



**SACRAMENTO COUNTY
JUVENILE JUSTICE COMMISSION**

JUVENILE PROBATION FACILITY INSPECTION

Welfare and Institutions Code Section 229¹

2017

Youth Detention Facility (including Visitor Center)

Date of Inspection: 15 February 2018

Chief Deputy: Brian Lee

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INSPECTION OUTCOMES

No Follow-Up Required

Follow-Up Required

Inspection Team Chair to follow up with Chief Deputy on Findings & Recommendations listed below. Use checklist provided on Appendix A.

Chief Probation Officer Notified of Deficiencies

Inspection Team Chair notified the Chief Probation Officer in writing within one week of date of inspection, on the serious and egregious Findings listed below (see Appendix B – attached).

Findings & Recommendations (if any)

1. Finding: Interviews with youth state they don't get enough food.

Recommendation: Address the food concerns and follow-up with JJC.

2. Finding: Concern regarding 6 youth suicide attempts.

Recommendation: Follow-up with JJC regarding mental health needs and after-care needs for these youth.

¹ Section 229 of the Welfare and Institutions Code (WIC) states that it shall be the duty of a juvenile justice commission to inquire into the administration of juvenile court law in the county or region in which the commissioner serves. The commission shall inspect all publicly administered institutions no less frequently than once a year.

Other Comments

Jane Claar, Virginia Maulfair, Sandra Waterhouse and Dan Okada participated from JJC.

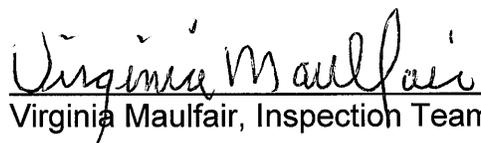
Probation administration, SCOE administration, and Mental Health staff were represented in our initial discussion. All issues that are stipulated in the JJC inspection form were covered. The programs currently offered at YDF were addressed.

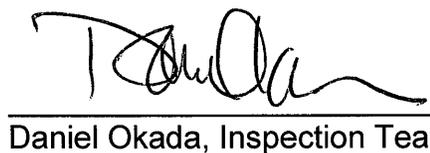
The quality and range of programs available for juveniles is a noticeable strength of YDF. YDF youth participate in various opportunities offered. The YDF library is a positive environment for the juveniles. Various units were entered and are well-maintained, clean, and well-staffed. Probation and SCOE staff were found to be interacting with juveniles, and juveniles appeared to be interacting with staff. Each of the YDF youth interviewed mentioned they did not receive an adequate amount of food for meals.

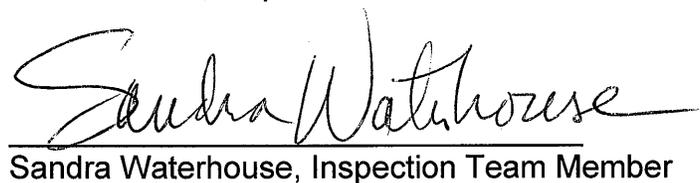
The central issue continues to be connecting YDF youth to mental health clinicians. There is a recognized need especially for trauma-informed care specialists and support staff generally. The Sensory Room designed to provide special needs and physically aggressive juveniles with an outlet that decreases tension, frustration, and aggression, is helpful for students in need of an outlet. The need to request increased mental health staffing continues with six attempted suicides while students are in custody.

Date Report Submitted: May 22 2018


Jane Claar, Inspection Team Leader


Virginia Maulfair, Inspection Team Member


Daniel Okada, Inspection Team Member


Sandra Waterhouse, Inspection Team Member

I. INTERVIEW WITH CHIEF DEPUTY

1. Facility-rated capacity:	426
2. Average days per month the facility was over capacity:	0
3. Population on day of inspection:	114
4. Average daily population:	137
5. Age range of juveniles:	8-18 years
6. Number of suicides in past 12 months:	0
7. Number of attempted suicides in past 12 months:	6
8. Number of deaths from other causes in past 12 months:	0
9. Number of escapes in past 12 months:	0
10. Number of attempted escapes in past 12 months:	0
<p>11. Programming</p> <p>a. Provide overview of facility's program: There is a wide spectrum of programming available and considered that all residents are afforded while housed at the Youth Detention Facility (YDF). These programs are designed to help educate, stimulate, and expand young minds. The hope is to prepare these residents to make better decisions in the future by resolving issues in a positive and productive manner.</p> <p>YDF provides a multitude of daily programs aimed at both female and male residents. After school and weekend programs includes the following:</p> <p><u>Scholars Obtaining Academic Responsibility (SOAR)</u> – SOAR is an educational empowerment program designed to introduce the opportunity of higher education by providing graduate students who are incarcerated in the YDF the opportunity of earning college credits; create personalized education plans; understand the concepts of time management and communication skills; gain practical study skill techniques; and connect with outside resources to continue post education.</p> <p>Graduate students are enrolled in correspondence courses with Coastline College and Lassen Community College. Assignments, books, and class materials are sent to the facility and distributed by a proctor. All courses are completed with assigned paperback books, scantrons, quizzes and other paper assignments. The use of internet is NOT required for students to complete work. Once a student is finished with an assignment, the work will be mailed back to the college and the proctor will be notified of the grade for the assignments.</p>	

