

**Juvenile Justice and Delinquency Prevention Commission
San Mateo County, California**

San Mateo County Youth Services Center

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**Juvenile Justice and Delinquency Prevention Commission
San Mateo County, California**

Juvenile Hall and Camp Inspection Report

Date of this Inspection: June 8, 2018 (facility)

Date of Last Inspection: May 30, 2017 (facility)

Facility Name: Youth Services Center (YSC)

Facility Capacity: 180

Address: 222 Paul Scannell Dr., San Mateo, CA

Avg. Population: 55M/10F (attached)

Contact Person: Jody DiMauro <JDiMauro@smcgov.org>

Current Population: 42M/8F

Phone Number: 650-312-8894

Other Population? Yes No

Describe Other Population: Weekenders

Ave Non-resident Population: 5

Presiding Juvenile Court Judge: Elizabeth Lee

Commission Inspection Team (YSC): Facility: Sonoo Thadaney, Toni Barrack, Daniel Casillas; School: Melissa Wilson, Michele Gustafson

Commission Inspection Team (Hillcrest School): Separate team and report

Documents Reviewed

Fire Inspection Report: Yes No Date: May 16/2018 (will be sent to us separately)
Fire Marshall resources constrained and thus often delay or skip years of inspections

Health Department Report: Yes No Date: 6-29-17. Next scheduled 6-15-18

Medical Department Report: Yes No Date: 6-29-17. Next scheduled 6-15-18

Environmental Health Report: Yes No Date: 11-17-17. "Meets minimum standards"

Nutritional Health Report: Yes No Date: 12-28-17. 2018 Food Services Plan needs updating, missing article 9 (food portions)

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Facility Safety/Security Report: Yes No Date: 1-5-18

Policies & Procedures Manual Yes No Date: Last updated 5/8/2018. Anticipate Title 15 changed directives will be received by YSC in August 2018, and Manual will be updated then.

Youth Orientation Materials Yes No Date: 2-21-18

Grievance Logs Yes No Date: Monthly, through June 2018.

Serious Incident Reports Yes No Date: Viewed today – data attached

Comments:

The facilities at YSC are clean, well maintained and respectfully engage the Youth. The grounds are well-maintained and the new Youth created/managed gardens are a delight to behold.

Persons Interviewed

- Youth: over lunch. Comments woven in through relevant sections
- Superintendent: NA
- Medical Staff: Nurse
- School Staff: NA
- Supervisor: NA
- Youth Supervisor/Counselors
- Food Services Staff
- Other: Institutional services managers

General Information

YSC is a locked facility that handles temporary detention of juveniles facing wardship proceedings pursuant to W&I section 602, both pre and post adjudication. At the time of this inspection, YSC operated four units. The units are Pine 5 for younger boys; Elm 6 for older boys; Elm 7 for therapeutic detention; and Pine 4 for girls. YSC also provides an on-campus high school. For those who have already received their diploma or GED, the college program Project Change provides college education that extends to a local community college program upon release. Project Change has been a beacon of relevant hope and aspiration. Number of the Youth mentioned they aspired to GED + Project Change, followed by Community College and a 4 year University. Commissioner Casillas offered a relevant, near-peer, source of hope.

Does the facility house minors under Section 601 of the Welfare & Institutions Code (status offenses)?

Yes No

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If "Yes", are these minors separated from those minors classified under Section 602 of the Welfare and Institutions Code (juvenile delinquency)? Yes No If "Yes", explain:

Has the facility exceeded capacity since last inspection? (Section 1343) Yes No If "Yes", explain (by how many, for how long, was BSCC notified if longer than 15 calendar days in a month):

Fire Department Pre-Plan for Emergencies (Section 1325): Yes No Date of Last Drill: 5/30/2018

Staff Pre-Plan for Emergencies (Section 1327): Yes No Date of Last Drill: 5/30/2018 Including Floor Leaders and Go Bags Drill.

Since Last Inspection

Number of Suicides: 0 Number of Suicide Attempts: 0

Number of Escapes: 0 Number of Escape Attempts: 0

Number of Deaths: 0 Number of Serious Injuries: 0

Comments: Pre-planning for emergencies is conducted on a monthly basis and logs are kept. There have been no actual suicide attempts since the last report. When such thoughts are expressed, there is a protocol followed to notify BHRS and involving them. YSC continues to diligently provide relevant information on serious incidents to the JJDPC.

Staffing (Section 1321, 1328)

Staff to youth ratio: Awake (at least 1:10): 1:10 Sleeping (at least 1:30): 1:30

How, when and how frequently are safety checks conducted? (Section 1328) (There should be direct visual observation of youth at least every 15 minutes during hours when youth are asleep or when youth are in their rooms, confined in holding cells or confined to their bed in a dormitory).

YSC personnel conduct checks every 15 minutes, on a randomized basis thus the time of the checks is appropriately unpredictable.

How is staff backup handled during graveyard shift? Communication is accomplished by hand-held radio, telephone, and in extreme cases through activation of the personal security devices. Staffing consists of four in Admissions + one staff per unit + an additional floater.

Language support provided in: Current staff includes fluency in Spanish, Hindi, Filipino, Chinese and Tagalog.

Describe general staff and youth interactions: Positive, caring, respectful. The staff appear to be highly motivated and concerned about the welfare and development of the youth.

Describe the diversity (ethnicity, language, gender) of staff: Male & Female. Ethnicities include:

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African-American, Latino from various countries, Middle Eastern, Pacific Islander and Asian. Diversity is strong.

Describe training of staff (Section 1322): The staff follows a state dictated training regimen + in house training, which includes: four weeks of CORE; one week of PC 832 training; 80 hours of in house training (20 hours classroom/ 30 hours Initial Group Supervisor Training/ 30 hours of shadow/reverse shadow at their assigned duty posts). 24 hours of annual STC training. Quarterly post orders for all Group Supervisors. Last year's Girls Unit staff request for training on early detection of mental illness was met. As needed, BHRS consultations and Spot Trainings + Harassment training + Yearly Prison Rape Elimination Act training + Domestic Violence training for Youth + Positive Masculinity Youth Training and weekly Group Meetings; Compassion Games. Weekly Multi-Disciplinary Team and InterProgram Agency Committee Meetings are sources of on the job training.

Does staff have access to a written Policy and Procedures manual? Yes No If "No", explain:

Assigned ISM are provided the manual and there is one on every unit.

