



Juvenile Justice Commission  
Delinquency Prevention Commission

**Joint Meeting**  
September 30, 2025

5:15 p.m.

Location and Public participation instructions are attached on page 3

**AGENDA**

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

**I. Preliminary Business**

- a. Call to Order
- b. Translation Services for JJDPC meetings
- c. Roll Call and Establish Quorum
- d. Agenda Review and Approval
- e. Membership: Vote to Approve the Candidacy of:
  - o Celina Chen
  - o Enya Yuan

**II. Oral Communications - Public Comment**

*This item provides an opportunity for public comment on items not on the agenda (Time limit 3 minutes per person). There will be an opportunity for public comment on agenda items as they are considered.*

**III. Updates from System Partners**

Private Defender Program – Ron Rayes  
District Attorney – Nadia Hahn  
Probation Department: John Keene, Ivonne Bustos, Becky Powers  
County Office of Education – Sarah Notch  
Behavioral Health & Recovery Services–Regina Moreno  
Fresh Lifelines for Youth–Tatiana Castenada, Chrisbeth Cortez  
HSA–Children & Family Services – John Fong

Hon. Susan Etezadi  
Presiding Judge  
Juvenile Court

David Canepa  
Board of Supervisors  
District 5

Judith Holiber  
Deputy County Counsel

Commissioners

Johanna Rasmussen  
Chair

Karin Huber-Levy  
Vice Chair  
Administration

Whitney Genevro  
Vice Chair  
Membership

Shakeel Ali

Jennifer Blanco

Paul Bocanegra

Niklas Klemmer

Asteris Ling

Trena Patton

Jiya Venkatesh



Juvenile Justice Commission  
Delinquency Prevention Commission

**Joint Meeting**

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**IV. Gateway Reimagined Report: Enhancing Educational Opportunity Through Partnership - Stanford Law & Policy Lab**

- a. Discussion with Abigail Trillin and Students from the Stanford Law & Policy Lab.

**V. Elysian STRTP & Receiving Home Inspection**

- a. Elysian STRTP Inspection Report Presentation
- b. SMC Receiving Home: TSCF Inspection Report Presentation
- c. Vote to approve inspection Reports

**VI. San Mateo County Grand Jury Report: Vacant, Valuable, and Vulnerable: Reimagining SMC Youth Services Facilities**

- a. Discussion

**VII. 2026 Officer's Nominating Subcommittee**

- a. Selection of subcommittee members

**VIII. Announcements**

- a. Legislation Passed
- b. Retreat was held on September 20, 2025

**IX. Matter of Commissioner Interest**

- a. OYCR Working Group begins on October 2, 2025
- b. Transfer Hearing Updates

**X. Adjournment**



Juvenile Justice Commission  
Delinquency Prevention Commission

**Joint Meeting**  
September 30, 2025

5:15 p.m.

**Public Participation Instructions**

**Join In Person**

**Meeting Location**

Manzanita Hall  
500 County Center, 1st Floor  
Redwood City, Ca. 94063

The only entrance to Manzanita Hall is located outside of the building, on the side of the building facing Marshall Street.

**Join Zoom Meeting**

<https://smcgov.zoom.us/j/97935885511>

**Webinar ID: 979 3588 5511**

**Spanish translation services are available via Zoom videoconference**

If you wish to speak to the Commission during public comment, you may raise your hand using Zoom with the Reactions button at the bottom of your screen, or indicate that you would like to speak if you are attending in person. If you have any materials that you wish distributed to the Commission and included in the official record, please send them via email to [sanmateojjdpc@gmail.com](mailto:sanmateojjdpc@gmail.com), prior to the meeting and attach the materials.

**Next Meeting**

Tuesday, October 28, 2025, 5:15 p.m.

Meetings are accessible to people with disabilities. individuals who need special assistance or a disability-related modification or accommodation (including auxiliary aids or services) to participate in this meeting, or who have a disability and wish to request an alternative format for the agenda, meeting notice, agenda packet or other writings that may be distributed at the meeting, should contact Connie Juarez-Diroll [cjuarez-diroll@smcgov.org](mailto:cjuarez-diroll@smcgov.org) at least 72 hours in advance of the meeting to enable the county to make reasonable arrangements to ensure accessibility to this meeting and the materials related to it. attendees to this meeting are reminded that other attendees.

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# COUNTY OF SAN MATEO

## Juvenile Justice and Delinquency Prevention Commission

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

### APPLICATION FOR COMMISSION

Special Requirements: **APPLICATIONS WILL NOT BE CONSIDERED UNLESS APPLICANT:**

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

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

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

NAME: Celina Chen EMAIL: [REDACTED]

STREET ADDRESS [REDACTED]

ZIP CODE: 94025 CITY: Menlo Park NEIGHBORHOOD:     

LENGTH OF RESIDENCE IN SAN MATEO COUNTY: 4 years

WHICH MEETINGS HAVE YOU ATTENDED? May, June

HOW DID YOU BECOME AWARE OF THE OPENING? My friend Ruchi Mangtani recently

WHY ARE YOU SEEKING THIS APPOINTMENT? stopped down at community meeting

I've been interested in criminal justice - in particular, criminal  
justice reform - for years, and I hope to help make a difference  
in my local community!

EDUCATIONAL BACKGROUND: Student at Menlo School (class of 2027)

PROFESSIONAL EXPERIENCE: N/A

EMPLOYER AND EMPLOYER'S ADDRESS: N/A

CIVIC ACTIVITIES (Please include present or past membership on boards, committees, and participation in the activities of community groups and organizations.):

- I interned for Margant Abu-kega and Evan Lewis in the 2024 elections, serving as part of Evan Lewis' research & event planning teams.
- I've also written legislation which I submitted to CA Senators & Josh Beolcer
- I'm currently a fellow at the Los Altos Institute & have written and published papers in poli-sci & international relations
- At my school, I've served on student council every year including as next year's class president, and am the president of Students in Politics club
- I was also a volunteer at Boys & Girls Club for ~1.5 yrs, but I haven't had the opportunity to attend in about 8 months

WHAT STRENGTHS AND SKILLS WOULD YOU BRING TO THE COMMISSION? (Include languages.)

I speak mandarin fluently. Beyond that, I have legislative/campaign experience, have researched & written reports and have done debate / mock trial for 7 years, so I'm an experienced public speaker.

HAVE YOU WORKED WITH OR ADVOCATED FOR YOUTH? (Please describe.)

Not directly, but at my school's club, I've worked on projects that encourage youth to pre-register to vote and become civically engaged. As an intern, I spoke at campaign events and got the opportunity to interview candidates & local political leaders about issues that matter to youth, like education, criminal justice, affordability & climate change.

DO YOU OR HAVE YOU HAD A PERSONAL CONNECTION WITH SOMEONE IN THE JUVENILE JUSTICE SYSTEM? (Please provide context):

N/A

OF OUR CURRENT PROJECTS, WHICH ARE MOST INTERESTING TO YOU AND WHY?

I'm interested in working with local schools to try and prevent juvenile crime and working with govt officials to implement criminal justice reforms like probation reforms & preventing minors from being treated as adults.

HOW MUCH TIME DO YOU HAVE TO DEVOTE TO COMMISSION WORK?

