Yes
 - a. If no, what plans does the facility have to provide adequate space and resources? N/A
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? Those who have a limited time in our programs (56 & 84 day commitments)
 - b. What plans does the facility have to ensure all eligible youth can participate? They are able to access a shortened Horticulture program, however, the others are 8 weeks courses, per the grant and the CTE standards of hours needed for certification.

M. Special Programs and Activities

1. What other special programs or activities are take place in the classroom? Project Aware, Literacy through the Arts, Mediation Strategies, Work Readiness Career Fairs
2. What programs or situations would result in a student leaving the classroom during school hours? Court/Special Visitation as deemed by the court

N. Independent Study

1. What independent study options are available? N/A
2. When is independent study used? Independent Study, as a program strategy, is not employed in Juvenile Court Schools as an alternative to classroom enrollment/ attendance/participation. However, as deemed necessary by the student's individualized learning plan, they may take work and complete it for credit in areas of need.

IV. Health Care Services

O. Medical Staffing

Staff Type	# Staff	# Contractors	# Positions Open	Avg. Number of Hour per Week at Facility
Physician	No data	4	0	32
Physician's Assistant	1	No data	0	MWF (24 hours/week)
Registered Nurse	2	No data	0	24 hours/day X 7 days/week
Licensed Vocational Nurse	2 day 1 pm 1 night	No data	0	2 day 12 hours/day M-F 1 day 12 hours/day S-S 1 pm 8 hours/day M only 1 pm 10 hours/day T-F 1 night 12 hours/day x 7 days
Nurse Practitioner	No data	No data	0	No data
Emergency Medical Tech	No data	No data	0	No data

P. 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"/>	Nurses/MD	Dentist on-site Fridays
Vision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	Snellen
Behavioral Health/Psychological	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Done by MH	N/A
Sexually transmitted infections	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	Public Health/Quest Lab
Pregnancy test (if females are held in facility)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LVN/RN	Clarity
Other: <u>No data</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No data	No data

Q. Medical and Dental Health Needs

1. What is the procedure for youth to request:
 - a. medical services/treatment? Youth submits sick call slip in box and they are picked up 4 times per day; Probation and STAT Team may refer or request an exam.
 - b. dental services/treatment? Youth submits sick call slip and/or referred by nursing staff or MD 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? Day shift M-F 4-5, pm shifts 2-3 and weekends 2-3
4. What medical equipment is available to respond to the medical needs of the youth in the facility? First Aid kits, AEDs, Emergency Response bag, Oxygen, 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?
6. On average, how long does it take for clinic staff to respond to:
 - a. an emergency? 1 to 4 minutes depending on location of emergency
 - b. request for an inhaler? 2-8 minutes
7. Call Slips
 - a. Who makes the determination whether or not a youth is seen after a sick call slip is turned in? RN or PA sick call slips within 8 hours
 - b. How many times were youth not seen after submitting a sick call slip: 0
 - i. Reason why not seen: N/A
 - ii. What was the average response time? 6-12 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? Appointment is scheduled by the clinic with MD order and permission from Probation.
 - b. How many youths saw a personal healthcare provider during the calendar year? TBD

R. 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? Emergency room

4. Did the facility detain any youth determined to be under the influence of an intoxicating substance? No

If yes:

- a. Was medical clearance obtained? Yes/No
b. Were these detentions documented? Yes/No
c. Were there documented safety checks at least once every 15 minutes? Yes/No

S. 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

T. 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, County Counsel, Probation, and CFMG
2. How often do Probation staff attend suicide prevention training? Every two years
a. What topics are covered during this training? 1. Staff Training 2. Intake Screening and Assessment 3. Communication 4. Safe Housing 5. Levels of Observation/Management 6. Intervention 7. Reporting 8. Follow-Up/Morbidity-Mortality Review
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? No data
5. Are all youth with suicidal ideation put in a "suicide watch" room? No
a. If no, why not? Urban Camp does not have SW Rooms
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? There is no plan for a TRU Unit to be established at Urban Camp.