Multi-Sensory De-Escalation Room (MSDR) – The MSDR that is based on a blending of three distinct disciplines: applied brain research, child development and occupational therapy. This program expands opportunities for special needs and potentially aggressive detainees by providing "pre-crisis tension reduction". Through an assessment process the MSDRs are used proactively to identify a resident's triggers, strengths, supports and suggested sensory activities that may help with internal regulation. A spare room was carpeted and filled with foam pads, pillows, and foam balls. The Multi-Sensory De-escalation Room (MSDR) is designed to provide residents with meaningful learning experiences before, and after crisis events to help them adopt effective internal and self-regulation of their behavior. It was believed that at a time of crisis, opportunities to learn are presented. Soft music, wall murals, and a variety of 'manipulatives' available in the MSDR encourage the 'dysregulated resident' to interact with the resources available in the MSDR. A resident's ability to calm him/herself down with staff encouragement and engagement is believed to be a crucial first step toward behavioral self-regulation.

Parent Orientation Night - Parents receive a phone call from staff as well as a follow-up mailed flyer to attend, Parent Orientation. The event occurs the third Thursday of every month and is open to the public in the YDF Visitor Center lobby. Facility Stakeholders (Behavioral Health, Medical Clinic, Chaplaincy, and Sacramento County Office of Education), as well as the facility's Community-Based Organization partners (East Bay Asian Youth Services, Outside The Walls (Parent Services), Northern California Construction Training and The Boys & Girls Club), participate with Probation in the event and provide information to residents' parents about the facility and the juvenile justice system.

Trauma Informed Care Units - The YDF will begin 2 trauma units within the facility, the girl's unit and the younger boys unit. Each resident will receive a Child and Adolescent Trauma Screen. Dr. Brandi Liles from the UC Davis CAARE Center will present 10 sessions of Trauma curriculum with residents in each of the units. All school and probation staff in the designated units will receive 2 days of intensive trauma training. Staff have been included in the development of the trauma units changing the physical environments to be more homelike and inviting. There will also be Coping Boxes in the units which include sensory items, journals, and garden boxes to help calm and regulate residents in those units.

Swimming Pool – The facility in-ground swimming pool and adjacent area were rehabilitated in 2015. Due to the acknowledged modest to low rates of swimming ability of many YDF residents, an opportunity to provide preventative measures to this population was implemented. Funding from the California Endowment and a partnership with the YMCA to run its summer swim program allowed YDF to maintain swim and water safety instruction, and have lifeguard services for residents and those having those modest-to-no swimming abilities who could use the pool for recreation. The pool program with YMCA and the California Endowment support has expanded to include a lifeguard certification program for residents, which included swim preparation, internships, application assistance, mock interviews and connections to employment in the community at the YMCA.

Transition Unit – The Transition Unit's goal is to foster and strengthen relationships with stakeholders, inside and outside YDF to support residents' successful transition back to their families and communities. Stakeholders include the Sacramento County Office of Education,

Always Knocking, East Bay Asian Youth Center, La Familia, Burning Bush Moments, Northern California Construction Training, YDF staff, and Probation Juvenile Field Officers. Residents leave the Transition Unit with contact numbers for their Probation Officer, conditions of probation, school transcripts, inoculation records, and resources specific to each resident's individual needs. Daily recreational and physical activities on the courtyards are also provided to residents as part of the regular housing unit programs.

Justice League - Justice League is an intramural sports league in which units compete against one another in sporting competition. The program builds an incentive platform that promotes the youth displaying positive behavior while participating in team work activities.

Boys and Girls Club - The Boys & Girls Clubs of Greater Sacramento partners with the Sacramento County Probation Department to offer a full Boys & Girls Club program within YDF. The Clubs offers programs and activities to help youth to make smart and healthy life choices, and provide them with opportunities for education and career development.

Northern California Construction Training (NCCT) - NCCT prepares both male and female youth for a career in building construction through both classroom instruction and hands-on experience. Through the program, students learn the basic skills needed to work in the construction industry. Skills taught in the classroom and on the job-site include job safety, tools use, construction terms, and basic blueprint reading. Students can continue training with NCCT in the community once released from custody.

Peer Mentor/Leadership Development Program - Selected residents who earn 'Honor' status, serve as role models, and provide advice/support for newer residents, or those who may be struggling to adjust to detention. This program provides mentor residents with a sense of purpose, belonging, and accomplishment.

Barbershop Program - The Barbershop is facilitated by YDF staff, and promotes pro-social values and positive behavior among residents. This non-hostile environment mimics similar establishments in their communities and allows residents an opportunity to engage in positive discussion, peer mentoring and the resolution of conflict among residents.

Alternatives to Violence Program (ATV) – ATV is a curriculum enabling participants to deal with potentially violent situations in new and creative ways. Workshops draw on the shared experience of participants, using interactive exercises and discussions to examine the ways youth respond to situations where frustration and anger can lead to violence and aggressive behavior. Workshops help youth manage feelings, angers and fears, build good relationships with others, approach conflict in a more creative and less reactive manner, and deal more effectively with risk and threatening situations.

(Gun, Violence Information for Teens (GIFT) Program - GIFT is facilitated monthly by a prosecuting attorney, a defense attorney and a probation officer. GIFT attempts to counsel residents that youth gun violence can be prevented by educating youth about the legal consequences of gun possession and related gun violence.

Leadership, Education Athletic Program (L.E.A.P) - LEAP emphasizes teamwork, and challenges residents both physically and mentally by extending athletic skills into life skills.

