



**Hon. Susan Etezadi**  
Presiding Juvenile  
Court Judge, Superior  
Court

**Judith Holiber**  
Deputy County  
Counsel

**Commissioners**

**Antoinette Barrack**  
Co-Chair

**Debora Telleria**  
Co-Chair

**Rebecca Flores**  
Co-Vice Chair

**Sonoo Thadaney**  
Co-Vice Chair

**Paul Bocanegra**

**Monroe Labouisse**

**Sathvik Nori**

**Susan Swope**

**Melissa Wilson**

**Douglas Winter**

Juvenile Justice and Delinquency Prevention Commission  
October 27, 2020  
5:15pm – 7:15pm  
Remote Access Only – Public participation instructions attached

**AGENDA**

*Public comment will be accommodated under Item II for items not on the agenda. The Commission requests that members of the public, who wish to comment on items on the agenda, submit a request to the Chair prior to the start of the meeting so that they may be recognized at the appropriate time.*

- I. Administrative Business (5:15-5:25)**
  - a. Call to Order
  - b. Roll Call and Establish Quorum
  - c. Welcome and Introductions
  - d. Agenda Review and Approval
  - e. Approval of Minutes of September 29, 2020
  - f. Consideration of JJDP Application for Johanna Rasmussen
- II. Oral Communications (5:20-5:30)**

*This item provides an opportunity for public comment on items not on the agenda (Time limit – two (2) minutes per person). There will be opportunity for public comment on agenda items as they are considered.*
- III. Updates (5:30-6:00)**
  - a. Court (Etezadi, Jakubowski)
  - b. Private Defender Program (Rayes)
  - c. District Attorney's Office (Baum)
  - d. Behavioral Health & Recovery Services (Pena)
  - e. County Office of Education (Littrell)
  - f. Probation (Barrack)
- IV. Inspection Updates (Labouisse) (6:00-6:30)**
  - a. Youth Services Center Inspection Review (Labouisse)
  - b. Camp Kemp Inspection Review (Flores)
  - c. School Inspections (Wilson)
- V. Project Milestone Review (6:30-7:00)**
  - a. Develop Truancy Strategy (Swope)
  - b. Parent Guidebook (Swope)
  - c. Existing Mental Health/Addiction Programs (Labouisse, Telleria)
  - d. Develop Marketing Strategy (Barrack, Nori)
  - e. Communicate with Elected Officials (Bocanegra, Labouisse)
  - f. Youth Recruitment (Wilson, Telleria)
- VI. Survey of Commissioner Interest in Positions for 2021 (7:00-7:05)**
- VII. Youth Commission (Nori & Willis) (7:05-7:10)**
- VIII. Announcements (7:10-7:15)**



## JJDPC Meeting, October 27, 2020 – Public Participation Instructions

Pursuant to the Shelter in Place Orders issued by the San Mateo County Health Officer and the Governor, and the CDC's social distancing guidelines which discourage large public gatherings, the Juvenile Justice and Delinquency Commission's meetings will be held remotely with public access available by videoconference.

**Topic:** JJDPC October Meeting

**Time:** October 27, 2020 5:15 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/87291311012>

One tap mobile

+16699006833,,87291311012#,,,,,0#,,

Dial-in:

+1 669 900 6833

Meeting ID: 872 9131 1012

For public access, please email JJDPC Co-Chair Debora Telleria at [deborahyder@gmail.com](mailto:deborahyder@gmail.com) for password no later than 4:30 p.m. on October 27, 2020.

We highly recommend you use a computer or iPad type device and activate the camera feature vs. calling in only on audio. To call in via phone (preferably, but not necessarily with a camera), see instructions below.

**Next Meeting: Tuesday, November 24, 5:15 – 7:15 p.m.  
Location: To Be Announced**

MEETINGS ARE ACCESSIBLE TO PEOPLE WITH DISABILITIES. INDIVIDUALS WHO NEED SPECIAL ASSISTANCE OR A DISABILITY-RELATED MODIFICATION OR ACCOMMODATION (INCLUDING AUXILIARY AIDS OR SERVICES) TO PARTICIPATE IN THIS MEETING, OR WHO HAVE A DISABILITY AND WISH TO REQUEST AN ALTERNATIVE FORMAT FOR THE AGENDA, MEETING NOTICE, AGENDA PACKET OR OTHER WRITINGS THAT MAY BE DISTRIBUTED AT THE MEETING, SHOULD CONTACT SECRETARY TONY BURCHYNS (650) 312-8878 AT LEAST 72 HOURS BEFORE THE MEETING AS NOTIFICATION IN ADVANCE OF THE MEETING WILL ENABLE THE COUNTY TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCESSIBILITY TO THIS MEETING AND THE MATERIALS RELATED TO IT. ATTENDEES TO THIS MEETING ARE REMINDED THAT OTHER ATTENDEES MAY BE SENSITIVE TO VARIOUS CHEMICAL BASED PRODUCTS.

If you wish to speak to the Committee, please fill out a speaker's slip. If you have anything that you wish distributed to the Committee and included in the official record, please hand it to the County Manager who will distribute the information to the committee members.



COUNTY OF SAN MATEO  
Juvenile Justice and Delinquency Prevention Commission  
222 Paul Scannell Drive • San Mateo, CA 94402

## Minutes of the Juvenile Justice & Delinquency Prevention Commission

September 29, 2020 | 5: 15-7:15 pm  
Remote Meeting

### MINUTES

**Commissioners Present:** Co-Chair, Toni Barrack; Co-Chair, Debora Telleria; Paul Bocanegra; Monroe Labouisse; Sathvik Nori; Susan Swope; Melissa Wilson; Douglas Winter

**Commissioners Absent:** Vice-Chair Rebecca Flores; Vice Chair, Sonoo Thadaney

#### Additional Attendees:

Judge Susan Jakubowski – Juvenile Court

Ron Rayes – Private Defender Program

Rebecca Baum – District Attorney’s Office

Jenee' Littrell – SMC Office of Education

Kate Heister – Fresh Lifelines for Youth (FLY)

Johnna Rasmussen – Potential Commissioner

Nicole Sbragia – Potential Commissioner

Aurora Pena – Behavioral Health & Recovery Services

Ally Hoppis – Behavioral Health & Recovery Services

Ameya Nori – Youth Commission

Austin Willis – Youth Commission

Judith Gable – Acknowledge Alliance

Suki Reddy – Potential Commissioner

#### I. Administrative Business

- a. **Call to Order:** Co Chair Telleria called meeting to order at 5:15 p.m.
- b. **Roll Call and Establish Quorum:** A quorum was established at 5:17 p.m.
- c. **Welcome and Introductions**
- d. **Vote on Leave of Absence:** Commissioner Labouisse made a motion to approve a one-year leave of absence (10/01/20-10/31/21) for Vice-Chair Thadaney. Commissioner Swope seconded the motion, which passed 7-0.
- e. **Agenda Review:** Approved with correction of typo.
- f. **Approval of Minutes:** Minutes from August 25, 2020 meeting approved as amended.

#### II. Oral Communication: *None*

#### III. Acknowledge Alliance

- Presentation by Judith Gable, Program Director of the Court and Community Schools Collaborative Counseling Program, which provides services to high-risk youth.
- Added programs through Boys and Girls club to give at-risk youth more opportunities and follow them throughout high school and college to ensure they aren’t falling through the cracks.



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- Grown clinical staff by focusing on professional full-time positions, rather than volunteers, to be able to offer youth better services.
- Challenges during COVID include lack of access to kids through traditional environments like schools, however they are working with Peninsula Bridge and other CBOs to reach and better serve the youth.
- Working on increasing connection with at-risk youth through online platforms (Google Meets, Zoom, etc.).
- Incarcerated youth often face discrimination because of their incarceration history, which leads to hopelessness about future prospects regarding high school, getting jobs, going to college etc.
- There is need for internship programs and apprenticeship opportunities for youth especially for those who are not going to college.

#### IV. Department Updates

**a. Juvenile Court** (Jakubowski)

- One courtroom is running at Juvenile Court.
- No issues with getting cases heard timely or having access to a trial.
- Many people are appearing by Zoom or phone. Working to maintain confidentiality through Zoom.

**b. Private Defender Program** (Rayes)

- Discussed Senate Bills, including one raising the age to 18 for a minor to waive their Miranda rights, and another dealing with the closure of DJJ.
- Office is working overtime to ensure youth are fairly represented and receive best results.

**c. District Attorney's Office** (Baum)

- Everyone has come back to work and the office is fully staffed.
- The DA's office will continue to appear remotely in court.

**d. Behavioral Health & Recovery Services** (Pena & Hoppis)

- Very few youth in hall.
- BHRS is working to provide services to youth remotely.
- Transitions out of juvenile hall are taking longer and BHRS is working with clients even after they leave hall.

**e. County Office of Education** (Littrell)

- 33 students in county schools (Canyon Oaks, Gateway, YSC and Camp Kemp).
- Continuing distance learning until October 19<sup>th</sup>.
- Office of Education is working with the teachers' union to ensure transition to in-person learning goes smoothly.

**f. Probation** (Barrack)



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- Currently 16 youth in custody at YSC including 2 girls at Camp Kemp (holding steady at around 16-20 youth during past month).
- No Covid-19 cases.
- Probation is creating a de-escalation room at YSC to help youth self soothe and calm down when stressed.
- Probation officers are in the field, but not entering homes.
- Merging Investigation Unit and Intake Unit because of declining populations.
- Offering WhyTry? curriculum to parents for free.

**V. Inspections Update**

- a. Canyon Oaks inspection was reviewed. Co-Chair Barrack moved to approve the inspection with suggested changes. Commissioner Swope seconded the motion, which passed 7-0.
- b. Commissioner Labouisse reported that the YSC, Camp Kemp and education inspections are in process and should be ready for review at the October meeting.

**VI. Strategic Project Milestone Reviews**

- a. **Develop Truancy Strategy** (Swope)
  - Working on SARB initiative with Carrie Du Bois, who is on the school board for Sequoia Union High School District and also a member of the State SARB.
- b. **Parent Handbook** (Swope)
  - The Parent guidebook almost ready to go.
  - The design is ready to be signed off on.
- c. **Describe Existing Transition Programs** (Labouisse, Telleria)
  - Still investigating and interviewing.
  - Research indicates that it is harder to start up new mental health or substance abuse facilities because of declining youth population at YSC and increased costs.
- d. **Marketing Strategy** (Barrack, Nori)
  - Working on proposal for upgrading the website and reaching out to relevant stake holders.
  - Will use any commission input to complete strategy this month.
  - Would like to fill marketing coordinator position to move execution of the marketing strategy forward.
- e. **Elected Officials** (Bocanegra, Labouisse)
  - Continuing to reach out to more elected officials including school boards and mayors.
  - Making good connections with elected officials through Supervisor Canepa.
- f. **Youth Recruitment** (Wilson, Telleria)



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- Created flyer and reached out to CBOs, volunteer sites, high schools, community colleges, etc.
- Created press release for distribution.
- Working on updating County website

**VII. Youth Commission** (Nori and Willis)

- Working on jump-starting the process of creating a youth court in San Mateo County, which was put on hold because of the COVID-19 pandemic.

**VIII. Announcements:** *None*

Meeting adjourned 7:16 p.m.

**Next Meeting: Tuesday, October 27, 2020**



# COUNTY OF SAN MATEO

## Juvenile Justice and Delinquency Prevention Commission

222 Paul Scannell Drive ☐ San Mateo, CA 94402 ☐ (650) 312-5254

### APPLICATION FOR COMMISSION

Special Requirements (if any): **APPLICATIONS WILL NOT BE CONSIDERED UNLESS APPLICANT:**

- 1.) HAS ATTENDED TWO (2) MEETINGS OF THE COMMISSION
- 2.) IS A RESIDENT OF SAN MATEO COUNTY

*Information provided on this application is public information and may be made available to other applicants, members of the press or the general public.*

WOULD YOU BE ABLE TO ATTEND COMMISSION MEETINGS, WHICH ARE SCHEDULED THE LAST TUESDAY OF THE MONTH FROM 5:15 P.M. – 7:15 P.M.? YES Yes NO       

NAME: Johanna L. Rasmussen PHONE: [REDACTED]

ADDRESS: [REDACTED] CITY: Redwood City

ZIP CODE: [REDACTED] E-MAIL ADDRESS: [REDACTED]

PRESENT EMPLOYER: N/A POSITION: Stay @ Home Mom

ADDRESS: n/a CITY: n/a

ZIP CODE: n/a

HOW LONG HAVE YOU RESIDED IN SAN MATEO COUNTY?: 37 years

EDUCATIONAL BACKGROUND: I am a High School Graduate. I attended our local San Mateo Community Community Colleges, where I completed a Paralegal Program. I have studied Criminal Justice, Child Psychology & Development, Human Services, Public Policy, Special Education, Disability, Housing, and Family Law.

**EMPLOYEE AND/OR PROFESSIONAL EXPERIENCE:** All of my work has always been as a Volunteer.

I have never held a paid position for any of the work I have done over the past 30+ years.

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**CIVIC ACTIVITIES** (Please include any present or past membership on County or City boards, committees, as well as participation in the activities of community groups or organizations.):

I have worked within our SMC Juvenile Justice and Education systems in many different capacities over the last 30 years.

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In 2001, I created a Parent Support Group for parents of incarcerated youth at Hillcrest. I have personally participated in the Juvenile Diversion

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Probation, Wrap Around, SMC Mental Health, Probation Placement, and various programs & services as a parent & youth advocate for many families.