If "Yes", does it meet the requirements of Section 1324? Yes No

Staffing Summary and Comments: The manual appears thorough and well-organized for ease of access. 2016 inspection indicated that the suicide prevention plan was in the process of revision. The process is still ongoing as of this inspection. Staff assured us that they are vigilant whenever a youth expresses suicidal thoughts and that from the very first interaction, they seek to build rapport with minors. Last year's inspection also commented on the frequency of cultural competency and diversity training for staff. Since then, an STC certified block on transgender youth has been added (offered six times a year) in addition to diversity training focused on generations (eg. Gen X), ethnic diversity and sexual harassment. As in previous inspections, staff appeared truly motivated to promoting the needs of the youth who are assigned to their charge/care. The Inspection Team was impressed how far the LGBTQII focus has come from 2016, when there was none.

Staff shared the challenges of 21st Century Youth who have never heard "no" + permissive parenting + poor coping/resilience/grit/unable to handle disappointment and failure of youth. Increased mental health management needs are evident (perhaps due to societal acceptance and the reduction of diagnostic-stigma). Staff know CASA is hugely impactful and constrained by volunteer-resources. Staff shared the need for additional Transitional Resources to address recidivism and the need to not criminalize poverty.

Conditions of Grounds and Building Exterior

Lawns: Acceptable Unacceptable

Playing Fields: Acceptable Unacceptable

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Blacktop: Acceptable Unacceptable

Paint: Acceptable Unacceptable

Blacktop: Acceptable Unacceptable

Roof: Acceptable Unacceptable

Drains and Gutters: Acceptable Unacceptable

General Appearance: Acceptable Unacceptable

Exterior Condition Summary and Comments: The grounds and facilities are all in good working order and appear to be well maintained.

Condition of Interior of Building

Walls: Acceptable Unacceptable:

Paint: Acceptable Unacceptable:

Floors: Acceptable Unacceptable: Carpets were changed in two units, five to go.

Ceilings: Acceptable Unacceptable:

Drains: Acceptable Unacceptable:

Plumbing Fixtures: Acceptable Unacceptable: Progress has been made on plumbing repairs noted in the previous inspection. Because of the low current population, no minors are assigned to rooms with plumbing problems.

Air Vents/Heating/Windows: Acceptable Unacceptable:

Describe storage of Cleaning Fluids/Chemicals: Inside a locked closet.

Weapon Locker Location: Acceptable Unacceptable: No weapons are used at YSC.

Recreation/Sports Equipment: Acceptable Unacceptable:

Sleeping Rooms: Acceptable Unacceptable. Didn't inspect a room in use.

Are Art, Books, Personal Items Allowed in Rooms: Yes No Explain policy: Up to five books and

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magazines are allowed. School work is allowed.

Court Holding Area (access to water and toilet?): Acceptable Unacceptable:

Is there graffiti present: Yes No

Bedding Acceptable Unacceptable:

Are clean sheets provided at least once a week? Yes No

Does each bed have a mattress, pillow, sheets and a blanket? Yes No Mattress and blankets are provided, but no pillows or pillow cases are in rooms for safety reasons. In place of the pillow, the mattress is raised at one end.

Are there ample blankets: Yes No

Study Area: Acceptable Unacceptable:

Adequate Lighting: Acceptable Unacceptable:

Temperature: Acceptable Unacceptable:

Are Hallways Clear? Yes No

Any Doors Propped Open? Yes No

Interior Condition Summary and Comments: The interior is clean, well lit, and well maintained. Other than the ongoing plumbing issues, which are not a problem due to the low population, the facility is overall in excellent condition, with one exception – the sofas/padded seating in the Common Area were shabby, stained and deteriorating. We learned that they are in the process of being redone.

Intake and Release Procedures

Are there written policies on classification of youth for the purpose of determining housing placement in the facility? (Section 1352): Yes No

Explain: We were impressed with the LGBTQII inclusivity, which was completely absent in 2016. Fresh fruit, water, snacks and a bio break are offered to youth before process begins.

Admission desk staff interview the youth to determine appropriate classification for unit level. Staff are given formal classroom training in determining appropriate housing placement and procedures are set forth in the Policy Manual; an Intake Packet is utilized. Staff at the minor's assigned unit conduct further evaluation of the minor. The intake process includes questions regarding gender self-identity, gang affiliation and other factors which might bear on violence against other youth. No questions

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regarding immigration are asked.

The youth contract and Juvenile Hall Handbook is written in a language appropriate for youth and is detailed so as to eliminate ambiguity about expectations.

Excellent flow through the process from sallyport to booking to showers and distribution of clothing.
Excellent management of youths' possessions during detention.

The assessment center staff meet with youth prior to going through the full intake process. If a staff member is not available, the youth will go through full intake and meet with assessment center staff promptly within 24 hours.

Are there written policies for release of youth from custody? (Section 1351): Yes No

Explain: Before release, CLETS is accessed to ensure that there are no warrants or other holds on minors. Minors are released only to their guardian or parent. Written policies are in place for staff to follow and checklists are used. Upon release, the parent or guardian signs for the minor and the minor is given their property back, which they sign for. Anything over \$10 taken from the minor + deposited in the JHSA account is returned by check.

Are there written policies for addressing the separation of youth? (Section 1354) Yes No

Explain: The probation manual provides guidance to staff in classifying youth. Intake staff assess youth profile based on paperwork and, for youth arriving for the first time, an interview is done by assessment staff. The paperwork and assessment continues at the unit level to ensure that separation of minors for safety or other reasons is identified and accomplished. Youth who are in protective custody are often separated from other youth.

Are youth held for more than 30 days provided an assessment and plan? (Section 1355) Yes No

Explain: Unit staff will prepare an assessment for minors assigned to the unit. If a minor is held for over 30 days, staff will complete another assessment to determine whether the minor will benefit from other programs or from assistance by outside service providers.

Are there written policies ensuring the availability of counseling and casework for all youth? (Section 1356) Yes No

Explain: The process begins with the initial interview. Staff are trained to be sensitive to the needs of the minors and the interview process is designed to assist in that process. Youth are also asked on the intake form about physical and emotional health. Past year's inspection report expressed concerns about providing a private location to speak to minors about sensitive topics that might arise. While there is not an official policy in this regard, staff members understand that it is part of the process to move such conversations to private locations, which are readily available. The initial interview with the minor is not designed to raise such issues (staff will not get into specifics of a minor's background or

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situation), and is meant to be an orientation only. Any mental health issues would be addressed in private, away from anyone who might be in a position to overhear.