Skill, Training, and Enhancement Program (S.T.E.P) - STEP is a multidisciplinary youth program encompassing education, mental health, recreational therapy, and physical fitness. The program encourages pro-social behavior among participating residents, with the goal of improving their daily social interaction.

Garden Program - The Garden Program is facilitated by YDF Staff and includes many hands-on activities including garden design, germination, composting, and harvesting of seasonal crops. The program also focuses on the importance of health and nutrition, and has exposed residents to new fruits and vegetables.

Baby Elmo - The Baby Elmo Program is a media based parenting visitation program designed to foster the connection between teen parents and their children during incarceration. The primary goal of the program is to improve the quality of parent child interactions and to increase the likelihood that the relationship will continue after release.

The Library Program - The YDF Library has over 11,000 books, and recently expanded into a larger location within the facility. The goal of this program is to promote reading, improve literacy, and provide residents with resources to help them prepare for the transition back into their communities. The library is designed to create an atmosphere of learning, education, and creativity. The YDF Library also holds various contests for residents, encouraging creativity in art and poetry.

Gang Resistance Education And Training Program (G.R.E.A.T) - This is a 13 week program that discusses bullying, peer pressure, goal setting, gang education, and anger management with the goal of reducing gang influence and membership.

UC Davis CAARE Center - CAARE provides female residents with a trauma-specific skills group. This three week program provides residents with information regarding the effects of trauma, as well as helping manage distress, and increase positive coping skills.

Women Escaping a Violent Environment (WEAVE) - The program educates residents about domestic and sexual violence, which includes the roots of violence, gender socialization, the cycle of violence, types of abuse, sexual harassment, sexual assault and healthy relationships. Volunteers from WEAVE hold weekly groups in the female units.

Life Skills Groups - These weekly groups, also facilitated by YDF staff, are designed to encourage residents to address behavioral issues and provide insight into causation regarding substance abuse, peer pressure, gang activity, family issues, and academic achievement and life skills.

Book Club - Facilitated by unit staff, the book club affords residents an opportunity to read and discuss books. The goal is to expand residents' personal literary experiences, and to provide an open forum for exchange of ideas and opinions. This program also enhances the reading levels of residents and helps them develop into more willing, engaged, and strategic readers.

Yoga - Certified yoga instructors hold weekly classes for YDF residents. These classes help residents achieve strength, awareness, and harmony in both mind and body.

Chaplaincy Program - YDF has a full time Chaplain. Religious services and spiritual support are available for residents through the Juvenile Justice Chaplaincy Volunteer program. Residents attend worship services, Bible studies, and counseling in spiritual matters.

Pawsitive Impact – Pawsitive Impact is another program that provides shelter dog training which is intended to take abandoned and/or abused dogs and rehabilitate/resocialize them into being adoptable pets. Along with providing accountability, responsibility, and consideration lessons for residents, it opens up additional community service opportunities later for those who have been previously under-engaged in other prosocial activities.

Music Program - The music program continues with curriculum that includes music/instrument instruction, and classes on music literacy, theory, and production. Interested students can learn to compose, play, and record their own music.

Job Readiness Workshop – Counselors from Employment Development Department (EDD) facilitate the job readiness curriculum for youth transitioning out of the institution. The program is a four-week session centered on career assessment, resume building and application, successful interviews, and self-image by incorporating interactive games and hands-on activities. Youth who participated in and completed the program receives an award of completion from the EDD counselors.

b. What are your measures of program quality? YDF has been using a computerized tracking system since February 2010, called the Trends Report, as part of the performance based standards. This system tracks many outcomes such as Use of Force events, suicide attempts, escape attempts, etc., which are indicative of how well the institution is running. We also look at our Institutional Incident Reports along with where the incidents are occurring and on what day and time so we can respond appropriately with modifying programming to address these needs.

c. Which programs are you most proud of? The YDF Leadership Team is extremely proud of the programming provided to the youth within the facility. Through the array of programs provided, we are able to promote education enrichment and positive personal development.

The Leadership Team continues to encourage staff to propose new programming ideas. Staff efforts to provide creative outlets and to model self-discipline to the youth in the institution is highly valued.

d. What is your greatest programming challenge? Many of the programs within YDF are administered through volunteer services, i.e., provided by private citizens and community-based organizations. These programs are usually scheduled on a weekly basis, on a specific day and time. The consistency and continuity of volunteers and late notice cancellation of scheduled programs continues to be challenge.

e. Which of these programs are evidence-based—based on best practices or promising strategies? Incorporated into many of our programs are practices that show to be most effective. We utilize cognitive approaches that teach pro-social skills. We address aggression and emotional control issues as they apply to the reality of our residents working through the tough challenge of living in a custodial setting.

We attempt to help residents see the error in past decisions and make responsibility for the behaviors that have led to their criminality. We take advantage of the opportunity to explore the pervasive problematic ideology and attempt to point out new ways of thinking and viewing the problem to have a positive impact on their thought process.