Probably around 5-10 hours a week. This may fluctuate somewhat based on school / other commitments but I'm pretty available

Cehen  
Signature

7-14-2025  
Date



**COUNTY OF SAN MATEO**

**Juvenile Justice and Delinquency Prevention Commissions**

**APPLICATION FOR COMMISSION**

**Thank you for your interest in joining the JJDPC!**

**Prior to submitting your application, please note: (1) you must be a resident of San Mateo County; and (2) you must have attended two monthly Commission meetings.**

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

Please provide us with the following information and feel free to attach any further relevant details:

NAME: Enya Yuan EMAIL: \_\_\_\_\_

CELL PHONE: ( \_\_\_\_\_ ) ADDRESS: \_\_\_\_\_

CITY: Foster City ZIP CODE: 94404 NEIGHBORHOOD: Foster City

I AM ABLE TO ATTEND COMMISSION MEETINGS, HELD ON THE **LAST TUESDAY** OF THE MONTH FROM 5:15 P.M. TO 7:15 P.M.: YES  NO

WHICH JJDPC MEETINGS YOU HAVE ATTENDED? June & August

HOW DID YOU BECOME AWARE OF THIS OPPORTUNITY? By speaking with former commissioners.

HOW MUCH TIME DO YOU HAVE TO DEVOTE TO COMMISSION WORK? \_\_\_\_\_  
I have ample time to devote to commission work. I am dedicated to the commission's mission; if selected as a commissioner, I will make it a priority in my work load.

HOW MANY YEARS HAVE YOU LIVED IN SAN MATEO COUNTY?: 19



**COUNTY OF SAN MATEO**

**Juvenile Justice and Delinquency Prevention Commissions**

**APPLICATION FOR COMMISSION**

HAVE YOU OR SOMEONE YOU KNOW BEEN PERSONALLY IMPACTED BY THE JUVENILE JUSTICE SYSTEM? YES   x   NO \_\_\_\_\_

EDUCATIONAL BACKGROUND: \_\_\_\_\_

Currently working towards a Political Science and Economics BA at University of California Berkeley. Previously graduated from Aragon High School in San Mateo.

WHAT LANGUAGES DO YOU SPEAK (PLEASE LIST AND DESCRIBE LEVEL OF FLUENCY)?:

I speak English fluently and Mandarin at a working level.

PROFESSIONAL & LIVED EXPERIENCE: \_\_\_\_\_

Former Intern for CA District 15 Former Representative Jackie Speier;

Former Intern for San Mateo District Attorney's office;

Former Intern for San Mateo Private Defenders Program (Juvenile Court);

Former Intern for the Honorable Hanley Chew at the Santa Clara Superior Court.

**EMPLOYMENT:**

CURRENT OCCUPATION: \_\_\_\_\_

FULL TIME \_\_\_\_\_ PART TIME: \_\_\_\_\_ NOT EMPLOYED/RETIRED/STUDENT:   x  

**FOR STUDENTS ONLY:**

NAME OF SCHOOL: University of California, Berkeley CURRENT GRADE: Second Year



## COUNTY OF SAN MATEO

### Juvenile Justice and Delinquency Prevention Commissions

#### APPLICATION FOR COMMISSION

WHAT MOTIVATES YOU TO WANT TO SERVE ON THE JUVENILE JUSTICE & DELINQUENCY PREVENTION COMMISSION, AND WHAT CONTRIBUTIONS DO YOU HOPE TO MAKE AS A COMMISSIONER?

I am motivated to serve on the Juvenile Justice and Delinquency Prevention Commission to serve my community in a manner that I am truly passionate about. Based on my previous experiences seeing how kids go through the juvenile justice system and outside of it, I have both the understanding and desire to give my support and advocacy for those in these systems; I firmly believe that no one person's path is linear, and there is a wide variety of reasons why people, and kids specifically, end up where they do. Given this, I want to give back to my community and help positively shape the lives of kids in San Mateo County in whatever way I can.

PLEASE LIST ANY RELEVANT EXPERIENCE SERVING ON COMMITTEES, BOARDS, OR COMMISSIONS:

In high school, I served on the Peer Point Youth Committee. Peer Point is a transformative juvenile justice program aiming to divert kids in San Mateo County from entering the traditional punitive system.

WHAT RELEVANT STRENGTHS, SKILLS, AND/OR PERSPECTIVES WOULD YOU BRING TO THE COMMISSION?

I believe a strength that I have is my ability to communicate and work with people of all ages and backgrounds.

As a student myself, I have had the privilege to work with diverse groups of people in different settings, and I always prioritize understanding all types of perspectives and voices. Furthermore, as a prospective applicant on the younger side, I believe that my age and connection to youth in my county allows me to have a personal understanding of the issues the commission works on.

DESCRIBE ANY EXPERIENCE YOU HAVE WORKING WITH CHILDREN, YOUTH, AND/OR FAMILIES, PARTICULARLY AT-RISK OR SYSTEM-INVOLVED YOUTH:

When I was an intern for the San Mateo Private Defenders Program, I was able to interact with both the children and families of the juvenile court. At Peer Point, I led diversion circles, working with referred youth to develop success plans.

As an intern at the Santa Clara Superior Court, I assisted with many youth involved felony cases. Lastly, as a camp counselor in Santa Cruz, I lived and worked with elementary aged girls, caring for their wellbeing.

# GATEWAY REIMAGINED

Enhancing Educational Opportunity  
Through Partnership  
Winter and Spring 2024



Final Report of the Policy Lab on Redesigning the San Mateo County Community School

With Deep Appreciation to:

The Youth Law Center's Statewide Student Leadership Cohort and Project Change, College of San Mateo

## **Gateway Reimagined**

### **Enhancing Educational Opportunity Through Partnership**

Final Report of the Policy Lab on Redesigning the San Mateo County Community School

Winter and Spring 2024

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With Deep Appreciation to:

The Youth Law Center's Statewide Student Leadership Cohort

Project Change, College of San Mateo

**Table of Contents**

- I. Introduction .....3**
  - A. Background..... 3
  - B. Executive Summary ..... 4
  - C. Summary of Key Findings ..... 5
  - D. Summary of Proposed Program Plan ..... 6
- II. Findings and Recommendations .....7**
  - A. Legal and Funding Landscape and the Opportunity for Innovation..... 7
  - B. Physical Space..... 10
  - C. Program Entry and Transition ..... 13
  - D. Students with Disabilities and English Language Learners ..... 18
  - E. Socio-Emotional Learning and Supportive Services ..... 26
  - F. Community College Opportunities: Raising Expectations and Creating a New Pathway ..... 30
- III. Program Plan .....35**
  - A. Plan Summary ..... 35
  - B. COE Flexible Middle College Model ..... 37
  - C. Academics ..... 41
  - D. Transition In and Out..... 41
  - E. Supportive Services ..... 42
- IV. Appendices .....44**
  - Appendix A: Legal Background ..... 45
  - Appendix B: Potential Funding Sources ..... 46
  - Appendix C: College of San Mateo Resources, Programs and Services ..... 48
  - Appendix D: Primary Sources: Interviews and Site Visits ..... 59
  - Appendix E: Recommended Reading..... 60
  - Appendix G: Table of Distances from County Community School to Juvenile Hall, by distance ..... 61

# I. Introduction

## A. Background

In the summer of 2023, after a decision that the San Mateo County Community School, Gateway, would remain open, the County Office of Education (COE) engaged in a process to identify challenges in the current program and begin a redesign process. This included the creation of a Gateway Design Team that met throughout the 2023-2024 school year with consultants from the National Equity Project. The National Equity Project consultants also interviewed 42 stakeholders and produced a report in February of 2024.

From January to June 2024, in a Stanford Law School Policy Lab<sup>1</sup>, law students and Graduate School of Education students, worked on a research project to complement the work of the Design Team by providing additional research into what a redesigned program could look like. The goal was to provide COE and the Design Team with ideas for a reimagined program to meet COE's strategic goals and address the challenges identified in the National Equity Project report. This research started from three basic premises: 1) There is a need for a county community school program in San Mateo County; 2) There are challenges that have been identified with the current structure especially given the need to provide a wide range of services to a small number of students; and 3) There is an interest in pursuing some level of collaboration with the community college system.