U. 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

V. 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?
 Life threatening or unconsciousness

W. 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: No data	Yes/No

2. Do youth consent to participation in research? N/A
3. Do parents' consent to participation in research? N/A
4. Describe any research studies in which youth in the facility participated in the last calendar year. N/A

X. Infectious Disease

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

Y. Accommodations for the Disabled

1. Does the facility accept youth with disabilities? Yes

Z. Accommodations for Autism or Other Developmental Disorder

1. What are your procedures for dealing with youth who have autism or other developmental disorder? Facility follows ADA protocols

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.) *(After filling in information for the first line, click on the plus (+) in the bottom right-hand corner of the table to add another line if necessary.)*

- **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
1. Career Technical Education *Culinary Arts *Fire Science *Graphic Design *Horticulture *Work Readiness	Varies	8 Week Cohorts	Varies	Varies	Varies
2. Teen Relationship Violence (TRV)	Varies	7 Sessions	Varies	Varies	Varies
3. Healthy Relationships	Varies	5 Sessions	Varies	Varies	Varies
4. Survivors Of the Streets	Varies	Varies	Varies	Varies	Varies
5. Reading Legacies	Varies	Varies	Varies	Varies	Varies

Name of Program	Type of Evidence Based Practice	Duration of Program	# of Participants	# of Repeat Participants	# of Participants Who Completed the Program
6. Reality Changers	Varies	Varies	Varies	Varies	Varies
7. Yoga	Varies	Varies	Varies	Varies	Varies
8. Healthy Relationships	Varies	Varies	Varies	Varies	Varies
9. Timken Foundation Class	Varies	Varies	Varies	Varies	Varies
10. Zumba	Varies	Varies	Varies	Varies	Varies
11. Running Club	Varies	Varies	Varies	Varies	Varies
12. Parenting	Varies	Varies	Varies	Varies	Varies

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
1. Forward Thinking (McAlister)	Provides education, treatment and counseling around a comprehensive range of substance abuse treatment using a cognitive behavioral intervention model.	6 Sessions	Varies	Varies	Per Contract	Varies
2. Aggression Replacement Training	Cognitive behavioral intervention for reduction of aggressive and violent behavior	30 Sessions	Varies	Varies	Per Contract	Varies

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
3. My Life My Choice	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 Sessions	Varies	Varies	Per Contract	Varies
	****This list is not inclusive of all programs or programming offered currently at Urban Camp. Please also note, BridgeWays began in March 2019 at UC					

3. How do you determine who receives what services? Utilize SDRRC results, SASSII Assessments and other available youth information contained in PCMS.

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, Protestant
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? N/A
2. Are unsentenced youth in the facility required to work or perform chores? N/A
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? Minimum 3 hours per day during the week, and 5 hours per day during weekends and school days.
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. Please see Institutional Services Policy Section 6 (6.2.3.3)
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.)? 3 hours on Weekdays; 5 hours on Weekends
5. How do Probation Officers ensure that homework is completed before free-time activities occur? Youth are afforded opportunities to complete homework during Reading & Writing periods in the dorm.

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. Re-entry meetings are conducted for all Breaking Cycles and Breaking Cycles Barrett Program male youth and UC/GRF female committed youth, approximately three to four weeks prior to their release. Re-entry meetings are facilitated by an UC SRPO and/or a DPO/Re-entry Officer. The youth, the parent/guardian, the casework Probation Officer, School staff, STAT team members, and medical staff (when necessary), are invited to the meeting so they may provide input and in order to ensure a smooth transition into

the community; Housing, school placements, medication, and counseling/treatment plans and linkages are finalized at this meeting.

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? Yes
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? Yes

a. Was the weapon found during intake or after the youth's incarceration? The weapon (a scalpel) was found in the youth's room and had been taken from a school classroom.

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? N/A

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 Please see Institutional Services Manual Section 7.

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? No data

F. Serious Incidents

1.