12. Staffing

a. Provide first line and first line supervision staffing ratios for awake² and sleeping An average 1:3 during the hours that minors are awoken (0700-2300) per BSCC standards, and an average of 1:6 during the hours that the minors are asleep (2300-0700) per BSCC standards.

b. What is the average ratio of permanent staff v. on-call staff: 2:1

c. Generally speaking, do you feel training is relevant and adequate? Yes

Please explain: Newly hired staff are required to attend 200 hours of in-house training (Probation Institutions Training; PIT). This exceeds the mandates for training as outlined in Title XV, Section 1322. The new employee Probation Institution Training (PIT) includes, but is not limited to a review of Administrative and YDF Policy and Procedure, First Aid/CPR, PREA, Searches, Management of Assaultive Behavior (MAB), Suicide Prevention, Chemical Agents, Adolescent Behavior, Delinquency, Emergency Procedure Plan, Motivational Interviewing, Blood Borne Pathogens, On-the-Job Training (OJT) and familiarization of YDF Mental Health, Medical and Education services. All new employees are required to attend an additional 40 hours of PC 832 Arrest, Search and Seizure before being allowed to work.

Permanent employees are required to attend an additional 156 hours of CORE Training within their first year of employment. Subsequently, permanent staff must complete an additional 24 hours of STC certified training every year. All YDF staff are required to attend one 8 hour MAB/Scenario Training quarterly (24 hours a year). Staff are also required to attend an initial mandatory 4 hour PREA (Prison Rape Elimination Act) training and complete the training annually thereafter, and complete a 2 hour Suicide Prevention training annually.

d. Do employees receive the required training? Yes

If no, explain:

e. How do you ensure that there is always at least one staff on the living unit that has completed CORE Juvenile Institutions Counselor training? We have a Training Division

² Ratios for awake [minimum standard is 1:10 for Juvenile Hall and 1:15 for camps and ranches] and sleeping [1:30] *per CSA Title 15 Regulations, Section 1321, (g) 1 and 3

responsible of enrolling and ensuring our staff completes CORE training as well as completing 24 hours of STC certified training annually. We have a training application that maintain records of training courses completed by our staff as well as upcoming training courses that our staff are enrolled in. These records are kept current and accessible to all managers and supervisors. Additionally, our Watch Commender on duty compares the CORE list to the daily schedule created in Centrol Control to ensure that every living unit has at least one CORE trained staff on duty at all times.

f. How many Full-Time Employees (FTEs) are on staff at this facility? 224: 157 Probation Assistants, 19 Deputy Probation Officers, 5 Senior Deputy Probation Officers, 12 Supervising Probation Officers, 2 Assistant Chief Deputy, 1 Chief Deputy, and 28 non-sworn staff.

g. How many FTE vacancies do you currently have? 15 FTE vacancies: 13 sworn and 2 non-sworn positions

h. How many voluntary separations in the past 12 months? 11

i. How many involuntary separations in the past 12 months? 13

13. Use of Force

a. How much use of force incidents did you record in the past 12 months (January 1, 2017 – December 31, 2017) 129

b. Describe your assessment process for examining use of force trends in your facility:
The Trends Report is reviewed and analyzed at multiple levels by a committee made up of YDF partners to uncover trends and contributors to certain increases in incidents such as repeated incidents with certain youth, a certain staff in a certain unit and at what times force events occur. These incidents are analyzed by the Chief and Assistant Chief Probation Officers, YDF Administration, YDF Watch Commanders, Assistant Chief Deputy in Internal Affairs and Departmental Training Supervisor which includes a summarized narrative that is included in the report.

c. What are your findings: During the previous JJC inspection on 10/11/2016, it was noted that the facility had realized a 68% reduction in their uses of force. Since the last inspection the facility has seen an additional 50% decrease in incidents involving the use of force. This reduction in force events is a result of hard work from the Supervisors and line staff where they debrief all incidents involving force and discuss alternative ways to respond. Further, by engaging with the training division in the trends report meeting, they are able to develop case specific scenarios for future staff trainings. Finally, the facility continues to pay close attention to the implementation of the Behavior Motivation System and how positive behavior is rewarded and negative behavior is addressed.

d. Concerns? None.

14. Mental Health Services

- a. Provide an overview of the treatment program for juveniles with mental health issues:** The mental health services at YDF are provided by licensed clinical staff of Sacramento County Division of Behavioral Health Services and supervised by a licensed Program Coordinator. In addition, the County is contracted with Dignity Health Medical Foundation of Sacramento for a full-time, on-site psychiatrist. The psychiatrist and Program Coordinator are available for after-hours call.

The YDF Mental Health Team evaluates all residents admitted to the facility within the first 24 hours for serious emotional problems, suicidality and the need for psychotropic medication evaluation. Probation Supervisors are provided need to know information and recommendations to ensure safe and secure detention for residents after each session with mental health staff.

Those identified residents are monitored regularly by the mental health clinicians and psychiatrist to ensure psychiatric stabilization through the following measures: Crisis Services - crisis intervention/prevention, consultation with probation; Suicide Prevention Program - checking in daily, weekly, or monthly as indicated; Daily Unit Rounds - checking in with unit staff regarding residents of concern, picking up residents self-referrals and/or staff referrals for mental health follow up, triaging residents who have self-referred to ensure timely response; Medication Support Services - continuing, initiating, and monitoring psychotropic medications; Special Needs Meeting - participation in multi-disciplinary team meeting to develop action plans for residents with serious medical, mental health, or behavioral problems; Skills Training Enrichment Program (STEP) - providing skill-building groups to disruptive residents in an after-school partial day treatment program; W&I 5150 Application Designation of all clinical staff to facilitate acute psychiatric hospitalization for those residents meeting criteria.