After a review of COE documents, including the strategic plan and the National Equity Project report, we researched legal issues, funding opportunities and best practices. We did site visits and interviews with other programs. We did interviews and visits with Project Change and The College of San Mateo (CSM) to fully understand what is available on campus. Perhaps most significantly, we worked with members of the Youth Law Center's Statewide Student Leadership Cohort, a group of college students who were formerly justice involved, to get their input on what was most likely to make a program successful.

We want to acknowledge from the outset that we did not explore every possible model for a county community program. We explicitly explored models that incorporated collaboration with community college, because of COE's strong desire to deepen that collaboration and the tremendous opportunities that new statewide investments in community colleges present. As our report details, we found this model to be particularly well suited to respond to challenges that had been identified in the current program.

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<sup>1</sup> "Policy labs address problems for real clients, using analytic approaches that supplement traditional legal analysis. The clients may be local, state, or federal public agencies or officials, or private non-profit entities such as NGOs and foundations. Typically, policy labs assist clients through empirical evidence that scopes a policy problem and assesses options and courses of action." Stanford Law School Policy Lab website: <https://law.stanford.edu/education/only-at-sls/law-policy-lab/>

## B. Executive Summary

Our report follows the six themes in the National Equity Project Report and makes recommendations in each area to address the concerns the report raises. Our key findings, listed on the following page, cover all aspects of the program at Gateway, from transition in and out of the program, to physical space, to specialized services.

The conclusion of our research is that there is an incredible opportunity in San Mateo County to redesign the county community school as a flexible, COE-run Middle College program, housed at the College of San Mateo (CSM) in collaboration with CSM and Project Change. As our report details, this alternative model addresses the huge challenge currently faced by Gateway of trying to provide diverse programming for a very small number of students because the model would allow the students to take advantage of many programs and resources at CSM, from technical classes to English language support to student affinity groups. The model also addresses a second, equally important concern—the need for a program that inspires students to make changes in their lives and helps them to see an alternative future. A program housed at CSM would do both in the most literal way—by allowing students to be in the physical space of a positive educational future, and, through Project Change, provide the mentorship and role models that are so critical to being able to imagine that future.

The College of San Mateo is home to Project Change, the oldest community college program in the state that supports formally justice involved students. Project Change is now being replicated throughout the state through the Rising Scholars program. At CSM, the program is well established and well-resourced, as detailed in Section IIF. The college itself also has an incredible diversity of resources. (Project Change and CSM programs are further detailed in Appendix C.) These resources present a unique opportunity to provide a much more extensive, robust and individualized program for students at Gateway without expending significant additional resources.

Our report contains some recommendations that can and should be implemented prior to a move to CSM. However, we conclude that a move is necessary to fully realize true change at Gateway. That is not only because of the tremendous resources that a move to CSM unlocks, but also because of how the experience that being physically present on a college campus could impact Gateway students. This was a consistent theme in our discussions with the Student Leadership Cohort, students who have been in the juvenile justice system but are now in college. The experience of being physically present on a college campus and having access to the role models that are on those campuses is transformative.

The report that follows contains 1) a summary of our key findings and proposed program plan; 2) a summary of our research and recommendations, organized by theme from the National Equity Project Report and 3) a detailed program plan for a reimagined COE program housed at CSM.

## C. Summary of Key Findings

1. California law gives COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort.
2. Gateway students would benefit from a different physical environment that fosters a love of learning and future aspirations.
3. There is an opportunity to revise Gateway's entry criteria and implement consistent and transparent entry and exit practices.
4. Students' transitions in and out of Gateway should be supported by both a Gateway transition specialist and a point of contact from the sending school.
5. Gateway students, including students with disabilities, would benefit from tailored instructional approaches to support a more engaging and inclusive learning environment.
6. Gateway students need consistent, effective language development strategies.
7. Gateway students would benefit from trauma-informed and culturally responsive practices inside and outside the classroom that support socio-emotional learning and student well-being.
8. There is an opportunity to create a unique dual enrollment model within the College of San Mateo.
9. The College of San Mateo and Project Change have the resources and programs in place to support Gateway students in a dual enrollment model.
10. Gateway students need a learning community that provides mentoring and role models with similar experiences to challenge negative narratives and support leadership development and youth agency.

## D. Summary of Proposed Program Plan

### **Hybrid Model: COE Middle College Design**

Introducing our unique COE Middle College model housed at CSM

- Housed at CSM
- 2+ classes from HS teachers in COE Homeroom
- Keys to Success taught by Project Change for all students
- Specific classes have COE Middle College cohorts with professor's agreement
- Access to all CSM supports, student groups, tutoring, centers
- Connects English Language Learners to CSM's English as Second Language Center
- Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM

#### **Transition In/Out**

- Transparent entry practices
- Implementing a system for data collection to track entry and outcomes after exit
- Specialized Staff and full-time transition counselor
- Improving communication with sending district
- Options to return to school district once expulsion period is up or graduate from COE Middle College

#### **Academics**

- Universal Design for Learning Principle
- Social-Emotional Learning Objectives and Curricula
- Individualized Academic Planning
- Continuous and Robust English Language Development
- Participation in Project Change's Keys to Success

#### **Supportive Services**

- Project Change: Support and Mentorship
- Family counseling
- Guaranteed Mental health services through IEP or MediCal
- Trauma-informed practices
- A culturally responsive lens

## II. Findings and Recommendations

### A. Legal and Funding Landscape and the Opportunity for Innovation

*Gateway feels traditional and lacking in innovation. The master schedule is designed like a traditional school - with students moving through six periods a day - which replicates the look and feel of the comprehensive school they came from. Several participants mentioned that a lot of the teaching is very traditional and not reflective of the alternative setting in which non-traditional approaches could be employed. Others noted the challenge of having a teaching staff that doesn't mirror the student population when it comes to gender, race and ethnicity, home language, and lived experience.*

National Equity Project Report, p. 7 (Theme 7)

#### **Key Finding #1: California law gives the COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort.**

A desire for a more innovative, less traditional program is a theme in the National Equity Project report. California law gives the COE flexibility to pursue a creative redesign of Gateway's programming and funding to support this effort. From a legal standpoint, there are very few limits on how county community schools like Gateway can operate. The most relevant constraints relate to how students transition into and out of a county community school<sup>2</sup> (discussed elsewhere in this report) and programmatic requirements. Of the latter, there are just a few, flexible guidelines with which county community schools must comply. (See Figure 1)

#### **Figure 1: Programmatic Requirements for County Community Schools**

- **Reengagement** - Classes or programs to reinforce or reestablish educational development and lead to completion of a regular high school program.
- **Tailored Education** - Individually planned educational program for each pupil.
- **Disability Services** - Assessment for suspected disabilities and provision of appropriate services.
- **English Language Learners** - Appropriate services for English language learners.

See Cal. Ed. Code §1983.

These guidelines identify required elements of county community school programming. However, they do not dictate *how* County Offices of Education (COEs) must meet those requirements. This leaves Boards substantial discretion to select program models that best suit the student populations they serve.

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<sup>2</sup> Most salient here is Cal. Ed. Code §48915(d), which restricts the placement of students who have been expelled for certain acts involving weapons, controlled substances, or actual/attempted sexual violence. *See* Cal. Ed. Code §48915(c). These students may not be referred to a program of study provided at a comprehensive middle, junior, or senior high school, or at any elementary school. They may not participate in a program administered at the school site they attended at the time of suspension. **However, nothing in the Education Code limits students expelled for acts under subsection c from participating in programs at community college sites.**

This flexibility also means that County Offices of Education are free to draw inspiration from other program models.