Incident Type	Number of Occurrences
Suicides	0
Attempted suicides	0
Deaths from other causes	0
Escapes	0
Attempted escapes	0
Serious assaults on detainees	19
Serious assaults on staff	1
Other serious incidents	30
Serious incidents above for which there is a written record	0

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? (*Left click the box(es) to mark 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 type="checkbox"/> Committee |
5. Number of instances in the last calendar year: 43

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? (*Left click the box(es) to mark all that apply.*)

<input checked="" type="checkbox"/> Supervisor	<input checked="" type="checkbox"/> Assistant Chief
<input checked="" type="checkbox"/> Division Chief	<input type="checkbox"/> Chief
<input checked="" type="checkbox"/> Deputy Chief	<input type="checkbox"/> Committee
5. Number of instances in the last calendar year: 16

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? (*Left click the box(es) to mark 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 type="checkbox"/> Committee
5. Number of instances in the last calendar year: 47

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: 0
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? N/A
- b. Number of instances used: N/A
- c. Average length of time used: N/A

VII. Safety and Sanitation

K. Fire Safety

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

L. Control of Dangerous and/or Toxic Materials

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

M. Environmental Control

1. Does the facility appear clean and sanitary? Yes/No
2. Does the facility appear appropriately ventilated? Yes/No
3. On the day of inspection, did the facility's temperature seem appropriate for the season and weather? Yes/No

N. Physical Facility and Equipment

1. Does this facility have a court holding area? No
a. If yes, is there access to water and a toilet? Yes/No

O. Tool and Equipment Control

1. Is there a written policy to ensure the adequate control of keys? No
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

P. 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 the front entrance of Urban Camp.

Q. Contingency and Emergency Plans

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

Bees

Fire

Bomb Threat

Hostage Situation

Contagious disease outbreak
(Tuberculosis, Flu, etc.)

Power outage/failure

Earthquake

Unit disturbance

Other: No data

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? No data
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? Supervising Probation Officer
2. How often are policies and procedures reviewed for accuracy and consistency with daily practices? Monthly
3. What is the formal process for policy review? Policy is identified for review and edited by ESS personnel, then the Subject Matter Experts (SME) identified (as/if needed). The ESS personnel coordinates ESS, SME, and Associations (as/if needed). Drafts and edits are sent to County Counsel for technical review, then to Executive for review and approval. Once corrections/edits are made, the edited draft are sent to Department HR and County DHR/Labor Relations. Once finalized, ESS personnel post 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? Yes
6. Does the manual include the title, and contact information of the staff member to whom one can propose a change to a policy? Yes
 - a. If yes, list the number of manuals available: Electronic On-Line (Intranet)
 - b. Where are the manuals located? Probation Department SharePoint Site
7. Are probation staff members permitted to access these manuals? Yes
8. Are contractors familiarized with these manuals during contractor orientation? Yes
9. Are the youths' attorneys permitted to access these manuals via subpoena? Yes

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: Embracing Diversity & Encouraging Respect, LGBT: Creating Safe Spaces

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: Weekly or As Needed
 - b. Medical Staff: Weekly or As Needed
 - c. Mental Health Staff: Weekly or As Needed
 - d. Contracted Programming Representatives: As Needed
 - e. School/Education Staff: As Needed
 - f. Volunteers: 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 No data
 - b. If no, what safeguards are in place to capture staff criminal conduct for:
 - i. Probation Staff: Probation staff is required to self-report law enforcement contacts. The Department of Justice notifies the Probation Department of any arrest of probation staff as well as local law enforcement agencies contact the department when arresting a Probation staff
 - 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 Livescan subsequent to 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 Livescan subsequent to employment.
 - vi. Volunteers: The Department of Justice notifies the Probation Department of any arrest of contracted staff by virtue of Livescan subsequent to 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	As available	Online/In Person	IBIS/STAT Team/Probation
Appropriate Relationships/ Boundaries with Youth	Yes	Monthly	Online/In Person	IBIS/PREA/E-Blast
Appropriate Disciplinary Techniques	Yes	Annually	Online/In Person	Probation Dept.
Autism Training	Yes	As available	Online/In Person	Outside Provider
Confidentiality	Yes	Every Two Years	Online/In Person	Probation Dept.
Conflict Management	Yes	Every Two Years	Online/In Person	Probation Dept.
CPR/First Aid	Yes	Every Two Years	Online/In Person	Outside Provider
Emergency Response	Yes	Annually	Online/In Person	Probation Dept.
Ethical Decision Making	Yes	Every Two Years	Online/In Person	Probation Dept.
Identification and Treatment for Mentally Ill and/or Suicidal Youth	Yes	Every Two Years	Online/In Person	STAT Team & CFMG
Identification and Referral of Youth for Special Education Services	No	No data	Online/In Person	No data
Inclusion Methods for Youth with Disabilities or Special Needs	Yes	As available	Online/In Person	Probation Dept.
Reporting Requirements for Abuse, Neglect, or Maltreatment that Occurs In the Facility	Yes	Monthly	Online/In Person	PREA E-Blast
Reporting Requirements for Abuse, Neglect, or Maltreatment that Occurs Outside the Facility	Yes	Monthly	Online/In Person	PREA E-Blast
Sexual Harassment	Yes	Every Two Years	Online/In Person	Probation Dept.
Signs of Abuse or Neglect	Yes	Every Two Years	Online/In Person	CFMG
Use of Force	Yes	Annually	Online/In Person	Probation Dept.

Training Type	Does Staff Attend?	How Often?	Online or In Person?	Who Provides?
Use of Restraints	Yes	Annually	Online/In Person	Probation Dept.
Other: No data	Yes/No	No data	Online/In Person	No data

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	Yes/No	Yes/No
Allegation of Sexual Assault of Youth	No	Yes/No	Yes/No
Sexually Assaulting Youth	No	Yes/No	Yes/No
Verbally Threatening Youth	No	Yes/No	Yes/No
Touching a Youth in an Inappropriate Way	No	Yes/No	Yes/No
Commenting on the Physical Appearance of Youth in a Manner Outside Scope of Staff Member's Job Duties	No	Yes/No	
Entering a Youth's Sleeping Room for Any Reason that was Outside the Scope of the Staff Member's Job Duties	No	Yes/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.): No data

B. Budget

1. Facility budget for past fiscal year: GRF: \$2,979,818; CB/UC: \$12,496,261
2. Facility budget this fiscal year: GRF: \$3,537,276; CB/UC: \$12,783,296
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: GRF: There was an increase of \$0.56 million primarily due to an increase of \$0.39 million in Salaries & Benefits related to adding new budgeted staff positions including a Division Chief, Deputy Probation Officer for reentry services, and a Supervising Probation Officer and due to increases in required retirement contributions and negotiated labor agreements. The budget increase was also due to an increase of \$0.17 million in Services & Supplies primarily related to standard inflationary increases for Internal Service Fund (ISF) expenditures, which include Facility Management ISF, Information and Technology ISF, and Vehicle Maintenance ISF. As well as, increases in Contracted Services related to Functional Family Therapy (FFT), which is designed to improve within-family attributions, family communication and supportiveness while decreasing intense negativity and dysfunctional patterns of behavior.

CB/UC: There was an increase of \$0.29 million primarily due to an increase of \$0.18 million in Salaries & Benefits related to adding a Deputy Probation Officer for reentry services, increases in required retirement contributions, and negotiated labor agreements. The budget increase was also due to an increase of \$0.11 million in Services & Supplies primarily related to standard inflationary increases for Internal Service Fund (ISF) expenditures, which include Facility Management ISF, Information and Technology ISF, and Vehicle Maintenance ISF. Services & Supplies increases were also related to Contracted Services for Functional Family Therapy (FFT), which is designed to improve within-family attributions, family communication and supportiveness while decreasing intense negativity and dysfunctional patterns of behavior and Household expenditures based on historical actual trends. Household expenditures include laundry services, cleaning supplies, and food service related supplies.