- b. Concerns?** Crisis intervention and prevention is vitally important. Due to the increased number of suicide attempts there is a need to have additional mental health clinicians in the units to provide regular service and support for youth in crisis.
- c. How might the Juvenile Justice Commission be able to assist?** Advocacy for increased mental health support.

15. School Program

- a. Provide an overview of the school program:** The mission of El Centro Jr./Sr. High School is to provide a safe environment for engaging youth in academic, social and emotional growth as well as provide opportunities for students to realize their greatest potential through individualized support and successful transitions. The vision of El Centro Jr./Sr. High School is to provide an engaging, student-centered learning environment; use data to drive academic improvement in English Language Arts and Mathematics; provide course work and skills necessary to enter post-secondary education and/or the workforce; develop pro-social skills; empower students to be self-advocates while navigating the system through awareness of options and services; develop connections to families, communities and employers; and assist in the reduction of recidivism through collaboration with Probation, Sacramento County Mental Health, and other support services within YDF.

The environment at El Centro Jr./Sr. High School encourages pro-social behavior through Multi-Tiered Systems of Support (MTSS), core academic education, career technical education, and counseling. Students receive instruction aligned to the California Common Core State Standards and utilize State Board of Education (SBE) approved curricula, delivered by an experienced staff of credentialed teachers. The academic program emphasizes intensive intervention in reading and mathematics. Classrooms are multi-age, multi-grade, and multi-needs, with the majority of students in 9th – 12th grade. Upon enrolment, each student receives a complete transcript evaluation and academic assessment. An Individual Learning Plan (ILP) is developed and students are assigned to courses as well as interventions needed to improve academic achievement and meet the goals of the ILP. In order to ensure success, core academic course work is supported by intervention, career exploration and training, counseling, and transition services. In addition, El Centro Jr./Sr. High School operates on a 244-day, year-round schedule.

The first quarter data from our Accountability System for Court and Community Schools showed significant growth in our reading and math levels, and our mid-year report showed a 97% attendance rate, a 100% positive transition rate (no dropouts) for students exiting El Centro into local district schools, and an increase in students meeting our credit completion metric of 10 high school credits per 30 days of instruction.

SCOE Provide a high-quality learning experiences for all students. We are extremely proud to have earned a 6-year WASC Accreditation. El Centro implements the Big Picture Learning program culminating in student presentations to professionals and peers of their "Who Am I?" projects. Additionally, we are in our 3rd semester of offering Lassen and Coastline Community College courses for our graduates, and we will start an Advanced Education class through Folsom Lake College in April to begin 2 week credit bearing modules for our high school students. We offer a robust writing and literacy program through our award winning 916 Ink young authors program. We have CRANE career specialists work with our students on financial literacy and job development, and earned through competitive process a California Apprenticeship Initiative grant to begin a Culinary Arts program and 21st Century Skills Center.

We are extremely fortunate to enjoy a strong partnership with Sacramento County Probation, and are dedicated to helping each student leave our site with the credentials and habits of mind essential for success in the community.

- b. Concerns?** SCOE appreciates the support we received from our Probation partners in expanding high school and college course offerings at El Centro. We have successfully implemented an Early College model and our wish is expand our collaborative partnership as we grow our college programs. We have solid partnerships via correspondence courses through Lassen and Coastline Community Colleges, and we are in our first steps with the Los Rios Community College District to offer Advanced Education courses for our high school students. We are in the final stages of scheduling 4 week instructor led courses through the Sacramento City College Re-emerging Scholars program, and we are working with Cosumnes River College to begin a Culinary Arts program, which will offer college credits and industry certifications.

Once again, our main concern is finding strategies to sustainably fund and expand our current early college model for the students at El Centro.

- c. How might the Juvenile Justice Commission be able to assist?** We appreciate the effort the JJC invests while examining our practice of ensuring all students have access to high quality educational programming. As we continue to pursue funding for additional post-secondary offerings at El Centro, we would like the JJC to consider writing formal Letters of Support for upcoming grant applications.

16. Emergency Preparedness Plan

- a. Provide a copy of your Emergency Preparedness Plan for your facility.**
- b. When was the plan last updated?**
- c. Have all of your staff been trained in the plan?**
- d. When were they last trained?**

17. Review and Follow-Up on Other Inspection Reports

Corrections Standards Authority:

- a. Fire :**
- b. School Programming:**
- c. Nutritional Health:**
- d. Environmental Health:**
- e. Medical/Mental Health:**

18. Is there anything else you want to share with the Juvenile Justice Commission?

II. TOUR OF PHYSICAL PROPERTY

On a scale of 1-5, rate the overall appearance and cleanliness of the facility:

0-----1-----2-----3-----4-----5

Unacceptable

Acceptable

Exceptional

Inspection Team Comments:

III. INTERVIEWS WITH JUVENILES

1. When you first arrived, were you oriented to the rules and policies?

2. Are you aware of the consequences for minor and major rule violations?

3. In general, are the written policies practiced and enforced uniformly by all staff?

4. Describe the grievance process:

a. Have you filed a grievance?

b. Were you satisfied with the process and outcome?