### *Inspiration from Alternative Schools and Community Schools*

County Community Schools are not the only alternative education models under California law. California’s Education Code also provides for Alternative Schools and Community Schools. Both models emphasize serving specialized student populations with robust family, community, and educational supports. As a result, these program models align well with the COE’s own vision for county community schools (see Table 1) and are compatible with the COE’s legal obligations. Consequently, these models for delivering educational services to specialized student populations can serve as inspiration for Gateway’s redesign.

### *Funding Opportunities to Support Redesign Efforts<sup>3</sup>*

There are several sources of funding available to support the COE in pursuing its vision for Gateway. Some funding will flow to Gateway or the County Office of Education automatically. Others may require grant applications, provision of specific services, or adopting programmatic or curricular elements. In particular, embracing elements of Alternative or Community School models can open up new funding opportunities for Gateway and the COE.

Available funding falls into three basic categories:

- **(1) Automatic Funding** – some funding will flow to Gateway automatically and can be put toward achieving the COE’s redesign goals. For example:
  - *California’s Equity Multiplier* – The Equity Multiplier provides additional funding to high-need schools to close achievement and opportunity gaps. Eligible schools receive a minimum of \$50,000 per year. Gateway should qualify for this funding based on the program demographics and high rate of transition in and out of the program.
  - *Local Control Funding Formula (LCFF)* – Beginning with the 2023-24 school year, County Offices of Education will receive \$200,000 annually for operating a county community school. San Mateo COE qualifies for this funding.
- **(2) Funding based on School or Program Type** – other funding is earmarked for certain types of schools (e.g., Community Schools) or available to any program that provides certain services to students. For example:
  - *California Community Schools Partnership Act* – Grants allocate funding to support school efforts in partnering with community agencies and local government to align community resources toward improving student outcomes.
- **(3) Service and Programming-based Funding** – funds available for the provision of specific programs and services. For example:
  - *Student Behavioral Health Incentive Program (SBHIP)* – provides grants to help schools address behavioral health access barriers for youth in public K-12 schools who are Medi-Cal recipients.

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<sup>3</sup> For additional information about funding opportunities, refer to Appendix B.

<b>Alternative School<sup>4</sup> Models Emphasize...</b>	<b>Community School Models Emphasize...</b>	<b>San Mateo COE's Vision for Gateway Emphasizes...</b>
<ul style="list-style-type: none"> <li>• Opportunities for students to develop values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy</li> <li>• The value of student learning motivated by one's own desire to learn</li> <li>• Learning environments that maximize student self-motivation and encourage students to follow their own interests</li> <li>• Continuous, permanent opportunities for teachers, parents, and students to cooperatively develop the learning process and its subject matter</li> <li>• Responsiveness to the changing world, including the community in which the school is located See Cal. Ed. Code §58500.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated supports services, including trauma-informed health, mental health, and social services</li> <li>• Engagement with family, pupil, school site staff, and the community</li> <li>• Home-school collaboration and culturally responsive community partnerships to strengthen family well-being and stability</li> <li>• Collaborative leadership practices</li> <li>• Centering pupil learning and supporting social-emotional learning, restorative justice, and whole child and family development</li> <li>• Extended learning time and opportunities, including before and after school care and summer programs. See Cal Ed Code § 8901.</li> </ul>	<ul style="list-style-type: none"> <li>• “Empower[ing] students to become responsible and productive members of the community”</li> <li>• Providing “learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others”</li> <li>• An “education delivery system [that] is student-centered and adapted to meet individual needs”</li> <li>• Operating “culturally diverse and trauma informed classrooms”</li> <li>• Working with “community partners, non-profit organizations, and support services” to meet “diverse student needs”</li> </ul> <p style="text-align: right;">See Countywide Plan for Provision of Educational Services to Expelled Students, 2021-24</p>

*Table 1: Comparison of Alternative Schools, Community Schools, and Gateway*

<sup>4</sup> The term “alternative school” is sometimes used more broadly than its legal definition. For the purposes of this report, the term “alternative school” refers to programs that meet the definition in Cal. Ed. Code §58500. The key attributes of such programs are summarized above. For additional detail, see Cal. Ed. Code §58500 et seq.

## B. Physical Space

*Rather than symbolizing a place of aspiration and focus, the physical space represents a “dead end.” As opposed to other beautiful facilities across the county, the structures at Gateway are all portable units and feel temporary and makeshift. The portable units have little natural light and the overall campus is not inviting. In addition, participants pointed out that organizing the space where all the students - albeit a small number of them - are all in one classroom is challenging. ...The location of the campus is separated from the community and is in close proximity to the San Mateo Juvenile Court and Hillcrest Juvenile Hall, which contributes to the sense of being at the end of the line.*

*National Equity Project Report, February 2024, p. 3.*

### **Key Finding # 2: Gateway students would benefit from a different physical environment that fosters a love of learning and future aspirations.**

California has comprehensive regulations that govern the physical infrastructure and location of schools to ensure safety, accessibility, and educational suitability. Although no specific California law explicitly prohibits constructing jails or juvenile facilities near schools, indirect regulations require safety assessments, environmental reviews, and community planning to prevent potential conflicts. The proximity of Gateway School to the San Mateo Juvenile Superior Court raises concerns regarding the suitability of the school's physical location. The COE Superintendent has wide discretion to choose the physical location of the county community school program. (California Education Code Section 1986)

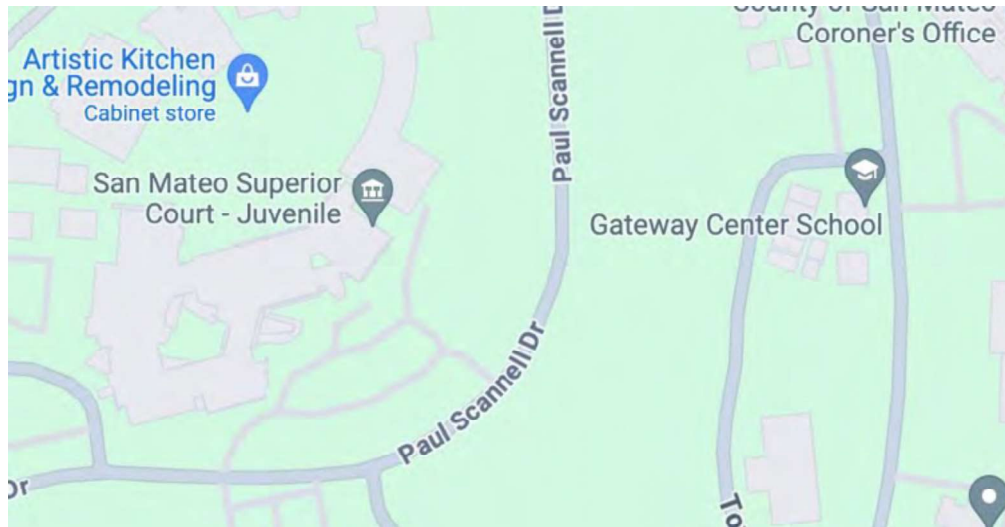
In California, alternative education aims to provide a supportive learning environment that addresses the diverse needs of students at risk of academic failure or requiring credit recovery. Programs like continuation schools and independent study aim to re-engage students in the educational process and help them achieve their academic and personal goals. The physical space and location of Gateway needs to be looked at from the perspective of how that space supports or detracts from that reengagement.

The presence of strong academic and social communities is essential for academic success and the physical environment plays a powerful role in a student's educational experience. In “Community on Campus: The Role of Physical Space,”<sup>5</sup> Harrington's research illuminates the inextricable relationship between physical environment and educational success: physical structures, spatial organization, and accessibility are all variables that influence human behavior, and can either positively or negatively influence student persistence and success. The report also stresses the significance of the non-verbal messages conveyed through the physical environment. “Sustained exposure to a stressful environment can impact learning, cause illness, and create feelings of fatigue.” The negative implications that the physical environment can have on students elucidate the importance of creating an open and intellectually stimulating space that fosters aspirational success and a love of learning.