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I have also worked within the California Youth Authority & State Parole systems, as well as the Adult Probation, Adult Drug Court, Dual Diagnosis

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and residential substance abuse treatment centers.

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**WHY ARE YOU SEEKING THIS APPOINTMENT?** (Please include in your response any qualifications/special interests related to this position, which may not have been covered.)

I am seeking an appointment to the Commission because I believe my personal experience and work centered around at-risk Youth can help shape policy

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and create positive change for our youth and their families. Our family went through the Juvenile Justice System in the late 1990's and early 2000's.

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Our journey began with a ADHD diagnosis and a misdemeanor charge of vandalism when our daughter was 12. After failing probation, she was placed at the Fred Finch Youth Center.

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At 15, she was committed to the California Youth Authority. She spent 10 months in the Intensive Psychiatric Unit and released on State Parole. I believe my own life experiences

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and work offer a unique perspective through the lens of a parent, with a child who has gone through our Juvenile Justice System.

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**WHICH MEETINGS OF THIS COMMISSION HAVE YOU ATTENDED?** I attended the

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July and in September Meetings.

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**HOW DID YOU BECOME AWARE OF THE OPENING?** A family member told me about it.

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**HAVE YOU WORKED WITH OR ADVOCATED ON BEHALF OF YOUTH? IF SO PLEASE DESCRIBE.**

I have worked within our SMC Juvenile Justice and Education systems in many different capacities over the last 30 years. In the early 2000s, I created a

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a Parent Support Group for parents of incarcerated youth at Hillcrest. I have worked within our Elementary and High School Special Educations systems,

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as both a Parent and Parent/Student Advocate for others. I have advocated for increased funding for youth crisis services, parent education

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support, increased case management, and local community-based treatment and services.

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10/19/2020

DATE



SIGNATURE

*This application may remain on file for six months from the date of submission*

PLEASE COMPLETE AND RETURN TO:

Tony Burchyns, Administrative Secretary III  
Juvenile Justice & Delinquency Prevention Commission  
c/o San Mateo County Probation Department  
222 Paul Scannell Drive  
San Mateo, CA 94402

**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
 Calendar Year: 2020-2021**

<b>FACILITY NAME:</b> Camp Kemp <b>FACILITY TYPE AND CAPACITY:</b> Girls Camp Facility; rated capacity of 30
<b>FACILITY ADDRESS:</b> 400 Paul Scannell Drive, San Mateo, CA <b>FACILITY PHONE NUMBER:</b> 650-312-8970
<b>FACILITY MANAGER INTERVIEWED:</b> Harold Mayburry and Chadie Galera <b>STAFF INTERVIEWED:</b> Damon Lynch
<b>COMMISSION CHAIR:</b> Toni Barrack and Debora Telleria (sanmateojjdc@gmail.com) <b>COMMISSION INSPECTORS:</b> Rebecca Flores (on-site) and Michele Gustafson (virtual) <b>PRESIDING JUDGE:</b> Judge Susan Etezadi
<b>INSPECTION DATE:</b> August 12, 2020 (on-site) <b>LAST INSPECTION DATE:</b> July 10, 2019
*See attached appendices for further description of facility and program.

**EXECUTIVE SUMMARY**

<b>COMMENDATIONS</b>	
Comments:	<p>The Camp Kemp program, which has a residential component and a school component (called “Girls Empowerment Program” or GEP) is an excellent program that gives youth a significant opportunity to learn and grow in a safe, supportive environment. This program can be critical to helping a youth to process and recover from trauma. The staff is caring and dedicated to the mission of the program. This is a game-changing program for the youth who are selected to participate in it and the Commission fully supports the Camp Kemp residential program and GEP.</p> <p>Youth report that they enjoy Camp Kemp and have found it beneficial. Camp Kemp is a very welcoming and supportive space for youth and we would like to recognize the staff for the great job they are doing in caring for the well-being of the youth at Camp Kemp. Staff have also reported that youth will ask to come back early from home passes if they are feeling unsafe or unsure that they can make good choices, which demonstrates the incredible impact that the program has on the residents. Choosing to come back to Camp before strictly required to means that it is a safe, welcoming space where youth feel supported.</p> <p>Additionally, the Commission would like to commend the staff for their flexibility and vigilance during COVID restrictions. Staff and administration have done a great job adjusting to COVID-19 procedures.</p>

**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
 Calendar Year: 2020-2021**

**RECOMMENDATIONS**

Comments:	<p>In April 2020, Camp Kemp began transferring youth to the YSC in the evenings. The Commission was not informed of this development. We understand the budgetary rationale behind the change and have since clarified that this is being done in a fashion that minimizes retraumatizing youth and any contact with girls housed on Pine 4. However, this is a major change to the implementation of the program, thus the Commission should be informed in the future of changes impacting the housing of the youth or other significant changes. Additionally, transporting the youth back to juvenile hall is not ideal and we recommend that the youth be housed at the dormitory again once the program has more residents.</p> <p>We also recommend that showers should be cleaned and power washed on a more regular basis to avoid bacteria build up.</p>
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**DOCUMENT REVIEW**

**LOCAL COUNTY INSPECTIONS**

REVIEWED:	YES	NO	N/A	COMMENTS:
County Building Inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire Authority	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Health-Nutrition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Health-Medical / Mental Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Health-Environmental	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**OTHER DOCUMENTATION**

REVIEWED:	YES	NO	N/A	COMMENTS:
Grievance Forms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Serious Incident Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There haven't been any serious incidents for the past two years. No staff or youth injuries.
Medical Screening Forms (Intake)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Updated to include screening for COVID-19. All youth are isolated on intake for 72 hours but may have video calls with family.
Youth/Parent Orientation Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reviewed Parent/Youth Orientation Packet. Packet is easy to understand and well-written.

**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
 Calendar Year: 2020-2021**

Comments:	None
Recommendations:	None

**INTERVIEWS**

<b>ANCILLARY SERVICES</b>				
<b>INTERVIEWED:</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Mental Health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	See behavioral health section below
Medical Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dental Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Did not interview dental care staff. Dental care is handled at the YSC facility, which is up the street in a separate facility
Kitchen/Nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Meals are now contracted by the Sheriff's department so there are no cooking facilities on site.
Comments:	None			
Recommendations:	None			

<b>YOUTH INTERVIEWS</b>	
What was your intake and orientation experience like?	Youth #1) Rules are straight forward, she understood them all. Staff are all respectful. Parents were present during orientation and understood everything. Youth #2) They made it very clear, rules and expectations were clear. Parents were present.
Describe your interactions with medical/dental.	Youth #1) Medical staff are really cool. Medical is quick to respond. Dental staff take forever to get back to them. Youth 2) Very helpful, the nurse reads all request forms and talks to them about their meds and will inform the psychiatrist to go over the meds with you. Has not had interaction with dental staff.
Describe you experience with behavioral health.	Youth #1) Has been helpful. Staff have helped her a lot through the year. They helped her with individual therapy and family therapy. Youth #2) They are helpful. Original therapist was really good, had a great connection and was able to open up.
Describe the interactions between staff and youth.	Youth #1) Staff are pretty cool. If they have to tell youth to do something they will do so nicely. Staff will always remind them of the rules. She gets along with all the staff. Youth #2) He gets along with staff, staff treat him really well, staff do not discriminate.

**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
 Calendar Year: 2020-2021**

What programs do you find most useful? Why?	Youth #1) The Spanish program is helping her, as well as the Brighter Day program because they help her find jobs. School is super helpful, she went through 2 years of high school in 1 year. Youth #2) FLY is the most helpful. FLY offers a re-entry program and he has found it to be really helpful. He also enjoys the mind body spirit program.
Summary of youth interview:	Youth #1) Youth masks are washed. Youth are given 3 masks, enough to change it 3 times per week. Camp has really helped her change. She enjoys all the programs. Her favorite program is the Spanish program. Youth #2) Regarding his preferred pronoun, staff have been respectful and correct themselves when needed. They made sure to ask him what he identifies as and did not assume. They also asked him what his preferred pronoun was. He has had a good experience at Camp Kemp overall and has a lot of fun. He mentioned that youth who say they don't like it there are probably those who did not follow rules.
Recommendations:	None

**BEHAVIORAL HEALTH**

Caseload Ratio	BHRS Staff provide services across the YSC and Camp Kemp facilities. The caseload for clinicians was approximately 1:10 (1 staff: 10 youth).
Youth Experience	BHRS provided an individualized experience for each youth. The youth really appreciate the mental health services and create a bond with their clinicians. Major change that is consistently observed in the youth is that in times of crisis, the youth will reach back to their clinicians for help.
Programming Offered	Each youth in the Camp Kemp program receives individual, group and family therapy, this includes both youth who are in residence and those who are in the Girls Empowerment Program. Unlike the BHRS services at Juvenile Hall/YSC, therapeutic services are embedded in the Camp Kemp program. Individual therapy is tailored to each youth. Group therapy includes at least three groups a week: rape trauma services (trauma therapy); AOD counseling (by StarVista); weekly group (varying topics). Family therapy is tailored to the family dynamics. BHRS will also reach out to adjunct therapy, as needed (for example, to the PRIDE Center, for additional AOD counseling, can connect to other county services).
Comments:	BHRS provides excellent services for the youth assigned to Camp Kemp. The small size of the Camp Kemp program (both residents and GEP) enables mental health programming to be embedded in the daily programming.
Recommendations:	None applicable to the Camp Kemp program, but potentially consider how to add behavioral/mental health programming similar to that at Kemp to regular programming at YSC for youth at the Juvenile Hall.

**STAFFING**

	YES	NO	N/A	COMMENTS
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**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
 Calendar Year: 2020-2021**

Does facility maintain mandated awake ratios? (1:10)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does facility maintain mandated sleeping ratios? (1:30)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are staff/youth interactions respectful?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there enough supervisors to supervise staff?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there staff who speak other languages?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 staff all speak Spanish
Is there a diverse staff workforce?	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Yes - 4 black; 3 Latino/Hispanic; 1 Asian
Does facility have enough staff to ensure that all programs, activities are provided as required?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**STAFF INTERVIEW**

How long have you been on the job?	Group Supervisor 3: Has been a Group Supervisor for 20 years. He started off as extra help for four to five months, worked at the old hall as part of the policy and procedure team for the new facility and trained new staff. Worked in every unit except for the girls' camp until now. Has been at the girls' camp for four years now. In his current role he finds himself doing a lot of listening and counseling.
Did you complete the training within one year of being hired?	Yes
Describe the training you have received. Was it useful? Adequate for the expectations of your assignment?	Received two types of training. The first trainings was a month of Standard Core training, and the second training was a week of PC832 training.
What additional training do you feel you or staff in general need?	It would be helpful to receive training regarding street gangs within San Mateo County or gangs in general. Training should include basic gang awareness, prevention and intervention.
How are you updated about changes to policies and procedures?	Policy changes/updates are provided via email and through the Lexipol portal. Staff receive alerts of changes to policy through the portal and must read and sign it. Managers are alerted when staff have reviewed and signed the policy changes. Managers are also notified when staff have not reviewed it.
Comments:	Staff would like to have a better scheduling system. It would be ideal if shifts/schedules were more consistent. Currently shifts are changed three to four times a year. It would be nice to have a more consistent schedule that did not change as often.
Recommendations:	Gang awareness, prevention and intervention training should be added to the GS mandatory training.

**INTAKE/ADMISSION**

	YES	NO	N/A	COMMENTS
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**JUVENILE JUSTICE COMMISSION ANNUAL INSPECTION  
 JUVENILE HALLS, SPECIAL PURPOSE JUVENILE HALLS AND CAMPS  
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Are youth searched during intake?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Primary intake is conducted at YSC, not at Camp Kemp, however, youth are searched upon return to Camp (i.e., court, outings, home pass)
Can youth make phone calls during intake?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Staff call parents at admittance to Camp Kemp.
Comments:	<p>Youth are searched on intake. Female staff search their personal belongings from the YSC facility and receive a pat down. If they find contraband they confiscate it and contact the institutional services manager to inform them. The youth will probably go back to Pine 4 and may have to go to court. At the end of the search they are given an opportunity to call their parents, plus staff will call parents to inform them of the transfer.</p> <p>Parents are not with youth during transfers because they are normally coming from Pine 4. Staff does not give parents a specific date and time of the transfer because it is a security risk.</p>			
Recommendations:	None			

<b>ORIENTATION OF YOUTH</b>				
	YES	NO	N/A	COMMENTS
Are all youth orientated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is an initial orientation of youth (review of rules, handbook) upon arrival at Camp Kemp. Later there is a formal review w/parents.
Do youth understand rules and expectations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes - they sit down with parents and probation officers to go over the rules. Youth will print and sign their names.
Are rules and grievance procedures posted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Procedures for grievances are posted in dorms, listed on the orientation board and are in the handbook. Grievance forms are checked daily.
Comments:	<p>Parents are notified of transfers within a week of the transfer depending upon the parents schedule. Parents are notified fairly quickly. Parents are given an orientation packet/parent youth handbook. It is only available in Spanish and English. There is an interpreter, who will translate it all. Any time a parent needs a translation, it is available 24/7.</p> <p>The parent youth handbook is updated every year, including this year.</p> <p>Facility rules state that in the event youth do not follow the rules there are minor and major disciplines.</p> <p>No Confinement = Alternative Program. Staff are not allowed to keep a youth confined to a room. Staff let them know they have a time out to think about what they did. Staff will pull the youth out of activities and check on them every 15 minutes. Once cooled down, the youth can continue activities. If the youth gets into a fight they will get transferred to YSC. If they are a security and/or safety risk, they will go to YSC and a mental health therapist is contacted. If the situation can be defused at Camp Kemp, the staff will do so. If unsafe behavior occurs after hours, the youth will be assessed at YSC.</p>			