5. Have you been involved in any disciplinary action? What happened?

6. Describe your daily program:

7. Is there any part of the daily program you'd like to see cut or changed?

Please explain:

8. Do you receive adequate meals?

9. Are you getting what you need from your school program?

Please explain:

10. Do you have access to religious services?

11. How do you access mental health services?

12. How do you access medical and dental services?

13. How is visiting handled?

14. Are illegal drugs available to you?

<p>15. Have you felt threatened or intimidated by other minors? Please explain:</p> <p>a. Have you been subjected to gang pressuring?</p> <p>b. If you were feeling pressured into gang activity, how would you handle it?</p> <p>c. Have you been subjected to sexual pressuring of any kind?</p>
<p>16. Are you able to discuss problems with staff?</p>
<p>17. Have you been made aware of your court dates and/or transfer or release date?</p>
<p>18. How long have you been in Juvenile Hall?</p>
<p>19. How many credits do you have?</p>
<p>20. How many credits do you need to graduate?</p>
<p>21. Are you working for a diploma, GED, what?</p>
<p>22. Have you had any suspensions at school in El Centro?</p>
<p>23. Who do you talk to about problems you may have in school?</p>
<p>24. Who do you talk to about problems on the unit?</p>
<p>25. How does school at El Centro compare to your last school?</p>
<p>26. What have you learned from being in this environment?</p>
<p>27. Describe you most negative experience, your most positive experience:</p> <p>a. Negative:</p> <p>b. Positive:</p>
<p>28. What would be your suggestion to improve El Centro?</p>
<p>29. Is there anything you would like to share with the Commission?</p>

Interview #1

The youth interviewed was going to Court later that day and was expecting to be released. She was hoping to go out of state, get away from California. She has been in juvenile hall prior to this placement.

Her only grievance was that the rooms were too cold and the girls were not given enough food.

They were told boys need more food than girls, the girls did not agree.

She needs 30 more credits under AB 167 to graduate.

She was not offered illegal drugs, was not subjected to gang or sexual pressure.

She can talk to her teacher about school problems and to her staff about unit problems.

She has learned to talk about her trauma and the anger that comes from that and to think before she acts.

Her most negative experience was the drama in the unit and the most positive was learning in school and learning about what causes her behavior.

Interview #2

The second youth understands she will be released when she turns 18, she has been in and out of juvenile hall numerous times.

She also thought the girls were not given enough food.

She would like to see more optional programs, more life skills programs, teen talk, and automotive skills training.

She did not experience intimidation by other minors, nor was she subjected to gang or sexual pressure or offered illegal drugs.

She was aware of her next court date but was not sure what was going to happen.

She feels she can talk to certain staff.

She learned to zip her mouth, she called that maturity, and she learned to use her people skills.

Her negative experience was that she was not allowed to go to her a family member's funeral and her little sister was adopted. Her positive experience was receiving her GED.

Interview #3

The youth interviewed is 16 year old. He hopes to be released very soon.

He is aware of rules and received grievance materials.

He wants to make changes so he can be a good example for his brother.

He indicated the meals are decent but he wants more food.

He would like to be placed in the NCCT program. He knows he needs 45 credits to graduate.

He admits he can't control his anger. He requested to see a counselor but he has not seen one yet.

He has not been approached for drugs, no gang or sexual pressure and he has not been threatened.

He does not want to make the same mistakes.

His negative experience is staying in his room. His positive experiences are when they have LME – large muscle experiences such as basketball.

IV. INTERVIEWS WITH STAFF AND TEACHERS

Supervisor:

Staff/Teacher #1:

Staff/Teacher #2:

1. Did you receive adequate training for your job? Please explain:
2. In what areas would you like to receive additional training?
3. What do you think of the supervision you receive?
4. Is there always at least one staff on the living unit that has completed CORE Juvenile Institutions Counselor (JIC) Training?
5. What do <u>you</u> think we should ask you about?
6. <i>If time allows, ask at least three of the questions that were asked of the juveniles. List questions and answers here:</i>
7. Do you have monitoring access to students computer work?
8. What is your teaching style; lecture, packets, discussion, pro-active, re-active?
9. How long have you been employed by SCOE?
10. What is the most challenging part about teaching at El Centro?
11. What do you do when you determine a student may be having a mental health problem?
12. How do you handle students who misbehave in class?
13. What is your process for evaluating transcripts?
14. How long does it take to get student transcripts?
15. How do you assign subject matter without a transcript?
16. How do you include an interested parent in the student's education plan?
17. How are the results of the transition planning incorporated into the student's academic plans in the classroom?

Interview with Special Ed Teacher:

This classroom teacher is very qualified to be in the classroom. She has many years of experience teaching in court and community schools. All of her students are special education students.

Special education information is located in the SEIS database. Records are reviewed upon placement in YDF. She stated it is difficult to obtain parent contact information. This information is imperative to know to determine who has Educational Rights for the student.

She uses multi-sensory curriculum involving audio, video and hands-on projects in working with her students for active engagement. Computer programs used with students include Compass and Odyssey (levels are too high with this program). Materials used are designated for each student's level.

The teacher states her students rarely have a rough day. If students are frustrated, they are given opportunities to "take time" by doing a puzzle. A point system is used for reinforcers. Not all of her students receive ERMS services (Educational related mental health services).

Observation with teacher supervising college program and YDF youth:

Observed students in the Lassen College program. Students shared their future goals during the observation. Students were actively engaged in completing course work.

Students have the capability to take the following course work: Psychology 1, Sociology, History, College Success, and Health. Students complete course work on computers and hand-written to be sent to Lassen College.