Orientation of Youth (Section 1353)

Are youth oriented to the rules and procedures? Yes No

Explain how: Staff provide the minor with a copy of the YSC handbook and review the rules at intake with the minor. Both staff and the minor sign an acknowledgment that the rules have been reviewed. At the unit level, unit staff conduct a further review of the rules with the minors. Rules are posted in 8 1/2" x 11" format on the orientation board.

Are rules and grievance procedures posted? Yes No

Explain where: They are posted on the unit orientation board as well as the unit workstation.

What is in place to ensure that the rules and procedures are understood by youth? Staff ensure knowledge and understanding of the rules by reviewing them with the youth, and answering any questions.

Interviewed Youth: Yes No Details: Youth were interviewed over lunch. Each Commissioner sat with a different group of youth.

Youth were curious about the JJDP, expressed interest in GED + Project Change + Community College + 4 Year Universities + post-graduate aspirations in Psychology and Education. Heart-warming.

One young man described and was very pleased with the opportunity for a formal interview and application process to get a KP job for 2 weeks, thereby learning about the hiring process and earning additional privileges. Youth spoke about the importance of interacting with others and of group activities, such as sports, to limit the amount of time they are confined alone in their rooms.

Meals/Nutrition (Sections 1460-1467)

Kitchen (Section 1466: clean, knives and chemicals locked): Acceptable Unacceptable:

Are there youth working in the kitchen? Yes No How many youth?

Have the youth working in the kitchen been trained? (Section 1467): Yes No N/A

Details:

How are meals served? Details: Meals are provided three times a day and nutritious snacks are made available throughout the day and evening, although may run out at night. Meals are placed on

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individual trays by unit supervisors for the minors per a diagram for food presentation and ounces/cups per serving. Fresh fruit and PBJ sandwiches are available at all times.

Are youth permitted to converse during meals? ■ Yes No Details:

Are staff present and supervising during meals? ■ Yes No Details:

Are weekly menus posted? ■ Yes No. Where and how: Menus are posted on the unit.

Are servings ample, nutritious, appetizing (Section 1461)? ■ Yes No Details: The observed food provided was generous, with enough protein, carbohydrates, and vegetables. A chili dog, canned veggies, applesauce, and a salad were served. Some youth complained in general about the quality of the food.

One commissioner found the food extremely salty. One Youth said he was pescatarian and didn't eat the meat/hot dog. Staff explained Youth received alternate food choices either due to dietary (MD approved) restrictions or Religious adherence. We suggest, given the carbon-friendly vegetarian/pescatarian world, that Youth are offered the option of Vegetarian meals with non-animal sources of protein (legumes, nuts, etc.) We were pleased with the option of drinking plain water with meals. In 2016, the only option was a sugary drink.

Vulnerable youth protected from having food taken from them? ■ Yes No Details: Unit staff supervise throughout the meal. Trading or sharing of food is not allowed.

Length of time allowed to eat (should be at least 20 minutes)?: At least 20 minutes are allowed. No talking is allowed during the first 5 minutes while youth get settled with their meals. They can converse during the remainder of the time.

Mealtimes (no more than 14 hours between meals without a snack)

Breakfast: 7:30am Lunch: Noon Dinner: 4:30pm

Meals/Nutrition Summary and Comments: Last year's report suggested "fresh fruit is the only source of planned uncooked fiber in their diets and consistently should be included in their diets." Now available 24 hours.

Personal Appearance of Youth

Overall appearance: ■ Acceptable Unacceptable:

Showers (Section 1468: daily, privacy, supervised): ■ Acceptable Unacceptable:

Condition of clothing (Section 1480-1482: clean, fit, etc.): ■ Acceptable Unacceptable:

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Clothing appropriate to current weather: Acceptable Unacceptable:

Youth Appearance Summary and Comments: Youth are provided with sweatpants, t-shirt, and sweatshirt coded by unit and/or disposition status. Shoes are velcro or slip on. Shirts are required to be tucked in and pants must fit and sit around the waist.

Programs (Sections 1370-1378)

At least 3 hours of recreation, programs and exercise during the week including at least 1 hour of large muscle activity and one hour of daily access to unscheduled activities (such as reading, television, radio, music, video and games)? Yes No

At least 5 hours of recreation, programs and exercise on Saturday, Sunday and other non-school days including at least 1 hour of large muscle activity and one hour of daily access to unscheduled activities (such as reading, television, radio, music, video and games)? Yes No Programming for "Weekenders" includes "Art of Yoga, Narcotics Anonymous, and Alcoholics Anonymous".

Youth who are isolated in their rooms are also given large muscle activity outside their rooms for an hour each day and one hour outside their rooms for unscheduled activity. They do not interact with other youth who are confined to their rooms during that time.

Access to Religious Services (Section 1372): Acceptable Unacceptable

Describe Services and Process: 75-80% of the youth attend non-denominational Christian and Catholic services held on Sundays, and Bible study is available. Staff is open to accommodating other religious preferences. Youth can request religious counseling or other accommodations and individual clergy would be permitted access if requested. JJDP team offered to connect to community resources for other religious services.

Are youth who do not want to attend religious services offered an alternative? Yes No

Describe Alternative: On-unit programming is provided by unit supervisors, i.e. poetry writing, talk group, etc.

Volunteer Program: Yes No

Describe: Youth choose to knit caps (using a non-needle device) for premature infants. This is popular among boys with long detentions. Knit One + Give One practiced.

Family Reunification Planning: Yes No

Describe: Past inspection reports suggested greater focus on offering family reunification services. This continues to be a challenge - shorter stays of YCS youth when compared to youth at Camp Kemp and Camp Glenwood. For youth in longer detention, the commission suggests setting this goal. Family therapy programming is in the early planning stages.

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Phone call policy adjusted per last year's report + JJDC engagement with YSC leadership.

Growing the list of approved visitors was suggested last year. Staff explained the challenges: minor siblings are age-appropriately rambunctious and families find this distracting; girl-friends often pose as "sister" and the resulting intimate behavior in the communal visiting area is uncomfortable for others. Thus, today parents and grandparents are allowed. Rest must be approved on a case-by-case basis.