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<sup>5</sup> [Community on Campus: The Role of Physical Space](https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1104&context=epse_diss),  
[https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1104&context=epse\\_diss](https://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1104&context=epse_diss)

Gateway comprises nine portable units located on Tower Road in San Mateo. The school is just 11 minutes walking from the San Mateo Juvenile Superior Court, which is positioned on a hill overlooking the school.



**Figure 1: Map of Gateway made through Google maps**



**Figure 2: View of Juvenile Hall from Gateway**

Apart from this proximity, it is important to highlight that San Mateo's Juvenile Superior Court is located on a hill. Consequently, from Gateway it is easy to observe San Mateo's Juvenile Superior Court and Juvenile Hall on the hill overlooking the school. Only three county community schools in the state are closer to Juvenile Hall than Gateway is to Hillcrest. (See chart of county schools and juvenile halls in California counties, appendix G.)

Former students expressed feeling as though they never truly left juvenile hall due to the court's constant visual presence. The view of Hillcrest provides a constant reminder of an extremely negative experience—one which students are trying to move away from.

In contrast, members of the Youth Leadership Cohort explained the benefits of being in a positive physical space, such as the Community College:

- “We need to be able to see ourselves in these spaces. Your mindset shifts.” Yefry Mata Diaz, Youth Law Center Statewide Student Leadership Cohort
- “You know you’re going in the right direction, even if you don’t know where you’ll end up.” Angel Luevano, describing what it feels like to be on a community college campus.

The proximity of Gateway to Hillcrest Juvenile Hall raises concerns about the school's suitability as an alternative education facility. Through collaboration with San Mateo Community College, which is a five-minute drive down the road, there is an exciting opportunity to create a program at a beautiful physical space that will foster a love of learning and future aspirations.

## C. Program Entry and Transition

*The referral process and collaboration surrounding transitions between Gateway and referring districts needs attention. At least one participant in every discovery session we held expressed some concerns about the process for referring students to Gateway and the manner in which SMCOE staff, school-site staff, and district staff collaborate in supporting transitions from and back to referring districts. Some participants view the pattern of high numbers of Black and Brown male students being referred to Gateway as an equity issue (90% of students on campus are young men of color), and wonder if a different referral process (or set of practices) would change the demographic imbalance. Others see an opportunity and/or obligation to provide extra/special services for students who need it most, even if the majority of those being referred are Black and Brown young men. Participants also called for greater continuity of services during transitions between home districts and Gateway (and back again).*

National Equity Project Report, p. 5 (theme 5)

**Key # Finding 3: There is an opportunity to revise Gateway's entry criteria and implement consistent and transparent entry and exit practices.**

### 1) Entry Criteria

The lack of transparency surrounding transfers to county community schools, coupled with insufficient data about where students go after leaving Gateway, make clear a need to reform and monitor the transfer process. In addition, having clear post-Gateway options that are located both within and outside the student's home district for students after their time in Gateway will assist students and their families in paving future endeavors.

To optimize the support and rehabilitation offered by the Gateway program, a clear and structured framework should be established to manage students' entry and exit pathways. This approach ensures that students receive tailored assistance that aligns with their unique circumstances and educational objectives.

Currently, four designated pathways govern entry into the Gateway program. These pathways are detailed in **Table 1** below. However, it is essential to note that there is currently a lack of detailed data regarding the number of students utilizing each pathway.

**Table 1: Specific Pathways into Gateway Program**

<b>Pathway</b>	<b>Description</b>
<b>Voluntary Transfer</b>	Students choose to transfer to Gateway for specific program benefits.
<b>Expulsion</b>	Students are transferred to Gateway due to disciplinary actions that result in expulsion from their district.
<b>School Attendance Review Board (SARB)</b>	Students referred by SARB due to attendance issues or other specific criteria that require intervention.
<b>Probation</b>	Students on probation are placed in Gateway as part of a judicial directive, based on the recommendation of Probation.

In response to this data gap, it is proposed that Gateway initiate a probationary period during which the program would **exclusively** admit and closely monitor students expelled from their home districts. This focused approach will allow for precise progress tracking and outcomes, providing valuable insights into the program's effectiveness. Students who are expelled from their home districts have faced significant challenges at their home school and are not eligible to attend any school except the county community school. For that reason, it is critical that any new program be particularly responsive to the needs of expelled students. It is also important that any new program be able to track outcomes for that population to ensure that the program is working for those students who are most at risk and who have the fewest options.

Below are three recommendations for addressing the aforementioned challenges:

Recommendations:

1. Prioritize and limit entry to expelled youth

To enhance the impact and effectiveness of the COE Middle College program, it is recommended to prioritize and strictly limit admission to students expelled from their home districts at the beginning of any new model, for the first two years. This targeted approach will allow COE to focus its resources and interventions on the students requiring the program's unique disciplinary and rehabilitative support. By narrowing the entry criteria, the program can better tailor its educational strategies and support systems to address the specific challenges and needs of expelled students. Moreover, this restriction would facilitate more precise data collection and analysis, enabling the program to monitor progress and outcomes for this specific group effectively and adjust strategies as necessary.

2. Guarantee certain post-Gateway options for students

It is essential to establish guaranteed options that provide clear pathways for students' future educational and personal development. These guarantees should include are represented by the Transition Pathways Out, as shown in **Table 2** below.

Table 2: Transition Pathways Out

Transition Pathway Out	Description
<b>Choosing to Remain at COE Middle College</b>	Students decide to stay at Gateway until graduation, with full access to COE Middle College’s programs and events.
<b>Return to Home School</b>	Students return to their home school district, with a supportive transition plan.
<b>Transitioning to the Middle College of Student’s Home District</b>	Students transfer to a Middle College program within their home district, allowing them to partake in district-wide activities like prom and graduation.

- **The Right to Return to Home School:** Ensure that students can return to their original school district upon completion of their period at COE, should they choose to do so. This flexibility is crucial in respecting the student's needs and preferences.
- **Transition to Middle College:** Offer the possibility for students to enroll in the Middle College program within their home district. This pathway should be particularly emphasized as it maintains continuity in the student's education and allows them to participate in district-wide activities such as graduation and prom, ensuring a well-rounded educational experience.
- **Continued Education at the COE Middle College:** For students who find that the COE program best meets their educational needs, provide the option to complete their education within the program. This should include full access to COE's academic and extracurricular activities, ensuring a rich and fulfilling school experience.

Implementing these recommendations will significantly enhance the structure and efficacy of the COE Middle College program. By prioritizing expelled youth for entry and securing robust post-program options, COE will better support the student's academic and social rehabilitation and facilitate a smoother transition back into the educational mainstream or further educational opportunities.

3. Address gaps in data and Incorporate a consistent data collection process

It is crucial to implement a consistent data collection process. This should include establishing and documenting processes to gather information on involuntary and voluntary transfers to and from Gateway. This data collection should also capture the statements and roles of stakeholders, such as parents, family, school administrators, and transition specialists, when they are present at students' transition meetings, in the form of meeting summaries, to ensure this process is effective. Similarly, data on the duration of student enrollment at Gateway should be documented. These measures will not only enhance the San Mateo County Office of Education's understanding of student experiences and outcomes, but would also provide more data for evidence-based decision making and strategic planning. Finally, data should be collected on where students go when they leave Gateway. These processes align with the County Office of Education's priority to "review diverse data sources, including the annual County Office of Education employee survey and the California School Dashboard (Strategic Plan, pg. 2).