Appendix A

YDF Suicide Attempts 2016-2017 Reporting Period:

Case #1:

16 year-old male, 1st incarceration at YDF. Youth appeared in court and returned to the unit upset earlier in the day. While conducting a routine room check, unit staff found youth with his sweatshirt loosely tied around his neck. Staff notified the supervisor, support staff were sent and able to obtain the sweatshirt from the youth. Mental Health was contacted, responded and attempted to engage with the youth. Youth was not responsive to mental health or other staff, would not answer questions and was unable to be assessed. Youth nodded his head when asked about having thoughts of suicide. He was placed on S-3 High (suicide watch) and had a constant watch outside his door. There was no outside medical attention required. Youth did not meet criteria for 5150 hold. He was reassessed by Mental Health staff approximately 24 hours later; his status was downgraded to S-3 Moderate.

Follow up #1:

Following the incident on 01/03/2017, the minor had no other incidents involving self-injurious or suicidal behavior. The minor was released on Electronic Monitoring on 01/10/2017. The minor had housing issues upon his release, but was settled on 02/07/2017, when he moved back in with his grandmother. On 03/09/2017, the minor and his grandmother both signed and were given copies of a case plan the minor said he planned on participating in services through the counseling agency that comes to the school where he was enrolling, Paseo Grande. Probation made several attempts to contact the minor at home then were informed the minor was not attending school, but had absconded. An Abscond warrant was submitted and on 6/21/2017, a CPS ER Social Worker confirmed with Probation the minor was placed on a 5150 Hold at Heritage Oaks. The minor recently returned to YDF and was again released on electronic monitoring on 06/26/18. On 06/27/18, the minor cut off his monitor and left his home. A warrant has been issued for the minor as his whereabouts remain unknown at this time.

Case #2:

16 year-old female, 5th incarceration at YDF. While conducting a routine room check, unit staff observed youth sitting in the corner of her room. Staff requested that she move to an area of the room where she was more visible, but she did not respond. Staff opened the door and observed her crying and holding some fabric (torn t-shirt) around her neck. She was conscious and responsive; however, refused to remove the t-shirt. Staff activated their alarm; support staff arrived and removed the t-shirt from her neck. She was walked up to Intake/Booking for a cooling off period. Mental Health staff responded to Intake/Booking, but this minor did not engage and was refusing to comply with staff and stated she is "done." She was re-classified S-3 High (suicide watch) and was placed on a constant watch. She was medically cleared by JMS staff with no injuries or restrictions. She was reassessed by Mental Health approximately 24 hours later; given her presentation at the time, S-3 High status was continued. She was seen by the psychiatrist with no change in her treatment plan. She was reassessed approximately 24 hours later; her status was downgraded to S-3 Moderate.

Follow up #2:

Following the incident on 1/19/2017, the minor was released on 02/08/2017 to Devareux Placement in Florida. On 6/17/2017, Probation made contact with the minor and her team from Devereux. According to the minor's therapist, upon arriving at Devereux the minor's adjustment was poor as she was involved in several altercations. However, the more the minor availed herself to treatment and programming, her behavior improved. The minor was attending and participating in therapy twice a week and involved in the Strive work group for CSEC minors. The minor attended school daily and continued exhibiting good behavior and had a safety plan in place. On 07/05/2017, Probation contacted the minor via telephone and confirmed she was still participating in counseling. On 8/17/2017, Probation contacted the minor's therapist at Devareux and confirmed she was attending school

daily and counseling twice a week. On 10/24/2017, Probation confirmed the minor had completed her anger management classes and needed four sessions to complete her trauma counseling. It was also reported the minor applied for "Honor" status at Devareux. On 11/8/2017, Devareux confirmed the minor had completed all her court ordered counseling. On 12/14/2017, the minor's Probation was terminated and record was sealed.

Case #3:

15 year-old male, 1st incarceration at YDF. The minor returned from programming upset with peers, made statements about wanting to physically assault his peers. He was placed in his room and a mental health referral was made. Within five minutes, while conducting a routine room check, staff saw the minor with a white piece of fabric wrapped tightly around his neck. Staff activated their alarm; support staff arrived and removed the fabric from his neck. He was walked to Intake/Booking for a cooling off period. Mental Health was contacted and responded to Intake/Booking. Following this assessment, the minor was placed on S-3 High (suicide watch) and placed on a constant watch. He did not meet criteria for a 5150 hold. He was medically cleared by JMS staff, no outside medical attention required. He was reassessed by Mental Health staff approximately 24 hours later, his status was downgraded to S-3 Moderate. He was also seen by the psychiatrist within 24 hours and had no change in his treatment plan.

Follow up #3: Following the incident on 02/21/2017, the minor had no other incidents involving self-injurious or suicidal behavior. The minor was transferred to San Joaquin County 03/13/17. While in YDF, the minor was receiving Mental Health services as well as being seen by YDF Psychiatrist. His overall attitude, behavior and outlook improved as he participated in programming. He had "Honor" status at the time of transfer to San Joaquin County.

Case #4

17 year-old male, 5th incarceration at YDF. While in his room, he began kicking his door, flooding his room, threatening to harm a peer, threatened to urinate in a cup and throw the urine on staff if they opened his door. He began covering the window to his room and made statements about killing himself. When staff entered the room to check on him, he failed to follow instructions and actively resisted. He picked up a sheet off of the floor and placed the sheet over his head and around his neck. Staff was able to pull the sheet from his head and he was walked up to Intake/Booking to be placed in the Observation Room for his safety. Mental Health was contacted, responded and attempted to engage with the minor. He was not responsive to mental health, was unable to be assessed. He was placed on S-3 High (suicide watch) and had a constant watch outside his door. He was medically cleared by JMS staff; no outside medical attention was required. He did not meet criteria for a 5150 hold. He was reassessed by Mental Health staff approximately 24 hours later; his status was downgraded to S-3 Moderate.