Substance Abuse Counseling: Yes No

Describe: In addition to counseling by staff, AA, NA and Pyramid provide programing. Staff do not believe that the AA program is very effective. They are looking into a more youth oriented program.

Other Counseling Services: Yes No

Describe: BHRS, and outside programs such as FLY (Fresh Lifelines for Youth), Catholic Services, Stanford Street Law, Rape Trauma Services and BHRS-provided counseling. the Art of Yoga. During the last inspection, youth asked about additional anger management classes. The staff told us that they were unable to find evidence based anger management programs, but anger management is one unit in the new Cognitive Skills Program being utilized.

Victim Awareness Classes: Yes No

Describe: Victim Impact Awareness and RTS

Gang Awareness Classes: Yes No

Details: Staff members assess all minors for risk assessment. Weekly classes of 60-90 minute duration are offered by Willie Stokes. Periodic guest speakers on gang awareness and breaking away from the gang lifestyle also make presentations to the minors.

Sexual Harassment Classes: Yes No

Details: No specific classes are offered but nursing staff provide information in the course of their duties and the topic is covered in the block of training for staff on domestic violence. CLETS that addresses sex-trafficking is provided to all girls at Camp Kemp.

Parenting Classes: Yes No

Details: Fathers receive formal education. Given the low-population of girls overall, mothers are informally mentored and educated by nursing staff.

Vocational Classes: Yes No There are no in-house vocational classes.

Details:

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Work Program: Yes No

Describe: One group supervisor runs a gardening program. A culinary arts program is problematic due to the potential danger presented by knives. Brighter Day offers vocational skills training which leads to jobs at Safeway.

Other Social Awareness Programs (Section 1378): Mind Body; YOGA; Knitting; Alive and Free; FLY; Each One Reach One; Beat Within; Bible Study; Birthday Ladies; Book Club; Pyramid; Stanford Street Law; Y.E.S.; Stanford Dance Volunteers; Book Club; Catholic/Christian services; job readiness; Omega; Girls Circle; Critical Thinking; Bold and Beautiful. Imagine Bus (through May 2018, since they were unfunded). Some programs differ by gender.

Under what circumstances can programming be suspended? When there are safety or security issues potentially affecting Youth.

How many days since last inspection has programming as a whole been suspended? None, although individual sessions with outside providers are canceled if security is a concern.

Discipline of Youth (Section 1390, 1391)

Describe the discipline process of youth: Staff members use the least discipline possible given the violation, and utilize progressive steps if the problem continues. If confined to their room, the staff does so in 15-minute increments until they are calm + ready to understand what they did wrong + able to act appropriately - this is "alternative programming". A youth may be isolated in their room beyond the 4-hour cap (per recent California law) should they present a continued threat to the safety of staff or other youth. In cases of extreme threat at intake, there is a safety room that is completely bare except for an opening for excretion. It has discrete rubber walls and floor that appear to be normal sheetrock. It can be used for arriving youth or (uncommonly) those in detention as safety require. The room is in sight of intake staff and the youth is checked by staff every 15 minutes to determine safety-risk. The youth is not contained once they are no longer a safety-risk. The use of the safety room is rare, with only no incidents in the last year.

How many incidents were there requiring use of force since the last inspection? (Section 1357): Report attached.

Details: All incident reports are stored in the Incident Binder and were reviewed.

How many incidents were there requiring use of physical restraints since the last inspection? :attached

Details: According to staff, physical restraints are standard when use of force is required. All staff carry handcuffs.

How many incidents were there requiring use of safety room since the last inspection? 0

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Details: Use of safety room is documented in a binder.

Are all incidents which result in physical harm, serious threat of physical harm, or death reported in writing? Yes No Explain: Reports are required and maintained in binders

When are searches of youth conducted (Section 1360)? On intake, staff does a visual check (which may require youth to remove or rearrange clothing in a private space) in the following situations: 1) where there is reasonable suspicion of concealed contraband; 2) when charged with a felony; 3) when charged with a misdemeanor involving contraband or weapons; 4) when already on probation with search and seize orders. Upon return to the facility after an outside activity, a visual search may be conducted..

Discipline Summary and Comments: Staff are exploring swapping the competitive point system for non-judgmental categories such as animal names (Gazelle, Giraffe, etc.), focusing on the desired behaviors vs. numbers. YSC leadership want front line staff to take the lead in involving youth to build and implement this. They look for a system flexible enough to meet the specific needs of each unit.

Grievances (Section 1361)

Describe the Grievance Process: Acceptable Unacceptable: Youth are provided grievance forms in their units. Completed grievance forms are placed in a locked box, reviewed by staff, and placed in the minor's file. There is a protocol should a youth appeal the initial staff decision.

Number of grievances since last inspection: attached

Grievance Trends and/or Comments: Grievances vary month to month. They peak when the facility has a large number of the more difficult youth. For example, after a fight broke out in church, a number of complaints were filed about church attendance issues.

Correspondence (Section 1375) / Telephone (Section 1376)

Access US Mail? Yes No Details:

Postage Free? Yes No Details:

Is incoming/Outgoing Mail screened? Yes No

Details: This is a standard practice for security purposes.

Provisions for Confidential Correspondence: Yes No

Details: Attorney Client privilege is respected.

Access to Telephone? Yes No

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Details: Adapted to recommendations by JJDC, from 2017 Report. Similar to surrounding counties

Correspondence/Telephone Summary and Comments:

Visiting (Section 1374)

Visiting Schedule: Weekdays M-Th 5:30-6:45pm Weekends 8.30am -7.45 pm

Special Events to which guardians are invited include graduation and EORO playwriting performances

Adequate Space: Acceptable Unacceptable: Private rooms are available if the circumstances warrant it, eg. emotional or need for privacy such as a professional visit.

Staff Supervision: Acceptable Unacceptable: Staff observes from the nearby central desk or through the window if a private room is used.

Privacy Provided: Yes No Details: The common area is used unless the circumstances require privacy, eg. professional visit.

Do all youth have access to visitation? Yes No Details:

Under what circumstances would visitation be restricted? If the youth is causing a safety or security concern + medical quarantine.

Are visitation logs kept? Yes No Details:

Note: Minors with children are allowed visits with their children after regular visiting hours.

School (Section 1370)

Date of Inspection: May 23, 2018

School Year 2017-2018 (Summer 2017 through June 2018)

Background: Hillcrest is the court school at the Youth Services Center (YSC). It is separate from the units, located in a wing of the secured portion of YSC. The youth leave the unit each school morning and walk with staff to the school wing. The school wing has classrooms, a gym, a library, a computer room, and rooms dedicated to special education and counseling. Class sizes tend to be small (the class capacity is 20 students). How many students are in a classroom is entirely dependent on the number of youth incarcerated at the facility. Youth are grouped in class according to unit rather than age or school placement. The students attend class with their unit (except for the CARE class, explained below).

Number of Full-Time Instructors: 8

Number of Full-Time Instructional Aids: 4

Number of Tutors 0

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Frequency of Substitute Teachers: Each Week Number of youth attending School: 49

Average Classroom Size: 10

Max Classroom Size: 20

Number of youth on independent study: 0

Describe Reason and Independent Study: Youth are no longer on independent study. Hillcrest has instituted the Court Alternative Restorative Education (CARE) class during the 2017-18 School Year which has the objective of having the students who were previously kept out of the school environment on behavioral or safety grounds participate in class. While the students generally move from classroom-to-classroom with their units, the students in the CARE class have the teachers come to teach in a separate classroom, such that all students (whether in the CARE class or not) receive the same instruction throughout the day. This is a significant change from prior practice where a student who was exhibiting dangerous or aggressive behavior would remain on the unit and a teacher would come to the unit to teach each youth individually. Students completed packets of work and conferenced with the independent student teacher about the content. This arrangement allowed the youth to receive an education, but not by the teaching staff that were teaching the other students day-to-day.

Number of youth not attending school: 0

Reason: Students generally attend school unless there is a severe discipline problem or require protective safety.

Describe the general atmosphere of the classrooms: The Hillcrest facility is set up as a separate school, which allows the teachers to have their own classrooms that they set up as they see fit. The classrooms are welcoming and personalized. The staff have all done a great job in making the school inspirational to the youth. Probation staff are present in the classroom to support the teachers, but they sit outside each classroom in an effort to be less conspicuous (in order to continue to foster a more school-like environment despite being a locked facility).

Adequate Supplies, Books, Paper, Computer? Acceptable Unacceptable: The supplies of books, paper and writing implements are adequate. The library is well-organized and seems very well-stocked. The teachers do supply some of their own materials for special projects and will share with one another if a special project comes up. Note that teachers lose a tax deduction next year that they previously received for purchasing school supplies.

Are youth given access to computers/internet? Yes No Details (when, purpose, supervision): Computer access in the computer room is provided for testing and for special projects. At one time, computers were used for online courses with Project Change, however, the Project Change classes are now taught in person. There are also computers in the library.

Describe the relationship between school and facility staff: School staff feels like they are a team. Collaboration with probation is strong and feels like culture change is happening among probation staff, too, recognizing the trauma students have experienced/continue to experience. Inclusion of

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restorative practices as part of the school staff is credited with continuing to strengthen the relationship with probation, especially as probation begins to understand and adopt similar practices.

Describe access to school, recreation, etc. for youth confined to their rooms: With the institution of the CARE class, youth are rarely confined to their rooms. When being confined to the room is warranted, it is for the minimum time possible and school and recreation are provided individually. Confining a youth on-unit is now rare. Instead, removal from class only occurs if a youth is being disruptive:

- They will often take the youth out of the class to calm them down, get their side of the story;
- After class, probation and or the restorative justice practitioner will talk to the teacher to get teacher's perspective;
- The youth may participate in a restorative circle led by a specialist in restorative justice if both participants are willing; and/or
- Sometimes the youth is sent back to the unit when behavior is out of control and a threat to others, but will generally be allowed back to school once the behavior is corrected.

When is school held on the unit instead of in the classroom? This would happen if there were some security issue that prevented the youth to be safely taken to school (i.e., if there were a staffing shortage, a computer issue, or some need to have a restriction of movement for safety concerns). This also occurs when there is not a substitute teacher available to teach a class.

Post High School/GED:

Are there educational opportunities available for youth who have completed high school or their GED?

Yes No Describe: Yes, Project Change is offered to students who have already earned their high school diploma or equivalency. Youth who are close to graduating are also eligible to participate in Project Change, which provides college credit opportunities. Classes are offered on-site at Hillcrest and are taught in conjunction with College of San Mateo (CSM), Notre Dame de Namur University and with the assistance of CASA and Project Change students who are currently enrolled at CSM. This is an excellent program and the Commission urges that it be continued, supported and expanded to provide continued advanced educational opportunities.

Are youth given information and counseling regarding community college and four-year college options?

Yes No Describe: Yes, among the many positive changes at Hillcrest this year is the provision of an academic counselor who, in addition to providing counseling regarding the transition from district schools to the Hillcrest school, provides counseling regarding post-secondary opportunities.

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

Describe: Yes, the academic counselor provides this information. Project Change will help youth fill out financial aid forms and help with paperwork at CSM.

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

This is not part of the program.

Are youth able to take courses for college credit online? Yes No Describe: At this time, no, but the school is open to figuring out how to offer this, which would require coordination with probation for staffing and supervision.

Special Education/IEP Programs:

How many youth in the facility have an Individualized Education Program (IEP)? 20; 40% of students at Hillcrest are special education students.

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? FT:1; PT: 1

Are regular IEP meetings held? Yes No Describe: The full-time special education teacher, the Assistant Principal, and teachers participate along with parents and the student.

Are parents notified of these meetings? Yes No

Are parents permitted to attend these meetings? Yes No

Describe the most common obstacle to IEP compliance: Students entering the court school system with already overdue IEPs. It must also be noted, that while not a presenting obstacle in itself because IEP compliance occurs, the full-time special education teacher is overloaded with IEP testing, preparation, and meeting responsibilities given the high number of students who require those services.

School Summary and Comments: To be successful as a school in a locked facility like the YSC, there needs to be cooperation between the facility staff (Probation, GSs and facility administration) and the school staff (teachers and administrators). Hillcrest and YSC are doing an excellent job cooperating and collaborating to balance the need for safety/security with creating an educational environment that is conducive to learning. The creation of the CARE class (discussed further in attachment 1) is a demonstration of how creative thinking and excellent collaboration between probation and the school provided a step forward in working with some of the more challenging students incarcerated at YSC in a relatively short amount of time. Such collaboration and creative problem-solving should be encouraged and rewarded in order to enhance the students' educational opportunities and experience.

The dedication of the school administration and staff is evident. Teaching in a juvenile hall is challenging because the students may have behavioral or issues affecting social interaction, any given

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class may have a wide range of exposure and aptitude for the subject matter, and students may be in attendance long- or short- term. The teaching staff has the heart for working with the youth in the court system as well as the intelligence and adaptability needed to teach with such unique challenges.

Probation has been an excellent partner to the school. They have been open to suggestions for making the classes more conducive for learning while continuing their role of maintaining security for the students and school staff. Probation has also been open to learning about and participating in the restorative justice and PBIS methods the court schools have been adopting. Probation is encouraged to continue to this collaborative work to carry the restorative and PBIS practices outside of the school day.

Consistent, excellent leadership by the county leadership, the principal, and vice principal has facilitated the continued innovation the school demonstrates. What has been, and will continue to be, accomplished in order to better serve the youth is impressive.

(See "Attachment 1: School Supplement" for additional comments)

Medical Health Services (Section 1400-1439)

Describe the Health Services Staffing (number, qualifications): YSC Health Services is often the primary point-of-care for youth who may not be receiving medical services when not in detention. It provides vision, dental, hearing, medical, vaccinations, preventive and treatment for illness. As part of the county health system, youth can be referred to the county hospital. Staff includes 2 nurses available 7am-11pm (made up of a staff count totaling 6 full- and part-time nurses), and 1 full-time nurse practitioner. A dentist is available once a week or more as needed. The services, established protocols, and facilities appear excellent.

Describe Physical Health Screenings (Section 1430, 1432) (confidential, trained staff, access, etc.):

Medical staff conduct a health screen as part of the admission process (within 8 hours of admission). The exam is comprehensive and will include: providing immunization updates (with parental permission); blood testing; pregnancy/prenatal; STD screening; HIV testing (if agreed to); TB testing. Staff will provide exam results to parents. For many youth, YSC is their primary care provider as they do not receive routine medical at home.

Describe availability of Medical Health Services (how do youth request/receive care)

Minors can request medical care by filling out a form. The medical staff makes the rounds at 3 p.m. each day. Medications are dispensed on unit by medical or unit staff.

Describe availability of Dental Services (maintenance, for emergencies)

In addition to the once a week access to a dentist, emergency care is available if needed.

Describe Medication Access & Distribution (Section 1438, 1439): Prescription drugs are distributed three

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times per day: 7:30-8 a.m.; 4 p.m.; 7:30-8 p.m. In between these periods, staff can dispense ibuprofen, Tylenol and antacids. Also in between these periods, other drugs can be distributed via a box assembled by the Charge Nurse with written instructions.

Describe 24/7 on-call emergency medical and health services: The 16 hour shift is from 7 a.m. to 11 p.m. Emergency care is available after 11 p.m. if necessary.

Medical Health Summary and Comments: Youth medical needs are being met while in detention. A 30 day supply of meds is given upon release.

Mental Health Services (Section 1437)

Describe the Mental Health Staffing (number, qualifications): BHRS provides mental health services in conjunction with community-based organizations contracted through Probation. There are three teams for juveniles: 1) assessment center; 2) forensic team; and 3) community based services team.

The assessment center initiates the process at admission. Youth who are booked for the first time or are booked in for new crimes, but have not been at a locked facility for six months will receive a mental health screening. BHRS provides a forensic team consisting of one full-time supervisor, two full-time clinicians, two part-time child psychologists, one program specialist and up to seven PhD student interns. The community based team is led by BHRS. Home-based family therapy is provided for youth on probation. Community workers help with u-visas, youth employment and other case management. This component is led by one full-time program specialist, one full-time clinician, one half-time clinician, and a half-time physician.

Describe Mental Health Screenings (setting, confidential, trained staff, access, etc.):

The assessment center screens youth for suicidal ideation and other significant mental health needs using screening tools. The screenings are confidential and are reviewed by mental health staff. A focus is placed on safety issues, risk factors, possible abuse, and alcohol/drug screening.

How is crisis intervention handled? Clinicians are available M-F 8 a.m. to 5 p.m. for consultation and will respond to the unit if necessary. After hours, an on-call clinician is available by phone. There are self-harm precaution checklists for both mental health and unit staff that indicate the level of observation and the necessary precautions to be undertaken. Youth are reassessed at least twice a day by BHRS staff if on suicide watch, once a day if on mental health watch, in addition to the standard every 15 minute watch. Facility does not accept any "acutely ill minor", thus ensuring that youth are receiving care appropriate to their mental health.

What therapy services and preventative treatment is offered? Individual counseling is provided to youth at YSC upon a referral by probation, the court, or staff. Family counseling can also be provided if the family is interested. Acknowledge Alliance is contracted through the school to provide individual therapy. Pyramid Alternatives is contracted to provide group therapy (alcohol/drugs, anger

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management, life skills) and also provides a case manager for youth who would like to take advantage of services in the community.

Does the facility have a suicide prevention plan (Section 1329)? ■ Yes □ No Details: BHRS provided a written suicide prevention plan (currently being revised) and a self-harm precaution checklist for staff use.

Describe the 24/7 on-call mental health services: After-hours mental health services are provided by a rotating team of clinicians consisting of four BHRS staff members.

Mental Health Summary and Comments: A good process is in place for evaluation and follow-up care. One concern that may be outside the control of the YSC is how students placed on psychiatric drugs receive follow-up medical post detention as these need careful monitoring if the youth continues medication or decides to taper off.

Overall Impressions, Comments, and/or Concerns

Overall Impressions:

The Youth Services Center is a well-run, caring facility that offers a consistent environment for youth benefit. This is seen in the quality of the staff, the provision of medical and mental health care, nutritious food, and a beautiful physical plant. The staff carry a sense of pride in the facility and in the work they do. The entire YSC staff is genuinely caring, intelligent and motivated. This dedication is evident throughout the facility, as demonstrated in the relationship with the youth and the growth mindset of the administrators. The staff are well-trained. The staff interactions with youth are positive, conscientious, and dedicated to the well-being of the youth. The staff is sensitive to and aware of individual youth's needs. The observation logs are comprehensive and required documentation of sleep, exercise, sanitation, food/fluid intake and other comments/observations are included for each youth. In addition, the staff like each other and collaborate well in creating a positive and consistent environment for the youth.

The commission appreciates the openness and sharing of the YSC staff and it is another example of having a mission-based orientation.

Staff expressed an interest in youth-benefiting additions including PTA conferences, DMV classes, increased capacity of Project Change. They are keen to see the JJDPC in-discussion vocational program, Makers Lab, courses on Money Management + Google Suite software + 21st century job skills training.

Staff challenges included the difficulty of hiring the right people (who are compassionate and care about the youth given the salary and benefits differences between San Mateo & Santa Clara staff and the lengthy hiring process; applicants often fail background checks.

Areas for Growth:

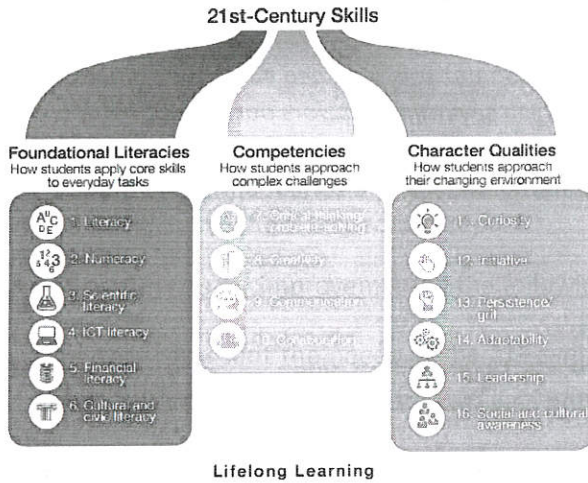
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There are opportunities for improvement in the following areas:

Programming that represent the needs of the 21st century. Youth should be trained in 21st century skills.

One model is offered by the World Economic Forum

Exhibit 1: Students require 16 skills for the 21st century



Note: ICT stands for information and communications technology.

Thus, creating pilot extra-curricular programs, assessing them for impact and then operationalizing them throughout the school year + summer is a thoughtful approach.

Examples include but are not limited to: anger management, decision coaching, conflict management, Makers Lab, courses on Money Management + Google Suite software

Signature of Commissioner(s) preparing this report:

s/s Sonoo Thadaney *Sonoo Thadaney, September 26th, 2018*

Date:

s/s Daniel Casillas *Daniel Casillas*

Date: *10/30/2018*

s/s Toni Barrack *Toni Barrack*

Date: *10/30/18*

s/s Melissa Wilson

Date:

s/s Michele Gustafson *Michele Gustafson*

Date: *Oct 30, 2018*

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Attachment 1: School Supplement

How many minutes of instruction per week do students receive?

1500 approx

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?

SMCOE has instituted a three-day orientation for all students. It is provided while the student is at the Juvenile Hall. This is a multi-faceted orientation in which several counselors participate (Academic counselor = Ms. Sneed; Bridge to College & Career/Credit recovery = Shelley Caress; Restorative Practices = Bettina Graff). All youth are at the Hall before going to Camps, so orientation occurs there. 3-day orientation consists of:

- *Assessing student's credits;*
- *Reviewing transcripts;*
- *Introducing students to staff and the rules;*
- *Discussing and starting the planning for college opportunities; and*
- *Introducing restorative practices and getting new students involved in restorative circles.*

Are there difficulties obtaining transcripts from the student's prior school? Are these typically received before or after the student has started attending school?

In the past there have been difficulties obtaining transcripts, but this has been smoothed out due to the Orientation class implemented at Hillcrest. Transcripts are typically received before or during Orientation, and thus usually before the student has started attending class at YSC.

How are limited English-speaking students identified and served? How do these services provided once the student has been identified as non-English proficient?

- *Students are administered the ELPAC exam*
- *30+ students are English learners*
- *At Camps, support is provided by paraprofessional; if English is really limited, may use Rosetta Stone to get youth's proficiency higher*
- *Summit was not ready to support English learners*
- *Since the completion of the inspection, the Court schools have hired an intervention specialist at 60% time. This intervention specialist currently works only at Hillcrest/YSC*

Is credit recovery offered? Please describe.

There is a credit recovery teacher for the three court schools. The court schools use the Starline curriculum, which are paper booklets. They are recently updated (so the material is current), but they are still booklets and there is little teaching associated with the credit recovery booklets unless a student happens to be in Ms. Anand's class. The school would be happy to consider tutors or other ways to enhance the teaching on the credit recovery topics. The credit recovery paraprofessional evaluates the credit recovery work for correctness. The students complain that they aren't permitted to write in the booklets, which makes it difficult to track their answers (since some of the problems are "sentence completion").

The court schools also use COMPASS, an online credit recovery platform. This is used mostly at Gateway (community school) and not at the Hillcrest or Camp schools. COMPASS is not well-liked by either

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teachers or students.

The court schools are open to ideas on how to better provide a rich educational experience for credit recovery -- administration is touring other court schools, looking at project-based work.

Is homework assigned? When and where do students do homework?

Homework: differs based on security

- *Hillcrest rarely assigns homework because students are not allowed to do it unsupervised in their rooms. Restrictions on writing implements, no access to computers on the unit due to safety concerns. The school would welcome further discussion with probation and creative thought partnership to be able to have students work on homework assignments on the unit to foster independent study skills.*
- *Project Change used to offer online courses at night at Hillcrest.*
- *Kemp and Glenwood assign homework more often because students have binders and can carry those back to their rooms. Less locked down at Camps, have some supervised access to computers outside of class.*

How is transition back to a student's home district handled?

A student's Probation Officer and the court school's counselor should work together to determine a transition plan. Transition back to the student's home district is also discussed at Multi-Disciplinary Team Meetings (MDTs). The student may or may not return to the district school that they were attending prior to attending Hillcrest. This decision is largely dependent upon the school district and can be based upon the charge, the youth's academic record, the point of the academic school year and other factors.

Propose Areas of Commendation:

- *The commission commends SMCOE on instituting the three-day orientation for all students described above and Probation's flexibility in helping that Orientation to be available to each student.*
- *All three court schools have focused on restorative practices this school year. Ms. Graff is a restorative practices expert working under an MOU from San Mateo School District. Her inclusion as part of the court school team has "transformed the culture here". Because it has been so effective, the restorative practices position should remain part of the court schools program. Ms. Graff goes out to the various facilities as needed right now, but there are plans to have her schedule regularly include all 3 facilities. The current restorative practices include:*
 - *training to use restorative practices in disciplinary situations: this is done throughout the court and community schools (3 locked facilities and Gateway);*
 - *bringing Ms. Graff into classrooms by teacher request to run a restorative circle;*
 - *training teachers to run own circles (i.e., to begin class and focus students);*
 - *training and assisting teaching staff to use PBIS (Positive Behavioral Interventions and Supports)*
- *This academic year, the court schools initiated the Court Alternative Restorative Education (CARE) Class. CARE class is for youth who might have previously been taught on unit due to safety and security concerns (bullied, highly disruptive, other major behavioral issue). CARE students stay in the designated CARE classroom and teachers rotate to the classroom to teach. (Other students move from class to class so that the teacher has dedicated classroom, not students.) The CARE class is working extremely well and is an improvement over on-unit*

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- teaching because often on-unit students had to be taught individually which became difficult when multiple youth were confined to the unit. CARE class, which was designed with input from the teachers themselves allows students get all of the same subjects as other students.*
- *Personalized Learning Platform (PLP or ILP): The court schools have been working with Summit and conducted a 2-year pilot. The pilot will end after this school year.*
 - *The Summit pilot program has been instructive, providing valuable lessons on integrating technology and computerized learning into the classroom.*
 - *The Court schools have partnered well with Summit, providing feedback on how the PLP works in environments where youth have non-traditional backgrounds, including major deficiencies in the foundation for the subject matter and highly varied abilities/levels of exposure in a single classroom.*
 - *The decision was made not to renew with Summit. The next stage of implementation would have been to implement Summit's curriculum without modification. The pilot has revealed that the Summit curriculum is not the best adapted to court school environments at this time. Court school students are at too varied a level of academic achievement, teachers who are using the PLP well are doing a lot of extra teaching to provide context and make the curriculum structure work because there is so broad a band of learning needs. Implementing an unmodified Summit curriculum would not be the best approach at this time.*
 - *Personalized learning is a valuable approach to all instruction and the Court schools will continue to search for tools or programs that are able to appropriately customize and provide flexibility for the learners in the Court school systems.*
 - *The school is going through a math adoption of new books and materials. Updated math curriculum should be in effect in the next school year.*
 - *The school is focusing on teaching the students to be advocates for their own educational needs both in the court system and when they return to their community. This is an excellent approach and the school is commended for recognizing the need. If staffing permits, the school may want to consider continuing allowing the counseling and administrative to be a resource for youth even after they've left Hillcrest or the Camps, as youth may continue to struggle to make their needs known once back in their district schools.*
 - *Students are generally pleased with their education. They like attending school and feel they are having an experience as "close to normal" as is possible given their incarceration. They were able to describe what they were learning in each class and how teaching was delivered. They are engaged in their learning.*

Recommend Improvements:

- *Continue to refine the CARE class. For example, school and probation staff are working together on a plan and criteria to transition youth back out of CARE back to classes at Hillcrest so as to achieve the least restrictive learning environment possible.*
- *Hillcrest does not have career-specific training. Consider further investigation of Career and Technical Education (CTE) curriculum to help students who may not be bound for 4-year institutions.*
- *Hillcrest does not offer enrichment opportunities such as the arts. Explore whether creative, project based learning might be incorporated during the school-day (or through probation).*
- *Continue to work with probation to come up with ways to enable students to work on homework assignments on the unit in order to foster independent study skills critical to successful home-school transition, higher education, and professional development.*

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- *Similarly, work toward addressing the security challenges to allowing students to do credit recovery on the unit after school hours. Perhaps the same central monitoring system used at the camps could transfer to Hillcrest.*
- *Continue to implement personalized learning to allow students to progress at their own pace and to reduce repetition in the curriculum. Provide teachers additional resources they may need to bring students up to speed in areas the students might lack exposure or proficiency.*
- *Because Project Change is available based on the academic schedule at College of San Mateo, there are no summer classes for credit, so the youth who already have already fulfilled their high school requirements are unable to get credit for school. Recommend that the Court schools investigate opportunities for summer school (perhaps online), with the understanding that this requires access to computers, and extra staffing (both school and probation).*
- *Define a learning plan for students who have already graduated from high school so that they receive support in pursuing their continued education.*
- *There are portable Chromebook installations available (including hotspots that could allow temporary connectivity on the unit). Hillcrest and probation should continue their excellent collaboration to determine how best to integrate computer use for homework, credit recovery or online classes on unit for youth who've already earned their high school diploma or equivalency.*
- *Students have complained that they are not able to use the bathrooms in the school facilities (this policy is due to vandalism in the bathrooms). They report that if they need to use the bathroom during class time, they are returned to the unit and not allowed to return until a break, which may be due not having staff to walk the student back to class. Recommend improving this practice to minimize the time a youth is out of the classroom.*

Student Interviews

Students were interviewed about their school experience while attending Court Schools. The comments below were said more than once by the 6 students interviewed.

The best thing about this school is

- *It is the only time of day in which we escape the reality of their incarceration and it helps the time go by more quickly.*
- *The school is "normal enough given our situation".*
- *We like having to attend school consistently compared to my home-school.*

Improvements I'd like to see made are

- *Make the classes shorter as it is difficult to concentrate that long.*
- *For there to be less repetition in what we learn (said by students with longer stays or habitual incarceration).*
- *Being allowed to listen to music because it helps us concentrate.*

I like that

- *The teachers are pretty good and fair except for a bad day.*
- *The special education class teacher is a great student advocate.*
- *The special-ed paraeducator gives help to any student who needs it, not just students with IEPs.*
- *We can do credit-recovery.*
- *We learn about the larger world in Social Studies, especially looking at maps and learning geography.*

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I suggest that

- We be leveled in our classwork and challenged in our learning. One comment by a student is that he doesn't think a 15-year-old should be do the same classwork as a 12-year old.
- We not spend as much time on one book/unit in English class (students variously reported a unit lasting from 1.5 to 3 months). Reading aloud is boring and takes too long to read a book.
- We have more fun, more projects and less "teacher talking at us". One student said, "Projects take our mind off of being locked-up". They want this is the classroom.
- We be taught something like art, drama, and/or wood shop.

I'm concerned that

- I will be behind academically when I return to my home-school (said by students who attended school regularly prior to incarceration).

I wonder why

- We don't have a real P.E. teacher. (Note that the school has since hired a full time PE teacher)