

**San Diego County Juvenile Justice Commission
2018 Inspection Worksheet**

Data from Calendar Year 2017

Facility Name: SAN PASQUAL ACADEMY	
Facility Address: 17701 San Pasqual Valley Road Escondido, CA 92025-5301	Date of Inspection: 11/21/18
	JJC Chair: Amy Lansing
	JJC Admin. Officer: Scott Brown JJC Admin. Assistant: Amber Scott
	CWS Director: Cathi Palatella
	Presiding Judge of the Juvenile Court: Hon. Kimberlee A. Lagotta
Facility Administrator: Tia Moore, Academy Director	Telephone: (760) 233-6005
Staff and Representatives Interviewed / Met with in Person: Tia Moore, <i>Director</i> , San Pasqual Academy (SPA) Tim Farley, <i>Assistant Executive Director</i> , New Alternatives, Incorporated (NAI) Rex Sheridan, <i>Mental Health Services Director</i> , NAI Connie Cain, <i>Deputy Director</i> , Child Welfare Services- SPA Operations (HHSA) Suzanne Miyasaki, San Diego County Office of Education (SDCOE)	
Overview: San Pasqual Academy (SPA) is the first education campus for foster youth in the United States. SPA was opened in 2001 through a collaboration with New Alternatives, Inc. San Diego County Health and Human Services, San Diego County Office of Education and San Diego County Workforce Partnership. SPA features a technology and career information center and the San Pasqual Fire Department provides internship opportunities for students on the campus. SPA is located on a 238-acre campus that includes individual homes, an on-site accredited high school, cafeteria, auditorium, recreation areas (e.g., fields, gymnasium, swimming pool), a Health/Wellness Center, and a Day Rehabilitation Clinic. SPA has a licensed capacity of 184, with a fluctuating census. SPA was not at capacity during the inspection. Enrollment in 2017 ranged from a high of 91 in March to a low of 79 in November.	

General Comments from the Inspection Team:

SPA continues to be a model facility delivering essentially full service, wrap around services in a residential setting to foster youth, with an eye to providing integrated living skills (social, occupational/vocational, academic), trauma informed care and an embedded residential education program to residents. A 10 Year Evaluation report based on data from alumni strongly suggest safety, permanency (significant relationships with adults) and well-being in health, education and employment are predicted by engagement in SPA programming and length of SPA stay.

Although issues have arisen in the past over the San Diego County Office of Education (SDCOE) run school on site at SPA, including multiple different Principals over the last four academic years, a notable stabilization and improvement has occurred with the return of prior Principal, Suzanne Miyasaki. The classes with the most stability in teachers (no attrition) in the last three academic years are Math, Special Education and Spanish. The same Social Studies teacher has been present for two academic years. Turnover has continued in English and Science. Suzanne Miyasaki is reinstating policies and procedures to increase retention and improve the academic climate

overall. The school appears well integrated with SPA and NAI, and we look forward to continued progress during the next inspection period.

Recommendations:

1. The Juvenile Justice Commission [JJC] appreciates that, after our 2014 Inspection recommendations, SPA incorporated more staff training on substance use, recognizing signs and symptoms, effective interventions, and increasing structure and accountability for youth consistently engaging in substance use. Further, SPA has been proactive in their training on LGBT youth and their needs. SPA reported that transitioning youth in particular have done well at SPA and continue to work on challenges associated with post-transition youth to ensure their confidentiality is protected yet their needs are met. In the next inspection, the JJC requests an opportunity to review the structure of specific trainings (substance use, LGBTQ, trauma informed trainings) and be apprised of trainings specific to work with youth with developmental challenges, including Autism Spectrum Disorders.
2. With regards to IEPs and Special Education Services, the JJC believes that because foster youth are frequently moved between schools and school districts, they are particularly vulnerable to falling through the cracks when it comes to early identification of learning or other disabilities. In the 2016-2017 calendar year, a total of twenty-two students entered SPA with an IEP (29%), 12 students had a Learning Disability diagnosis, and no students were SPA-identified with IEPs (special needs). While it may be that they assumed that students who need IEPs are identified before they enter SPA, additional efforts are warranted to identify youth with disabilities. The SDCOE-run school at SPA has one dedicated Special Education teacher and two Special Education TAs, with teacher-student staffing rate of 1:10. The small classroom sizes provide additional support and individualized attention, which likely promotes better engagement and better comprehension (or at least delivery) of instructions. This may not reflect the student's abilities in a less responsive environment. Because of their frequent transitions, any assumptions that most IDEA eligible youth are identified in elementary school would be inaccurate when applied to foster youth. SPA rarely identifies youth for IEP screening (averaging ~2 youth/year over the last several years and none this year) and yet this is especially critical for success at SPA as well as movement from high school to college.
3. The JJC respectfully reminds SPA that we anticipate a breakdown of Psychotropic Medications usage in the next inspection round, for 2018 calendar year. The JJC acknowledges that SPA services a unique and vulnerable population, who often require intensive mental health services, including medication management. To better understand optimal interventions for these youth, and consistent with our 2016 Inspection Report, the JJC requests de-identified, information about psychotropic* medication use at SPA, specifically:
 - a) number of youth who are prescribed new psychiatric medication(s) (defined here as any medication that the youth did not enter SPA with either a current, or past year, prescription) while at SPA, broken down by age and gender;
 - b) breakdown of what new psychiatric medications are typically prescribed (e.g., 20% of all "new" medications are stimulants for ADHD symptoms; 30% of new medications are psychotropics such as anticonvulsants - medications used to control/prevent seizures/convulsions - but prescribed for insomnia or anger management etc.), broken down by age and gender;
 - c) breakdown of medication types previously prescribed for youth (by age and gender), and needed immediately following placement at SPA;
 - d) percentage of previously prescribed medications that are continued versus discontinued upon entrance to SPA;
 - e) number of youth prescribed one or more antipsychotic medications;
 - f) number of youth prescribed two or more psychotropic medications of any kind, including specific combinations of medications used concurrently for any given child;
 - g) breakdown of medication, according to corresponding diagnoses; and
 - h) an aggregate view of medication usage to ascertain overall patterns (how often are drug holidays/medication vacations used to determine if medications continue to be necessary and/or effective from the youth's perspective? are there seasonal variations in volume of prescriptions

and, if so, what time of year - e.g., holiday intensive periods such as November/December - and what type of prescriptions?).

*Psychotropic medication” is defined¹ as “those medications prescribed to affect the central nervous system to treat psychiatric disorders or illnesses. They may include, but are not limited to, anxiolytic agents, antidepressants, mood stabilizers, antipsychotic medications, anti-Parkinson agents, hypnotics, medications for dementia, and psychostimulants.”

Commendations:

1. SPA’s dedication to providing a home like environment for foster youth, which extends to all aspects of their life (personal growth, healthy development, school, work readiness, life skills, health care etc.) is exceptional. Further, the extension of this “touchstone” for young adults to come back to at any time, just as they might a biological family, should be recognized as outstanding. This home environment is further facilitated by the foster grandparent program that provides opportunities for “grandparents” to live on campus for reduced rent while mentoring youth and sharing their life experiences.
2. The job-readiness program run by the San Diego Workforce Partnership at SPA is state of the art and has a very dedicated staff that provided hands-on classes including the Youth Empowerment Services program. Among the programs available are computer skills, college application preparation, video production and financial literacy. Additional opportunities are available onsite to learn organic gardening, farmer’s market skills, working at the student run coffee shop, and culinary skills. In conjunction with the extracurricular activities on campus (including football and basketball teams), these services truly make SPA a model facility.
3. Overall there are broad opportunities for staff training and development and these trainings – including trauma informed best practices - are extended to school personnel. This results in strong relationships and bonds between staff and youth in residence.
4. The embedded mental health services, as well as health clinic, model at SPA is commendable. This permits addressing issues as they arise in a manner similar to a healthy and responsive family.

Serious Incidents During the Calendar Years:

2017:

- Number of suicides: 0
- Number of attempted suicides: 0
- Number of deaths from other causes: 0
- Number of youth absence without leave (AWOL): 8 youth, 14 AWOLs
- Number of attempted AWOL: 21

Other Inspections (please list most recent inspections and dates):

- Community Care Licensing: 2/21/2018
- Fire Marshal: October, 2017
- Department of Environmental Health:
- Other: N/A
- Other: N/A

- Date of Last Fire Drill: 2/24/2018

¹ “Psychotropic medication” is defined, per Welfare & Institutions Code, Section 369.5(d).

Problems/Complaints Affecting Facility During the Calendar Year:

2017:

Court Orders Affecting Facility (please have available, if applicable): Yes No

Pending Litigation: Yes No

Number of Written Complaints / Grievances Involving:

- Residents: 0
- Attorneys: 0
- Family Members: 0
- Medical: 0
- Abuse: 0

FACILITY BACKGROUND

Resident/Staff Composition and Communication:

SPA workforce diversity was approximately: 15.5% African-American; 39.4% Caucasian; 31.0% Hispanic; 1.4% Asian; 9.9% Middle Eastern; .1.4% Filipino; 0.7% Vietnamese and 0.7% West Indian.

The ethnic diversity of high school residents was 24.0% African-American; 15.7% Caucasian; 43.5% Hispanic; 1.9% Ethiopian; 1.9% Filipino, 0.93% Cambodian, 0.93% Guamanian and 11.2% Biracial.

The ethnic diversity of middle school residents was 54.5% African-American; 9.1% Caucasian; and 36.1% Hispanic.

Most residents speak English, with some Spanish speakers. English- and Spanish-speaking staff are available, as well as some staff speaking Tagalong, Turkish and Farsi. Staff are trained in Cultural Competency.

General Facility Condition:

The exterior and interior of SPA appeared to be in very good condition. Lighting was adequate, although no evening inspection was done. The outdoor condition of the facility was clean, neat, bright, and safe. There are several outdoor and indoor recreational areas with modern equipment. Efforts have been made to decorate the houses and outdoor areas in a non-institutional manner.

Housing/Sleeping Accommodations:

Student housing currently consists of 7 female houses and 7 male houses with 6 students residing in each house. Students do share a room with one roommate; however, the room is separated by a privacy wall that also functions as a closet on both sides. Roommates share bathroom facilities with two other roommates on the other side of the bathroom, making a quad (much like a college dormitory arrangement. All houses have a large family room/kitchen area where meals are prepared and served, group and house activities are facilitated, and where community interactions take place. Each house is adjoined with a house parent apartment, with most houses having house parents who live in this unit and provide supervision, staffing, and support during the after school hours.

Youth are assigned to a particular house based on many factors which most often include age, risk factors, "goodness of fit" with house parents or lead staff, hobbies and interests, the resident's level of structure needed, etc. After the youth is assigned, there is also flexibility if the program or the youth feels that another house is more appropriate or better suited for the resident. During 2017, we were able to have the flexibility to keep nearly all houses with 5-6 students to allow for increased support and supervision as well as to create a smaller group experience. The ability to continue keeping houses at these numbers is dependent upon future numbers and referrals and will be evaluated on an ongoing basis, however, 8 is the maximum number of youth the our residences are equipped to house

Storage:

Cleaning products are maintained by the House Parent or SPA staff in the locked under-sink cabinet, located in each residential unit. The kitchen and laundry area maintain cleaning supplies as appropriate for the needs of the area, and these areas are not accessible to residents. The kitchen knives are maintained in the kitchen area behind locked doors, which are not accessible to residents. SPA does not have any weapons.

ADMINISTRATION / MANAGEMENT

Admission and Orientation:

- Are minors oriented to rules and procedures? Yes No
- Are minors given copies of rules and procedures? Yes No
- Can minors request that rules and procedures be provided in a language other than English? Yes No
- Can parents request that rules and procedures be provided in a language other than English? Yes No
- Are minors required to sign a document indicating they understand rules and procedures? Yes No
- Are rules and procedures posted anywhere in the facility? Yes No

If yes, please indicate the number of postings and the locations.

Number: 14

Locations: All of the open housing units and the main office.

What steps are taken to ensure that minors are explained the rules and procedures in a developmentally appropriate manner?

During their intake, students review the rules and procedures with the intake social worker as well as their house staff. At this time, they sign the rules and procedures and have the chance to ask questions or raise concerns. Following this meeting, they are regularly reminded of rules and procedures in community meetings, house meetings, and individually as necessary.

Personal Property and Monies:

Are personal property and monies recorded, stored, and returned upon release? Yes No

Describe the types of personal property that may be kept in sleeping rooms: Everything that is not seen as contraband or prohibited on a school campus.

Youth Release and Transition:

- Are there established protocols for transitioning youth out of the facility and into the community? Yes No
- Do facility staff members consult with the staff that will be assigned to the youth when they leave to discuss transition-related concerns? Yes No
- Has the facility received any complaints from parents regarding the transition process? Yes No
- Has the facility received any complaints from attorneys regarding the transition process? Yes No

Accommodations for the Disabled:

Does the facility accept youth with disabilities? Yes No

Has this facility been determined to be an inappropriate facility for a youth with a disability (*physical, developmental, emotional, psychological, intellectual, etc.*) in the 2017 calendar year? Yes No

SECURITY AND CONTROL

Permanent Logs:

Are there policies and procedures in place that describe the types of incidents and occurrences which must be documented on a daily basis? Yes No

Are these logs stored electronically? N/A Yes No

If logs are stored electronically, is there sufficient technical support to ensure that the electronic files that contain these logs are not compromised, corrupted, or deleted? N/A Yes No

Security Features:

Does the facility have ample security features (cameras, locks, alarms, etc.)? Yes No

Are there staff members on site who have the skills to maintain security features? Yes No

Security Inspections:

Does the administrator in charge ever visually inspect the facility for security-related concerns? Yes No

If yes, how often: Daily inspections.

Are random reviews of security tapes conducted? N/A Yes No

If yes, how often: Cameras are used to secure the areas and locations where documents are stored and kept in order to provide another layer of security beyond the normal double locking procedure.

Control of Dangerous Materials:

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

Non-Hazardous Furnishings:

Are mattresses and bedding fire-resistant and non-toxic? Yes No

Control of Contraband:

Are there written policies that describe contraband? Yes No

Are there written policies that describe the disposition of contraband? Yes No

Has a weapon been found in the possession of a youth in the facility in calendar year 2017? Yes No

Has a controlled substance (i.e. alcohol, tobacco, illegal drugs, or prescription drugs for which the youth in possession does not have a prescription) been found in possession of a youth during the 2017 Calendar Year? Yes No

Describe if there have been a high number of incidents related to a specific type of contraband:

There have continued to be incidents related to marijuana and associated paraphernalia. Nearly all of our incoming residents/students have a history of substance use and abuse prior their intake at SPA. Therapeutic services and recovery services ranging from on campus individual therapy and support groups to outpatient substance abuse services are available and used for these youth as well as ongoing U/A screens for accountability with students who have this in their case plan. Additionally, we are having our staff receive additional training regarding substance use, recognizing signs and symptoms, effective interventions, and increasing structure and accountability for youth consistently engaging in substance use.

Resident Searches:

- Do staff search sleep areas/rooms? Yes No
- If staff search sleep areas/rooms, do staff search in the presence of the youth? Yes No
- If staff search sleep areas/rooms, is clean bedding or clothes mixed with soiled bedding or clothes during this process? Yes No

Accountability and Supervision:

Describe measures taken to ensure that youth are supervised in a manner that provides for youth and staff safety.

All staff are trained upon their hiring and at regular intervals in Pro-ACT with a focus upon de-escalation and preventative strategies to minimize the use of any physical intervention or containment. The physical interventions taught in Pro-ACT are only used in the event that a youth is a direct and serious danger to themselves or someone else and that harm can be prevented through no other action. Searches may be written into the student's Needs and Service Plan and conducted in cases where there is a history of risk or in engaging in behaviors that place the community or themselves at risk. A basic visual search of pockets, clothing, and bags is done upon reentering S.P.A. from a pass or alternate placement but not of the client's body. Another measure taken is the completion of the student's Needs and Services Plan as well as their Emergency Intervention Plan which describes particular ways to handle individual students in moments of crisis or when escalated. Part of this plan also includes a supervision addendum which sets the level of supervision that they require based on past and current behavior. While all students are supervised within the program, some students may require constant adult supervision while others can earn varying levels of adult monitoring giving them the ability to develop skills of independence.

Use of Force/Physical Restraint /Safety Room Procedures/Searches:

- Are there written policies in place to ensure that force is used only when necessary? N/A Yes No
- Are there written policies in place to ensure that force is used only as long as necessary? N/A Yes No
- Is each instance of a use of force documented? N/A Yes No
- When there is an instance where force is used, does an internal committee or task force convene to discuss the incident? N/A Yes No

Non-routine Use of Restraints:

- Are there written policies in place to ensure that restraints are used only when necessary? N/A Yes No
- Are there written policies in place to ensure that restraints are used only as long as necessary? N/A Yes No
- Is each instance of a use of restraints documented? N/A Yes No
- If yes, are these documents reviewed by the administrator in charge? N/A Yes No

Tool & Equipment Control:

- Is there a written policy to ensure the adequate control of keys? Yes No
- Is there a written policy to ensure the adequate control of tools? Yes No
- Is there a written policy to ensure the adequate control of culinary utensils and equipment? Yes No
- Is there a written policy to ensure the adequate control of medical equipment? Yes No
- Is there a written policy to ensure the adequate control of supplies? Yes No
- Is there a written policy to ensure the adequate control of vehicles? Yes No

Weapons Control:

- Are weapons of any types permitted in the facility? N/A Yes No
- Is there a weapons locker on site? N/A Yes No

Discipline:

- Are there written policies that describe the discipline process? Yes No
- Are measure to taken to ensure that due process is preserved? Yes No

Approximately what percent of discipline grievances/appeals are resolved in favor the youth?

N/A. No formal grievances were submitted during this past year. Verbal complaints were able to be resolved through collaborative dialogue with staff and/or the management team.

Contingency/Emergency Plans:

Are there written plans in place for the following contingencies/emergencies? Check all that apply.

- Contagious disease outbreak (Tuberculosis, Flu, etc.)
- Earthquake
- Fire
- Power outage/failure
- Unit Disturbance or Riot – N/A
- Other: _____
- Other: _____

DISCIPLINE MODEL

Overall, the S.P.A. philosophy and structure falls in line with the New Alternatives agency philosophy. This philosophy emphasizes healthy development and personal growth, therapeutic support rather than punitive methods, the significance of meeting basic needs and building toward meeting higher level needs, creating conditions that allow for growth towards one’s potential, and hopeful and positive expectations of the youth we serve.

HOSPITALIZATION, ASSAULT AND AWOL HISTORY:

Peer-to-Peer Assaults in Calendar Year:

2017:

Total number of Peer-to-Peer Assaults: 25

(Nearly all of these are best described as physical confrontations including pushing, bumping up against, grabbing, or excessive horseplay rather than assaults).

Total number of Peer-to-Peer Assaults resulting in law enforcement/police/probation contact: 1

(The law enforcement contact in this case came from one youth contacting law enforcement and reporting the incident and law enforcement visiting and taking this report from the youth).

Total number of Peer-to-Peer Assaults with Law Enforcement and Youth Removal: 0

Total number of Peer-to-Peer Assaults resulting in injury requiring treatment: 0

Peer-to-Staff Assaults in Calendar Year:

2017:

Total number of Peer-to-Staff Assaults: 10

(Except two noted below, these are best described as physical confrontations including pushing, bumping up against, grabbing, etc. rather than assaults).

Total number of Peer-to-Staff Assaults resulting in injury requiring treatment: 0

Total number of Peer-to-Staff Assaults resulting in law enforcement/police/probation contact: 1
(All but 1 of these incidents included minimal contact or students posturing or being verbally aggressive toward the staff. The 1 instance requiring law enforcement involved a student threatening a staff and led to that student being detained at Juvenile Hall).

Total number of Peer-to-Staff Assaults with Law Enforcement and Youth Removal: 2
(These two incidents involved more significant assaultive behavior such as serious threatening, property damage, violations of personal space, and otherwise dangerous behaviors that resulted in law enforcement contact and removal of the two youth. One youth was able to return to SPA after several weeks in Juvenile Hall and the other youth was placed in a higher level program by the county social worker)

Injuries within the youth "residences" (first aid, medical intervention, or hospitalization) in Calendar Year:

2017:

Number of Instances: 37 (10 were emergency room visits and 2 were to urgent care)

(The vast majority of these were normal sports or recreationally related injuries, clumsiness, trauma-related psycho-somatic complaints, and or digestive issues).

Youth hospitalized for psychiatric reasons (reasons, length of treatment) in Calendar Year:

2017:

Number of Instances: 1 (This student engaged in self harm and was assessed and determined to be in need of psychiatric services. This student was unable to return the SPA due to the extent of her safety needs).

Youth requiring higher level care (including placement at other NA sites) as temporary stabilization measures (include details: reasons, length, how many were unable to return etc.) in Calendar Year:

2017:

Number of Instances: 3 (2 of these returned after short stays at higher level programs, 1 was unable to return)

AWOLs, including facility response and youth return in Calendar Year:

2017:

Number of Instances: 14 AWOLs, 8 youth (5 of these students AWOLed more than once however we counted each separate AWOL incident; 8 of the 14 AWOLs returned directly back to SPA).

TRAINING, PERSONNEL, AND MANAGEMENT

Child Supervision and Staffing Levels:

Under our current agreements and contract, we are required to maintain at least a 10:1 student to staff ratio, however, our actual ratio averages approximately 6:1 depending on the time of the week and circumstances. Our lowest ratios are in the daytime and evening hours during the weekdays when there are the greatest numbers of residential staff, clinical staff, and supervisory and managing staff. During these times, the ratio is often much lower than 6:1. On the weekends and overnights, while residential staff still maintain 6:1 ratios, there are fewer clinical, supervisory, and management staff; however, fewer numbers of students (due to passes) also offset these differences. Special circumstances such as campus events or the need for 1:1 supervision or heightened supervision for particular students may lower these ratios even further in order to provide adequate supervision and support for these situations.

Training:

Per Community Care and Licensing requirements and Title 22 Regulations, all childcare staff complete a minimum of 40 hours of training initially and 40 hours annually following their hiring. These trainings include in-service trainings on safety, first-aid/CPR, transporting clients, new staff orientation, Pro-ACT, Cultural Competency, Suicide Prevention and Mental Health First Aid, etc. Additional trainings focused upon staff improvement and therapeutic skills include communication skills, burnout and self-care, self-harm, substance abuse issues, LGBTQ, CSEC, psychotropic medication, etc. Staff is also trained in a series of Trauma Informed Care (TIC) workshops to better understand our youth population, what they have endured, and how it impacts them. This training is done by professionals across the organization in different areas. SPA integrates Trauma Informed Care (TIC) training for partner programs, including SDCOE teachers, Voices for Children, and local schools.

Facility Capacity and Crowding:

At this time, SPA does not have the issues of crowding within the program due to the fact that SPA has not reached full capacity.

CLASSIFICATION AND SEGREGATION

Describe how youth are classified and/or segregated:

Youth are not segregated at the academy other than being separated by gender with a female and male side of

campus. House selection is based on many factors which most often include age, risk factors, "goodness of fit" with house parents or lead staff, hobbies and interests, the resident's level of structure needed, etc. After the youth is assigned, there is also flexibility if a change is requested or needed.

Orientation:

Youth are partially oriented before their intake to the Academy through student led tours, campus visits, and an interview process where a thorough program description is given. Upon intake, students meet 1:1 with intake staff, house parents, clinician, and program supervisors to be introduced, oriented, to answer questions, and to familiarize students with the structure and opportunities within the program.

Segregation:

As stated above, youth are not segregated at the Academy with the exception of them being separated by gender in their residences.

COUNSELING AND CASEWORK SERVICES

Mental Health services are provided on campus at SPA by an EPSDT funded Full Day Rehabilitation program. This program offers milieu-based psychotherapy provided by BBS registered clinicians (individual therapy, group therapy, and family therapy), medication monitoring, basic medical services (2 LVNs on-site), recreational therapy, and a performing arts extra-curricular program. Program clinicians provide services, groups, trainings, and sessions after school each day, and there is a clinician assigned to each home on campus so they work collaboratively with house staff and other providers.

GRIEVANCES, REPORTING INCIDENTS AND STAFF MISCONDUCT

- Is there a formal grievance policy? Yes No
- Are written grievances reviewed daily? Yes No
- Are grievances tracked in some manner that would permit facility leaders to observe trends in grievance reports? Yes No
- Is there a method for youth to be able to express concerns about the facility to a staff member who is not assigned to their cottage? Yes No
- Are youth made aware on a routine basis that they can express concerns about their placement to their case worker, social worker and/or attorneys? Yes No
- Is there a formal grievance process available for parents? Yes No

If yes, how many parents have submitted grievances in 2017?

Reporting of Incidents:

Incidents are reported and documented according to the standards of Community Care and Licensing standards. Written documentation of significant incidents are reviewed by program administrators for coordination of any follow up activities to address the incident. Incident reports are also sent to Community Care and Licensing as well as Health and Human Services to enhance communication.

Staff Misconduct:

Are there written policies for addressing staff misconduct? Yes No

Have there been any allegations in the calendar year of a staff member physically assaulting a youth?

2017: Yes No

Have there been any allegations in the calendar year of staff member sexually assaulting a youth?

2017: Yes No

Have there been any allegations in the calendar year of a staff member verbally threatening a youth?

2017: Yes No

Have there been any allegations in the calendar year of a staff member touching a youth in any inappropriate way?

2017: Yes No

Have there been any allegations in the calendar year of a staff member commenting on the physical appearance of a youth in a manner that is outside the scope of the staff member's job duties?

2017: Yes No

Have there been any allegations in the calendar year of a staff member entering a youth's sleeping room for any reason that was outside the scope of the staff member's job duties?

2017: Yes No

If the answer is yes to any of the inquiries related to allegations, is there written documentation of the incident, follow-up, and responsive action?

2017: Yes No

Please describe the circumstances related to any of the allegations noted above:

There was one incident of a male staff commenting on the physical features of a female student. The staff was immediately terminated for violation of agency policy and procedure. Community Care and Licensing investigated and found the circumstances inconclusive, however, administratively it was determined that this staff could no longer work in any of our programs.

PROGRAMS AND ACTIVITIES

School Program:

San Diego County Office of Education, Juvenile Court and Community Schools has been the education provider for the Academy since its inception. The vision has been to provide the students with a comprehensive school experience similar to what they were familiar with, while also having the flexibility to support their gaps in education and social emotional needs. There are 6 general education teachers, 1 special education teacher, 3 part time Career Technical Education (CTE) teachers and 1 school counselor. All of the teachers are credentialed and all teaching positions are filled. Administrative support is provided by 1 principal, 1 school administrative assistant and 1 student support specialist. This year the school operates on a 6 period day semester based master schedule. Core courses are UC a-g approved and a variety of electives are offered, such as Spanish, art, physical education, Critical Numeracy, leadership (ASB), Senior Seminar, 21st Century Career Exploration, CTE Culinary Arts, CTE Digital Media, CTE Introduction to Horticulture and CTE Intermediate Horticulture. The students have the opportunity to participate in extra and co-curricular activities such as ASB, yearbook and CIF athletics. The ASB helps to build a positive school culture through activities such as pep rallies, spirit weeks, lunchtime activities, homecoming and prom. Two sports are offered each season--football and girls' volleyball, boys and girls' basketball, girls' softball and track and field. This is the first year that football and boys basketball has not been able to be sustained for the season. Credit recovery is offered during the summer and regular school day. There are currently 53 students enrolled in grades 9-12.

Parenting Classes:

None of the students at the academy have children, however, they have had therapeutic groups focus on parenting skills for the youth at the academy as well as having trainings for house parent staff regarding parenting skills to equip them for some of the challenges and issues presented with this population of youth. Trainings for staff in 2013 have focused upon Trauma Informed Care, further preparing staff to address unique issues related to working with youth who have experienced complex trauma. Parenting classes for youth's family members is typically not provided due to them no longer living in the home or holding parenting rights.

Recreation and Exercise:

Students can participate in a variety of recreational and exercise activities including formal sports teams that are part of the school CIF program, a campus intra-mural program, regular hikes, recreational trips and outings, use of the gymnasium and training facilities, health related activities sponsored by the Health and Wellness Center, etc. There is also a performing arts program that includes instrument lessons, voice lessons, dance, self-defense, and other performance oriented activities.

Religious Program:

Students are transported and supported in their attendance of religious services, following their particular faith tradition, within the community. It is typical for groups of students to attend religious services each week and some have also participated in mid-week religious activities when offered.

Work Program/Vocational Training:

Career counseling is formally provided by the Workforce Partnership (YES program), who offer career exploration and vocational assessment, career counseling, training, on- and off-campus internships (in collaboration with New Alternatives, Inc.), and post internship placement. These services are also supported by the residential and clinical programs offering many of the internships available as well as helping counsel and direct students toward career interests and experiences. We are in the process of developing a work contract that outlines expectations for initiating and continuing work experience.

Visiting:

Clinical and Residential staff provide supervised family visits in both on- and off-campus settings. When approved by County HHSA, some visits are able to become community, day, or overnight passes with family or friends that the students can participate in on a regular basis. When visits are required to be supervised by staff, they are monitored closely, documented, and intervention is used when necessary. SPA staff not only assist with the monitoring of the visitation but often transport students to locations where these visits take place for the convenience of both the student and those they are visiting due to the location of SPA. Family participation and engagement, when approved and appropriate, is strongly encouraged and supported by the Academy and its staff.

Correspondence:

Students are able to correspond on a regular basis with family members, friends, and informal supports in their lives unless otherwise restricted by their county social worker or the court.

Access to Legal Services:

All students are dependents of the court and thereby are assigned to an attorney. All students have access to their attorney's contact information and attend court hearings every six months.

HEALTH SERVICES

SPA has a health and wellness center that houses two LVNs, as well as facilitates psychiatric and medical services. Approximately 35% of students are receiving psychotropic medication managed by a contracted psychiatrist who comes two days per week and provides medication monitoring services. Assessments of illness, monitoring and coordinating of medical appointments, and basic nursing care is provided by nursing staff. Routine physicals and evaluations are also available on campus with specialty and emergency services provided at the local hospital or Children's Hospital. Nursing staff also conduct a variety of health-related programs and initiatives aimed at improving the overall health of the population.

MEAL SERVICE

Are kitchen staff members trained regarding sanitation and food handling procedures? Yes No

Have kitchen staff members received any training in the 2017 calendar year other than training given to newly hired employees? Yes No

If yes, describe what the training included: Food Handlers training and certification.

Do youth work in the kitchen? Yes No

If yes above, have they been trained? Yes No

Are youth permitted to converse during meals? Yes No

If yes, may a youth seated at one table converse with a youth seated at a different table? Yes No

Are meals served cafeteria style? Yes No

Are youth permitted 20 minutes or more to eat? Yes No

Who/what agency maintains the kitchen area? New Alternatives, Inc.

Describe the types of work youth perform: Food preparation as well as cleaning and sanitizing.

Adequate and Varied Meals:

Is there a weekly menu posted? Yes No

Does a nutritionist, dietitian, or other health professional participate in the creation of the menu? Yes No

How many calories per day does a youth who eats all of the standard meals provided consume? 2200-2500 calories/day.

What approximate percent of calories are from the following:

Protein: 30%

Carbohydrate: 50%

Fat: 20%

Are weaker youths protected from having food taken from them? Yes No

Special Diets:

Can special diets be accommodated when medically necessary? Yes No

Was the facility unable to accommodate a special diet based on medical reasons during the 2017 calendar year? Yes No

Can special diets be accommodated when based on a youth's religious practices or beliefs? Yes No

Was the facility unable to accommodate a special diet based on a youth's religious practices or beliefs in the 2017 calendar year? Yes No

SANITATION

Clothing and Personal Hygiene:

Students are able to wear personal clothing and are given their own hygiene supplies for daily use. Upon entrance to SPA, each student is given a laundry schedule and has daily access to laundry services in their home. Part of the program's independent living skills training is to help the students learn to wash and effectively maintain hygiene and staff are there to support and ensure that these important activities are completed.

Bedding and Linens:

Bedding and linens are also washed on a regular basis and as needed. Students have access to wash their bedding and linens and often as desired and cleanliness is a daily program expectation.

TRANSITION PLAN

Throughout the high school year at SPA, students are working on various aspects of transitional planning including the acquisition of independent living skills from the moment they enter the program as part of the program's purpose. Skills such as managing money, doing laundry, cooking, cleaning, using transportation, vocational services, etc are focused on by all collaborating partners and are blended into the student's everyday experience at the academy. Specific transitional planning activities are increased during the student's junior and senior years and events such as college visits and trips, tours or transitional living programs including TLPs, THP+, THP+FC, AB12 and other housing programs, an increased focus on saving money that is earned, interviewing and applying for scholarships, and linking students with services and resources that they will need and use after their transition. It is common for residential and clinical staff to transport and help students move into new housing and/or college dormitories, ensure that they have their basic needs, and continue to support and be available for these students long after their transition. Students often return, considering SPA their home, for community events, to live during school breaks or times of need, and simply to visit other adults and students that have been important in their lives.