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	Immigration Resources: Staff will contact YSC to let them know they are in need of services and PO and assessment center for support and resources.
Recommendations:	None

<b>ACTIVITIES AND PROGRAMS</b>				
	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Telephone Access (Ongoing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Residents are allowed to call their parents/guardians four times a week for 10 min/call; youth get two Zoom calls a week in addition to the four phone calls. Calls can be extended, if needed, to 15-20 minutes in length.
Correspondence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Personal correspondence is reviewed prior to being posted. Staff may copy concerning correspondence and file a report with CPS if needed. Correspondence to and from lawyers not reviewed.
Visiting (2-hr min per week)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Parents, grandparents, legal guardians, siblings (with PO approval) are allowed visits for one hour twice a week. During COVID restrictions, the facility follows County protocols. As of the time of the inspection, depending on the visit (pre approval on PIMS file), parents go through COVID questionnaire and temperature check. Visits may be more than two hours. If the youth has passed 14 days of quarantine upon arrival they can have two in-person visits and Zoom meetings per week. Home passes start on Fridays and are 24 or 48 hours based on the youth's behavior and no rule infractions.</p> <p>If low income families want something they can get it from the camp store - soups/chips and Gatorade.</p> <p>For visits - if parents are not available during the designated time slots, staff will accommodate the parents' schedule. Such visits can be made available whenever there are no programs (i.e., unrestricted time) and as long as the visit does not interfere with program or therapy.</p>



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Recreation (at least 1-hr of unscheduled activities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yoga or LMA slot every day except Thursday.
Exercise (at least 1-hr+ of daily LMA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes - maintaining social distancing; can't use sport equipment; no major running because must wear a mask; no use of the gym. The girls do a lot of walking and hiking outdoors. Still doing yoga in the common area (provided over Zoom), spaced six feet apart. There has been no LMA on Thursday because of back to back programs but the youth go on walks around the quad.
Regular Programming (please describe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>See schedule attached as Exhibit B</p> <p>Most programs have been on Zoom. No in person volunteers. The only in-person programs are the ones run by staff. GEP girls were coming in for school during summer, but now will be all on Zoom to comply with current San Mateo County restrictions.</p> <p>Rape Trauma Services - each week will cover a different topic to make better choices. Done over Zoom Tuesdays and Thursday.,</p> <p>Reflections group - has not been offered since COVID, but is a group taught by therapists about how to deal with feelings and emotions to help them work through their trauma.</p> <p>Brighter Day run by Pastor Calvin - job preparation group, how to complete a job application and job interview. Will also help them with job search. Are really connected with Safeway and some girls were given jobs at Safeway. Stopped for a period of time but will be bringing it back next week.</p> <p>Religious programming - If youth have a specific religion they follow, staff will support their needs. They can read a book, write or do something therapeutic away from the group if not participating in religious services.</p>

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Special Programming (please describe)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Home passes (see description in comments below) Art Therapy with Whale Sounds Spanish class
Counseling and Casework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each staff and therapist is assigned certain youth and checks in with them regularly. If they need additional counseling staff will contact BHRS or StarVista to do a Zoom session. Therapists meet with youth two times a week, individual and family. If a youth requests more time they are accommodated.
Family Reunification and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multi-family group meets every Saturday. Camp Kemp also hosts family events and family nights. Camp Kemp has not been hosting these since COVID restrictions have been in place. No large groups are allowed. Current residents are away on weekends so there is not a need for it. Family nights were every other month on a Wednesday - currently not happening because of COVID.
Substance Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AOD class offered twice a week; girls are required to attend AA meetings over extended home passes or lose next home pass eligibility.
Cognitive Behavioral	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cognitive skills group run by staff member (done in person staff lead).
Victim Awareness/ Restorative Justice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offered by Rape and Trauma Services.
Vocational Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Brighter Day and Chef Rod's Cooking Class
Post-Secondary Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls may attend College of San Mateo (Project Change) if eligible.
Work Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Brighter Day and Job Train
Community Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community services include: meal drop offs to the Samaritan house, making masks for the homeless, donating shoes to homeless, participating in Compassion Project, making survival bags for the homeless, and making masks for Native Indian tribes in South Dakota.
Parenting Classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offered by Rape and Trauma Services.
Sexual Harassment Classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Offered by Rape and Trauma Services.
Religious Activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Church offered on Sunday mornings; Bible study offered on Tuesdays. Youth can do other quiet activities if they do not want to attend.
Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Camp Kemp has a separate school run by the County Office of Education. They have a Girls Empowerment Program for day students. Please see the separate Educational Report.

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Comments:	<p>Home passes are on hold/not allowed since the start of COVID (for about four months to mid July). Home passes started up again in mid-July. Medical will test them before coming back from passes.</p> <p>If youth are on social media during their home pass there are consequences such as a loss of a home pass or passes are cut in half. There is a verbal warning and loss of home pass if it continues, or passes are taken away all together and the youth is sent to YSC. Because it's a violation of the home pass rules they will have to go to court and the judge will review their behavior</p> <p><b>Follow up questions from 2019 inspection:</b>          What do you do with youth who are not in school? They have the option to go to school or do college bound work. On a staffing level, if there is a youth who is on the unit they have to be out of their room. If a youth is in their room longer than four hours, it needs to be documented. Youth can take online courses at CSM or can work on a project for staff to do something productive.</p>
Recommendations:	None

<b>USE OF FORCE</b>	
Comments:	<p>Force is only used in the event that all other options have failed. Youth will be restrained with metal cuffs as a last resort. Pregnant youth would be front-cuffed. There have been no incident reports since April 2020.</p> <p><b>Follow up from 2019 inspection:</b></p> <ul style="list-style-type: none"> <li>● Safety procedures have not changed since the 2019 inspection</li> <li>● There is no quiet room yet. If a youth is having an issue they will go to the quad and do some reflection or go for a walk.</li> </ul>
Recommendations:	Recommend that Camp staff be supported in furnishing and establishing practices for a quiet room. It seems like a great idea for the youth to have a quiet space, if needed.

<b>ROOM CONFINEMENT</b>	
Comments:	<p>Room confinement is not used. Alternative programming is used or if the youth is exhibiting dangerous or significantly disruptive behavior, they may be sent to the YSC. Youth are only sent to YSC if there is a physical altercation and youth are out of control or if there is a security issue.</p>
Recommendations:	It would be helpful to see a log of all the times that Camp Kemp youth are sent to the YSC for behavioral issues. This may be documented in serious incident reports, but a count or a log would be helpful in understanding how often this option is used.

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<b>DUE PROCESS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Discipline Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discipline guidelines are documented in Article 7 1390 on page 285 of the San Mateo County Juvenile Hall Policy Manual.
Grievance Trends	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The most common complaint has been with medical (1x not coming Wed; 1x didn't put in med request). All addressed, no youth appeals.
Comments:	<p>Rules for Camp Kemp are provided to youth and must be signed by each youth.</p> <p>Rules for GEP are provided in the GEP Orientation packet and differ from the facility rules. A youth can be dismissed from school or suspended and staff will file an informational report. A parent/PO must come to pick up the youth within one hour and there may be additional consequences. Two or more incidents in a week may result in being detained at the YSC in the weekender program.</p>			
Recommendations:	<p>Recommend ensuring that Camp Kemp residents and GEP clearly understand the rules and procedure to appeal any disciplinary action, as the guidelines in the Policy Manual state that this must be initiated by the youth in writing within five days. Additionally, the Commission would like to review any Disciplinary Tickets issued to youth to ensure that the appeal process is clear and that any report was provided to the youth.</p>			

<b>MEALS/NUTRITION</b>				
	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Is the meal menu posted in the dayroom?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are meal servings ample, nutritious and appetizing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are staff present and supervising during meals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are meals cafeteria style service or direct serve?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meals are direct served. No longer have a dietary department. Contracted with the Sheriff's department to provide meals for Camp Kemp. There is a new fridge and food warmer in the kitchen.
Are youth allowed to converse during meals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is the length of time allotted to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30 minutes or longer up to 45 minutes
Comments:	<p>Due to COVID-19 regulations Camp Kemp girls are eating in the dorms in their own section. There is no indoor dining in the kitchen. The only time they use the kitchen is for cooking classes. During cooking class they wear gloves and face masks and stay 6 feet apart in the kitchen.</p>			

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	Snack options include: fruit, bars, BJs, water, Cheez Its, or canteen option (based on a point system). Every Friday staff hold canteen and youth can buy food depending on how many points they have earned.
Recommendations:	None

**TRAUMA INFORMED APPROACHES**

Comments:	Staff are highly sensitive to the trauma that the girls may have experienced. Staff undergo training and observe the girls for signs of stress during potentially triggering activities/classes. Staff use a genial approach. Rape Trauma Services (RTS) is one resource. Staff are seasoned and trained on trauma informed approaches and use a nurturing and supportive approach. STC Standard training credential certified for trauma informed approaches is required for staff; 24 hours for line staff and 40 for management. More sensitive towards transgender youth and youth identity, staff will respect youths preference.
Recommendations:	None

**CULTURAL AND LINGUISTICALLY APPROPRIATE**

Comments:	Translation services are available. Camp Kemp has four Spanish-speaking staff. Non-parent family members are permitted to visit, if approved by probation.
Recommendations:	None

**LGBTQI**

Comments:	Gender preference is considered and accommodated barring any safety/security issues. Binders and boxers are provided when requested. Staff are trained on LGBTQI issues. Camp Kemp has had residents who identify as male or non-gender binary. These residents have reported feeling respected and accommodated.
Recommendations:	None

**USE OF TECHNOLOGY**

Comments:	Youth have access to chrome books at school. School work is done on chrome books. If needed to fill out a job application or homework, youth can access the internet outside of school hours.
Recommendations:	None

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**PHYSICAL INSPECTION**

<b>ADMINISTRATION</b>				
<b>AREA REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Facility Perimeter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Paint, Gutters, Windows, Roof, Drains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dorms were recently painted.
Comments:	None			
Recommendations:	None			

<b>EXTERIOR OF LOCKED FACILITY</b>				
<b>AREA REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Grass Areas and Lawns	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Concrete/Asphalt Walkways	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exercise/Recreation Areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Paint and Windows	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gutters, Roof, Drains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Security and Lighting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Still not enough parking.
Comments:	None			
Recommendations:	Previous inspections have reported insufficient parking at Camp Kemp and have recommended restructuring the current lot (minimum), enlarging it (highly recommended) or arranging to utilize the PG&E lot. The Commission repeats its recommendation here so that			

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	there is enough parking for staff, parents/visitors, and probation/clinician/CASA/program provider staff.
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<b>INTERIOR OF LOCKED FACILITY</b>				
<b>AREA REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Living Areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Furnishings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New furniture (sofas, sectionals, dressers)
Fixtures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Upkeep	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safe Storage of Chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sleeping Space	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are 30 new dressers
Beds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mattresses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Day Rooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Showers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Showers need to be power washed and cleaned more often. There was white residue and pink bacterial residue in some of the showers. However, after pointing this out to the staff they immediately scheduled for the showers to be cleaned. I received an email a few weeks after the inspection with pictures of the showers cleaned and power washed. I commend the staff for the quick turn around and serious attention to this matter.
Temperature	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Visitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Holding Areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Admission/Release	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Secure Storage Areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:	There was new furniture and a new paint job in the dorms.			
Recommendations:	None			

**PERSONAL HYGIENE/APPEARANCE OF YOUTH**

OBSERVED	YES	NO	N/A	COMMENTS
Appearance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Youth appeared to be well. Given ample clothing and undergarments. Given three masks a week and wash them accordingly.
Showers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provided once a day and if requested another shower is permitted. If youth is involved in gardening or exercising activities they can take another shower. Sometimes they go running before school and can shower afterwards.
Clothing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls are given seven pairs of undergarments/socks and initial them for laundry (washed daily). Bulky items are laundered at YSC (every two days) They get a new set every day. Shoes have to be all black, all white or gray (can be their own but must be approved by a counselor).
Hair Cuts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If youth request a haircut, they need to have a haircut permission slip signed by their parents. Haircut has to be an approved hairstyle.
Shaving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Girls have access to razors at shower time.
Personal Care Items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feminine hygiene items are available at all times; personal grooming items are issued at intake. The girls have laundry duties and wash clothes daily.
Comments:	None			
Recommendations:	None			



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**Signatures of Commissioner(s) preparing this report**

Rebecca Flores: /s/ Rebecca Flores Date: 10/13/2020

Michele Gustafson: /s/ Michele Gustafson Date: 10/13/2020

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**Appendix A**

**Program Summary**

Camp Kemp has a 3-phase residential program and a Girls Empowerment Program (“GEP”), both designed to provide trauma-informed services and therapy to youth who are assigned by the court. San Mateo County contracts with Sonoma County to make Camp Kemp’s residential program available to Sonoma County youth.

**Residential Program**

The Camp Kemp residential program for youth assigned by the Court. Youth assigned to Camp Kemp programs are female, but may identify across the gender spectrum. The full program proceeds in three phases and usually lasts for approximately one year end through all phases.