Follow up #4:

Following the incident on 06/12/2017, the minor was not involved in any self-injurious or suicidal behavior. He was released from YDF on 9/11/2017, and placed at Paradise Oaks Group Home. He had a poor adjustment to the program. On 09/25/2017, the minor absconded from Paradise Oaks returning to his parents' home, but was returned to the group home by his parents on 09/28/2017. CFT was conducted on 09/28/2017. The minor returned to YDF custody on 10/1/2017. He was subsequently placed at Boys Republic on 11/02/2017. At Boys Republic, he met with a therapist once a week for individual treatment and also participated in daily groups in the cottage. However, due to multiple behavioral problems, Boys Republic filed a seven day notice for termination on 12/5/2017. He was returned to YDF on 12/7/2017. The minor was then placed at Greater New Beginnings on 01/25/2018. While attending, he received counseling and medication. On 4/26/2018, the minor absconded from Greater New Beginnings. On 06/22/2018, he was taken into custody and returned to YDF. Since returning, the minor has not displayed any self-injurious or suicidal behavior. The minor continues to access Mental Health services and is pending possible Level B placement.

Case #5

17 year-old male, 5th incarceration at YDF. While conducting a routine room check, staff observed the minor to have the window to his room covered. He did not comply with staff requests to remove the mattress covering the window and physically charged at staff when staff opened the door to remove the mattress. He began cursing staff, stated he would kill himself and began twisting a sheet into a rope. He did not comply with staff directives to cease his behavior. He placed the sheet around his neck and began pulling on the sheet. Staff activated their alarm; the minor then took a second sheet and placed it over himself. Staff began to open the door, he removed the sheet from his neck, however; he continued to make suicidal statements. He was walked to Intake/Booking for a cooling off period and to be observed. He was placed on S-3 High (suicide watch) and had a constant watch placed outside his door. The incident occurred during late night hours when Mental Health staff are not present, therefore, he was seen the following morning. Following this assessment, Mental Health staff continued the S-3 High status. He was seen by the psychiatrist with no change in treatment plan. He was reassessed approximately 24 hours later; his status was downgraded to S-3 Moderate. He was seen again by the psychiatrist 4 days later, no change in treatment plan.

Follow up #5: Following the incident on 07/16/2017, there were no other incidents of self-injurious or suicidal behavior. The minor was receiving Mental Health services in YDF prior to his release on Home Supervision on 07/28/2017. On 09/12/2017, the minor was evaluated and accepted into JJTDP (mental health services). On 10/05/2017, the minor's Probation Officer contacted him at school to check on his group counseling session but discovered the minor refused to attend the group by hiding in another classroom. On 10/11/2017, the minor was taken back into custody

at YDF. He continued to receive Mental Health services and medication. On 12/13/2017, he was placed at Penny Lane. While attending, the minor received Mental Health Services, including, individual therapy once a week, group therapy twice a week, and medication. However, due to poor behavior, on 02/15/2018, the minor was terminated from the group home and returned to YDF custody on 02/21/2018, where he continued to receive Mental Health services. The minor was released from YDF on 04/04/2018. With the Courts approval, the minor moved to Las Vegas, NV. to reside with his parents. He left via bus on 04/05/2018. On 05/04/2018 the minor's Interstate Compact was accepted.

Case #6

16 year-old male, 2nd incarceration at YDF. The minor became agitated during an alarm situation, began kicking his door, yelling out gang slurs and making threats toward staff. He covered his windows and began tearing up clothing, stated he was making a rope. Support staff arrived and removed the rope from his room, however, upon closing the door to his room, he produced another rope he had in his pants. Staff were able to remove the second rope while the minor remained compliant during the process. After some time, he began hitting his head on the door. Mental Health staff checked on him and he stated he wanted to go to school. When staff checked on him, he began to curse staff, made threats to harm staff and taunt peers with threats and gang agitation. He forcefully banged his head on the door, then stated his head hurt and he felt dizzy. He continued to bang his head on the door and stated he would rather die. Support staff responded to the unit, he agreed to walk to Intake/Booking for a cooling off period. Mental Health staff continued his current S-3 Moderate status. Mental Health staff checked on him the following day, no change in S-3 status was recommended.

Follow up #6: Following the incident on 12/01/2017, there were no other incidents of self-injurious or suicidal behavior. The minor was released from YDF custody on 12/04/2017 and then attended an office visit on 12/14/2017. However, the minor's Social Worker informed the Probation Officer the minor had absconded on 12/15/17. As a result, a "300 warrant" was submitted. On 06/28/18, the minor was booked into YDF on the outstanding warrant and a new felony charge. The minor is receiving Mental Health services and has displayed no self-injurious or suicidal behavior.

V. EXIT INTERVIEW WITH CHIEF DEPUTY

1. List any critical findings discussed with the Chief Deputy:

- Interviews with youth state they do not get enough food.
- Concern regarding 6 youth suicide attempts.

2. Did the Chief Deputy address or rebut these findings? Please explain:

3. Did the Chief Deputy have any closing comments or additional feedback? Please explain: