

**PROBATION DEPARTMENT
COUNTY OF SAN MATEO**



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Kate Heister
Fresh Lifelines for Youth

**DJJ Realignment Subcommittee of the JJCC
December 7, 2020 / 1:00 to 2:30 p.m.
Virtual Meeting**

Pursuant to the Shelter in Place Orders issued by the San Mateo County Health Officer and the Governor, the Governor's Executive Order N-29-20, and the CDC's social distancing guidelines which discourage large public gatherings, the DJJ Realignment Subcommittee meetings will be held virtually until further notice.

MEETING AGENDA

- | | |
|--|------------|
| I. Call to Order | John Keene |
| II. Review of Documents | John Keene |
| III. San Mateo County DJJ Realignment Plan Discussion | John Keene |
| IV. Subcommittee Membership | John Keene |
| V. Future Meeting Dates | John Keene |
| VI. Adjournment | |



CDCR

Division of Juvenile Justice

Core Program Overview

Prepared for CPOC as an Overview
Several Programs Listed are curtailed due to Covid 19

GUIDING PRINCIPLES

DJJ will follow core principles consistent with our Integrated Behavior Treatment Model

I – In an INTEGRATED team approach that includes youth, staff, families and communities

- Each youth's risks and needs will be identified.
- A comprehensive treatment plan will be developed.
- Services that are proven to be effective will be delivered.
- Community linkages will be established.
- Staff will be recognized as the catalyst for change.

B – To foster BEHAVIOR that is safe and healthy for youth, staff and communities

- Interpersonal-social skills strategies and techniques will be taught, modeled and reinforced in order to increase;
 - Safe practices
 - Stress management
 - Self-monitoring and regulation
 - Recognition for achievement

T – By providing effective TREATMENT and understanding the Stages of Change

- Interventions will be developmentally sensitive and based on cognitive-behavioral concepts and strategies.
- Supervisors and staff will learn and use communication techniques that motivate and encourage an open exchange of ideas and information.
- Personal growth and positive change will be recognized, celebrated and supported.

M – By maintaining fidelity to our MODEL

- Staff will be provided with ongoing training, coaching and support.
- Treatment and evidence-based interventions will be provided by fully trained and qualified staff.
- Program elements will be monitored for fidelity.
- Effectiveness will be determined by measured outcomes.

I. INTRODUCTION AND OVERVIEW

The purpose of the Division of Juvenile Justice (DJJ) Core Treatment Programs is to advance DJJ's mission to protect the public through the rehabilitation of youth in our care. Core treatment programming provides a continuum of care for youth in the general population of DJJ facilities, i.e., those youth not currently housed on specialized program living units. Core treatment program living units are identified by three levels, low, moderate and high. These levels are linked directly to the overall risk to reoffend levels of the youth the programs house. The youths' risk levels are

identified by the California Youth Assessment Screening Instrument (CA-YASI) which is administered to each youth upon entrance to DJJ and regularly throughout the youths' confinement. Low, moderate, and high core treatment programs are comprehensive programs in which the processes for assessment, treatment planning and delivery of services are standardized from initial placement through discharge.

DJJ is committed to providing effective treatment and rehabilitative services to its youth. Structured cognitive-behavioral treatment programs discourage anti-social behavior, reinforce positive behavior, enhance intrinsic motivation to change, and provide skills and insights needed for change through an Integrated Behavior Treatment Model (IBTM). Youth are provided with individualized, integrated treatment that is planned to address their identified risks to reoffend and criminogenic needs, i.e. what resources and skills they need in order to reduce their individual risks to reoffend. Interventions and services are matched to the youths' needs through analysis of assessments and collaborative case planning.

Treatment staff receives foundational training in cognitive-behavioral principles, the stages of change, group facilitation, motivational communication techniques and effective casework. In addition, they are trained in a variety of interventions in order to provide effective treatment to our youth. Supervisors and managers are also trained in the interventions as well as quality assurance practices, allowing them to monitor the fidelity of the interventions and ensure the interventions are delivered to the youth as designed.

Core treatment programs employ a treatment process that is collaborative between youth and staff. Through this process, staff and youth work together to develop and implement objective, individualized treatment plans. These plans target dynamic risk factors that contributed to the youth's committing offense and that increase the possibility of re-offense and recidivism. Risk factors and strengths are identified through the CA-YASI and include both dynamic (changeable) and static factors in twelve domains:

Dynamic Domains:

Violence/Aggression

Social Influence

Substance Abuse

Attitudes

Social/Cognitive Skills

Education/Employment

Family

Health

Community Linkages

Community Stability

Static Domains:

Legal History

Correctional Response

Youth participate in standardized cognitive-behavioral intervention curricula that support evidence-based best practices and target the youths' identified needs. An inter-disciplinary/integrated team approach is used that includes the youth, the youth's family/adult support system, living unit staff, education and mental health staff, and any other direct-care staff and/or community representatives as identified.

Objectives

Some primary objectives of core treatment programs are to:

- Provide a safe and secure environment for youth to address their treatment needs
- Provide youth with individualized, promising/evidence-based interventions, as well as educational and vocational opportunities
- Promote the development of pro-social attitudes, values and beliefs leading to more pro-social behaviors
- Provide the opportunity to learn and reinforce a variety of skills, such as: problem solving, self-regulation, coping skills and behavior management
- Foster the development of healthy interpersonal relationships
- Reduce the length of stay in DJJ
- Increase opportunities for employment and continuing education
- Prepare youth for family reunification and transition to the community
- Reduce the risk to recidivate/reoffend

Mission

Core Treatment Programs are dedicated to rehabilitation and directly support DJJ's mission to protect the public.

Youth will learn to:

- Acquire skills and knowledge to assist themselves in becoming responsible, healthy individuals capable of forming positive relationships
- Develop the thinking and behavioral skills needed for pro-social and rewarding lifestyles through participation in strength-based individualized treatment

II. PLACEMENT CRITERIA FOR CORE TREATMENT PROGRAMS

Youth, who do not meet the criteria for any of the specialized programs or are not placed in specialized programs by referral, are placed in a core treatment program. A youth can also be transferred to a core treatment program following completion of a specialized program.

In addition:

Youth, who have an Axis I mental health diagnosis wherein symptoms are inactive or well controlled with medication and whose primary needs appear criminogenic in nature may be stepped down from mental health residential treatment units to core treatment programs, providing their mental health needs can be met successfully on an outpatient basis.

Youth whose current adjudication results in placement in a Sexual Behavior Treatment Program (SBTP) but who continually refuse treatment in spite of consistent motivational efforts from SBTP staff may be placed in a core treatment program if the CA-YASI identifies other criminogenic high risks that can be treated in a core unit, such as anger, negative peers or substance abuse. The SBTP Coordinator will monitor youth suspended from SBTP and placed on core units for eventual placement back onto a SBTP unit.

During the intake process, the CA-YASI is administered to all DJJ youth, and the youths' criminogenic risks, needs and strengths are assessed. Youth identified as appropriate for core programming will be placed on low, moderate or high core living units. Placement will be determined by their overall risk to reoffend as determined by the CA-YASI. Youth whose overall risk to reoffend is low to moderate-low will be placed on low core units. Youth whose overall risk to reoffend is moderate-high to very-high will be placed on high core unit. Youth with a moderate-high, moderate or moderate-low overall risk to reoffend can be placed on a moderate core units. When placing a moderate-high or moderate-low risk youth, careful consideration must also be given to the youth's strengths to determine which level of core unit best serves that youth's needs. An override protocol must be followed for any deviation from the placement criteria.

III. MOVEMENT BETWEEN LOW, MODERATE, AND LOW CORE UNITS

Once the clinic/intake process is completed and the Initial Case Review is held, all youth have one Initial Case Conference within five weeks of arrival to their initial placement. Following that, they have a 1st Progress Case Conference within 60 days, and then participate in a Progress Case Conference every 120 days if they are on a core program unit. Following their initial CA-YASI assessment at intake, DJJ youth are reassessed every 120 days, or sooner as needed, until discharge from DJJ.

If a CA-YASI reassessment indicates that a youth's overall risk to reoffend level has changed and he no longer meets the criteria for his current core living unit

placement, the PA I/Casework Specialist will submit a Program Designation Form to the Parole Agent III to schedule transfer to the appropriate core treatment program. If the treatment team feels that this move would be detrimental to the youth's overall treatment plan, a special treatment team meeting will be scheduled. At this meeting, the team will decide whether to request an override or place on the core program consistent with the youth's overall risk level.

IV. TRANSFER FROM CORE PROGRAMS

Youth who develop the need for intensive psychiatric services (e.g. as a result of suicidal or homicidal ideation or behavior, active psychosis, or acute mood symptoms) or whose symptoms will limit participation in cognitive-behavioral programming because of mental health issues will be screened for referral to a Mental Health Residential Unit.

SBTP youth will be monitored by the SBTP Coordinator and will be referred to the SBTP living unit as appropriate.

Youth can be transferred from a core program to the facility's Behavior Treatment Program (BTP) for demonstrating repeated or serious violent, aggressive behavior and/or for instigating, inciting or threatening violent/aggressive behavior. Referral to the BTP is done by the current core unit. While on the BTP, the youth must progress through four levels (Entry, Stabilization, Progress, and Transition) before exiting the BTP and returning to his core unit. While on the BTP, the youth's sending core unit will retain primary responsibility for tracking his progress.

V. CORE TREATMENT PROGRAM STAFFING

Low core units house a maximum of thirty-eight youth; moderate and high core units house a maximum of thirty-six.

Low, moderate and high core treatment units typically have the following staffing:¹

- .5 Treatment Team Supervisor
- 2 Parole Agent I's
- 1 Senior Youth Correctional Counselor
- 1 Youth Correctional Officer on the first watch
- 2 Youth Correctional Counselors on the second watch
- 3 Youth Correctional Counselors on the third watch
- .5 Clinical Psychologist

VI. PROGRAM SERVICE DAY (PSD)

Facility staff members work collaboratively to develop Program Service Day schedules. The Program Service Day establishes a daily schedule for each youth so that services can be most effectively provided. Tracking and scheduling capabilities

¹ See appendix for overview of roles of each classification

in the Ward Information Network (WIN), DJJ's electronic database, enable staff to ensure youth activities are not scheduled during conflicting/overlapping times. For example, treatment intervention groups are not scheduled during school hours; routine/non-emergency medical appointments are not scheduled during intervention groups, etc. Schedules for each living unit maximize the youths' out-of-room time to ensure the youth are engaged in structured activities for 40 to 70 percent of their waking hours. These percentages are also tracked in WIN.

VII. EDUCATION AND CAREER TECHNICAL TRAINING

Non-graduate youth in core programs receive their education and vocational training in their facility's main school. DJJ schools are accredited by the Western Association of Schools and Colleges, and courses are taught by fully credentialed teachers. All DJJ schools also offer graduates the opportunity to complete career technical education and college courses either through onsite classes or through distance learning. Youth have the opportunity to earn one or more of the following:

- High School Diploma
- General Education Development Certificate (GED)
- California High School Proficiency Exam Certificate (CHSPE)
- Career Technical Education Certification (CTE)
- College Credits

They also received supplemental education services as needed, including:

- English Language Development
- Basic Skills
- Special Education

VIII. INTERVENTIONS IN CORE TREATMENT PROGRAMS

Using the CA-YASI, as well as other assessments, all DJJ youth are assessed upon entrance and regularly throughout their stay. The CA-YASI identifies criminogenic risk factors as well as areas of strength that help mitigate those risk factors. Youth are placed in cognitive-behavioral interventions based on their identified risks and according to established intervention placement criteria. Placement criteria for male and female youth are outlined in rubrics which were developed in collaboration with University of Cincinnati Corrections Institute.

In order to maintain fidelity to the Integrated Behavior Treatment Model, DJJ is committed to ensuring interventions are delivered as written; therefore, all intervention facilitators complete formal training for the intervention groups they are facilitating. Supervisors and managers also complete the training so they can facilitate groups if needed. Ensuring supervisors and managers are trained is also part of an extensive quality assurance process that includes their observation of groups using detailed facilitator proficiency rubrics and provision of coaching and mentoring as part of a remediation plan for the facilitator when necessary.

Holding groups as scheduled is also a part of the fidelity process. To help ensure groups are not cancelled and rescheduling of groups is minimal, DJJ has developed and adopted a missed/rescheduled group protocol and reporting form. The “DJJ Missed/Rescheduled Group Protocol for IBTM Intervention Groups” and the “Division of Juvenile Justice: Missed/Rescheduled Group Form” are included in the appendix of this guide.

Youth in core programs participate in the following cognitive-behavioral interventions:

- Advanced Practice
- Aggression Replacement Training (A.R.T.)
- Cognitive Behavioral Interventions (CBI) for Substance Abuse
- CounterPoint™ (for male youth)
- Girls...Moving On™ (for Ventura female youth)
- Introduction to Treatment (for those youth that do not complete it at a DJJ intake clinic)
- Skill of the Week

Advanced Practice

Advanced Practice allows youth to further develop and reinforce the skills and techniques they have learned in A.I.T., CounterPoint™ and Substance Abuse. Completion of one of these groups is a pre-requisite of Advanced Practice.

Aggression Interruption Training (A.I.T.)

A.I.T. teaches youth how to improve their social skills, consider other people’s perspectives and rights, and control their anger and aggression. Youth are placed in A.I.T. according to CA-YASI assessment results or at the professional discretion of their treatment team. A.I.T. includes the following three components:

Structured Learning Training teaches a variety of social skills that address various inter-personal situations and that are often alternatives to aggressive behavior. Participants learn pro-social skills through discussion, staff modeling, practice through role-play, and feedback. With continued practice, participants are able to use the skills in real-life situations.

Anger Control Training focuses on teaching participants techniques to control their anger and aggression. These techniques are introduced and discussed, modeled by staff and practiced through role-play. Rather than the single option of aggression, youth learn a variety of options to deal with feelings of anger.

Moral Reasoning is designed to enhance youths’ senses of fairness and justice as related to the needs and rights of others and to train youth to imagine the perspective of others when they confront various problem situations. Moral Reasoning participants listen to each other’s opinions and, with the assistance of the group facilitator, find common ideas together. Through group discussion, participants are guided through the process of understanding the different

perspectives of other group members. Discussions give the participants tools to make more pro-social decisions in future situations.

Aggression Replacement Training (ART):

ART is designed to alter the behavior of chronically aggressive youth and is a multi-modal intervention. Three specific treatment modalities are incorporated into this intervention aimed at improving social competence, anger control, and moral reasoning. The Skill-Streaming and Anger Control portions use modeling, role-playing, performance feedback and transfer training to teach pro-social and anger control skills. The Moral Reasoning portion enhances the youth's sense of fairness and justice regarding the needs and rights of others while training youth to imagine the perspectives of others when confronted by various moral problem situations. Each component is presented individually once weekly in a 60-minute group setting.

Cognitive Behavioral Interventions for Substance Abuse (CBI for Substance Abuse)

This curriculum is designed for youth with moderate to high need in the area of substance abuse. Youth are placed according to assessment results using the CA-YASI and the Substance Abuse Subtle Screening Inventory (SASSI). This curriculum uses a cognitive behavioral approach that places heavy emphasis on skill-building activities to assist with cognitive, social, emotional, and coping skill development.

CounterPoint™

CounterPoint™ is a required cognitive-behavioral intervention for male DJJ youth on core program units. The goal of this intervention is to reduce the risk of reoffending by providing participants with the information and skills necessary to develop pro-social attitudes and thinking skills and positive peer relationships. Youth also learn emotional regulation and relapse prevention techniques and increase their ability to understand the perspectives of others.

Girls...Moving On™

Girls...Moving On™ (GMO) is a required cognitive-behavioral intervention for female DJJ youth in core programming. GMO focuses on the unique needs of young women in the criminal justice system, including developing healthy relationships, identifying and regulating emotions, and overcoming personal histories.

Voices: A Program of Self-Discovery and Empowerment for Girls

Developed by Stephanie S. Covington, Ph.D., L.C.S.W., co-director of the Institute for Relational Development and the Center for Gender and Justice, *Voices: A Program of Self-Discovery and Empowerment* addresses the unique needs of adolescent girls and young women between the ages of 12 and 18. The program model uses a trauma-informed, strength-based approach that helps girls to identify

and apply their power and voices as individuals and as a group. The focus is on issues that are important in the lives of adolescent girls, from modules about self and connecting with others to exploring healthy living and the journey ahead. Given the pervasive impact of abuse and substance use in many girls' lives, these themes are woven throughout the sessions. *Voices* encourages girls to seek and discover their "true selves" by giving them a safe space, encouragement, structure, and support to embrace their important journey of self-discovery. In addition, skill-building in the areas of communication, refusal skills, anger management, stress management, and decision making is integrated across program topics. It can be used in many settings (e.g., outpatient and residential substance abuse treatment, schools, juvenile justice, and private practice).

Voices: A Program of Self-Discovery and Empowerment for Girls is based on the realities of girls' lives and the principles of gender-responsivity. It is also grounded in theory, research, and clinical practice. The following theories create the framework of thought for the development of the *Voices* model: psychological development, attachment, resilience, addiction, and trauma. This is the theoretical base on which the *Voices* program was developed. The various treatment strategies used in the program apply the theories to create the therapeutic process. The therapeutic approaches include psycho-educational, cognitive-behavioral, expressive arts, and relational theory. The psycho-educational approach helps young women begin to link some of their current difficulties and experiences to larger social influences.²

Introduction to Treatment

Introduction to Treatment is required for all new arrivals at DJJ. It is designed to expose newly arrived youth to various intervention components. Introduction to Treatment consists of six one-hour groups which introduce the following topics: Decisional Balance, Goal Setting, Cognitive Behavioral Treatment (the A-B-C Model), Thinking Reports, and Skillstreaming (Social Skills). Youth who do not complete Introduction to Treatment at the intake clinic should complete it on their core unit prior to placement in other interventions (with the exception of Skill of the Week); however, placement in an intervention should not be delayed because a youth has not completed Introduction to Treatment.

Skill of the Week

Skill of the Week allows for Monday through Friday formal practice of an identified social skill. The scheduled skill is discussed, modeled, and role-played in a large group setting on each living unit. Fifty-two social skills have been identified and calendared, one skill for each week in the year. All living units in all DJJ facilities focus on the same skill each week. At the beginning of each week, the skill is announced to all facility staff so it can be reinforced facility-wide by all direct care staff. Skill of the Week is reinforced in the classrooms and is often used to help teach written and oral language skills.

² To obtain the *Voices* curriculum materials and for additional information on training, consultation, and research, contact Stephanie S. Covington, Ph.D., L.C.S.W., 7946 Ivanhoe Avenue, Suite 201B, La Jolla, CA 92037, at 858-454-8528 or sscird@aol.com www.stephaniecovington.com www.centerforgenderandjustice.org.

Youth in core programs also participate in:

- Interactive Journaling
- Project IMPACT (Incarcerated Men Putting Away Childish Things)—male core programs
- WISE (Women Incarcerated Still Enduring)—Ventura female program only

Interactive Journaling (IJ)

Interactive Journaling is a secondary intervention for DJJ youth. It is based on cognitive behavioral strategies. Youth complete the journals either in a group setting or in one-to-one discussion with their youth correctional counselor or parole agent. IJ is not designed to be a solitary activity. There are four mandatory journals:

- “What Got Me Here” addresses factors related to incarceration, such as the youth’s committing offense and peer relationships. This journal should be completed during the intake clinic process and used by the youth and his/her treatment team as part of case planning.
- “Individual Change Plan” focuses on the behaviors or circumstances that the youth believes he/she should change before returning to the community. This journal can be started in the clinic and used as part of the case planning process.
- “Re-entry Planning” covers a wide range of re-entry planning needs such as communication skills, dress, manners, budgeting, getting car insurance, finding educational centers, housing, check writing, banking, etc. This journal should be started approximately six months prior to release.
- “Victim Awareness” helps youth develop a greater awareness and understanding of the harm caused by anti-social decisions and behavior. It also encourages accountability and making amends.

Three other journals, or sections of these journals, can be assigned by the youth’s treatment team based on individual treatment needs:

- “Handling Difficult Feelings” addresses how thinking influences feelings. By changing the way they think, youth can learn to manage difficult feelings, particularly anger, in effective ways. This journal includes general facts about feelings and specifically examines shame, anger, fear, boredom, grief and guilt, while teaching youth how to identify and work through those difficult feelings.
- “Relationship and Communication Skills” assists in building healthy relationships and learning effective communication skills. Youth consider their past and present peer relationships, learn the difference between healthy and unhealthy relationships, practice handling social peer pressure and learn how

to build a positive support network. Youth also consider different styles of communication and what it takes to be a good communicator.

- “Responsible Behavior” addresses the influence of thinking on behavior. Participants learn and practice effective strategies for making positive life changes by changing the way they think.

Innovative Grants

The legislature has also recognized the importance of building a larger community focus, and provided funds for DJJ to offer a number of grants to community partners. The following are those selected in the first year to provide services for the youth in our facilities.

Women of Substance, Men of Honor:

Since 1998, this non-profit community service organization has been dedicated to providing support to young men and women that may have been incarcerated and/or in the Foster Care system. They will expand their highly effective re-entry services to the majority of male and female youth in Ventura Youth Correctional Facility, which are focused on living skills acquisition, post release wellness, and employment and housing assistance.

Prison Education Project (PEP):

DJJ and PEP have embraced a progressive and innovative approach to supplementing and expanding educational opportunities for youth. By providing academic, life skills, and career development programming, PEP aims to educate, empower, and transform lives. PEP will expand the college preparatory, support and re-entry services offered at all three DJJ facilities to address the needs of the growing population of post-secondary DJJ youth and the expansion of DJJ's on-site and eventual on-line college offerings at all three DJJ facilities.

Insight Garden Project:

The Insight Garden Project is a program that has been successful at the Division of Adult Institution facilities which incorporates creating, tending and caring for a garden as a strategy for practical skill development and reinforcement for Integrated Behavior Treatment Model (IBTM) programming at one Northern California Youth Correctional Center (NCYCC) facility.

Marin Shakespeare Company:

This program has been successful at the Division of Adult Institution facilities utilizing drama as a means of creative and therapeutic expression for DJJ youth that compliments IBTM programming at both facilities at NCYCC.

The Mentoring Center:

The Mentoring Center serves as a technical assistance and training provider for Bay Area mentoring programs. They will reinstitute a highly acclaimed and successful strategy previously implemented at DJJ, i.e., Project Choice, that utilizes community based mentoring, skill development, and re-entry support (particularly for Bay Area youth) at both facilities at NCYCC.

Motivating Individual Leadership and Public Advancement (MILPA):

MILPA is committed to transforming organizations, institutions, and systems by advocating for inner and social transformation. This achieved by promoting relational rather than transactional approaches within their overall work. MILPA will initiate a “credible messenger” model that utilizes former California Youth Authority youth to create a highly recognized culturally based skill development program for youth at one NCYCC facility.

Fathers and Families of San Joaquin County (FFSJ):

FFSJ will work with DJJ to introduce a local coalition of service providers into the facility that will provide mentoring, culturally sensitive skill development programming and fatherhood education to one NCYCC facility. FFSJ addresses critical problems such as institutional inequity, fatherless homes, wide spread poverty, employment disparities, inadequate access to public health services, community re-entry and youth on youth violence.

IX. INDIVIDUALIZED COUNSELING

Staff on Core Treatment Program units is trained in the Stages of Change:

- Pre-contemplation (not yet acknowledging that there is a problem behavior that needs to be changed)
- Contemplation (acknowledging that there is a problem but not yet ready or sure of wanting to make a change)
- Preparation (getting ready to change)
- Action (changing behavior)
- Maintenance (maintaining the behavior change)
- Relapse (returning to old behaviors)

Staff is expected to work with youth in ways that are consistent with those stages. Staff participates as an active part of the youth’s treatment team and assists youth in identifying pro-social behavioral goals and action steps to achieve those goals. Comprehensive treatment plans are developed. These plans reflect criminogenic-need areas to be addressed through structured CBT based interventions as well as individualized staff and youth interactions.

The “IBTM Staff Resource Guide” is available for staff on each living unit as well as electronically on each facility’s shared drive. This guide contains a substantial collection of CBT based tools for staff to use in group or individual counseling of youth in each of the following areas:

- Alternatives to Aggression
- Basic Social Skills
- Dealing with Difficult Situations
- Evaluating your ABCs (Activating Event, Beliefs and Consequences)
- Identifying and Dealing with Feelings
- Motivating Change
- Planning and Goal Setting
- Problem Solving
- Substance Abuse

X. ENRICHING EXPERIENCES

Youth in core treatment programs have opportunities to participate in a variety of experiences to expand their knowledge and awareness and build skills.

- Youth have the opportunity to learn job skills through work experience. They can apply for either volunteer or paid positions within their facility, including on their living units, or at other locations such as plant operations and general kitchen.
- Youth have the opportunity to participate in activities led by facility staff and community volunteers, such as:
 - Team sports
 - Special event assemblies
 - Fund raiser events, such as marathons for drug prevention and victim awareness
 - Alcoholics and Narcotics Anonymous groups
 - Enrichment groups, such as Dress for Success

XI. FAMILY INVOLVEMENT

Family involvement is important for the successful transition of youth to the community and is encouraged and supported at all levels. Families of youth on core program units have the opportunity to engage in regular weekly visitation and other family activities, including Family Council. Families are also encouraged to be actively involved with their youth’s treatment and case planning through the case conference process and through Individual Education Planning (IEP) meetings. Treatment team members are available during regular visiting hours to assist families in supporting youth with treatment issues.

XIV. BEHAVIOR MANAGEMENT

DJJ utilizes a comprehensive Behavior Management System (BMS) which is designed to motivate and re-enforce targeted, pro-social behaviors and discourage antisocial behaviors. The BMS has three components:

- Reinforcement System
- Level System
- Disciplinary Decision Making System

With these components, each staff has the tools needed to shape a youth's behavior by utilizing a structured reinforcement and sanction process. In collaboration with the youth, it is the responsibility of staff to identify pro-social target behaviors and reinforce those behaviors consistently by following the structure of the adopted BMS. The BMS utilizes several Principles of Effective Intervention, relying heavily on the principles of immediacy and consistency. Staff has the ability to reinforce and sanction behavior quickly, while also providing opportunities to reinforce long-term positive change.

The BMS is designed to enhance the youth's treatment. It supports the goals identified in the youths' treatment plans and encourages long-term change. The use of reinforcements and sanctions assists in shaping the youths' behaviors. Within the BMS, every staff person is considered an integral part of the treatment process.

Reinforcement System

The Reinforcement System is designed to provide immediate opportunities to shape each youth's behavior throughout the day, week, and month. It allows staff to deliver reinforcements as soon as possible with a structure in place to ensure delivery of these reinforcements is maintained and consistent across DJJ facilities.

The RS is comprised of the following components:

- Verbal Praise/Positive Interaction
- Daily Review
- Late Night Incentive Program
- Weekly Incentive Recognition
- Monthly Incentive Recognition
- Monthly Star Chart

The RS provides structure to reward and reinforce positive behavioral change on a daily, weekly, and monthly basis—providing consistency to help youth make the transition from delinquency to pro-social living.

Level System

The DJJ Level System is a graduated system that defines promotion expectations and allows for earned privileges from intake to discharge. Youth progress through the LS by performing at expected levels or above within set time frames in the areas of treatment, education, and employment where applicable. Youth in core programs

are eligible for four levels—A, B, C and D with level A being the highest level of achievement. Criteria for maintenance, promotion and demotion between levels as well as the benefits of each level are defined by the Institution and Camps Level System Policy.

Alternative Behavior Learning Environment (ABLE)

The ABLE program is currently being utilized at Mary B Perry High School within Ventura Youth Correctional Facility. The ABLE program at MBPHS is contained within the mainline school and the students assigned to ABLE are moved independently of the main program. ABLE continues to be an important and successful program in Ventura.

Within the two Stockton facilities the ABLE program is not currently operational as behavior issues have been addressed through the COVID related school scheduling and minimalizing the interaction from youth on multiple living units being in contact with each other in the school areas. As the facility moves forward toward full reopening levels the ABLE programs will be reintegrated as needed.

Within each of the schools we are moving forward with video based instruction that is scheduled to become operational the week of October 26, 2020. This capacity will allow us greater flexibility in bringing teachers to the students through remote instruction and will also allow improved services to students in the ABLE program as we move into less restrictive COVID phases.

Appendix

Intake Process Overview

Intake Mental Health Clinician³

The Intake Mental Health Clinician will complete the following Diagnostic evaluations/assessments:

- Kaufman Brief Intelligence Test (KBIT) or Test of Nonverbal Intelligence 4 (TONI)
- The Psychosis Screening Questionnaire
- Clinic Interview
- Substance Abuse Subtle Screening Inventory (SASSI)
- Psychological Screening Inventory II
- Personality Inventory for DSM-V

The Intake Mental Health Clinician will utilize the above evaluations/assessments to:

- Develop a youth driven treatment plan which includes CA-YASI results
- Identify appropriate placement setting:
 - Intensive Behavior Treatment Program (IBTP)
 - Mental Health Residential Unit (MHRU)
 - Behavior Treatment Program (BTP)
 - Sexual Behavior Treatment Program (SBTP)
 - Core Treatment Program

Education

The California Education Authority (CEA) will:

- Interview youth to complete the intake packet:
 - English Learner (EL) interview
 - High School Graduation Plan
 - Home Language Survey
 - Parent Education Form
 - Electronic Usage Form
 - Transcript Information Form
 - Vocational Preferences Form
 - Migrant Education form
 - Special Education Rights Referral
- Students complete:
 - Keystone Literacy Test
 - Math Diagnostic Test
 - TABE
 - Holland Survey

³ If required, additional evaluations/assessments will be completed.

- Review transcript and provide scheduler enrollment information based on student need.
- Review for English Language needs and provide scheduler enrollment information based on student need.
- Review for special needs (IEP) and provide scheduler enrollment information based on student need.
- Review all enrollment information provided by education staff.
- As transcripts are received and testing is completed, the school schedule will be changed to meet the student's needs.

The Special Education Assessment Team (SEAT) will:

- Review the educational records.
- Determine history of special education services.
- Designate the special education services required
- Request documents from the student's prior school district(s).
- Complete the thorough file review
- Complete Section 504 review referral
- Review student performance related to:
 - Excessive absence rates,
 - Behavioral issues,
 - Lack of progress in earning high school credits.
- Refer individual students for formal meetings with the School Consultation Team (SCT).

Wards with Disability Program (WDP) Evaluation

The youth will be screened by Department staff members who are mental health staff supervised by licensed mental health professionals, medical personnel, and credentialed education staff for mental and physical impairments that may limit a major life activity and identify accommodations needed/required.

- The Intake screening process to determine the need for further evaluation shall include, but is not be limited to:
 - Treatment Needs Assessment (TNA).
 - Kaufman Brief Intelligence Test (KBIT).
 - Comprehensive Medical and Dental Examination.
 - Suicide Risk and Screening Questionnaire.
 - Comprehensive Adult Screening Assessment System (CASAS)

Clinic Procedures to Determine Initial Placement of Youth

During the Clinic process, youth participate in a series of standardized assessments regarding mental health, medical and criminogenic needs. These include, but are not limited to: Treatment Needs Assessment, Voice-Diagnostic Interview Schedule for Children, California Youth Assessment Screening Instrument (CA-YASI) and Mental Health Mental Status Exam. The findings are incorporated into the Clinic Report, Mental Health Summary and Individualized Change Plan that are presented at the Initial Case Review hearing.

The following are procedures for the Clinic to determine initial placement of youth by risk/need, age and gender:

Risk/Need Level

- 1) CA-YASI Assessment - Youth will be assigned to a core treatment living unit based on their Overall CA-YASI risk to reoffend. Moderate-low and moderate-high overall risk to reoffend level shall be considered the “swing” level, the youth’s various risk levels and criminogenic sophistication and strengths should be considered before placing a youth.

Any request to override placement based on CA-YASI level must be approved by the facility administration.

- 2) Mental Health Assessments – Youth will be assigned to a mental health unit based on mental health assessments and recommendation for appropriate level of care:
 - A mental health youth can be assigned to the appropriate level of care regardless of age or CA-YASI level.
- 3) Sexual Behavior Treatment Program (SBTP) - Youth will be assigned to a SBTP unit based on the entrance criteria outlined in the Sexual Behavior Treatment Program Guide.
 - A youth can be assigned to the Sexual Behavior Treatment Program regardless of age or CA-YASI level.

Special Consideration

During the Clinic process, extenuating circumstances may override the criteria above. These special cases are staffed by the Clinic Treatment Team, considering history and other factors. The final recommendation is sent to facility administration for approval and notes are entered in the youth’s case notes in the Ward Information Network (WIN).

Some examples of special circumstances may include but are not limited to:

- Court order
- Youth’s victim or victim’s family resides at the same institution
- Younger, more sophisticated youth that may benefit from older population
- Older youth that may benefit from OHCYCF placement

Overview of Roles and Responsibility of CORE Team,

Treatment Team Supervisor (TTS)

Treatment Team Supervisor is out of post position.

Under direction of the Program Administrator, the TTS:

- Ensures assigned living units operate within budgetary constraints and pursuant to divisional policies, procedures and bargaining unit contract provisions
- Provides supervision to assigned living unit treatment teams, including direct supervision of Senior Youth Correctional Counselors and Parole Agent I's
- Actively promotes a rehabilitative environment by personally supporting the vision and mission of DJJ and ensuring subordinate supervisors support them as well
- Is responsible for program implementation and ensuring staff works collaboratively with youth to develop treatment goals, case plans, transition plans and incentives for change
- Reinforces the expectation that staff utilizes skills consistent with the Integrated Behavior Treatment Model (IBTM) including ensuring unit staff:
 - Uses motivational communication strategies in day to day interactions with youth and during case conferences
 - Understands the youth's target behaviors derived from the youth's risk/need assessment and documented in the case plan
 - Consistently delivers cognitive behavioral interventions as designed
 - Uses the Level System (LS), Reinforcement System (RS) and Disciplinary Decision Making System (DDMS) to strengthen desirable behavior and minimize undesirable behavior
- Performs a variety of other duties to ensure the health and safety of staff and youth and effective operations of the facility

Senior Youth Correctional Counselor (SYCC)

Senior Youth Correctional Counselor is an out of post position.

Under supervision of the TTS, the SYCC:

- Supports the vision and mission of DJJ by promoting a rehabilitative environment
- Directly supervises the Youth Correctional Counselors
- Trains and monitors staff in the use of

- The LS, RS, DDMS, Program Service Day and Youth Grievance System
- Reinforces the expectation that staff provides services to youth by utilizing skills consistent with the IBTM, including ensuring unit staff:
 - Understands the youth's target behaviors derived from the youth's risk/needs assessment and documented in the case plan
 - Consistently delivers cognitive-behavioral interventions as designed
 - Uses motivational communication strategies in day to day interactions with youth and in case conferences
- Ensures all treatment and mandated services are met
- Develops and monitors the living unit schedule
- Ensures youth and staff receive living unit orientation
- Ensures safety, cleanliness and order of the living unit
- Collaborates at least weekly with the living unit parole agents

Parole Agent I (PA I)

Parole Agent I is an out of post position.

Under supervision of the TTS, the PA I:

- Supports the vision and mission of DJJ by promoting a rehabilitative environment
- Coordinates and monitors the treatment programs of a caseload of youth by:
 - Routinely conducting criminogenic risk/needs assessments of each youth to identify risk factors related to reoffending as well as strengths and protective factors that might mitigate those risk factors
 - Prioritizing each youth's program needs in collaboration with the youth
 - Collaboratively developing a case plan for each youth and assisting the youth in determining action steps to achieve case plan goals
 - Ensuring youth are appropriately assigned to program interventions and activities
 - Communicating with other inter-disciplinary treatment team members regarding each youth's progress in meeting his/her short and long-term program goals, verifying and documenting information
- Provides strategic programming to youth by utilizing skills consistent with the IBTM, including:
 - Providing cognitive-behavioral interventions
 - Using motivational communication techniques and other strength-based approaches with positive reinforcement strategies
- Serves as functional supervisor of Youth Correctional Counselors
- Provides coaching and training to Youth Correctional Counselors related to behavior management strategies and reinforcements that are supportive of youths' progress towards goals and objectives
- Facilitates/co-facilitates weekly intervention groups
- Chairs/conducts/attends a variety of meetings related to youth treatment and facility operations
- Documents youth progress and maintains youth records

Youth Correctional Counselor (YCC)

Youth Correctional Counselor is a posted position.

Under the direct supervision of the SYCC and functional supervision of the PA I, YCC's on core program units:

- Support the vision and mission of DJJ by promoting a rehabilitative environment
- Help implement the unit's program by:
 - Working with staff and assigned youth to collaboratively develop the youths' short and long term treatment goals, case plans, transition plans and incentives for change
 - Using motivational communication strategies in day to day interactions with youth and in case conferences
- Utilize skills consistent with IBTM to:
 - Work with the youth and PA I to develop and document in the youth's case plan the youth's target behaviors
 - Consistently deliver cognitive-behavioral interventions as designed
 - Reinforce desired behavior through positive reinforcement and incentive systems
- Supervise and provide services to a caseload of youth (and other youth as needed) by:
 - Providing counseling
 - Monitoring and documenting progress
 - Preparing case reports for Juvenile Parole Board and Juvenile Justice Administrative Committee
 - Participating in the case conference process
 - Referring youth for medical, dental and mental health services
 - Updating and using Crisis Support Intervention Plans
- Understand, use and assist youth in their understanding of the:
 - Reinforcement System
 - Program Service Day scheduling and appointments
 - Level System
 - Youth Rights
 - Disciplinary Decision Making System
 - Youth Grievance System
- Adhere to divisional policies and procedures regarding Use of Force
- Follow policies and procedures related to safety and confidentiality

Clinical Psychologist – Core Units

Under the direct supervision of a Senior Psychologist, the Clinical Psychologist on core program units:

- Uses skills consistent with the IBTM to:
 - Provide coaching and mentoring to direct care staff regarding:
 - Strength-based approaches with positive reinforcement strategies

- Motivational interviewing
 - Identifying and documenting youth's progress
 - Communicate with education faculty, security staff and other treatment professionals regarding a youth's risks, needs and progress in meeting his/her goals
 - Provide cognitive-behavioral interventions
 - Provide family counseling
- Conducts standardized psychological assessments, reviews youth's history, and observes youth to:
 - Facilitate development of the youth's case and/or treatment plan
 - Make recommendations on program placement/level of care
 - Develop case, treatment and discharge plans
- Provides crisis intervention, assesses and supports in crisis situations such as:
 - Suicide prevention
 - Controlled use of force
- Conducts group, individual and family therapy
- Schedules and documents youth contacts and treatment information
- Participates in interdisciplinary team meetings, clinical meetings, Juvenile Justice Administrative Committee meetings, consultations, case conferences, case planning, activities related to quality management, staff training and peer review

PROGRAM INFORMATION July 2020



Education Services

The Education Services Branch of the Division of Juvenile Justice operates as a Local Education Agency (LEA) established in statute as the correctional education authority and is known as the California Education Authority (CEA) (W&I Code § 1120.2). The mission of the California Education Authority is to empower each student to become a civil, responsible, employable, and knowledgeable lifelong learner. The Superintendent of Education for the Division of Juvenile Justice (DJJ) is responsible for administration and oversight of all functions for education programming and serves as a member of the Director's Executive Committee as an Associate Director. The CEA consists of central program oversight, support, and field operations. Operationally, a high school is located within each of the DJJ facilities and is operated by credentialed education administrators who report directly to the Superintendent of Education. Each of the CEA high schools is accredited by the Western Association of Schools and Colleges (WASC). The high school education program requires students to earn a total of 200 credits to obtain their high school diploma. The secondary education program is infused with social emotional and value-based character education concepts. The courses are standards-driven which means that students must achieve specific measurable outcomes in order to progress through the curriculum. The three major components of the education program are middle school, high school (including GED preparation), and post-secondary education. The CEA course of study meets the *Common Core State Standards* adopted by the California State Board of Education.

Purpose

Education is a right for all students who are not high school graduates or equivalency graduates. The DJJ is required to develop a High School Graduation Plan (HSGP) and enroll each non-graduate student into an appropriate education program (W&I Code 1120.1) that also includes supplemental support as needed and Career Technical Education (CTE) courses. Students who are graduates are given continued educational opportunities such as continued or new CTE courses offering certifications as well as college programs. A key goal for education is to prepare students for successful transition to the community upon release by emphasizing college and career readiness.

Locations

- Johanna Boss High School – O.H. Close YCF, *Stockton*
- Mary B. Perry High School – Ventura YCF, *Camarillo*
- N.A. Chaderjian High School – N.A. Chaderjian YCF, *Stockton*
- Pine Grove School – Pine Grove Correctional Camp, *Pine Grove*

Exceptional Needs Identification

Upon commitment to DJJ, the Juvenile Court is required to make a finding on the Court Order as to whether or not the youth has been identified as an Individual With Exceptional Needs (IWEN) pursuant to Welfare and Institution Code 1742. The DJJ must receive an Individual Education Plan (IEP) before any IWEN identified youth can be delivered to a DJJ Reception Center.

Diagnostics and Placement

Upon arrival to a reception center, all students are given reading, math, writing, and primary language testing. Youth shall be enrolled in education programs (that include screening and assessment) within four (4) scheduled school days of entering DJJ/CEA. When necessary, the various education assessment results, IEPs, English Language Proficiency Assessments for California (ELPAC) scores and school transcripts are reviewed to determine appropriate placement into classes. A full continuum of Special Education programming and English Learner programming is available at each site for those students who are eligible and in need.

Education Plans

Each high school has a process to ensure that each student who is not a high school graduate has a High School Graduation Plan (HSGP); middle school students have a Personal Education Plan (PEP). The Initial HSGP (or PEP) is developed at the reception center and updated every 6 months with the student and an education advisor. Any student having difficulty in classes can be referred to the Student Consultation Team (SCT) for supplementary services (literacy, math, basic skills, Special Education, ESSA, and EL).

School Schedule

The adopted annual school calendar is 220 days long. The school year is divided into a 2 semester format, with a short summer session, and intercession break. The regular academic calendar consists of 210 instructional/student service days and ten (10) professional development days. Each non-graduate student is expected to attend five (5) periods (or classes) in a typical school day.

Curriculum and Standards

DJJ uses textbooks and curriculum designed to meet the Common Core State Standards adopted by the California State Board of Education. Supplemental services and differentiated instruction, as well as appropriate teaching strategies, are utilized to assist students in meeting curriculum standards. DJJ provides support curriculum to meet the varied needs of students at different learning levels. Universal Access, a support for English Learner (EL) students, provides booklets and enhances teaching strategies to target understanding of high school academic subjects. Aztec and Achieve 3000 computer programs provide supplemental support to all students with hands-on applications in a variety of subjects, including English Language development and daily living math skills.

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PROGRAM INFORMATION July 2020



Education Services

Student/Teacher Ratio and Class Size

In regular education classes, there is a maximum of 18 students allowed to be enrolled per teacher per class period. We are currently averaging a class size of 10-12 students per teacher.

Graduation Rates

See the CA Department of Education website for individual graduation rates at each school site.

Staffing

DJJ teachers must maintain a single-subject or multiple-subject teaching credential approved through the California Commission on Teacher Credentialing. Career Technical Education instructors and Special Education faculty must also meet state credentialing requirements.

Assessments

Students attending DJJ schools are given the same standardized assessments as students in public schools. Currently California requires that the Physical Fitness Test (PFT) and the English Language Proficiency Assessments for California (ELPAC) tests are administered according to state requirements. The Smarter Balanced Assessment for eighth (8th) and eleventh (11th) graders is given as well. In addition to these assessments, CEA has adopted the Test of Adult Basic Education (TABE) and the San Diego Quick Assessment of Reading Ability as additional tools to help measure student literacy and math levels. For those students lacking sufficient confinement time to earn a diploma, CEA schools offer the GED for those students who qualify.

Course Requirements

Students must earn 200 credits in required subjects to earn a high school diploma:

English	30	Natural Sciences/ Biology, Earth Science	20
Math	20	Fine Arts or Foreign Language	10
Social Science/ US History, World History, Economics, Government	30	Character Education*	10
Physical Education	20	Electives*	45
Health	5	CTE	10

* Character Education courses offered: Characteristic Leadership, Transition Orientation and Transition to Success.

* Classes in Career Technical Education (CTE) Industry Sectors (and their Pathways) are offered at sites and taught by teachers who are appropriately credentialed. They include Agriculture and Natural Resources (Ornamental Horticulture and Animal Science); Hospitality, Tourism and Recreation (Food Service and Hospitality); Marketing, Sales, and Services (Entrepreneurship and Self-Employment); Arts, Media, and Entertainment (Visual/Commercial Arts and Film/Video Production) and are available to graduates as well as undergraduates. Courses in Computers are offered as well. Students can earn external certifications in the Adobe Creative Cloud and Microsoft Office suites, ServeSafe Food Safety, Small Business Association, and Forklift Safety.

Special Education Services

Special Education students will receive Designated Instructional Services (DIS), such as counseling, speech, language, hearing, or other educational resources as required through their IEP. Students may receive counseling services by a school psychologist in an individual or small group setting according to their individual need. The CEA utilizes the Specialized Academic Instruction model to deliver instructional services that are designated on students' IEPs. Special Education Providers assist students in their regular education classrooms.

English Learner Services

English Learner students receive English Learner (EL) services based on the results from the English Language Proficiency Assessments for California (ELPAC) tests and the Home Language Survey (HLS). Other factors that determine language development placement include teacher input, parent/student input, and literacy placement scores. The Language Assessment Team (LAT) determines the best placement to meet the individual needs of the student. EL services include the Designated English Learner and Integrated English Learner models in addition to Specially Designed Academic Instruction in English (SDAIE) strategies.

PROGRAM INFORMATION July 2020



Education Services

Post-Secondary Education

Students who attain a high school diploma or equivalency are eligible to participate in post-secondary education programs. Graduates can enroll in CTE courses and college courses as appropriate. In addition, Lassen College correspondence courses can be taken at any site. Ventura Community College is offered at Mary B. Perry HS. Delta Community College is offered at N.A. Chaderjian HS and Johanna Boss HS. Students who are interested in applying for enrollment in accredited correspondence courses receive proctor and technical assistance from education staff. Students can earn transferable general education credits leading to an Associate of Arts degree. Students may apply for tuition assistance.

Transcript /GED Requests

The CEA- Education Services staff reviews transcript information and issues high school diplomas as appropriate. As a result, copies of transcripts, diplomas, and some CTE certificates may be requested. For transcript copies, please mail request with full name, date of birth, DJJ ID #, facility name, daytime phone number, and graduation date, if applicable to: DJJ-Education Services, PO Box 588501, Elk Grove, CA 95758-8501

DIVISION OF JUVENILE JUSTICE
 FIRST ADMISSION REPORT OF FEMALE YOUTH COMMITMENTS
 FROM JANUARY 01, 2017 THROUGH SEPTEMBER 30, 2020
 BY YEAR/MONTH, BY COUNTY OF COMMITMENT

COUNTY OF COMMITMENT	CALENDAR YEAR 2017												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
CONTRA COSTA	-	-	-	1	-	1	1	-	-	-	1	-	4
KERN	-	1	-	-	-	-	-	-	-	-	-	-	1
KINGS	-	-	-	-	-	-	-	-	-	-	1	-	1
LOS ANGELES	-	-	-	-	-	-	-	1	-	-	-	-	1
MERCED	-	-	-	-	-	1	-	-	-	-	-	-	1
RIVERSIDE	-	-	1	-	-	-	-	-	-	1	-	-	2
SAN BERNARDINO	-	-	-	-	1	1	-	-	-	1	-	-	3
SAN DIEGO	-	-	-	-	-	-	-	-	-	-	-	1	1
SANTA CLARA	-	-	-	-	-	-	-	1	-	-	-	-	1
GRAND TOTAL	0	1	1	1	1	3	1	2	0	2	2	1	15

COUNTY OF COMMITMENT	CALENDAR YEAR 2018												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
LOS ANGELES	2	-	-	-	-	-	2	2	-	1	-	1	8
SAN DIEGO	-	-	-	1	-	-	-	-	-	-	-	-	1
SAN MATEO	-	-	-	1	-	-	-	-	-	-	-	-	1
SANTA CLARA	1	-	-	-	-	-	-	-	-	-	-	-	1
SONOMA	-	2	-	-	-	-	-	-	-	-	-	-	2
STANISLAUS	-	-	-	-	-	-	-	-	-	1	-	-	1
GRAND TOTAL	3	2	0	2	0	0	2	2	0	2	0	1	14

COUNTY OF COMMITMENT	CALENDAR YEAR 2019												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
CONTRA COSTA	-	-	-	1	-	-	-	-	-	-	-	-	1
FRESNO	-	1	-	-	-	-	-	-	-	-	-	-	1
KERN	-	-	-	-	-	-	-	1	-	-	-	-	1
LOS ANGELES	-	-	1	-	-	-	-	-	-	2	-	-	3
MONTEREY	1	-	-	-	-	-	-	-	-	-	-	-	1
SAN BERNARDINO	-	-	-	-	1	-	-	-	-	1	-	-	2
SAN JOAQUIN	-	-	1	-	-	-	-	-	-	-	-	-	1
SANTA BARBARA	-	-	-	-	-	-	-	-	-	-	-	1	1
SANTA CLARA	-	-	-	-	-	-	-	1	-	-	-	-	1
SONOMA	-	-	-	-	-	-	-	-	1	-	-	-	1
GRAND TOTAL	1	1	2	1	1	0	0	2	1	3	0	1	13

COUNTY OF COMMITMENT	CALENDAR YEAR 2020 TO DATE									GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	
ALAMEDA	-	-	-	-	-	-	1	-	-	1
FRESNO	-	-	-	-	-	-	-	-	1	1
LOS ANGELES	1	-	-	-	1	-	-	-	-	2
SAN BERNARDINO	1	-	-	-	-	-	-	-	-	1
SAN DIEGO	-	-	-	-	-	-	-	-	1	1
SANTA BARBARA	-	-	1	-	-	-	-	-	-	1
SANTA CLARA	-	1	-	-	1	-	-	-	-	2
GRAND TOTAL	2	1	1	0	2	0	1	0	2	9

PROGRAM INFORMATION July 2020



Female Treatment Program

There are a number of different vocational programs available for the females. These would include jobs on the living unit (e.g., cleaning, laundry, librarian, kitchen and blood borne pathogens cleaners). Institutional opportunities include working in Central Kitchen, with grounds maintenance, in canteen (filing orders from other youth), serving as teaching assistant and working as a groomer in a pet grooming facility. Dog grooming for pets that are brought in from community residents is an excellent and longstanding program. Many of DJJ's former females have gone on to fairly highly paid positions in the community and have established their own businesses. Recently, introduced into the facility is the coding program offered through The Last Mile.

Purpose

The overall model in DJJ is an Integrated Behavior Treatment Model, utilizing a cognitive-behavioral treatment framework (i.e., helping to change feeling and behavior through changing ways of thinking), and working to build interpersonal social skills and self-monitoring and self-regulation skills.

Location

•Ventura Youth Correctional Facility, 3100 Wright Road, Ventura, CA 93010 Telephone: (805) 485-7951

Diagnostics and Placement

For every youth (male or female), there is an initial evaluation and assessment period, where staff from across disciplines (psychology, psychiatry, social work, custody, education, rehabilitation therapy, medical etc.) evaluate the youth for identification of risks and individualized treatment needs and strengths, and then following that initial assessment, an Individualized Case Plan would be developed in collaboration with the youth (and family as indicated) for identifying specific treatment domains to be addressed, along with goals and action steps for each of those domains. All youths are assessed for Educational needs. We have an accredited high school, with the girls having separate classes in a separate location from the male youths. For the youths who are high school graduates or have their GED, there are college courses offered from Ventura College and Lassen Independent Study Program and a variety of vocational training programs.

Treatment Groups

Available to all youths based on their individualized needs. There are a variety of evidence-based treatment groups provided to address such as issues as anger and aggression, substance use, social skills, and healthy living. For Mental Health youths, there are some other groups addressing managing moods and self-expression. Mental Health youths also receive services from a certified Rehabilitation Therapist. All youths are also assigned an individual Youth Correctional Counselor, who meets regularly with their assigned youths to review their treatment domains and progress.

Mental Health Services

Psychology and Psychiatry services are available for all youths. For mental health youth, there are additional resources. The youth receive at least one weekly contact with a psychologist and more frequently if needed. There are two (2) full time psychologists, along with both psychology practicum students and social work interns to address many of these females that have significant histories of trauma abuse, neglect and other mental health needs. The staff is trained in trauma informed care and the psychologists and psychiatrist are currently providing Trauma Focused Cognitive Behavior Therapy (TF-CBT) to a number of our female youth based on individual needs.

PROGRAM INFORMATION July 2020



Mental Health Treatment Programs

DJJ Mental Health Services provide an evidence-based continuum of care based on the Principles of Effective Interventions. The standardized curriculum provides participating youth with education, interventions, and exercises to assist them in stabilizing their mental health symptoms, increase pro-social decision-making, and reduce criminogenic risk factors.

These mental health interventions include Trauma-Focused Cognitive Behavioral Treatment (TF-CBT), psychopharmacological services, and specific interventions for diagnoses extracted from existing research. Mental Health Services uses an interdisciplinary and collaborative treatment approach with youth and staff to develop objective individual treatment plans to stabilize mental health symptoms, as well as, target dynamic risk factors that contribute to re-offense.

The Division of Juvenile Justice (DJJ) offers three levels of Mental Health care and programming: Outpatient, Residential and Inpatient. The continuum of mental health treatment is designed to address the intensity of the individual youth's mental health needs while ensuring placement in the least restrictive treatment environment.

Screening Process: Upon reception, all youth are administered a set of psychological screenings and assessments (i.e., Psychosis Screening Questionnaire, Kaufman Brief Intelligence Test (K-BIT), and so forth). The results of these screenings and assessments provide a comprehensive overview of the youth's mental health history and are designed to provide rich detail to the full psychological evaluation completed by a mental health clinician. The clinician recommends the appropriate level of mental health care for the youth. This recommendation is used by centralized Mental Health staff to place the youth in a mental health program that matches the level of care identified by the clinician.

Average Length of Wait Before Admission: Admission and placement into all mental health programs are prioritized based upon a youth's current need and availability of beds. Currently, there is no waiting list for placement in inpatient acute care beds, and there is virtually no wait from the time a youth is identified for a residential mental health placement and the date the youth is placed. On the rare occasions that a DJJ youth is referred to a Department of State Hospitals (DSH) inpatient facility, admission can take several days.

Length of Program: The length of each program varies based upon the youth's treatment plan and their response to treatment.

OUTPATIENT MENTAL HEALTH SERVICES

Outpatient mental health personnel provide outpatient services in response to referrals from youth, their families, staff, and discharges from residential mental health programs that require ongoing mental health services in a core treatment setting. Outpatient services consist primarily of consultation, psychotherapy, medication management, screenings, assessments, and crisis evaluations, and are provided to any youth according to their mental health needs.

RESIDENTIAL MENTAL HEALTH PROGRAMS

The DJJ's Mental Health Residential Units provide a comprehensive program to treat youth with mental health needs – which includes the following:

- Provides a safe environment
- Provides a therapeutic atmosphere
- Emphasizes respect and supportive relationships
- Reinforces responsible and pro-social behavior

All clinical staff participates in creating a unified Clinical Treatment Plan to coordinate services to the youth. The Clinical Treatment Plan shall identify target behaviors and evidenced-based treatment modalities including short and long term measurable goals.

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PROGRAM INFORMATION July 2020



Mental Health Treatment Programs

Mental Health Residential Unit (MHRU)

The MHRU is a rehabilitative, residential counseling-enriched program designed to stabilize a youth with functional impairment secondary to mental disorders that negatively impact his ability to participate in a non-MH unit. Some MHRU youth are prescribed psychotropic medications, but all are involved in individual and group psychotherapy and psycho-educational groups.

Location: The MHRUs are located at N. A. Chaderjian Youth Correctional Facility in Stockton and Ventura Youth Correctional Facility in Camarillo.

Bed Capacity:	N.A. Chaderjian Youth Correctional Facility	24 beds (males)
	Ventura Youth Correctional Facility	24 beds (males)
	Ventura Youth Correctional Facility	24 beds (females)

Staffing: This program includes the following staffing classifications: Psychiatrist, Senior Psychologist, Clinical Psychologist, Licensed Psychiatric Technician, Registered Nurse, Treatment Team Supervisor, Supervising Casework Specialist, Casework Specialist, Senior Youth Correctional Counselor, Youth Correctional Counselor, Youth Correctional Officer, Office Technician, and Education staff.

Intensive Behavior Treatment Program (IBTP)

The IBTP is a rehabilitative, residential program for youth with functional impairment secondary to serious mental disorders that renders the youth unable to benefit from the services offered on an MHRU or a non-MH unit.

Locations: The IBTP is located at N.A. Chaderjian Youth Correctional Facility in Stockton.

Bed Capacity:	N.A. Chaderjian Youth Correctional Facility	16 beds (males)
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Staffing: This program includes the following staffing classifications: Psychiatrist, Senior Psychologist; Clinical Psychologist, Licensed Psychiatric Technician, Registered Nurse, Treatment Team Supervisor, Supervising Casework Specialist, Casework Specialist, Senior Youth Correctional Counselor, Youth Correctional Counselor, Youth Correctional Officer, Office Technician, and Education staff.

INPATIENT MENTAL HEALTH PROGRAMS

Psychiatric Hospitals- Contracted Beds

DJJ has partnered with, the California Correctional Health Care Services (aka The Plata Receiver's Office) to deliver services at a psychiatric hospitals for DJJ youth in need of acute inpatient care through their PPO with Health Net.

Location: Ventura County Medical Center Psychiatric Unit (males and females 18 or older).

Bed Capacity: As available.

In addition, DJJ maintains a contract with the DSH which allows DJJ to place chronically disturbed youth both male and female, age 18 or older, in three State hospitals operated by the DSH.

Location: Department of State Hospital inpatient facilities in Napa, Patton, and Norwalk

Bed Capacity: Eight (8) beds available to the DJJ population.

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Preparing for DJJ Realignment - July 2021

BETWEEN NOW AND JULY 2021

Sept 30, 2020	SB 823 signed by Governor
Sept – July 2021	CPOC meeting regularly with DJJ to ensure collaborative and coordinated implementation to include gathering and sharing information about historical commitment rates and existing program designs among other topics.
Now – Dec 2021	<p>Probation Chiefs determining local and regional capacity options (see below) to serve realigned youth beginning in FY 21/22 based on historical usage and future estimated need.</p> <p>County should determine if it will apply for \$9.6 million infrastructure grant once guidance is released from the BSCC. (See November 2020.)</p>
Nov 2020	BSCC to meet to issue guidance on what \$9.6 may be used for and how applications are to be submitted to the state.
Dec 2020	Subcommittee of Juvenile Justice Coordinating Committee to be convened to develop plan for FY 21/22. (Per SB 823, members to include: DA, public defender, county welfare department, behavioral health department, county office of education or school district, court, and at least three community members with experience providing youth services, youth justice advocates and/or those with direct juvenile justice system experience.)
Jan 2021 – Feb 2021	Develop local plan for FY 21/22 based on internal planning and feedback from JJCC. Per SB 823, plan to include description of: realigned population to be served; facilities, programs, placements, services, and service providers, supervision, and other responses; how grants funds will address programming needs; detailed facility plan; plan to incentivize keeping youth in juvenile justice (vs adult) system; regional arrangements (if relevant); how data will be collected,
March 2021	<p>Chief Probation Officer to present FY 21/22 Plan to BOS for youth who would previously be committed to DJJ. (Note: Future plans will be submitted to new state agency, but the FY 21/22 plan is not submitted to the state.)</p> <p>Separate jurisdictional track framework to be outlined in statute per SB 823.</p>
March 2021 – May 2021	Finalize MOUs and funding arrangements with partner counties if applicable (see below)
July 1, 2021	DJJ Intake closes (Note: Youth already at DJJ will remain at DJJ) except for specified circumstances outlined in 823 (i.e. transfer hearing youth that remain in juvenile court)
By July 1, 2021	Begin contract arrangements with partner counties and prepare for new commitments, including hiring, training, etc.

LOCAL AND REGIONAL OPTIONS FOR HOUSING REALIGNED YOUTH

Across the state, Probation Chiefs are determining which of the following categories their county falls into. Programming to address certain specializations, such as serving female youth, juvenile sex offenders are also being explored and developed and will require another contract process.

County most likely will not have a youth needing DJJ-level commitment (based on recent history)	County will likely serve youth needing DJJ-level commitment within our own local facilities	County will likely serve youth needing DJJ-level commitment within our own local facilities AND Exploring possibility of taking youth from other counties as well	County will likely contract with another count(ies) to place our youth who need DJJ-level of commitment because we do not have the appropriate capacity locally.
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FOR PERSPECTIVE: OUR REGIONAL USAGE OF DJJ

DJJ JUVENILE COURT ADMISSIONS FOR CPOC BAY REGION

COUNTY*	2016	2017	2018	2019
ALAMEDA	5	5	8	-
CONTRA COSTA	22	17	13	15
MARIN	3	1	-	-
MONTEREY	10	5	18	12
NAPA	-	-	1	-
SAN FRANCISCO	2	4	4	2
SAN MATEO	3	2	4	3
SANTA CLARA	5	17	8	20
SANTA CRUZ	2	5	2	1
SOLANO	5	5	4	9
SONOMA	5	7	3	8

*San Benito County not listed due to no admissions during 2016-19.

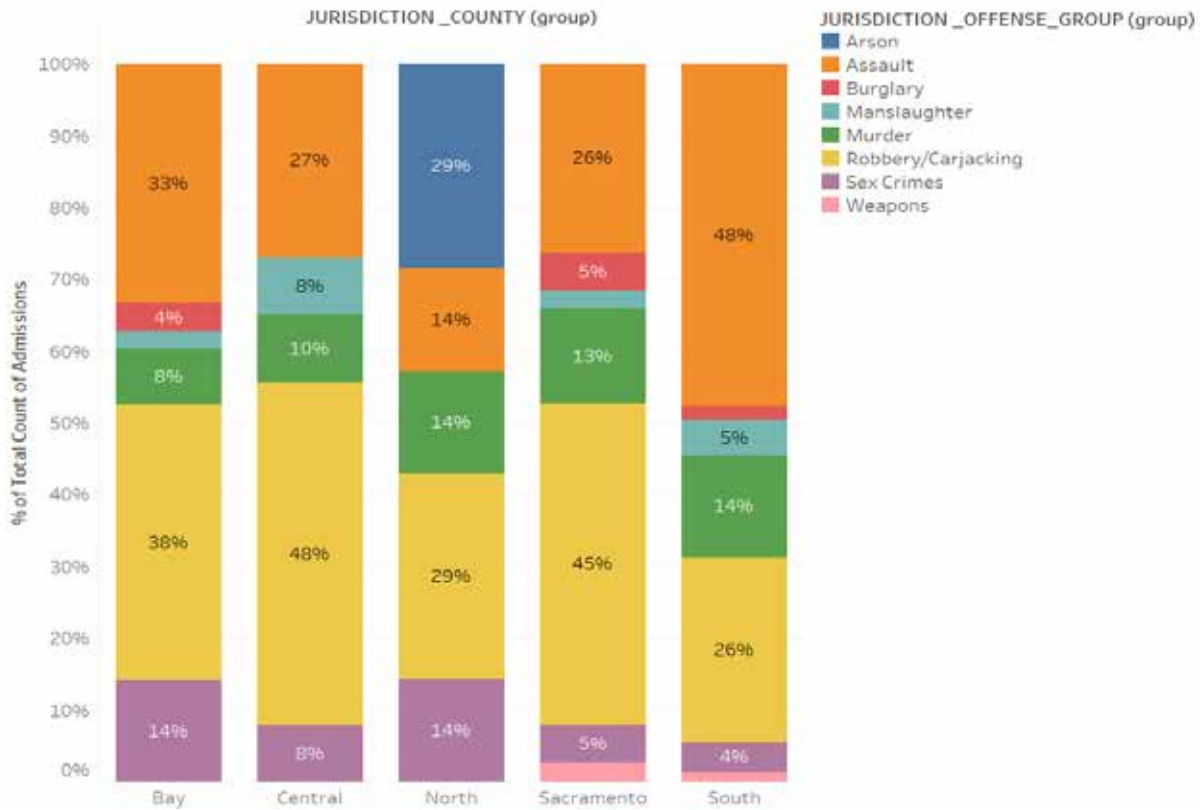
ADMISSIONS - ALL CPOC REGIONS

REGION	2016	2017	2018	2019
BAY	47	63	74	78
CENTRAL	46	52	77	63
NORTH	2	3	10	7

SACRAMENTO	17	28	16	38
SOUTH	94	107	14	147

Figure 1: DJJ 2019 Admissions By Region & Crime Type

Crime types by Region



ANTICIPATED FUNDING FOR OUR COUNTY

Based on the current funding allocation in SB 823, at full implementation our county will receive \$670K (year 1), \$1.986M (year 2), and \$3.290M (year 3) of funding in the form of a block grant to serve the realigned DJJ population. Total statewide funding will be \$208.8 million at full implementation. The realignment target population for the grant program shall be defined as youth who were eligible for commitment to the Division of Juvenile Justice prior to its closure, and shall further be defined as persons who are adjudicated to be a ward of the juvenile court based on an offense described in subdivision (b) of Section 707 or on offense described in Section 290.008 of the Penal Code.



Re-Entry Program

The purpose of the Division of Juvenile Justice's (DJJ) Re-Entry Program is to ensure that youth leave DJJ with a viable plan that connects them to the resources and opportunities in the community that help them reduce the risk to reoffend and to pursue positive life goals. In order to reach these community outcomes, pre-release planning and coordinated transition services are critical for DJJ youth as they reintegrate into their communities. The *Re-Entry Program's* primary objectives are to engage youth and their families in structured, meaningful re-entry activities prior to release, and to enhance youth contact with community based programs, services, and support that promote successful re-entry.

With these objectives in mind, the Re-Entry Program includes:

- Uniform pre-release planning processes that begin at intake
- Partnerships with community organizations, role-models, and resources to increase protective factors and promote resiliency
- Development of an Integrated Re-Entry Plan that will guide the youth through his/her reintegration and inform probation and the courts of youths' plans

Each facility is staffed with a Re-Entry Coordinator (Parole Agent II, Specialist) whose charge is to facilitate and coordinate Re-Entry planning for the youth, as well as provide specialized assistance to critical cases. To carry out their functions, the Coordinators, located at each DJJ facility:

- Promote collaboration with the Multi-Disciplinary Treatment staff and Education Transition Coordinators
- Maximize re-entry opportunities for youth, and include probation and families in the re-entry goals and planning process
- Identify discharge needs early and plan with parole agents accordingly
- Facilitate Re-Entry Orientation Groups for new arrivals and assist youth in setting re-entry goals
- Facilitate Discharge Communication Workshops for youth preparing to transition and ensure the completion of an Integrated Re-entry Plan for each youth.
- Assist parole agents with referrals to resources in the community
- Set up speaking engagements, transition workshops, and staffings to improve communication and awareness of resources
- Support the Integrated Behavior Treatment Model (IBTM) re-entry needs

For additional information regarding re-entry planning, please contact the local re-entry coordinators:

OH Close Youth Correctional Facility: Michael Houston, 209-944-6135 ext. 6520

N. A. Chaderjian Youth Correctional Facility: Pam Scholwin, 209-944-6400 ext. 6255

Ventura Youth Correctional Facility: Audrey Steele, 805-485-7951 ext. 3292

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DIVISION OF JUVENILE JUSTICE
 FIRST ADMISSION REPORT OF SEX OFFENDER (PENAL CODE 290.008) YOUTH COMMITMENTS
 FROM JANUARY 01, 2017 THROUGH SEPTEMBER 30, 2020

COUNTY OF COMMITMENT	CALENDAR YEAR 2017												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
ALAMEDA	-	-	-	-	-	-	-	1	-	-	-	1	2
FRESNO	1	-	-	-	-	-	-	-	-	1	-	-	2
KERN	-	-	-	-	-	-	1	-	1	-	-	-	2
KINGS	-	-	-	-	-	-	-	-	-	-	1	1	2
LOS ANGELES	-	-	-	-	1	-	-	-	-	1	2	-	4
ORANGE	-	-	-	1	-	-	-	-	-	-	-	-	1
RIVERSIDE	-	-	-	-	-	-	-	-	-	-	-	1	1
SACRAMENTO	-	1	1	1	-	-	-	-	1	-	2	-	6
SAN BERNARDINO	-	-	-	-	-	1	-	-	-	-	-	-	1
SAN DIEGO	-	-	-	-	-	-	-	1	-	-	-	-	1
SAN MATEO	1	-	-	-	-	-	-	-	-	-	-	-	1
SANTA CLARA	-	-	-	-	-	-	-	1	1	1	-	-	3
SONOMA	-	-	-	-	-	-	-	-	-	1	-	-	1
SUTTER	-	-	-	-	-	-	1	-	-	-	-	-	1
TEHAMA	-	-	-	-	-	-	-	-	-	-	-	1	1
GRAND TOTAL	2	1	1	2	1	1	2	3	3	4	5	4	29

COUNTY OF COMMITMENT	CALENDAR YEAR 2018												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
CONTRA COSTA	-	-	-	-	-	-	-	-	1	-	1	-	2
FRESNO	1	-	-	-	1	1	-	-	-	-	-	-	3
KINGS	-	1	-	-	-	-	-	-	-	-	-	-	1
LOS ANGELES	2	-	-	-	1	-	-	-	-	-	1	1	5
MONTEREY	1	1	-	-	-	-	-	-	-	1	-	2	5
ORANGE	-	-	-	-	-	-	-	-	1	-	-	-	1
RIVERSIDE	-	-	-	-	-	-	1	1	-	-	1	-	3
SACRAMENTO	-	-	-	-	-	-	-	-	-	-	-	1	1
SAN BERNARDINO	-	-	1	-	-	-	-	-	-	-	-	-	1
SAN DIEGO	-	-	-	-	-	-	1	-	-	-	-	1	2
SAN JOAQUIN	-	-	-	1	-	-	-	-	1	-	-	1	3
SANTA CLARA	-	-	-	-	1	-	-	-	1	-	-	-	2
SHASTA	-	-	-	-	-	-	1	-	-	-	-	-	1
SOLANO	1	-	-	-	-	-	-	-	-	-	-	-	1
TRINITY	-	-	-	-	-	-	-	-	-	1	-	-	1
TULARE	-	-	1	-	-	-	-	1	-	-	1	-	3
GRAND TOTAL	5	2	2	1	3	1	3	2	4	2	4	6	35

DIVISION OF JUVENILE JUSTICE
 FIRST ADMISSION REPORT OF SEX OFFENDER (PENAL CODE 290.008) YOUTH COMMITMENTS
 FROM JANUARY 01, 2017 THROUGH SEPTEMBER 30, 2020

COUNTY OF COMMITMENT	CALENDAR YEAR 2019												GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
BUTTE	-	-	-	-	1	-	-	-	-	-	-	-	1
CONTRA COSTA	1	-	1	-	1	-	-	1	-	-	-	-	4
FRESNO	-	1	-	-	-	-	-	-	-	-	-	-	1
KINGS	1	-	1	-	-	-	-	-	-	-	-	-	2
LOS ANGELES	-	2	-	-	-	1	-	-	-	-	-	-	3
MADERA	-	-	-	-	-	1	-	-	-	-	-	-	1
MONTEREY	-	-	1	-	-	1	-	-	-	-	-	-	2
RIVERSIDE	1	-	-	-	-	-	-	-	1	-	-	-	2
SACRAMENTO	-	-	-	-	-	1	-	-	1	-	-	1	3
SAN BERNARDINO	-	-	-	-	-	-	-	-	-	1	-	-	1
SAN DIEGO	-	-	-	-	-	-	-	-	1	-	-	-	1
SAN JOAQUIN	-	-	-	-	-	-	-	-	-	1	-	-	1
SAN MATEO	-	-	-	-	1	-	-	-	-	-	-	-	1
SANTA CLARA	1	-	-	-	-	-	-	-	-	-	-	1	2
SONOMA	-	1	-	-	-	-	-	-	-	-	-	-	1
TULARE	-	-	-	-	-	1	-	-	-	-	-	-	1
GRAND TOTAL	4	4	3	0	3	5	0	1	3	2	0	2	27

COUNTY OF COMMITMENT	CALENDAR YEAR 2020 TO DATE									GRAND TOTAL
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	
COLUSA	-	-	1	-	-	-	-	-	-	1
LOS ANGELES	-	-	1	-	3	-	-	-	-	4
MADERA	1	-	-	-	-	-	-	-	-	1
RIVERSIDE	1	-	-	-	-	-	-	-	-	1
SACRAMENTO	-	1	-	-	-	-	-	-	-	1
SAN DIEGO	-	-	1	-	-	-	-	-	-	1
SHASTA	-	-	-	-	-	-	1	-	-	1
SISKIYOU	-	-	1	-	-	-	-	-	-	1
SOLANO	-	1	-	-	-	-	-	-	-	1
TULARE	-	-	-	-	1	-	-	-	-	1
GRAND TOTAL	2	2	4	0	4	0	1	0	0	13

PROGRAM INFORMATION July 2020



Sex Behavior Treatment Programs

Two facilities operate Residential Sex Behavior Treatment Programs in the Division of Juvenile Justice (DJJ). The locations are as follows:

<u>Facility</u>	<u>Location</u>	<u>Bed Capacity</u>
OH Close Youth Correctional Facility	Stockton	72
NA Chaderjian Youth Correctional Facility	Stockton	36

The Division of Juvenile Justice's Sex Behavior Treatment Programs (SBTP) are comprehensive programs to treat youth who sexually abuse and provides seamless delivery of services from custodial care to clinical services

Placement Process

A statewide sex offender database is maintained by Division of Juvenile Justice (DJJ) headquarters staff. This list contains all youth committed to DJJ for either 1) a sex-related offense, 2) who have such an offense in their history, or 3) who have been identified as having treatment needs related sexual behavior exhibited or disclosed during their term in DJJ. In addition to basic identifying information, the list includes their risk assessment score, Offense Code, description of the offense and whether or not the Welfare and Institutions Code 727.6 applies. The DJJ utilizes the Juvenile Sexual Offender Recidivism Risk Assessment Tool – II (JSORRAT-II), a nationally validated and state-mandated instrument for youth under 18 and the Static- 99, a nationally validated and state-mandated instrument for youth 18 and older to establish the risk for recidivism and treatment need of youth. Implementation of these two instruments puts DJJ in compliance with Senate Bill 1253 as well as DJJ Reform mandates.

Youth with mental health diagnoses or active symptoms that require a higher level of care may be placed into a residential Mental Health Program prior to the Sex Behavior Treatment Program (SBTP). Concurrent with the mental health treatment groups, these youth also receive SBTP treatment.

Staffing:

The Sexual Behavior Treatment Program has the following staff assigned with a maximum of 36 youth per living unit: a Program Administrator, a Sr. Psychologist, a Supervising Casework Specialist/Treatment Team Supervisor, 2 Psychologists, a Senior Youth Counselor, 6 Youth Correctional Counselors, 2 Parole Agent/Casework Specialist and a Youth Correctional Officer.

Program Components:

Orientation/Transition: Youth identified as being in need of SBTP treatment are initially placed on the SBTP Orientation/Transition Unit. The Orientation Phase is designed to be short-term, but actual length of stay will be individually determined based on treatment needs.

Upon arrival to the Orientation/Transition unit the youth will complete a Comprehensive SBTP assessment resulting in the development of the youth's initial Individualized Treatment Plan. The assessment will focus on outlining individual dynamic risks as well as treatment objectives for progress in the program and the objectives that should be accomplished for successful completion of the SBTP. The comprehensive SBTP assessment will include:

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PROGRAM INFORMATION July 2020



Sex Behavior Treatment Programs

Youth Version	Adult Version
Substance Abuse Subtle Screening Inventory – Adolescent 2 (SASSI-A2)	Substance Abuse Subtle Screening Inventory (SASSI 3)
Juvenile Sex Offender Assessment Protocol-II (J-SOAP II)	Care/Case Management Inventory (LS/Cml)
Juvenile Sexual Offense Recidivism Risk Assessment Tool-II (JSORRAT-II)	Static-99 R
Assessment of Functioning	Assessment of Functioning
Trauma Symptom Checklist for Children (TSCC) UCLA PTSD-RI	Trauma Symptom Inventory (TSI) UCLA PTSD-RI
CA-YASI	CA-YASI

Residential Treatment: The SBTP is a therapeutic community living unit totally devoted to the comprehensive treatment of the resident sex offender.

- **Group Therapy:** Group therapy is often considered the primary mode of therapy for sexual behavior treatment. The purpose of group therapy is to explore the youth's daily living and interaction with others by challenging the youth to reframe how they think about their behavior, problems and relationships. Group is a process and is the avenue for deeper treatment issues to be explored.
- **Individual Therapy:** The goal of individual therapy is to support the work being done in the group setting. Allows staff to work with youth on individual problems or issues and to work more closely on problem areas. It also provides an avenue to develop a positive rapport between staff and youth, which is a key component to helping a youth move forward in the treatment process.
- **Psycho Educational Resource Groups:** These groups are used as an ancillary treatment strategy to help support, enhance the youth's daily work, and provide a foundation of understanding of treatment concepts that they will use to address their deeper treatment goals in core group. These groups are psycho-educational in nature and are presented in a didactic format.
- **Journals/Homework:** Individual work done outside of the therapeutic session (group, individual, family) that help youth to develop the capacity for self-awareness and self-reflection. These assignments can be maintained throughout the day or can be time-limited exercises. Assignments are designed to help the youth work on their individual treatment objective.
- **Experiential Stage Group Therapeutic Exercises:** These are used to promote further therapeutic growth during a group session through the use of group guided exercise and to provide an alternate method for adolescent learning and growth.
- **Biblio-Therapy:** One of the major components of the SBTP and provides another method by which youth can learn and grow in the treatment program. It is directly incorporated with the SBTP group therapy to maximize therapeutic value. A series of questions are provided with each book to guide the facilitated discussion.

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Sex Behavior Treatment Programs

- **Video-Therapy:** One of the major components of the SBTP and provides another method by which youth can learn and grow in the treatment program. It was developed to be utilized in a large group setting on a monthly basis.
- **Family/Support Counseling:** If deemed appropriate and the families/support member are willing and able to participate, the psychologist and/or Casework Specialist will provide counseling session to the family.
- **Family/Support Forums:** The purpose of the Family Forum is to promote engagement and participation of family members and/or supportive individuals throughout the residential placement, to aid in re-entry planning, and to promote support networks for families.
- **Plant/Pet Care:** In order to promote the development of new nurturing relationships, youth will be responsible for a plant's daily care once they reach the prescribed point in their curriculum. When appropriate, youth that demonstrate success with plant care may request pet care.
- **Therapeutic Recreation and Leisure Activities:** Therapeutic Recreation integrates program and treatment goals into recreational and leisure activities. These activities provide the arena to evaluate programmatic goals and objectives by encouraging, teaching and providing arenas to practice pro-social behavior and relationships. This allows the youth's time to be directed and monitored as he or she practices the implementation of coping skills.

Healthy Living: Healthy Living Treatment is a short-term psycho-education program designed to be the foundation for the SBTP, as well as provide treatment to those youth identified in the lowest risk category as well as youth who have no previous sexual behavior history, but have received documentation related to sexual behaviors. The Healthy Living Program provides didactic information/education and dynamic role-play opportunities, along with written and verbal exercises, to assist youth in reducing their risk of future sexual offenses.

SBTP Curriculum: The Treatment Stage work is developmentally designed with each stage building upon the one before. Throughout the stage work, youth and facilitators will be prompted to return to earlier assignments for either review or additional work. It is in this manner that the continuity of stage work is emphasized throughout the treatment process. In addition, the treatment stage work serves as the anchor for all other aspects of the Sexual Behavior Treatment Program reinforcing or referencing other aspects of treatment, used in decision making regarding adjunctive or specialized treatment needs, used to monitor overall treatment progress.

Each treatment stage was developed based upon concrete pre-defined learning objectives as well as clearly articulated evaluation criteria that will indicate progress or lack thereof within each stage. The evaluation criteria are based on objective criteria (i.e., measurable, observable).

In order to ensure that each youth's individual needs are addressed, the evaluation criteria for each stage will not constitute an all-or-nothing approach, but rather will take into account that whereas some youth may demonstrate a particular type of progress in an area, another youth may demonstrate progress in a different manner. In addition, lack of specific progress in one area of a treatment stage may not prohibit youth from progressing to the next level. Because of this, the evaluation criteria will have some degree of flexibility to account for youth that may reach their highest potential despite not having demonstrated the same level of progress as other youth.

Stages of the SBTP:

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PROGRAM INFORMATION

July 2020



Sex Behavior Treatment Programs

Stage:	Major Goal:
Stage One: <i>Autobiography</i>	Explore your past and begin to understand how past events may have influenced your decision-making and behavior so that you can begin to plan to successfully move forward.
Stage Two: <i>Responsibility and Accountability</i>	Begin to take personal responsibility and become accountable for your past and current behaviors.
Stage Three: <i>Attachment, Loss & Early Connections</i>	Begin to understand the relationship between bad and sad things that have happened in your life and your thoughts, feelings and behavior. You will begin to heal from the past, and learn new healthy ways to manage your thoughts, feelings and behaviors.
Stage Four: <i>Behavior Patterns & Restorative Justice</i>	Learn more about the effects of your behaviors on yourself and on others and demonstrate progress in making positive behavioral changes.
Stage Five: <i>Effective Decision-Making</i>	Learn more about the way that you think and make decision and demonstrate healthy thinking and decision-making skills.
Stage Six: <i>Re-Entry Planning and Achieving My Good Life</i>	Demonstrate the ability to achieve your Re-Entry and Good Life goals, to demonstrate the ability to be a good citizen, and to learn new skills to help you to be successful in the community.
Stage Seven: <i>Moving On</i>	Continue to demonstrate all of the positive changes you have made, prepare for the end of your SBTP, and prepare for your future.

The updated SBTP curriculum was implemented on all SBTP units June 11th 2012. Through the implementation of the new curriculum, DJJ has implemented Quality Assurance measures that will be used to guide treatment planning and evaluate program effectiveness.

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DIVISION OF JUVENILE JUSTICE
 POPULATION OVERVIEW

1. FACILITIES:

3 Facilities and 1 Conservation Camp

2. POPULATION (December 31, 2019):

Offenders in Division of Juvenile Justice (DJJ) - Facilities and Camp	747
In Department of Corrections and Rehabilitation – Division of Adult Institutions (DAI)	17
On Parole (Division of Juvenile Parole Operations eliminated Jan. 2013)	0

3. CHARACTERISTICS OF DJJ FACILITY POPULATION (December 31, 2019):

	DJJ CASES		DAI CASES*		DJJ CASES		DAI CASES*		
TOTAL	745		19		AVERAGE AGE	19.4		18.9	
Males	717	(96.2%)	19	(100.0%)	Age 13 and under	0	(0.0%)	0	(0.0%)
Females	28	(3.8%)	0	(0.0%)	Age 14	0	(0.0%)	0	(0.0%)
Juvenile	743	(99.7%)	0	(0.0%)	Age 15	7	(0.9%)	0	(0.0%)
Criminal	2	(0.3%)	19	(100.0%)	Age 16	30	(4.0%)	0	(0.0%)
Homicide	104	(14.0%)	0	(0.0%)	Age 17	113	(15.2%)	1	(5.3%)
Robbery	256	(34.4%)	5	(26.3%)	Age 18	166	(22.3%)	10	(52.6%)
Assault	269	(36.1%)	14	(73.7%)	Age 19	175	(23.5%)	7	(36.8%)
Burglary	21	(2.8%)	0	(0.0%)	Age 20	136	(18.3%)	1	(5.3%)
Drugs	0	(0.0%)	0	(0.0%)	Age 21	70	(9.4%)	0	(0.0%)
Rape (Forcible)	27	(3.6%)	0	(0.0%)	Age 22 and over	48	(6.4%)	0	(0.0%)
Other	68	(9.1%)	0	(0.0%)	COMMITTING COUNTY				
					(based on the greatest number of commitments)				
White	58	(7.8%)	0	(0.0%)	Los Angeles	167	(22.4%)	0	(0.0%)
Hispanic	430	(57.7%)	14	(73.7%)	Riverside	50	(6.7%)	0	(0.0%)
African American	221	(29.7%)	5	(26.3%)	Sacramento	48	(6.4%)	1	(5.3%)
Asian	9	(1.2%)	0	(0.0%)	San Diego	47	(6.3%)	0	(0.0%)
Other	27	(3.6%)	0	(0.0%)	San Bernardino	41	(5.5%)	1	(5.3%)
					Fresno	39	(5.2%)	1	(5.3%)
					Kern	39	(5.2%)	0	(0.0%)
					Contra Costa	34	(4.6%)	0	(0.0%)

4. AVERAGE LENGTH OF STAY OF DJJ FIRST COMMITMENTS AT RELEASE DURING CALENDAR YEAR 2019:

TOTAL	28.0	Months	Murder 1 st Degree	47.0	Months
Males	28.1	Months	Murder 2 nd Degree	32.8	Months
Females	25.2	Months	Manslaughter (inc. Vehicular)	41.6	Months
Juvenile Court	27.9	Months	Robbery (Enhanced)	25.2	Months
Criminal Court	50.2	Months	Robbery (Other)	25.1	Months
Felony	28.0	Months	Carjacking	29.7	Months
Misdemeanor	-	Months	Assault w/Intent	42.2	Months
			Aggravated Assault	21.7	Months
			Burglary 1 st Degree	38.6	Months
			Rape (Forcible)	45.5	Months
			Sex Offenses (Other)	30.7	Months
			Arson	21.2	Months
			Extortion/Kidnapping	40.6	Months

NOTE: Items 1 through 3 present a brief overview of the information contained in the Department's Characteristics Report, which covers all offenders committed to the Department who were in a state facility on December 31, 2019.

* DAI Cases consist of Criminal Court convictions with Court Ordered Housing in DJJ Facilities [M Cases], Under age 18 Years Old convictions to State Prison [E Cases], and those qualifying inmates for the Young Adult Program (YAP) [X Cases] under section 1731.7 of the Welfare and Institution Code.



Youth Reentry Plan

Youth's Name:		DOB:
PIMS#	PREP Group Supervisor:	DPO:
Date of PREP Entry:	<input type="checkbox"/> Initial Reentry Plan Date:	
Expected PREP Release Date:	<input type="checkbox"/> Updated RP Date:	

Parent(s)/Guardian(s) with whom the youth will reside after completing the Phoenix Reentry Program (PREP), and who will participate with the youth in PREP

Name	Relationship (If the guardian, please indicate if legal proof has been provided)	Address

Education

Current grade level:	Home School District/School:
Individualized Education Plan (IEP): <input type="checkbox"/> No <input type="checkbox"/> Yes Date:	Planned school placement (if different from above):

Vocation/Employment

Employer name:	Address:
Start date:	Supervisor name/telephone number:

Mental Health

Reentry MH needs: <input type="checkbox"/> Yes <input type="checkbox"/> No	Medication prescribed: <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of medication(s)	Leaving PREP with medication supply: <input type="checkbox"/> Yes <input type="checkbox"/> No, If no state why:
Review of medication needs with the youth and parent completed: <input type="checkbox"/> Yes Date: <input type="checkbox"/> No	Reentry MH provider name:
Reentry MH provider address:	Reentry MH provider telephone number:

Alcohol and Other Drugs

Reentry Alcohol or Drug (AOD) needs: <input type="checkbox"/> Yes <input type="checkbox"/> No	Testing needed: <input type="checkbox"/> Yes, If yes frequency: <input type="checkbox"/> No
Name of AOD program provider:	AOD address:
AOD staff name:	AOD telephone number:

Pro-social

Planned pro-social activity 1:	Location:	Monitored by: <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Provider, Name: <input type="checkbox"/> DPO
Planned pro-social activity 2:	Location:	Monitored by: <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Provider, Name: <input type="checkbox"/> DPO

Gang

Identified gang connection: <input type="checkbox"/> Yes, If yes provide known information: <input type="checkbox"/> No	Gang prevention program completed while serving therapeutic detention: <input type="checkbox"/> Yes, Date: <input type="checkbox"/> No
Information provided to parents: <input type="checkbox"/> Yes, Date <input type="checkbox"/> No,	Gang prevention program to be completed by the following date:



San Mateo County Probation Department Phoenix Reentry Program (PREP) Reference Guide

The San Mateo County Probation Department (SMCPD) is vested in providing youth with the specific tools and resources needed in attaining and maintaining successful reentry to their community upon release from custody. PREP is not an alternative placement for youth who need higher level structured programming or a secured placement.

This guide (and Attachment 1) explains the internal and external processes and collaborations which will help in preparing youth for reentry. This includes the multi-disciplinary team approach in the development of case plans. Youth and their parents will also participate in the development of the case plan.

The goal is for the youth to demonstrate successful return to their community and termination from probation supervision.

Eligibility

Youth who have had a dispositional hearing on an adjudicated offense or probation violation and are serving therapeutic detention are eligible. The balance of therapeutic detention days remaining upon disposition must be a minimum of 60 days.

Exceptions would be youth pending out of home placement in a group home or placement with the Division of Juvenile Justice (DJJ).

Intake

The PREP Institutional Services Manager (ISM) or Group Supervisor (GS) will meet with eligible youth to discuss the PREP program. The youth will complete a PREP application. The youth's case will be discussed at the Institution's multi-disciplinary team (MDT) meeting to determine the youth's needs and program suitability. If found suitable the case will then be referred to the PREP MDT.

Court review

When a youth is found suitable for PREP at the PREP MDT, the youth's case will be scheduled for a PREP Intake Court Hearing. The Court will order conditions, which will support transitioning to the community, such as temporary short-term passes to community-based organization (CBO) meetings for education or work, or overnight passes to reintegrate with the family, or release on electronic monitoring for the last portion of therapeutic detention.

A youth's progress will be monitored by the Court with incremental review hearings while in custody and upon release from custody.

Starting Phoenix

Upon the Court PREP participation, a youth will be transferred to the PREP unit for full participation of all the programming available as determined by their PREP case plan.

OR

Upon the Court ordering PREP participation, youth will continue remain in their assigned living unit. They will continue attending their school program as already determined by the County Office of Education. At the end of the school day and on non-school days, the PREP staff will bring them to the PREP unit for programming (individual and group) per their PREP case plan. Youth will remain in the PREP unit through dinner and evening programming. Shortly before bedtime they will return to their assigned living unit.

Programming

SMCPD has a lengthy history of collaboration with numerous county agencies and CBO's providing services to youth. Please refer to Attachment 2 for a list of the programming available to PREP youth.

Preparation for Reentry

With the support of Probation staff, county agencies (e.g. Behavioral Health and Recovery Services (BHRS) and CBO's a youth's PREP case plan will address the individual areas of need.

- Education
- Vocation/Employment
- Mental Health
- Alcohol and Other Drugs
- Pro-social
- Gang

Reentry

The PREP MDT consists of PREP staff, a probation officer, collaborating county agencies (e.g. BHRS, County Office of Education, Correctional Health) and CBO staff identified as reentry supports. Thirty (30) days prior to release the PREP MDT team, including the youth and parents/guardians will meet to finalize the case plan. Confirmation regarding transition or warm hand-off of school placement, employment, pro-social activities and other identified areas of need will be reviewed and agreed upon. Barriers to the case plan will be identified and plans for mitigation will be strategized. The youth and parents/guardian will understand and agree on their responsibility to the case plan for the youth's transition home and remaining in the community.

The case plan will be presented to the PREP judge for the last in-custody case review. The judge will order a further case review hearing for _____ weeks after the youth's release to the community.

Supervision

The Deputy Probation Officer (DPO) will assume direct supervision of the youth who continues on supervised probation. The DPO is responsible for supervision based on risk level as identified by the JAIS risk score and as set forth in policy.

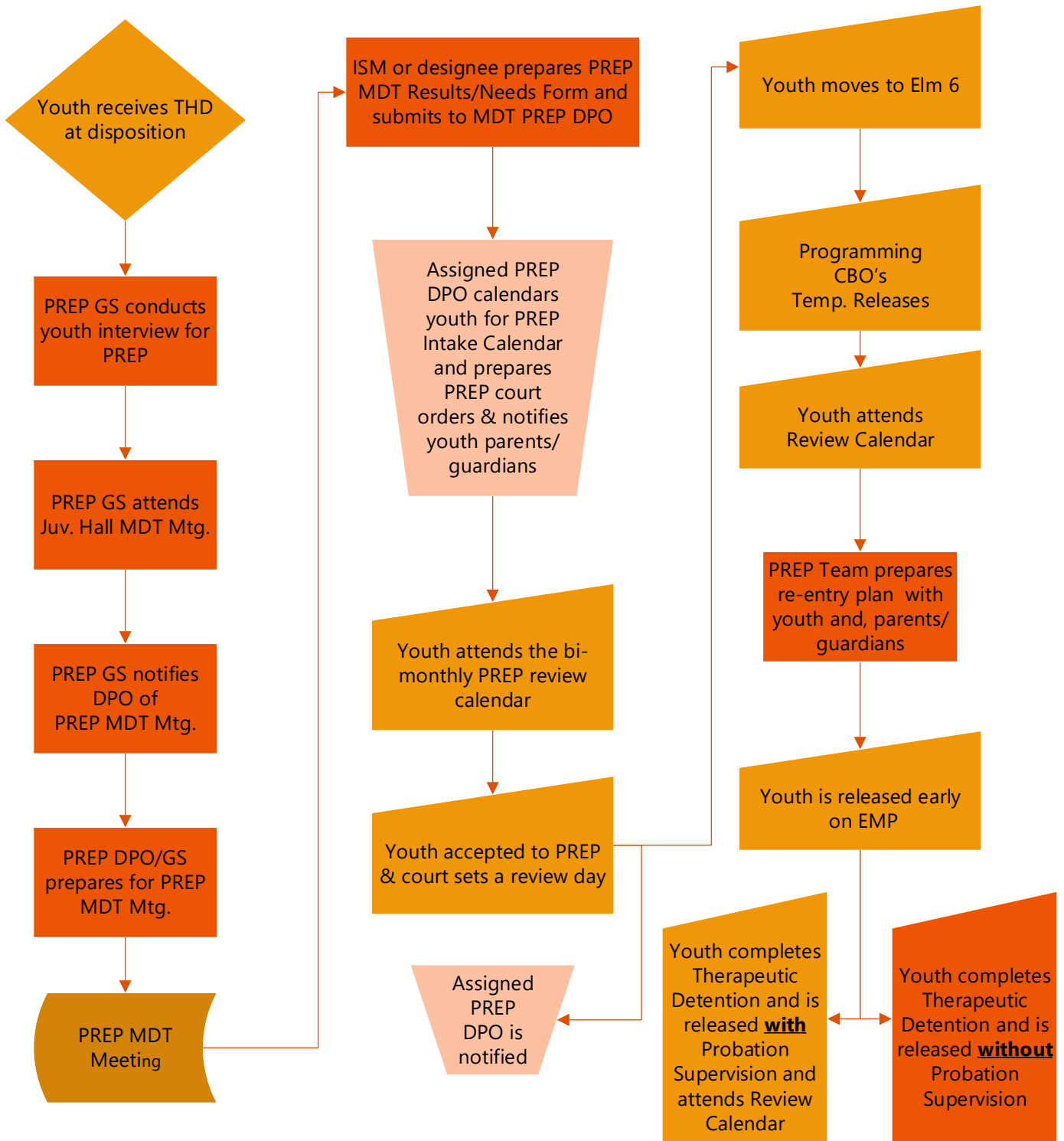
During supervision the DPO will work closely with the Fresh Lifelines for Youth (FLY) case manager, as well as any other county agency and/or CBO (per the case plan).

It is anticipated that youth who will not be on probation supervision upon release, will also need assistance and support as they reenter their community. Service Connect is a collaboration between BHRS and Human Service Agency (HSA), offering resources (e.g. housing, vocational training, mental health, pro-social, cognitive based skill training, etc.) to those being released from custody. Service Connect will provide that case management per the case plan. **** this is yet to be approved by BHRS/HSA management**

PHOENIX

REENTRY PROGRAM

SAN MATEO COUNTY PROBATION DEPARTMENT



PREP- Program Description

CBO Partnerships	Program	Description
Success Center	HI-KEY: <i>Helping Instill Knowledge, Empowerment in You</i>	Empowerment through vocational services, job readiness, employment, arts, and education.
The Beat Within	Creative Writing Workshop	Provide weekly workshops to youth interested in the art of writing in different media formats.
Star Vista	Mental Health & Alcohol and Drug	Individual, group, and family counseling; alcohol and drug counseling.
Fresh Lifelines for Youth	Law Program, Leadership Program	Provide law education and leadership mentoring to youth along with case management upon reentry.
Fresh Lifelines for Youth	Gang Prevention and Intervention	Educate and mentor youth with gang involvement with case management upon reentry.
Art of Yoga	Yoga	Provide weekly yoga sessions.
Mind Body and Awareness	Mindful Meditation	Provide youth with stress release and mindful relaxation techniques.
Rape Trauma Services	Facilitated	Facilitated groups to better understand healthy relationships.
Agency Partnerships	Program	Program Description
San Mateo College District	Project Change	Building connections to the College of San Mateo for youth to participate in college course and receive college credits.
Behavioral Health and Recovery System	Mental Health	Provide on-site therapeutic services to youth.
San Mateo County Office of Education	Education	Provide direct instruction for a variety of at-risk student populations including students with severe disabilities and youth who are wards of the Juvenile Court or with needs for an alternative educational program
Human Services Agency	Service Connect	Multi-agency county collaboration providing guidance and assistance to transitional age youth with needed services for reentry into the community that including mental health and substance abuse counseling, housing, clothing, transportation vouchers, obtaining California identification documents, and assessments for financial benefits and health coverage
Volunteer Partnerships	Program	Program Description
Christian Services	Church Services and lecture	Weekly bible study and Sunday service.
San Mateo County Library	Book Club	Reading and discussion of one book per month led.

Probation Staff Facilitated	Program	Program Description
	Large Muscle Activity	Youth engage in a one-hour workout
	Book Club	Reading and discussion of one book per month
	Cognitive Life Skills	Helps youth overcome negative behavioral patterns and establish goal-directed behavior patterns
	Real Colors	Teaches personal discovery and healthy interactions; part of the Cognitive Life Skills Program
	Anger Management	Part of the Cognitive Life Skills program
	Garden Club	Youth learn basic gardening skills
	Life Skills Class	Learning basic life skills, such as creating a resume, and opening a bank account; youth attend field trips
	Activities Highlight Committee	Quarterly events (movie night, carnival, game night, a car show) organized youth
	Summer and Winter Olympics	Week long educational and athletic friendly competitions by which all in custody youth take part