- During the first phase, the youth resides at Camp Kemp. This phase is usually approximately 6 months. As the residential portion progresses, youth have the opportunity for home passes of 24 to 48 hours starting on Fridays. The resident’s eligibility is assessed by Camp staff and recommendations made to the Juvenile Court, which determines whether a youth is eligible for home passes (dependent upon positive behavior at Camp and while on the home pass)
- During the second phase, the youth will live at home and will return to Camp Kemp for school and programming (similar to GEP described below)
- During the third phase, the youth returns home and returns to their home district for school. The youth will remain on supervision by Probation staff and will return to Camp Kemp for some programming and mental health services (including therapy).

The residential program was designed to have residents live in a dorm on the Camp Kemp grounds. Since April 2020, however, the residents have been transported to the Juvenile Hall at the Youth Services Center for overnight care. The Camp Kemp youth sleep on the girls unit in Pine 4 (“bedtime transfer”). Lights out at 11 at YSC.

The bedtime transfers were implemented for budget reasons. Instead of needing to call in staff for overtime coverage at the Kemp facility, staff from Camp Kemp help out at YSC for graveyard shifts - taking the Camp Kemp youth with them to YSC helps with financial savings. Initially the Camp youth were in a separate unit, but since the number of youth decreased, they are now in Pine 4, where they have designated rooms. Staff bring the Camp youth over to YSC no later than 9pm, the Pine 4 girls are already in their room by that time. The Camp residents go back to the Kemp facility at 8am and then go to school. Staff and youth have adjusted to this change and it has now become the norm. There is only one girl now at Camp who will be going to YSC.

**GEP**

GEP youth are typically in the program for approximately 6 months. The goal of the GEP is graduation with educational support in a .

Youth are picked up every morning by Camp Kemp staff to attend school on-site at the Camp Kemp facility with the Camp residents (when COVID restrictions permit on-site instruction). The Camp Kemp

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residents and GEP youth attend school together and the GEP youth remain after school for programming, including all mental health services. After scheduled programming, GEP youth are transported home by Camp Kemp staff.

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**Appendix B: Daily Schedule**

**WEEKLY SCHEDULE**

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 AM-12:30PM	School	School Wd@B (8:30-12) Every other week	School Yoga (11-12)	School	School	Community Group (10-12pm) Every other week	Church (9:30am-11am)
12:30PM-1:15PM	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00PM-2:00PM	School  Yoga (2-3pm)	School  Cog skills (2:15-3:15)	Expressive Art or RIS Group (1:30pm-2:15pm)	School	School  Yoga (2:00pm-2:45pm)	Open Rec  Study Hall (1:30pm)	Family Visit (12:45 pm - 1:45 pm) Study Hall (1-3) Open rec
3:00PM-4:15PM	AOD or Reflections	LMA	LMA	AOD or MBS Group	LMA	LMA	Family Visit (3:00pm - 4:00pm) LMA
4:30PM-5:00PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
6:00PM	Beauty Choices	Bible Study	Family Visit (6:00pm-8:00pm)	Art Therapy (6:30-7:30)	Unit cleaning	Beauty Night (6:00-8:00)	Book Club
7:00 PM	Brighter Day	NA	Study Hall	Phone Calls	AA		Open rec
8:00 PM	Phone Calls						

**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**  
**Juvenile Halls and Camps**

FACILITY NAME: Youth Service Center		COUNTY: San Mateo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE):  200 Paul Scannell Drive, San Mateo, 94022 (650) 312-8970		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL <input checked="" type="radio"/>	CAMP <input type="radio"/>
DATE EVALUATED: 10/5/2020		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE):  Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676  Susan Swope, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 364-4110		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE):  Jeneé Littrell Deputy Superintendent, Student Services, SMCOE Court and Community Schools Email: jlittrell@smcoe.org Phone: (650) 802-5588  Sibane' S. Parcels, Principal, SMCOE Court and Community Schools sparcells@smcoe.org, SMCOE Court and Community Schools Phone: (650) 312-5323 – Court Schools; (650) 598-2156 – Community Schools  Shelly Johnson Assistant Principal, SMCOE Court and Community Schools Phone: (650) 312-5323		

### Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

**The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.**

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

### Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website ([http://www.bscc.ca.gov/s\\_fsoresources](http://www.bscc.ca.gov/s_fsoresources)). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division  
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833  
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

## JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

Hillcrest is the YSC school and provides education to boys and girls in detention. It operates as normally as a typical school as possible. On October 2, 2020, there were 18 students. These numbers were low due to Covid-19. Typically, the school serves 40 students.

1370. Education Program	YES	NO	N/A	COMMENTS
<p><b>(a) School Programs</b>                      The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			
<p>The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.</p>	X			<p>We received the written policy and procedures.</p> <p>The school notes its appreciation for the positive collaboration between school and probation staff. They meet weekly and feel in partnership with Institutions.</p>
<p>Culturally responsive and trauma-informed approaches should be applied when providing instruction.</p>	X			<p>Student feedback indicates that there is need for improvement. See student interview notes about the teacher who calls students “dumb” and “special ed”.</p>
<p>Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.</p>	X			<p>Current educational technology protocol is:</p> <ol style="list-style-type: none"> <li>1. Youth who have just arrived are quarantined for 3 days and have paper packets for school.</li> <li>2. Between days 4 and 14, a youth may do school on-unit with a Chromebook.</li> <li>3. Thereafter, the youth attends Hillcrest and goes to school online in the computer lab.</li> </ol> <p>Teaching is a blend of direct instruction and Edgenuity.</p> <p>Prior to Covid-19, desktop computers were used for assessment during orientation, but computers - while available - were not used in class due to security concerns.</p> <p>Probation has been greatly supportive in making needed adjustments.</p> <p>For security, Probation uses Go Guardian to track student actions online. This program sends alerts for any activities and websites of concern.</p> <p>Student interviews reveal that Go Guardian blocks teacher-assigned websites and online tools.</p> <p>The SMCOE hired the court and community schools a .5 technology specialist In the summer, teachers received extensive training on how to teach remotely through technology. This gave them a broader skill-set with which to educate their students. Now, students do research, use Google Suites, communicate with the teacher, and are developing executive functioning skills as they must track their own assignments and due dates.</p>

				<p>Last year's inspection noted that students needed to use computers and computer programs in class.</p> <p>Covid-19 has demonstrated that technology can be safely used to facilitate learning. We hope for continued technology use post-Covid-19, not just at school, but on-unit by Probation to provide education, vocational, and programming opportunities to the youth.</p>
The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.	X			We received this.
Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.	X			
The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.	X			
<b>(b) Required elements</b> The facility school program shall comply with the State Education Code and County Board of Education policies.	X			
As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.		X		Please see the student interview section. Students report verbal abuse by a teacher, and inappropriate grading and handling of work.
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.		X		<p>Students are concerned that they are not working at grade level and are unprepared.</p> <p>We do not think there is adequate preparation for career entry. Current preparation for graduation, career entry, and post-secondary education are the following:</p> <ol style="list-style-type: none"> <li>(1) Students work on credit-recovery through Edgenuity and under the supervision of a teacher who is on-campus during the last period of the school day to increase rates of high school graduation.</li> <li>(2) Students explore a computer-based "Career Pathways" program as part of their 3-day orientation (currently suspended due to Covid).</li> <li>(3) Students explore Career Zone based on individual interests. Teachers used student interests in assignments.</li> <li>(4) The SMCOE has a Career Technical Education team that is exploring introducing an entrepreneurship program. During the inspection, we discussed a local entrepreneurship program called BUILD.</li> <li>(5) Students attend assemblies once per month that focus on career options</li> </ol>



				(currently suspended due to Covid-19). (6) Project Change continues to impress.
(7) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.	X			Sequoia Union School District intake staff notes that students return with partial credit that delays school graduation. On 10/8 the district and school met and came up with actionable items to solve this problem. The school needs to have this same conversation with other receiving school districts.
(8) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.		X		Normally, the school provides information, materials, and proctoring of the test. Staffing cuts have eliminated preparing students for the test. An outside provider, such as EORO, may work with a student. This is currently not available due to Covid-19. Also, due to Covid-19, tests are not being proctored at this time.
(9) Youth shall be informed of post-secondary education and vocational opportunities.	X			This is part of the 3-day orientation upon intake.
(10) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			
(11) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			In a locked-facility, “supplemental instruction” may occur during the school day rather than before and after school as the phrase is typically defined. The school has expanded this instruction by adding an English Language Development (ELD) teacher.  The district plans to analyze Measures of Academic Progress (MAP) results to evaluate how well the school is advancing grade-level skills.  For reference, Santa Clara County’s JJC did a 2019 analysis of MAP scores in their facility and we include their report for reference: <a href="https://www.sccscourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf">https://www.sccscourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf</a>  Based on its California School Dashboard scores, the school receives funds from the California Department of Education which affords supplementary curriculum and technology purchases.
(12) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X			Extensive documentation is now required. Each teacher must note the lesson for the day and a student’s physical presence and mental engagement. There are necessary absences that are not due to operational procedures. These are due to court, lawyer consults, BHRS appointments, and hospitalizations.
(13) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth’s Section 504 Plan or Individualized Education Program (IEP).	X			The CARES class continues with Covid-19.

<b>(c) School Discipline</b>			
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X		
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X		
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X		<p>The school has implemented alternatives to discipline rather than have Probation take a student back to the unit and miss class time. Most discipline is now handled by the teacher, eg. changing seats, talking one-on-one with the student, or sending the student to talk to the school counselor or assistant principal. A student may also talk to the GS staff. While it is possible that a student returns to the unit for unresolved disciplinary problems at school, this is rarer than it was a few years ago.</p> <p>The on-campus CARES program was created to avoid the need for corrective action that would take a student out of school. The CARES program continues during Covid-19 with students learning online.</p>
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X		<p>This is a written policy with form.</p> <p>A student may make a request to transfer from (or to stay in) the CARES program and the request will be immediately considered. A teacher may fill out a recommendation for a student transfer. Regardless, a multidisciplinary team evaluates whether a student should return to the mainstream classrooms every two weeks.</p>
<b>(d) Provisions for Special Populations</b>			
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X		<p>At this time, the school is not doing Special Ed testing to identify students. On September 28, federal guidelines affirmed that schools continue to have an obligation to identify students within 60 days of arrival.</p> <p><a href="https://www2.ed.gov/policy/speced/guid/idea/memosdcltr/qa-provision-of-services-idea-part-b-09-28-2020.pdf">https://www2.ed.gov/policy/speced/guid/idea/memosdcltr/qa-provision-of-services-idea-part-b-09-28-2020.pdf</a></p> <p>The school intends to resume testing soon and do testing interactions through Plexiglass.</p> <p>Doing IEP meetings via Zoom has resulted in higher attendance and increased general contact with the parents.</p> <p>The principal reports that the use of Zoom and other technology in the classroom has expanded opportunities to teach to different learning styles. For example, breakout rooms allow for small group work and discussions, and also allow for one-on-one concentrated student support. Screen sharing allows a teacher and student to look at an assignment together. There are more credit</p>

				recovery options using Edgenuity rather than the paper packets which were of limited quality, but the only option in an environment where computers were not actively used.
(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			SMCOE continues to invest in English language learners. New this year: <ol style="list-style-type: none"> <li>1. The four court and community schools have a half-time English Language Services specialist to provide ongoing professional development and support for mainstream teachers.</li> <li>2. An ELD teacher is at the school during English class daily and works with students in class during instruction or one-on-one outside of the classroom.</li> </ol> <p>As before, Rosetta Stone is commonly used for non-English speakers.</p>
<b>(e) Educational Screening and Admission</b>				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
(A) School progress/school history;	X			
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
(D) Discipline problems.	X			
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			Due to Covid-19, the three-day orientation is temporarily suspended.
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
<b>(f) Educational Reporting</b>				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			

<b>(g) Transition and Re-Entry Planning</b>			
<p>(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.</p>		X	<p>Section 1355 does not specify what must be included in educational transition planning. However, the school’s efforts seem to be consistent with the intent of the law.</p> <ol style="list-style-type: none"> <li>1. School protocol is to forward student records to the next school and have the school counselor notify the receiving school of the youth’s release date.</li> <li>2. If a student has an IEP, then the school, receiving school, parent, and youth meet to do transitional planning.</li> <li>3. SMCOE has extended help to all students with reenrollment: <ol style="list-style-type: none"> <li>a. As of 2019, a youth may be dually enrolled for the first 30-days of detention so that there is no parent paperwork or parent time-off-work obstacles to re-enroll a child.</li> <li>b. As of three months ago, the school hired a permanent bilingual family counselor (this had been a subcontracted role) to assist parents with the process of re-enrollment. She confirms the youth is re-enrolled, has computer and wifi access, and assists with any other problems associated with returning to the student’s home school. She teaches parents how to self-advocate, as well.</li> <li>c. A recent meeting with the court schools and Sequoia Union School District discussed problems that result from students returning to their home school with partial credits -- unavoidable in a detention setting -- and solutions.</li> </ol> </li> </ol> <p>However, YSC policies and procedures must be written in order to comply per Section 1355.</p> <p>Additionally, Probation’s protocol is to refer transition planning to each provider at the YSC. This suggests that there is no unified planning such as might occur during a multidisciplinary team meeting.</p> <p>Because there are multi-disciplinary team meetings for youth during intake and detention, it seems that this could extend to transitioning youth out of the facility. Transitioning from the facility is a time of particular vulnerability for youth.</p>

<b>(h) Post-Secondary Education Opportunities</b>			
<p>(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	X		<ol style="list-style-type: none"> <li>1. Project Change is the school and facility's method of collaboration with post-secondary education providers. Students may choose to participate and earn college credit (or work on credit-recovery during that slot). Students use computers to complete assignments.</li> <li>2. Semester 1: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "Introduction to Psychology" at Hillcrest and "History of Ethnic Studies in the United States" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at both Hillcrest and Camp Kemp.</li> <li>3. Semester 2: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "History of Ethnic Studies in the United States" at Hillcrest and "Abnormal Psychology" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at both Hillcrest and Camp Kemp.</li> <li>4. Were a student to enroll at a local community college, probation would provide transportation to the college, out-of-class access to professors, and assistance with school work.</li> </ol> <p>While student access to college is impressive, they have no access to vocational opportunities other than exploring the "Career Pathways" computer program during orientation.</p>

## **Summary of Evaluation**

### **Commendations**

We appreciate the continued dedication of the SMCOE and school staff to best serving the needs of students at Hillcrest. We admire their commitment and proactive approach in improving students' lives through education. The leadership demonstrates a strong growth mindset that has enabled exciting change in serving students with difficult educational backgrounds, attitudes, and skill sets.

Of note, the following services were introduced or expanded in 2019/2020:

- Integrating technology into all aspects of student learning has expanded teaching capacity
- Increase competence in "real world" technology skills, such as creating a Word document or Powerpoint
- Zoom as a means for increased parent involvement
- A bilingual family counselor
- An ELD teacher one period every day
- Alternative disciplinary responses enable students to stay in class
- Greater transition services for a student's re-enrollment after detention
- Individualized learning through Edgenuity for credit-recovery rather than packets
- A personal finance curriculum
- Robust Project Change offerings
- An expanded school assembly program
- Specialist teacher training and support in the use of technology for instruction
- Specialist teacher training and support in ELD in the mainstream classroom.

Adapting to Covid-19 required instructing and providing youth with services through technology. We hope that all will be kept post-Covid-19. In particular:

- Using Zoom to maintain closer parent relationships for the well-being of students
- Using computers on-unit for expanded access to education
- Using computers in-class with full use of office software
- Using computers in-class and on-unit for research
- Enhanced teacher technology skills.

Last year's inspection recommended that the SMCOE and school analyze Measures of Academic Performance scores, which measure for grade-level skills advancement every three months. The county and school plan to do this in the upcoming year to learn how to better meet individual student needs. The JJDPC applauds this effort.

### **Recommendations**

#### **Recommendations based on Student Interviews**

Disable Go Guardian blocks on teacher-assigned sites and tools

Review whether the curriculum (content and form, if not always skill-level) are to grade level.

Ensure that all students are being treated with respect (providing assistance, grading policies, and the handling of student work).

Address verbal abuse by the science teacher.

Have students and the librarian meet to discuss library inventory.

#### **Transition Planning**

YSC policies and procedures must be written in order to comply per Section 1355. Institutions' approach to youth transitions from the facility should result in a unified plan for each student.

#### **Educational Transition Planning**

SMCOE needs to connect with each receiving school district to ensure that students do not have to repeat a class in whole when they arrive with partial credits in a core subject. At Sequoia Union High School District, partial core credits are counted as elective credits which does not appreciably move a student closer to graduation.

#### **Vocational Opportunities**

YSC should offer more robust vocational training (as a complement to Project Change) because previously incarcerated youth often work post-high school rather than attend college. Details of the following programs are in Attachment 2. Here are possible approaches:

- Introduce an entrepreneurship program through Probation. These skills apply to any career and, especially, to tradespeople. BUILD, a Redwood City non-profit, offers an excellent program at Sequoia High School and Woodside, and might be considered. Youth Entrepreneurs offers free online and packet-based education in entrepreneurship. Another entrepreneurship program that intentionally uses female examples is Venture Labs.
- California community colleges offer completely online vocational training (for example, Foothill College offers 37 online vocational certificate programs, like veterinary assisting and graphic design).
- Bring in speakers and take students on virtual factory tours via Nephris.

This would also provide educational opportunities for youth who have finished high school and are unscheduled during school hours - a concern noted on inspections for the past three years.

### **HISSET Preparation**

Prepare students for test.

### **Notes for Next Year's Inspections:**

Review Measures of Academic Performance data for youth by length of detention, etc.

Use Zoom for next year's inspections. Typically, an inspection of all facilities occurs over 2-days with back-to-back interviews of staff and students. Interviewing staff by Zoom with screen sharing proved to be a more effective way to gather and organize information for the report. The inspection time at the school sites could then focus on classroom visits, connecting with teachers, and interviewing students.

## Attachment 1: Student Interviews

### INTERVIEWS OF HILLCREST STUDENTS OCTOBER 9, 2020

Seven young men from Hillcrest School were interviewed via Zoom. They were mostly high school juniors or seniors.

#### **Comparison with Home School.**

It's way different. School on the "outs" is way harder. Students here are dropouts. They give us 5<sup>th</sup> grade level, review work. Once in a while they give us high school level work. In the outs, they give you work at your grade level. He never learned a lot here. They just do review. He does his work and turns it in, but sometimes the teacher doesn't even grade it.

Other boys agreed that they aren't getting work at the junior or senior high school level. They give them easy work. One boy said his home school was better. The grading process is better. Some of the teachers here are helpful, but some are not. His math/science teacher doesn't really help them.

You also have to follow more rules here. Their home schools have fewer rules. Here the students are different ages and in different levels in the same class. You can't go to the bathroom by yourself. You have to go back to your unit. And there aren't any girls in the classroom.

One noted that everything's through Zoom right now. They weren't on Zoom at their home school, though their home schools are probably also on Zoom now too. He's learned different stuff here. School is different. He had trouble in math. At his home school he was in a special class. Here he isn't.

#### **What They Like at Hillcrest**

Only one of them had difficulty coming up with one or more things they like about Hillcrest.

#### ***In General:***

- The teachers are nice. "Some of the teachers are very helpful. They work things through with you. You really learn from them."
- They appreciate being able to catch up with their credits. Credit recovery is faster than at their home schools. One said he dropped out in the 6<sup>th</sup> grade and would not be in school now, or have gotten as far as he has, if he weren't at Hillcrest. Another said he liked how quickly he was catching up on his credits—good credit recovery booklets.
- Counseling and support with IEPs.

#### ***About specific classes***

- One really likes science. He says he's learned a lot about science. He's started doing science. There are a lot of things out there in the world. "There's no way God can make the whole world. Hard for me to believe. History too. How crazy it was in the past." He likes learning about government, learning about religions in other parts of the world.
- One especially likes social studies, because that teacher is very helpful.
- English and math. He learned algebra here. He couldn't do algebra before he was locked up.
- Another likes English and social studies because there are few students in the classroom, the teacher has time to spend with them.



- Two said they like Physical Education. One said PE is the only class he likes because we get to go out and have some fun. But now, he said, they have a gym they can't use. Another said he used to like the sports and other activities, but they have stopped because of Covid.

## **What They Don't Like**

### ***They had a fairly substantial list of things they didn't like in general:***

- Not getting work at their grade-level. They feel that in general, they are getting middle school review instead of high school work.
- On the other hand, one says he doesn't like it that sometimes they give him work that he doesn't know how to do. He says he does what he can and whatever happens, happens.
- The lack of technology, technology use, and the restrictions on technology use and restricted sites. Everything the teachers give them to look up is blocked. He asked why would their teachers give them something inappropriate to look up?
- One doesn't like it when the teachers grade their work and then throw it away. They don't give it back to them unless they ask for it. You can't prove you did something if it's been thrown away.
- Unfair grading. More than one said there is a teacher who fails a whole paper/test for one mistake, even something as simple as neglecting to put an initial capital on a word. One mistake and you get a zero. No partial credit. They think they should get some credit for the work they do.
- Another says he doesn't feel that he's learned a lot. He feels he's educating himself by reading books. The teachers don't help you; they just give you the work.
- There's not a lot of school time to get work done. They have class from 9 am to 2:40 pm (with 20 minutes for lunch).
- They are hampered in doing their work by Go Guardian. Go Guardian is way too restrictive. It doesn't let them go to sites they need for assignments. It gets in the way of their completing projects assigned by their teachers. Teachers try to show them videos and they can't access them either.
- Sometimes, one of the boys said, staff will help you access what you need. Others just say figure it out yourself. Another said that a calculator online is blocked. Necessary sites are blocked, and staff can't help all of us at once.
- Several echoed the girls' complaint that they want school to be back in person. One says it's difficult for him to do on Zoom. He can't get help the way he did in person.
- Overall, the technology is outdated at Hillcrest.
- One said it was a hard question. (Hillcrest) is not that great.
- The library books are boring, not updated. They're trash.

### ***Comments on specific classes:***

- Three mentioned math. One said he has a very hard time with math. He thinks the teacher should help them, but she doesn't explain anything. Another said they don't really get help. They give us a package and tell us to do stuff. A third just said "I don't like the teacher."
- Three mentioned science. One said the teacher makes them do a lot of unnecessary stuff, go over work, and do corrections on stuff that's already been graded. Another said they don't really get help. The most concerning was a student who said he doesn't like science class because the teacher is so disrespectful. She'll call you "dumb," "slow," and "special ed."
- Two said English and reading. For one, he said language arts is hard for him in general. He's told his teachers so. The other, interestingly, said it's because he would like to learn about different languages, not just English. He'd like to learn Italian, Arabic, or French.

## Improvements They'd Like to See

Two would really like to go back to in-person learning, instead of having all instruction over Zoom. One said he didn't think distance learning was working for any of them. In-person classes is what he really wants and needs the most. Another said that if they had school in person, he thought it would help learning, that he could understand stuff more.

Three want to be given their level of high school work, depending on where they are. As they catch up, one said, give them harder work. He thinks some of the boys don't want to go to school because they aren't learning anything. The third said to give them the grade level they would be in their home school. In science, they're given 6<sup>th</sup> grade work. That doesn't help them. Give them the work and explain how to do it. Help them more. Be more patient with them.

One suggested more technology-related classes like Photoshop, plus other electives like music therapy class, or art class, classes that would feed their particular interests. Another suggested adding after-school programming or a group where they can have tutors help them do their work.

One young man was definite that he would like to see new library books. He's into urban fiction and believes most of the others are as well. That genre. He wants books they can relate to. Life scenarios they can relate to.

Another thought the teachers could use better teacher training. Training to help make sure they're all in the same frame of mind, i.e., to help their students.

## What They Worry About

Four didn't have anything in particular they were worrying about. One added that he was catching up on his credits, which is good. One was worried that he won't be up to date with what he's learned when he gets out because of the heavy security on what they can access online in the hall. Another said that he worries that, because school is online, he'll have trouble with his credits when he gets out, because of what he doesn't understand. With class in person, his teacher could explain stuff better than she can through the computer.

## Past Transition Planning/Execution

Asked about past experience with transferring from the Hall to a regular school:

- One had no experience with that
- One was transferred from another hall
- Three reported it was pretty easy:
  - One said he hasn't been out in two years. Last time he was released he was in 8<sup>th</sup> grade. He had an IEP and he was put in smaller classes with more individual attention
  - Another said it took 30 minutes for him to transfer, but he didn't stay. He'd go to school in the morning and leave before the end of the day
  - The third said he went back to regular school the day after he was released. He added that he did ok on his classes on the outs.
- Two said that the transition was hard.
  - One said it had been a while. The last time he went to regular school, he was in a foster home in 8<sup>th</sup> grade. There were over 2,000 students in the school and 25 to 30 in a class.

They did put him in smaller classes. The work was hard. It took a month from his release before he was back in school, because he was released during the summer and it took a while to find him a school in Fremont.

- The second said it was a whole different curriculum in his regular school, a big difference. He had a lot of trouble. There were “a whole lot of things I knew nothing about.”

### **Do You Have an IEP and Is It Being Followed?**

Three said they do not have an IEP, one wasn't sure, and three said they do. The one who isn't sure, said he thinks he does, and he thinks it's being followed, but at the same time he doesn't feel he's getting the help he needs. One, who has turned 18, signed for his own. Another said that the school psychiatrist checks with him on his IEP. The third says his IEP isn't being followed. There aren't special classes for those with IEPs. It's all mainstream. He used to have a class called SAI, with a Special Ed teacher and a teaching assistant to help him.

### **Do You Have a Transition Plan Back to Regular School?**

Four do and three don't. Of the three who don't, two have no release date and one has had no disposition of his case yet.

Of the four who have a transition plan, one is in Project Change. Another, who should have been released October 18<sup>th</sup>, has been talking with his counselor and his dad. The counselor has been working with the school district to get him enrolled, probably in Redwood High School, as soon as he's released.

Another is being released on November 15<sup>th</sup>. He's set to go to Thornton, an alternative school, in Daly City, Thornton's principal has been calling every two weeks to see how he's doing.

The third says he will be released on November 17<sup>th</sup> and his counselor has told him he needs 130 credits to graduate. He isn't sure which school he'll transfer to, probably Redwood High School or another high school in the Sequoia Union High School District.

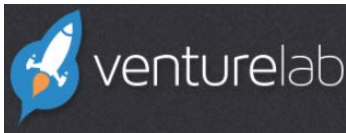
## Attachment 2: Vocational Training Resources



Based in Redwood City, BUILD uses entrepreneurship-based, experiential learning to ignite the potential of youth in under-resourced communities and equip them for high school, college and career success. BUILD's unique program offers students a four year entrepreneurship experience. The first year curriculum would be appropriate for our youth. Local programs exist at Sequoia High School, Woodside High School, and East Palo Alto Academy.



<https://yeacademy.org/> and <https://www.youthentrepreneurs.org/about-us>  
Youth Entrepreneurs empowers young people with the values and vision to pursue their dreams. We strive to change the mindsets of young people, so they believe in themselves and what they can accomplish. Our experiential education model instills entrepreneurial and economic principles built for prosperity. We equip students to overcome barriers and seize opportunities for good. No cost.



<https://venturelab.org/curriculum/>  
Provides age-appropriate no-cost curriculum in entrepreneurship to use in a school or home setting through video modules and 60 self-paced activities thirteen key concepts in entrepreneurial thinking. Consciously uses female examples. User guide: <https://venturelab.org/wp-content/uploads/2018/04/User-Guide.pdf>



Nepris is a web-based solution to bring in career speakers and take students on virtual factory tours: <https://www.nepris.com/share/play/list/1f39ff39-1348-4e44-bd6b-1a6f8527e611>. It helps educators expose students to different career and education paths, find real world applications to what students are learning, and inspire them to choose a STEM pathway. Educators specify the occupation area of the speaker. Career examples: <https://www.nepris.com/collections/sessions/items/8>. The free basic Nepris account gives you access to one live session and one live industry chat, and the Platinum Plan is \$149 annually and gives you unlimited access to live sessions and industry chats.



A full-list of community college certificate programs is here: <https://www.onlineu.com/best-online-community-colleges/california>. Opportunities are available to study automotive technology, game design, audio production, medical coding, computer networking, bookkeeping, child care, firefighting, hospitality, real estate, to name just some.

**JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION**  
**Juvenile Halls and Camps**

FACILITY NAME: Camp Kemp		COUNTY: San Mateo
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 400 Paul Scannell Drive, San Mateo, 94022 (650) 312-8970		
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL	CAMP X
DATE EVALUATED: 10/2/2020		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE):  Melissa Wilson, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 933-6676  Susan Swope, Commissioner, San Mateo Juvenile Justice and Delinquency Prevention Commission Phone: (650) 364-4110		
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE):  Jeneé Littrell Deputy Superintendent, Student Services, SMCOE Court and Community Schools Email: jlittrell@smcoe.org Phone: (650) 802-5588  Sibane' S. Parcels, Principal, SMCOE Court and Community Schools sparcells@smcoe.org, SMCOE Court and Community Schools Phone: (650) 312-5323 – Court Schools; (650) 598-2156 – Community Schools  Shelly Johnson sjohnson@smcoe.org Assistant Principal, SMCOE Court and Community Schools Phone: (650) 312-5323		

### Purpose

The facility administrator is required to request an annual review of each required element of the facility's education program by the Superintendent of Schools. A report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section must be provided to the facility administrator.

**The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. It is important to note that the regulation prohibits the Superintendent of Schools from delegating this review to the principal or any staff of a juvenile court school site; the intent of this regulation is that an independent third-party review is conducted.**

Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.

### Instructions

To complete the review, assess each element listed in the checklists and document the findings in the "comments" section. Columns in the checklist identify compliance as "Yes", "No", or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that the facility is out of compliance with all or part of a regulation, or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical; it assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title 15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website ([http://www.bscc.ca.gov/s\\_fsoresources](http://www.bscc.ca.gov/s_fsoresources)). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; FSO Division  
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833  
Phone: 916-445-5073; <http://www.bscc.ca.gov/>

## CAMP KEMP

Camp Kemp is a detention center for incarcerated female youth. The school educates these youth and also students from the Girls Empowerment Program who live at home, but attend school at the facility. At the time of this inspection (10/2/2020), there were five students; one was in detention and four were from the Girl's Empowerment Program. These numbers were low due to Covid-19. Typically, the school serves 8 students.

### JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION

1370. Education Program	YES	NO	N/A	COMMENTS
<p><b>(a) School Programs</b> The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.</p>	X			
<p>The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.</p>	X			<p>We received the written policy and procedures.</p> <p>School and Probation staff closely collaborate.</p>
<p>Culturally responsive and trauma-informed approaches should be applied when providing instruction.</p>	X			
<p>Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices.</p>	X			<p>It is standard for technology to be integrated into teaching and learning. Most student work requires that they use Chromebooks, the internet, and Office.</p> <p>Due to Covid-19, the teachers and the paraeducator are remote (but on-campus). Students attend school in the classroom via chromebook.</p> <p>As of this year, the SMCOE hired a half-time Technology Services specialist for the four court and community schools to provide professional education and ongoing support for teachers.</p>
<p>The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.</p>	X			We received this.
<p>Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site.</p>	X			
<p>The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility.</p>	X			
<p><b>(b) Required elements</b> The facility school program shall comply with the State Education Code and County Board of Education policies.</p>	X			
<p>As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe.</p>	X			<p>The school excels in creating safe learning environments. Students feel very supported by their teachers. Teachers and GS staff use a trauma-informed approach in all classroom interactions.</p>

<p>Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.</p>		X		<ol style="list-style-type: none"> <li>1. Students work on credit-recovery through Edgenuity and under the supervision of a teacher who is on-campus during the last period of the school day to increase rates of high school graduation.</li> <li>2. Students explore a computer-based “Career Pathways” program at part of their 3-day orientation (currently suspended due to Covid).</li> <li>3. Students explore Career Zone based on individual interests. Teachers used student interests in assignments.</li> <li>4. The SMCOE has a Career Technical Education team that is exploring introducing an entrepreneurship program. During the inspection, we discussed a local entrepreneurship program called BUILD.</li> <li>5. Students attend monthly assemblies, which features career speakers approximately three times during the school year (currently suspended because of Covid-19).</li> <li>6. Project Change continues to impress.</li> </ol>
<p>(1) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.</p>	X			<p>Sequoia Union School District intake staff notes that students return with units in the wrong areas that do not fulfill graduation requirements.</p>
<p>(2) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.</p>		X		<p>The school provides information, preparatory materials, and proctoring of the test. In the past, staff prepared students, however, staff counts are lower and this preparation no longer exists unless through an outside provider, such as EORO. Because of Covid-19, no outside providers are providing services in the institution.</p>
<p>(3) Youth shall be informed of post-secondary education and vocational opportunities.</p>	X			<p>This is part of the 3-day orientation upon intake.</p>
<p>(4) Administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.</p>	X			
<p>(5) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.</p>	X			<p>In a locked-facility, “supplemental instruction” may occur during the school day rather than before and after school as the phrase is typically defined. The school has expanded this instruction by adding an English Language Development (ELD) teacher.</p> <p>The district plans to analyze MAP results to evaluate how well the school is advancing grade-level skills.</p> <p>For reference, Santa Clara County’s JJC did a 2019 analysis of MAP scores in their facility and we include the report for reference:  <a href="https://www.sccourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf">https://www.sccourt.org/documents/jjc/2019/Education%20for%20Probation%20Youth.pdf</a>.  Subsequently, the Santa Clara court schools adopted the Renaissance Star testing program.</p> <p>Based on its California School Dashboard scores, Camp Kemp receives funds from the California Department of Education which affords</p>



				supplementary curriculum and technology purchases.
(6) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X			Extensive documentation is now required. Each teacher must note the lesson for the day and a student's physical presence and mental engagement. There are necessary absences that are not due to operational procedures. These are due to court, lawyer consults, BHRS appointments, and hospitalizations.
(7) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X			If a student is having trouble in class, the teacher or GS is likely to have a conversation with them outside the class, let them take a walk, etc. Students do not return to the unit and do not miss class.
<b>(c) School Discipline</b>				
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X			
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X			Discipline needs are insignificant. Negative behaviors in the classroom are easily managed by teachers or staff through one-on-one conversation or by giving the student a short break.
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X			A written policy exists, however, it does not need implementation. All students complete the school day.
<b>(d) Provisions for Special Populations</b>				
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X			At this time, the school is not doing Special Ed testing to identify students due to Covid-19 and the necessary in-person contact. On September 28, federal guidelines affirmed that schools continue to have an obligation to identify students within 60 days of arrival. <a href="https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf">https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-provision-of-services-idea-part-b-09-28-2020.pdf</a> The plan is to restart this imminently with plexiglass between the tester and the student.  Doing IEP meetings via Zoom has resulted in higher attendance and increased general contact with the parents.

(2) Youth identified as English Learners shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			SMCOE continues to invest in English language learners. New this year: <ol style="list-style-type: none"> <li>1. The four court and community schools have a half-time English Language Services specialist to provide ongoing professional development and support for mainstream teachers.</li> <li>2. An ELD teacher is at the school for one period daily during English class to work with the student in the classroom or to work with the student separately outside of the classroom.</li> </ol> <p>As before, Rosetta Stone is commonly used for non-English speakers.</p>
<b>(e) Educational Screening and Admission</b>				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			
(A) School progress/school history;	X			
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
(D) Discipline problems.	X			
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			Due to Covid-19, the three-day orientation is temporarily suspended.
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
<b>(f) Educational Reporting</b>				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			
<b>(g) Transition and Re-Entry Planning</b>				
(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition	X			1. The school follows the same satisfactory educational transitioning protocol as described in the Hillcrest report.

<p>needs of youth, including the development of an education transition plan State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.</p>			<ol style="list-style-type: none"> <li>2. There is a multidisciplinary team meeting before release that produces meeting notes and action items. This may qualify as a transition plan.</li> <li>3. However, should transition policies and procedures need to be written per Section 1355, the institution does not qualify.</li> </ol>
<p><b>(h) Post-Secondary Education Opportunities</b></p>			
<p>(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.</p>	<p>X</p>		<ol style="list-style-type: none"> <li>1. Project Change is the school's and institution's method of collaboration with post-secondary education providers. Students may choose to participate and earn college credit (or work on credit-recovery during this period in the school day). Students use computers to complete assignments.</li> <li>2. Semester 1: CSM taught "Success Strategies" twice per week for eight weeks. The girls came to Hillcrest to attend. CSM taught "History of Ethnic Studies in the United States" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at Camp Kemp. Semester 2: CSM taught "Success Strategies" twice per week for eight weeks. CSM also taught "Abnormal Psychology" at Camp Kemp. Notre Dame de Namur University taught Creative Writing at Camp Kemp.</li> <li>3. Were a student to enroll at a local community college, probation would provide transportation to the college, out-of-class access to professors, and assistance with school work.</li> </ol> <p>While students' access to college is impressive, students have limited access to vocational opportunities other than the Career Pathways computer program and attending regular assemblies that feature at least 3 career speakers. The school introduced a personal finance class once per week for 8 weeks (during English class) offered by San Mateo County Credit Union.</p>

## **Summary of Evaluation**

### **Commendations**

The students appreciate their teachers and the support their teachers give them.

We appreciate the continued dedication of the SMCOE and school staff to best serving the needs of students at Camp Kemp. Of note, the following services were introduced or expanded in 2019/2020:

- Hiring a bilingual family counselor
- Using Zoom as a means for increased parent involvement
- Providing an ELD teacher one period every day
- Expanding the school assembly program
- Expanding transition services
- Moving from paper packets to Edgenuity for credit-recovery
- Teaching personal finance
- Robust Project Change offerings
- Specialist teacher training and support in the use of technology for instruction
- Specialist teacher training and support in ELD in the mainstream classroom.

Adapting to Covid-19 required instructing and providing youth with services through technology. We hope that all will be kept post-Covid-19, particularly as it allows for more consistent parent contact.

Last year's inspection recommended that the SMCOE and school analyze Measures of Academic Performance scores, which indicate grade-level skill advancement. The school plans to do this in the upcoming year. The JJDC applauds this effort and the opportunities for learning how to ever better meet individual student needs.

### **Recommendations**

Covid-19 has demonstrated at Hillcrest that computers can be used on-unit. Consider making computers available on-unit for expanded learning opportunities.

Last year's inspection mentioned concerns with transition planning. At Camp Kemp, Probation should comply with section 1355 and prepare transition plans for all students.

Meet with local school districts to ensure that students' partial credits in core subjects transfer and fulfill core subject requirements at their home schools.

There is opportunity to provide more robust vocational training (as a complement to Project Change) as previously incarcerated youth often work rather than attend college. Details of the following programs are in Attachment 2:

- One approach would be to introduce entrepreneurship programming. These skills apply to any career and, especially, to tradespeople. BUILD, a Redwood City non-profit, offers an excellent program at East Palo Alto Academy, Sequoia High School, and Woodside High School and might be considered. Youth Entrepreneurs offers free online and packet-based education in entrepreneurship. Another entrepreneurship program that intentionally uses female examples is Venture Labs.
- Students go on virtual factory tours and can request virtual career speakers through Nephris.
- California community colleges offer completely online vocational training (for example, Foothill College offers 37 online vocational certificate programs, like veterinary assisting and graphic design).

Prepare students for the HISET.

### **Notes for next year's educational inspection**

Review Measures of Academic Performance data.

Use Zoom for next year's inspections. Typically, an inspection of all facilities occurs over 2-days with back-to-back interviews of staff and students. Interviewing staff by zoom with screen sharing proved to be a more effective way to gather and organize information for the report. The inspection time at the school sites could then focus on classroom visits, connecting with teachers, and interviewing students.

## Attachment 1: Student Interviews

### QUESTIONS FOR CAMP KEMP'S SCHOOL AND CAMP KEMP STUDENTS OCTOBER 9, 2020

#1 is a Sophomore, #2 is a Freshman

1. When I compare Camp Kemp's school to my home school....

#1 – It's smaller. I feel like it's easier to understand the work. We get more help from the teachers because there are less kids. In public school, if you fail that's your fault. Here they actually care.

#2 - It's better. I like the teachers and I feel like at regular school, the teachers are always busy with other students, so they don't pay attention to the rest of them.

2. The best thing about Camp Kemp's school is....

#1 - You can catch up on the credits you missed. This is my 2<sup>nd</sup> week. Minimum is 6 months.

#2 - I like gardening on Thursdays.

3. The worst thing about Camp Kemp's school is...

#1 - If you have computer assignments you can't work on them after school. We don't have access to computers after school.

#2 - It's the computers. I don't like the online schooling.

4. The best class I've taken here is...because...

#1 – We have science, social studies, and math. I like the therapy group

#2 – Science. I never liked science before. The teacher makes you excited to know what we're going to do. I like being able to work at my own pace and if I'm stuck, the teacher will help me.

5. The worst class I've taken here is... because...

#1 - Social studies. The teacher's kind of awkward/different I don't think she likes talking much. I like the math teacher. Everything is on Zoom.

#2 – I like credit recovery. But in that period, we just catch up. I've been here three weeks.

6. To improve Camp Kemp's school, I'd recommend...

#1 - Would like the teachers in person. On Zoom to ask for help, you have to do it in front of everyone. I don't like other students to know I'm asking for help.

#2 – In-person teaching

7. I worry that...

#1 – My grades are good here. If I go back to regular school, I feel I'd be stuck. Everyone else would be more advanced.

#2 – Sometimes I worry I won't get work in on time, but the teacher always gives us an extra day if we need it.

8. I'd like it if...

#1 – If the teacher was there in person.

#2 – I don't know. I think I'd like it if we did more things by hand. I like writing more than I like typing.

9. Are Spanish speakers supported?

#1 – They have a Spanish class, but I already know Spanish.

#2 – We take Spanish on Wednesdays.

10. What access to computers do you have?

#1 – We only get to do Google Classroom. Everything's restricted. Everything you need for schoolwork they let you go on it.

#2 - We only get them in school time. We don't really get homework. We do things mostly in class. We can take it to the dorm if it's on paper.

11. Have you been here before, and if so, what was your transfer back to regular school like?

#1 – When I went back to school, they just gave me a therapist. I didn't feel comfortable with her, because she was part of the school. (There was no lag between her release and starting regular school because she was still enrolled in her home school.)

#2 - None

12. Do you have an IEP? If so, is it being followed?

#1 – Yes. I get more help. They don't have all my records yet. They are talking about an IEP.

#2 – Don't have one

13. Do you have a transition plan back to regular school?

#1 – After the six months here, we have Girls Empowerment and will come back to Kemp for a couple of months.

#2 - Not yet. I have to do 6 months here and then do 6 months day school here.

14. Other things I think you should know are.....

#1 – Nothing

#2 - No

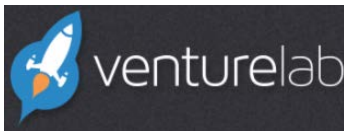
## Attachment 2: Vocational Training Resources



Based in Redwood City, BUILD uses entrepreneurship-based, experiential learning to ignite the potential of youth in under-resourced communities and equip them for high school, college and career success. BUILD's unique program offers students a four year entrepreneurship experience. The first year curriculum would be appropriate for our youth. Local programs exist at Sequoia High School, Woodside High School, and East Palo Alto Academy.



<https://yeacademy.org/> and <https://www.youthentrepreneurs.org/about-us>  
Youth Entrepreneurs empowers young people with the values and vision to pursue their dreams. We strive to change the mindsets of young people, so they believe in themselves and what they can accomplish. Our experiential education model instills entrepreneurial and economic principles built for prosperity. We equip students to overcome barriers and seize opportunities for good. No cost.



<https://venturelab.org/curriculum/>

Provides age-appropriate no-cost curriculum in entrepreneurship to use in a school or home setting through video modules and 60 self-paced activities thirteen key concepts in entrepreneurial thinking. Consciously uses female examples. User guide: <https://venturelab.org/wp-content/uploads/2018/04/User-Guide.pdf>



Nepris is a web-based solution to bring in career speakers and take students on virtual factory tours: <https://www.nepris.com/share/play/list/1f39ff39-1348-4e44-bd6b-1a6f8527e611>. It helps educators expose students to different career and education paths, find real world applications to what students are learning, and inspire them to choose a STEM pathway. Educators specify the occupation area of the speaker. Career examples: <https://www.nepris.com/collections/sessions/items/8>. The free basic Nepris account gives you access to one live session and one live industry chat, and the Platinum Plan is \$149 annually and gives you unlimited access to live sessions and industry chats.



A full-list of community college certificate programs is here:

<https://www.onlineu.com/best-online-community-colleges/california>.

Opportunities are available to study automotive technology, game design, audio production, medical coding, computer networking, bookkeeping, child care, firefighting, hospitality, real estate, to name just some.

# Juvenile Justice and Delinquency Prevention Commission

## San Mateo County, California

**Canyon Oaks, School Year 2019-2020 (May, 2019- August, 2020)**

### **Canyon Oaks School Inspection Report**

Date of this Inspection: August 27, 2020

Date of Last Inspection: May 20, 2019

Facility Name: Canyon Oaks

Contact Person: Sibane Parcels, Principal

Address: 400 Edmonds Rd, Redwood City,  
94062

Phone Number: (650) 312-5323

### **School (Section 1370)**

#### **Executive Summary**

#### **Background**

The school at the Canyon Oaks Youth Center educates youth with severe emotional challenges who are in the residential treatment facility. The facility is operated by BHRS. The San Mateo County Office of Education provides education. All students have IEPs. Normally, education occurs in a classroom with students on A and B schedules. Due to Covid-19, teachers are remote. At this time, all students learn together online from 9:00 am to 1:00 pm.

SMCOE has expanded educational services this year. Previously, two teachers and one paraeducator provided all subject-area instruction, credit-recovery supervision, IEP services and compliance, and student work-experience. Currently, there is one full-time teacher who teaches Math, Science, and Social Studies, and leads IEPs with the assistance of an administrative coordinator. There is one full time paraeducator. There are three part time teachers who teach English, Physical Education, and Credit Recovery. Finally, the school academic counselor who serves Hillcrest and Camp Kemp now provides academic and vocational counseling to Canyon Oaks students. These services are the result of SMCOE's and the principal's robust commitment to the Canyon Oaks school and its students.

Note: The inspection team chose to do the inspection remotely because of health concerns. This inspection is based on interviews with the SMCOE, the principal, and the lead teacher via Zoom. No students were interviewed.

#### **School Summary and Comments**

The teachers and paraeducator have created a school that serves its students in a therapeutically appropriate way. They do so through: 1. strong collaboration with each other and with therapeutic staff, 2. skill in working with special needs students, and 3. sensitivity and caring. Instruction is a combination of computer-based learning, individual instruction, and group teaching. While this is typically done in-person, all instruction is currently online due to Covid-19.

Because approximately 85% of students are below grade level upon arrival, teachers often focus on basic skills acquisition and proficiency. The curriculum adheres to California's Common Core State Standards at grade-level. The Measure of Academic Progress (MAP) test is given every 3-months to track student progress. The school plans to use this data to understand the progress students make in



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aggregate and to better target the needs of individual students. The SMCOE plans to provide teachers with professional development in how to use test results to set learning goals and target the curricular needs of students.

**Commendations**

The school satisfies all inspection areas.

SMCOE and the principal show a strong commitment to best serving these students. This year's reorganization and staffing additions have allowed them to provide for more student services and limit teacher burn-out. Of note is the reorganization of teaching responsibilities and the addition of three new staff to support Credit Recovery, provide counseling, and manage IEPs.

It has adapted well to the off-site teaching demands of Covid-19.

The teaching staff feels well-supported by a responsive, present principal.

**Recommendations**

We have no recommendations. The school provides an excellent education and educational environment to its high-need students.

**Notes for Next Year's Inspection**

Ensure that partial credits are being captured when a student returns to his or her home school so that students do not have to repeat courses.

Look at SMCOE's MAP testing analysis to evaluate student skill advancement while at Canyon Oaks Youth Center.

Do in-person inspection.

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**Inspection Notes:**

**Number of Full-Time Instructors:** 1 credentialed teacher with subject area and Special Education certifications

**Number of Part-Time Instructors:** 3 - English (.25 assignment) 1 hour daily, Physical Education (.25 assignment) 1 hour daily, and Credit Recovery (.25 assignment) 1/week.

**Number of Full-Time Instructional Aides:** 1

**Number of Tutors (Paid? Volunteer?):** 0

**Frequency of Substitute Teachers:** Rare

**Number of youth attending School:** Currently, there are 9 students.

**Average Classroom Size:** 6

**Max Classroom Size:** 6

**Number of youth on independent study:** 0

**Reason:** There isn't an independent study program; students have individualized instruction built into their school day.

**Number of youth not attending school:** Previous to Covid-19, most students attended school most days, however attendance for a full day of school was approximately 50%. The lead teacher notes that with the Covid-19 enforced distance learning, the percentage of students attending school is higher. Students attend school via Chromebook. They may attend from their rooms (in some cases) or from the living and dining rooms, and may attend with their faces on- or off-screen. The school start time is a half hour later. The changed educational approach may better accommodate students' varying emotional and physical availability. We do not imply that distance-learning is a better educational approach than in-person instruction.

**Reason:** Students are not forced to attend school. These students are in intense therapeutic care. They may be changing medications, need additional sleep, or have great anxiety or other psychiatric symptoms that would make attending school on a given day difficult. Sometimes a student will have therapy during class-time.

**Describe the general atmosphere of the classrooms:** Due to Covid-19, students are not in classrooms. They are in common areas or their rooms as deemed appropriate by therapeutic staff.

In the past, they have been clean and well-organized. We understand that with the added outdoor storage shed (a recommendation from last-year's inspection), the small classrooms are more spacious.

**Adequate Supplies, Books, Paper, Computer?**  Acceptable  Unacceptable

**Are youth given access to computers/internet?**

Yes  No

Details (when, purpose, supervision):

The school typically uses a blended-learning approach and students often use classroom computers as part of their education. Due to Covid-19, all instruction is currently online with individual Chromebooks

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connected to the internet. Security is provided by the program "Go Guardian". Students use computers during the school day in the common rooms under the supervision of therapeutic staff or in their rooms.

While credit recovery may be done by pencil and paper, 90% use the Edgenuity individualized learning platform for Credit Recovery.

**Describe the relationship between school and facility staff:** There is close collaboration. Typically, 1. teachers and therapeutic staff have bi-weekly meetings to discuss each student, 2. therapeutic staff participate in IEP meetings and support compliance, 3. therapeutic staff are accessible outside of the classroom to manage emotional issues that present themselves in the classroom, and 4. teaching staff read therapeutic logs before class each day to understand the recent history of their students. During Covid-19, the teachers check in with therapeutic staff every morning about each student so that they can adjust their classroom work per the student's emotional needs that day. While students are online for class, therapeutic staff is available to support the students.

**Describe access to school, recreation, etc. for youth confined to their rooms:** Canyon Oaks is a residential treatment facility rather than a locked facility. Youth are not confined to their rooms. They always have access to school, recreation and counseling during the day as scheduled.

**When is school held on the unit instead of in the classroom?** Not applicable.

**Post High School/GED:**

**Are there educational opportunities available for youth who have completed high school or have their GED?**  Yes  No

Describe: Vocational Training: Students may participate in the "Workability" program which provides job skills training and internships with coaching. Youth who are still in high school and who participate in this program can get high school credit for participating. Examples of internships are working in the Redwood City Library or in the garden at the San Mateo County Office of Education's Gateway School. Vocational Education is also provided by the occupational therapist who is on staff at Canyon Oaks.

**College Education:** The therapeutic staff facilitates a student's enrollment and registration, transportation, and provides educational support. This year, two students began the college process with the support of the therapeutic staff, but both decided not to continue.

**Are youth given info/counseling on community college & 4-year college options?**  Yes  No

Describe: The school academic counselor leads the Bridges to College program and California Career Zone once each week (during Science class) and also meets with students individually once each month. All students learn about career pathways, educational requirements for careers, and receive help filling out college applications.

**Are youth given information/counseling about financial aid options for college?**  Yes  No

Describe: The school academic counselor offers this information and helps fill out financial aid applications.

**Are youth given resources for college entrance exam prep when appropriate?**  Yes  No

Describe: Materials to study for college entrance exams are available to students by special request.

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**Are youth able to take courses for college credit online?**

Yes  No

Describe: Students have computer access for college courses.

**Special Education/IEP Programs:**

**How many youth in the facility have an Individualized Education Program (IEP)?** All students at Canyon Oaks have an IEP. There are currently 9 students at Canyon Oaks.

**Do credentialed special education teachers participate in lesson planning and curriculum development?**

Yes  No

**How many credentialed special education teachers are at the facility full-time?** The one full-time teacher is credentialed in Special Education.

**Are regular IEP meetings held?**

Yes  No

Describe: There are four IEP meetings held per youth: within 30 days after admission, at the annual marker, at the triennial with retesting as needed, and the final is held as part of the youth's transition to his or her next school. The county also follows-up with all IEP students 1-year post graduation if they graduated from a SMCOE school. Therapeutic staff (and probation staff if the student is also under the supervision of a probation officer) are part of the IEP meetings.

**Are parents notified of these meetings?**

Yes  No

Describe: The appropriate holder of the student's educational rights attends. Parents are notified if they have these rights.

**Are parents permitted to attend these meetings?**

Yes  No

Describe: If they have educational rights.

**Describe the most common obstacle to IEP compliance:** One of the most common obstacles to IEP compliance is when students arrive with their IEP meeting in arrears. Additionally, emergency placements at Canyon Oaks make compliance difficult because the records in the Special Education Information System (SEIS) may not be complete when the initial IEP meeting must be, and is, held.

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**Attachment 1: School Supplement**

**How many minutes of instruction per week do students receive?** Instructional minutes are per Educational Code (240 minutes per day). Actual minutes vary by student based on their attendance. The school schedule provides ½-hour for P.E., 1-hour for Science/Math, 1-hour for English, and 40 minutes for Social Science daily. Therapeutic time is also a for-credit “class” that results in Life Skills elective units.

**Do students attend school within three (3) days of placement? Does the school create a preliminary education plan for each new student before the student attends school or once the student has started?** Yes, the students attend within 3 three days if the student is emotionally ready to do so. Although sometimes there is a delay in receiving IEP information, students have an educational plan upon arrival.

**Are there difficulties obtaining transcripts from the student’s prior school? Are these typically received before or after the student has started attending school?** The education plan is created in anticipation of the student’s arrival unless the student is an emergency placement or if there is a delay in receiving school records. Transcripts are typically received in advance.

**How are limited English-speaking students identified and served? How are these services provided once the student has been identified as non-English proficient?** There are no non-English-speaking youth at the school because a youth must speak English to benefit from the therapeutic services. At times, there are limited English speakers. The ELD-certified English teacher meets the needs of these students.

**Is credit recovery offered? Please describe.** Yes, credit recovery is offered via the computer application Edgenuity or can be accomplished through individually created pen-and-paper packets. There is a dedicated Credit Recovery teacher to work with and supervise student progress.

**Is homework assigned? When and where do students do homework?** Canyon Oaks does not assign homework. The after-school program is therapeutically demanding and the school does not add schoolwork onto the students’ schedules.

**How is transition back to a student’s home district handled?** Because all students have IEPs, Canyon Oaks initiates an IEP planning meeting with the receiving school before a student returns. This year, SMCOE brought in at 10% time the District Coordinator for Inclusive Services to assist in IEP processes.

**Signature of Commissioner(s) preparing this report**

Melissa Wilson

Date:

Susan Swope

Date:

**JJDPC Marketing and Communication Strategy**  
**October 2020**  
**Final Report**

**Project Description and Goals**

Develop a marketing and communications strategy to broaden awareness of JJDPC in San Mateo County. This project is intended to create dialog with the community and will develop the overall messaging and tone for JJDPC marketing and communications.

Current Goals and Capabilities:

- To Educate and Increase Awareness:
  - public meetings
  - project deliverables (i.e., Parent Handbook)
  - current materials (Strategic Planning document, Annual Reports, Inspections Reports)
- To Advocate:
  - Inspection reports
  - formal letters
  - liaison relationships
- To Connect:
  - public meetings
  - liaison relationships
  - participation in cross-functional meetings
  - Inbound communications: email ([sanmatejldpc@gmail.com](mailto:sanmatejldpc@gmail.com)), USPS

**Marketing and Communication Strategy:** Use our current capabilities to (1) communicate clearly about our role in the County; (2) set realistic expectations of how we support our mission; (3) respond to the inputs we solicit from our target audience. Fill the Marketing/Communication Coordinator position on the JJDPC to coordinate and oversee projects to upgrade our current capabilities.

- Communicate clearly about our role:
  - Develop an elevator pitch directed toward primary audience
  - Create commissioner bios
  - Prepare a packet for commissioners prepping for external meetings
  - Upgrade the JJDPC/probation web site with more content
- Support our mission:
  - Ask the public what topics should be discussed at the monthly JJDPC meetings (requests for input would be on the web site and communication through [sanmateojldpc@gmail.com](mailto:sanmateojldpc@gmail.com))
  - Reach out to targeted stakeholders for input and participation (requests would be made by e-mail using targeted templates)

- Respond to inputs:
  - Monitor the JJPC e-mail address; respond and follow up. (i.e., “thank you for your topic. We will notify you if it is scheduled at an upcoming meeting”)
  
- Fill Marketing/Communication Coordinator Position to coordinate and oversee upgrades our current capabilities:
  - Complete research into a web site independent of Probation
  - Research social media possibilities
  - Explore use of traditional paper media
  - Explore collaborative relationships with other organizations in alignment with strategic projects
  - Research meetings/appearances at community group meetings in alignment with strategic projects

### **Implementation Plan Steps (Responsibility/Status)**

- Create Introductory Packet (Complete)
  - Strategic Plan Executive Summary
  - Elevator Pitch
  - Commission Bios
- Upgrade Website (Complete)
  - More Content
  - Easier Access
- Research Independent SMC Website (Project Team, Ongoing)
- Reach out to improve meeting participation (Chairs, Ongoing)
  - Developed targeted Stakeholder List
  - Developing calendar of agendas/speakers
- Fill Marketing/Coordinator Position (Chairs, 2021)
- Explore Collaborative Relationships (Coordinator, 2021)
- Research Meetings/Appearances (Coordinator, 2021)
- Research Social & Traditional Media (Coordinator, 2021)

### **Attachments** (to be included in final report to commissioners)

- A. Introductory Packet
  - Executive Summary of Strategic Plan
  - Elevator Pitch
  - Commissioner Bios
- B. Research Report on other commissions
- C. Stakeholder Directory

## **JJDPC Community Ambassador Opportunities**

### **BHRS - Alcohol and Other Drug (AOD) Services**

- MEETINGS & LOCATION: 3rd Monday of the month, 2:00 PM - 4:00 PM, 310 Harbor Boulevard, Building E, Belmont

### **Commission on Disabilities**

- MISSION STATEMENT: Ensure full community participation of people with disabilities.
- MEETINGS & LOCATION: 4th Thursday of the Month, 3:00 PM - 5:00 PM, Room 100, 225 37th Avenue, San Mateo, CA
- WEBSITE: <http://www.smchealth.org/smccod>

### **Commission on the Status of Women**

- MISSION STATEMENT: Provides leadership to develop policies, programs, and legislation that address the needs of women, girls, and families.
- MEETINGS & LOCATION: 4th Tuesday of most months, (Exceptions: No meeting in August and December) 6:30 - 8:30 PM, 55 County Center, Room 101, Redwood City, CA 94063
- WEBSITE: <http://csw.smcgov.org/>

### **Diversity and Equity Council**

- The Diversity and Equity Council (DEC) is a guiding body that works to embrace diversity, eliminate health disparities and advance equity in San Mateo County.
- MEETINGS & LOCATION: 1st Friday of every month from 11:00am to 12:30pm at Silicon Valley Community Foundation, 1330 S. El Camino Real Suite 100, San Mateo.
- WEBSITE: <https://www.smchealth.org/bhrs/ode/dec>

### **Domestic Violence Council**

- MISSION STATEMENT: To reduce and prevent domestic violence and enhance victim's services.
- MEETINGS & LOCATION: 2nd Thursday/month on a quarterly basis (January, April, July, October), 3:00 PM - 4:30 PM, 455 County Center, Room 101, Redwood City, CA 94063
- WEBSITE: <http://hr.smcgov.org/domestic-violence-council-san-mateo-county>

### **First 5 San Mateo**

- MISSION STATEMENT: First 5 San Mateo County promotes positive outcomes for children and their families through strategic investments, community leadership, and effective partnerships.
- MEETINGS & LOCATION: 4th Monday of each month, 4:00 - 6:00PM, San Mateo County Office of Education, 101 Twin Dolphin Drive, 1st Floor Conference Room, Redwood City, CA 94065



- WEBSITE: <http://first5.smcgov.org/>

### **Housing and Community Development Committee**

- MISSION STATEMENT: To provide recommendations to help develop and improve viable communities by providing decent housing and suitable living environments and expanding economic opportunities principally for persons of very low to moderate income
- MEETINGS & LOCATION: Minimum of four formal public meetings per fiscal year.
- WEBSITE: <http://www.smchousing.org/>

### **Juvenile Justice Coordinating Council (JJCC)**

- MISSION STATEMENT: Prevention and early intervention services will focus on first time offenders or youth that are at risk of being adjudicated wards of the court under Section 601 or 602 to expand and develop a continuum of community-based, family-focused services addressing the full spectrum of child and family needs. Program components will be preventative in nature and shall promote asset development.
- MEETINGS & LOCATION: 2020 Meeting Schedule: Feb. 6, 2020, May 28, 2020, July 30, 2020, Nov. 5, 2020, 2:00 - 4:00 p.m., Chief's Conference Room, 222 Paul Scannell Dr., San Mateo CA
- WEBSITE: <http://probation.smcgov.org/juvenile-justice-coordinating-council>

### **Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Commission**

- MISSION STATEMENT: Improve the quality of life and well-being of lesbian, gay, bisexual, transgender, and queer (LGBTQ) residents of San Mateo County.
- MEETINGS & LOCATION: First Tuesday of each month at 6:30 PM, San Mateo County Pride Center, 1021 S. El Camino Real, San Mateo, CA 94402
- WEBSITE: <http://lgbtq.smcgov.org/>

### **Mental Health and Substance Abuse Recovery Commission**

- MISSION STATEMENT: Provide oversight of county mental health and substance abuse services and to advocate for mental health and substance abuse clients and issues they face.
- MEETINGS & LOCATION: First Wednesday of each month (no meeting in Aug) from 3:30 to 5 pm., Health Services Building, 225 W. 37th Ave, Room 100, San Mateo, CA
- <https://www.smchealth.org/mental-health-substance-abuse-recovery-commission>

### **North Fair Oaks Community Council**

- MISSION STATEMENT: Provide recommendations on the health, safety, welfare, public works and planning for the North Fair Oaks geographic area.
- MEETINGS & LOCATION: 4th Thursday of the Month, 7:00 PM - 9:00 PM, North Fair Oaks Community Center, 2600 Middlefield Road, Redwood City, CA 94063

- WEBSITE: <https://cmo.smcgov.org/north-fair-oaks-community-council-meeting-agendasminutes>

### **San Mateo County Child Abuse Prevention Council**

- MISSION STATEMENT: Prevent child abuse by advocating in the community and coordinating resources and raising community awareness through education and training.
- MEETINGS & LOCATION: San Mateo County Child Abuse Prevention Council General Membership Meeting, 3rd Monday of the Month, 10:45 AM – 12:00 PM, 400 Harbor Blvd, Bldg B, Belmont, CAPC Oversight Committee Meeting, Monthly
- WEBSITE: <http://hsa.smcgov.org/child-abuse-prevention-council-capc>

### **San Mateo County Child Care Partnership Council**

- MISSION STATEMENT: The San Mateo County Child Care Partnership Council takes the lead in planning and advocating for quality care and education for all children, from birth to age thirteen, in San Mateo County. It is a state-mandated local council under joint auspices of the San Mateo County Board of Supervisors and the San Mateo County Superintendent of Schools.
- MEETINGS & LOCATION: Meets six times per year, at the San Mateo County Office of Education, 101 Twin Dolphin Drive, Redwood City. Most meetings are held on the 4th Monday of the month from 9:00 a.m. – 12:00 p.m. Committees meet first (9:00-10:15), followed by the full Council from 10:30-12:00. Once or twice a year, the Council meets on Tuesday evenings; Committees will meet 5:00-6:00, and the full Council from 6:30-8:00 pm.
- WEBSITE: <https://www.smcoe.org/about/child-care-partnership-council>

### **San Mateo County Health Commission**

- MISSION STATEMENT: Ensure availability of health care services regardless of income.
- MEETINGS & LOCATION: 2nd Wednesday of every month at 12:30 p.m., Health Plan of San Mateo, 801 Gateway Boulevard, Suite 100, South San Francisco, CA 94080
- WEBSITE: <https://www.hpsm.org/about-us/governance/commission>

### **Youth Commission**

- MISSION STATEMENT: The Youth Commission strives to address issues affecting youth in San Mateo County and close the gap between adult and youth perspectives. By placing youth in committees and on County Boards and Commissions, the Youth Commission increases awareness of and advocates for youth issues, advises the Board of Supervisors, presents policy recommendations, and creates projects that serve the community.
- MEETINGS & LOCATION: The Youth Commission operates on a school calendar, with meetings occurring September-May. [Click here for meeting details.](#)
- WEBSITE: <https://cmo.smcgov.org/smcyc>

## **Vision for 2021 JJDPC Structure**

### **Chair(s)**

Provides overall leadership of JJDPC and sets annual commission priorities. Responsible for developing meeting agendas, running meetings, editing meeting minutes and producing an annual report. Chair issues external communication on behalf of JJDPC.

### **Co-Vice Chair-Membership**

Stands in for the Chair as needed. Responsible for overseeing recruitment processes of new JJDPC members, the membership application and approval process, and orientation of new commissioners.

### **Co-Vice Chair-Administration**

Stands in for the Chair as needed. Responsible for maintaining and updating commission materials and resources on-line. Take meeting minutes.

### **Liaisons**

Responsible for maintaining relationships and ensuring each party is informed on areas of common interest; keeping current on relevant issues; and updating full commission on areas of interest.

### **Inspection Coordinator**

Responsible for keeping inspection forms current; sign-up process for inspections, editing reports, oversight of approval process, and preparation of letters and final reports as required.

### **Legislative Coordinator**

Responsible for tracking and analyzing legislation that affects youth who come into contact with the SMC justice system. Keeps full commission informed.

### **Marketing/Communication Coordinator**

Responsible for the implementation of the JJDPC marketing and communication strategy. Provides oversight of the JJDPC web site.

### **Project Leads**

Responsible for developing a project plan including goals, milestones, and deliverables. Implement approved project plan on schedule and report to full commission.

### **Community Ambassadors**

Represent JJDPC at stakeholder meetings as appropriate. Inform full commission of issues relevant to the JJDPC mission.