**Key Finding #4: Students' transitions in and out of Gateway should be supported by both a Gateway transition specialist and a point of contact from sending school.**

In February 2024, the National Equity Project (NEP) found that the referral process and collaboration surrounding transitions between Gateway and referring districts needed reform.<sup>6</sup> The variability in how students enter Gateway, the lack of clarity in the steps leading to and after the end of the student's expulsion, and the inconsistency in post-Gateway options prevent Gateway from meeting the student's needs. Having specialized staff who are dedicated to the student and their goals can better ensure that students do not fall between the cracks.

Below are four recommendations for addressing the aforementioned challenges:

Recommendations:

1. Designate a Transition Specialist role dedicated to Gateway students

A full-time COE transition specialist would be well positioned to ensure that students have and fulfill an individualized plan for their time at Gateway and post-Gateway. It is crucial that the staff member in this role is not affiliated with the juvenile hall as they act as the main liaison between the student and post-Gateway institutions. By having regular check-ins and planning for follow-up meetings, the transition specialist can track the student's progress in meeting their personal and academic goals while learning about what the student's post-Gateway goals are.

2. Assign the student with a representative from the student's future school

To facilitate continuous communication throughout the student's time at Gateway, each district should identify a school staff or faculty member to serve as a point of contact for the student

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<sup>6</sup> National Equity Project, Summary Findings from Discovery Sessions February 2024 5 (2024), <https://canvas.stanford.edu/courses/186728/files/13054470/download>.

during their time in and after Gateway. This will promote a sense of continuity for the student and prevent the student from feeling left behind. Not only would the student receive further clarity and guidance on what steps they will need to take to return—if the student would like to return—but this will instill a level of accountability districts must hold to their students.

3. Provide the student with a prescribed date to transition out of Gateway

In line with the re-entry goals set forth in the student's entry plan, every student should have a prescribed date to transition out of Gateway. This date should set a basis for transition and student support planning, regardless of whether the student decides to return to their school of origin, enroll in a new school or district, or remain at Gateway. This date should align with the student's rehabilitation plan from the sending district and the transition specialist should pay close attention to the plan's requirements.

4. Ensure that students have the right to participate in ceremonial events at home school

If a student completes their senior year at Gateway, whether by choice or as a result of the timing of their transition into Gateway, students should have the right to participate in the graduation ceremony of their school of origin, assuming that their expulsion period is over and barring their presence presenting a danger to other students or themselves. Students should also receive an official high school diploma from their school of origin. The COE and districts should work together to find creative solutions to make this happen so that a student does not need to disrupt a successful senior year at Gateway in order to participate in graduation rituals in their community.

## D. Students with Disabilities and English Language Learners

*Service delivery for special education and ELL support needs improvement Participants in a number of discovery sessions spoke about the need to improve the delivery of services for special education and support to English Language Learners. A high percentage of students enrolled at Gateway have a SPED and/or ELL designation and come in with IEPs. Some participants expressed concerns about misdiagnoses and an overall lack of awareness about learning disabilities. Others wondered whether there is infrastructure at Gateway to meet all of the needs.*

National Equity Project Report, p. 4 (theme four)

### **Key Finding #5: Gateway students, including students with disabilities, would benefit from tailored instructional approaches to support a more engaging and inclusive learning environment.**

To accomplish the equity goals envisioned in the [San Mateo County of Education 2023 - 2028 Strategic Plan](#), we recommend a pedagogical approach that is rooted in Universal Design for Learning (UDL) principles. One of the goals enumerated in the strategic plan is for court and community schools to “align systems through collaboration to support better outcomes for youth in the County Office of Education’s school programs.”<sup>7</sup> UDL is a teaching approach that seeks to make education accessible for everyone by implementing inclusive processes, teaching approaches, and learning environments. UDL best meets the needs of Gateway’s student population because of their wide array of needs and experiences. Most students entering Gateway have learning disabilities, and even those who do not have likely experienced trauma in the process of getting to Gateway.<sup>8</sup> A small student population like Gateway’s provides exciting opportunities to implement universal designs that will benefit all students.

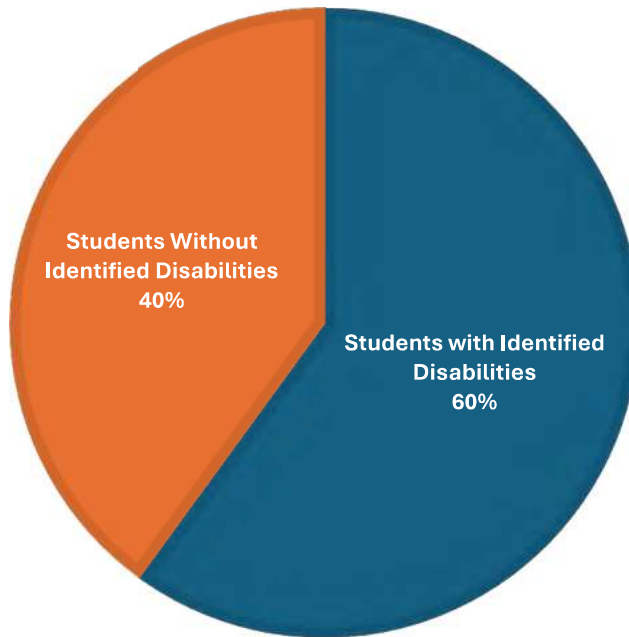
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<sup>7</sup> [SMCOE 2023-28 Strategic Plan](#), page 8

<sup>8</sup> According to Gateway’s [Local Control and Accountability Plan](#) (LCAP), 60% of students entering Gateway in the 2022-2023 school year had a disability. 50% of Gateway referrals that year were for students who were being expelled and who had special education services. For comparison, in San Mateo County [schools writ large](#), 11,831 of 88,785 students, or about 13.3%, were identified with disability in the 2022-2023 school year. The disparity between Gateway’s special education enrollment and the general county’s special education enrollment is enormous and suggests that students with disabilities are disproportionately referred for disciplinary action and school transfers.

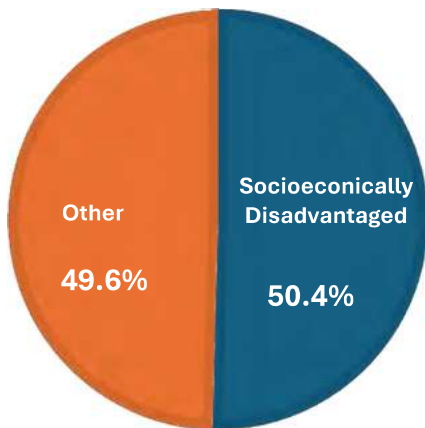
## 2022-23 STUDENT ENROLLMENT - COURT AND COMMUNITY SCHOOLS

■ Students with Identified Disabilities   ■ Students Without Identified Disabilities



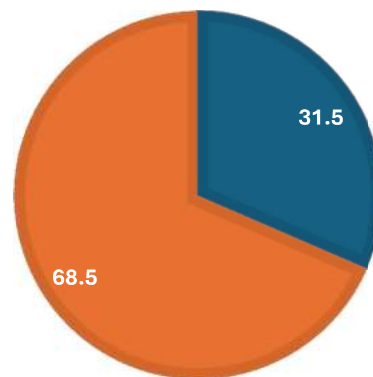
### PERCENTAGE OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS IN COURT AND COMMUNITY SCHOOLS

■ Socioeconomically Disadvantaged   ■ Other



### PERCENTAGE OF ENGLISH LANGUAGE LEARNERS IN COURT AND COMMUNITY SCHOOLS

■ English Language Learners  
■ Non-English Language Learners



All data taken from [2023-24 Local Control and Accountability Plan \(LCAP\)](#), 8-9.

Since Gateway has fewer than thirty students at any given time, and with more than half of those students requiring individualized education under the IDEA, the existing instructional model seems nearly impossible to adequately serve students in a way that aligns with their educational needs.

## Recommendations

### 1. Initial Mental Health & Disability Screening and Planning

First, we recommend initial disability screenings, including a dyslexia screening, for all new students at Gateway who have not been previously tested or screened conducted by a certified specialist or administrator with the requisite training for a comprehensive learning disability screening. These initial screenings do not have to be a full, comprehensive screening; rather, they can be shortened screening assessments that are used to determine whether students need additional testing. As an educational provider, San Mateo County Office of Education holds legal liability for assuring students' disabilities are identified and learning plans are made. These new screenings do not replace in any way the school administrators' responsibility for conducting comprehensive assessments when appropriate, under the Individuals with Disabilities Act. However, given the fact that any student entering the program has, by definition, not been successful at a traditional school, an additional layer of screening is warranted to make sure nothing has been missed in prior school settings.

Gateway can model their screening process after the College of San Mateo's Learning Disability assessment. At CSM, students begin the assessment process by completing an initial intake form. Once the forms and booklet are complete, a 1-hour intake appointment will be scheduled with one of CSM's Learning Disability (LD) Specialists. The LD Specialist will then determine if further assessment is the appropriate next step. If the student is recommended for further testing, the LD specialist will discuss the learning disability evaluation process with the student. Follow-up testing consists of two 2-hour sessions and one 1-hour session. In the case of Gateway students everything after the initial intake appointment would be regular special education assessments, with parental consent.

### 2. Individualized Success Plans for All Gateway Students

Second, we recommend individualized success plans for all students when they enter Gateway. Modeled after Project Change's student educational plans, in which a student works with a dedicated academic counselor to set goals over a time horizon of 3-5 years into the future, these success plans should also help Gateway students plan for at least 3 years past their participation in their program. The individualized success plan should set forth academic and career goals for the student during and after their time at CSM. This includes the student's academic, career, and social-emotional learning goals for the future. These plans should be administered by an academic counselor. These plans in no way displace the IDEA required Individualized Education Plans (IEPs), and students with IEPs may not need a second comprehensive learning plan. Still, it is important to document accommodations for CSM classes, an integration plan into CSM, and long-term goals that may not be required by an IEP. Accordingly, Gateway homeroom classrooms must be equipped with the resources and tools necessary

to fulfill the needs of students' IEPs, including providing for designated instructional services when required.

Gateway must conduct intentional bi-weekly check-ins for all students to determine whether they are making progress toward their educational goals. This can satisfy the IDEA's IEP requirements for students with disabilities but would benefit all students. One of SMCOE's goals is to "identify and implement teaching strategies that support students' various learning modalities."<sup>9</sup> SMCOE hopes to "utilize adopted curricula consistently and monitor student progress with instructor support and self-guided check-ins."<sup>10</sup>

### 3. Curriculum Changes and Pedagogy

Third, we recommend an "Emerging Scholars" curriculum that focuses on helping students prepare for dual enrollment. This could focus particularly on the needs of students with disabilities but would help every student develop study skills, self-advocacy skills, etc., that they would need to succeed in college level coursework. We believe that a collaboration with Project Change would be beneficial, as Project Change already offers a similar program called "Keys to Success"<sup>11</sup> which can be adapted to fit the needs of Gateway students. One recommendation for the program is to stagger by cohorts so that one cohort of students attends on M/W/F, and another cohort attends on T/Th, with different courses offered so that students can have different instruction based on their needs and interests.

To make curricula more accessible, we recommend implementing a menu of options to allow for different types of work/submissions—e.g. Allowing students to submit oral reports and video recordings in lieu of written assignments. We also recommend a dedicated academic counselor who can provide students with a continuous system of care and support. This is especially pertinent for 9th and 10th graders at Gateway who need additional support when it comes to dual enrollment. Other examples of instructional changes that can be implemented at Gateway include having a "homeroom" classroom tailored towards required content and foundational skills (e.g. reading, writing, math) for students to prepare for CSM classes.

We also believe that it is critical to have a diverse set of course offerings to keep students engaged and to ensure that educational programs are tailored to individual student's needs and interests. This is one of the ways in which the collaboration with CSM can be most helpful.

### **Key Finding#6: Gateway students need consistent, effective language development strategies.**

To accomplish the equity goals envisioned in the [San Mateo County of Education 2023 - 2028 Strategic Plan](#), we recommend building a robust English Language Development (ELD) framework that promotes academic engagement and affirms student identity. English Learners (EL) are students who report a language other than English on the Home Language Survey and have not demonstrated English

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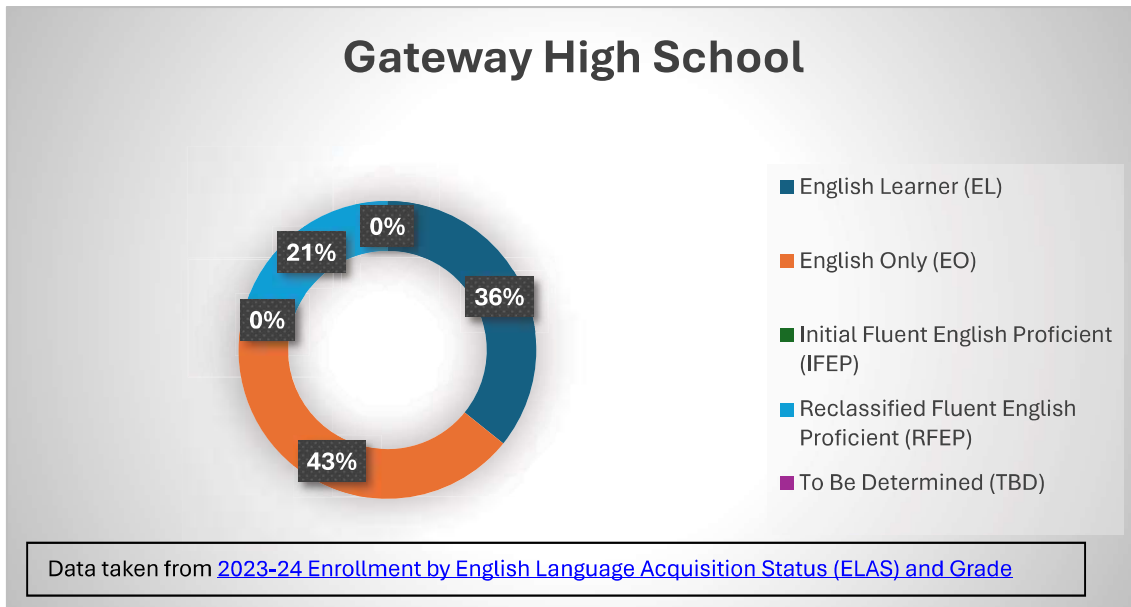
<sup>9</sup> [SMCOE 2023-28 Strategic Plan](#), pg 8.

<sup>10</sup> *Id.*

<sup>11</sup> For further details on Keys to Success, see College Collaboration, 1-2.

proficiency.<sup>12</sup> All Local Educational Agencies must provide ELD programs, including programming both designated (separate class block) and integrated (support systems in the mainstream class).<sup>13</sup>

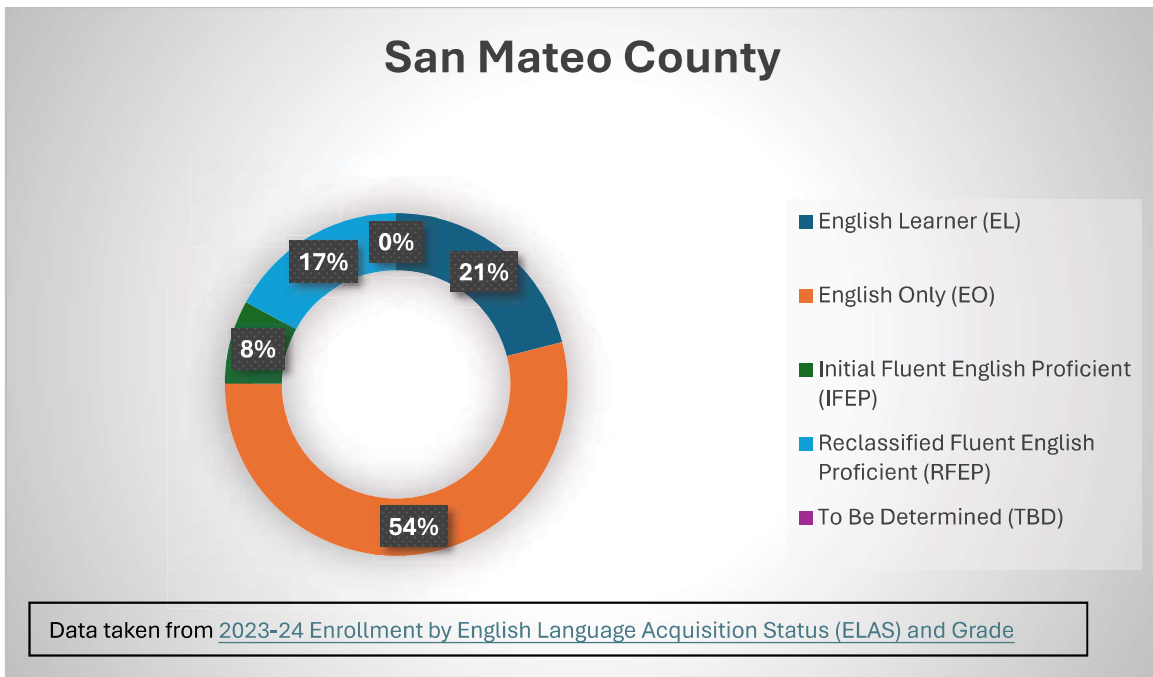
English Learners students are disproportionately represented at Gateway compared to their numbers at San Mateo’s high schools. According to Dataworks, Gateway had 6 enrolled ELs (37.5%) and 4 additional Reclassified Fluent English Proficient (priorly EL) out of 16 students. San Mateo Union High reports that only 11.7% of its students are ELs. Sequoia Union High reports only 16.4% of students being ELs.<sup>14</sup> This discrepancy highlights how ELs face challenges engaging successfully with school curricula but also challenges due to higher rates of poverty and language barriers between their guardians and school administration.



<sup>12</sup> Date Reporting Office. [Glossary of Terms for English learner \(EL\) Reports](#). California Department of Education.

<sup>13</sup> Section 11309 (3) [CA Ed.G.E. Code of Regulations and Education Code - Resources \(CA Dept of Education\)](#).

<sup>14</sup> [Dataworks - California Department of Education](#)



Gateway has set increasing English Language Proficiency Assessment of California (ELPAC) scores for ELs as a priority and illustrated some steps that the school has taken.<sup>15</sup> The Local Control and Accountability Plan (LCAP) identifies the absence of a “consistent level of understanding and utilization of the ELD curriculum”.<sup>16</sup> During our conversations with alumni and Fresh Lifelines for Youth (FLY) staff, no one could recall any significant experience with ELD at Gateway. According to their LCAP 2023-2024, out of the 6 students tested on the ELPAC in 2022, 2 showed no change in their English level and 4 showed a decrease in their English proficiency.<sup>17</sup>

### **Recommendations:**

California’s Department of Education aims to promote multilingualism by adopting an asset-based approach that emphasizes language development in both English and a student’s native language.<sup>18</sup> To support the policy, the Department of Education in 2020 published, “[Improving Education for Multilingual and English Learner Students: Research to Practice](#)”, a comprehensive meta-study which serves as the basis for this report.

1. Robust ELD to promote academic success for a linguistically diverse population

<sup>15</sup> [LCAP 2023-24](#), page 14, 15 (hiring a bilingual family specialist for Gateway, Hillcrest, and Camp Kemp), 24 (allocating money to the Assistant Principal for training and administering the ELPAC).

<sup>16</sup> Same as above p. 47.

<sup>17</sup> [LCAP 2023-24](#) Accessed: feb. 15

<sup>18</sup> [California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners \(EL Roadmap Policy\)](#) 2017

An asset-based pedagogy “seeks to address and redress the inequities and injustices in school systems that harm culturally and linguistically diverse (CLD) students”.<sup>19</sup> The approach recognizes the student for their multilingual potential rather than their lack of English proficiency. It embraces ELD strategies focused on accessing rigorous curriculum and using the native language to support academic success.<sup>20</sup> There are a myriad of classroom models to support ELD. Gateway should look for models providing adequate scaffolding for ELs to access equally rigorous material as their peers. This could be by teacher-provided language support and the use of multiple modalities to promote student autonomy, such as oral and video assignments.<sup>21</sup>

Gateway faces an economies of scale problem due to its small size. This makes it more difficult to ensure a proper number of teachers and professionals trained and credentialed for EL support. It incentivizes reliance on computer-based education software, like StudySync, which are inadequate forms for ELs to develop their language skills. Instead of purchasing resources and hiring staff, COE could look for resources that already exist, such as those at CSM.

## 2. Academic development and engagement in native language to promote multilingualism

Following state policy, Gateway should embrace multilingualism. Multilingualism among students is associated with countless benefits: higher academic achievement, positive personal adjustment,<sup>22</sup> greater chances of attending four-year colleges,<sup>23</sup> lower likelihood of dropping out,<sup>24</sup> and greater job opportunity and future occupational status.<sup>25</sup> Gateway should consider adopting Dual-language immersion models that provide opportunity for English and native language academic engagement.

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<sup>19</sup> California Department of Education. [Improving Education for Multilingual and English Learner Students: Research to Practice](#). Chapter 2: “Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students” by M. Desai, F. López, and A. Tintiangco-Cubales. 2020. Page 68.

<sup>20</sup> California Department of Education. [Improving Education for Multilingual and English Learner Students: Research to Practice](#). Chapter 6: “Content and Language Instruction in Middle and High School: Promoting Educational Equity and Achievement Through Access and Meaningful Engagement” by M. González-Howard, D. August, and P. Spycher. 2020. Pages 353-355.

<sup>21</sup> Ibid.

<sup>22</sup> McCabe, A, Et al. [Multilingual Children: Beyond Myths and Towards Best Practices](#), Social Policy Report, Volume 27, number 4, 2013. p.10

<sup>23</sup> [Santibañez, L. and Zárte](#), M. E. “Bilinguals in the US and College Enrollment”. In *The Bilingual Advantage: Language, Literacy and the US Labor Market*, edited by R. M. Callahan and P. C. Gándara, (211-233). Bristol, UK: Multilingual Matters. Page 225.

<sup>24</sup> [Rumbaut, R. G.](#) 2014. “[English Plus: Exploring the Socioeconomic Benefits of Bilingualism in Southern California](#).” In *The Bilingual Advantage: Language, Literacy and the US Labor Market*, edited by R. M. Callahan and P. C. Gándara, (184–210). Bristol, UK: Multilingual Matters. Page 197 (in this study bilingual students were 66% less likely to drop out of highschool).

<sup>25</sup> Ibid pages 199-202.

Although a majority of ELs are Spanish speakers,<sup>26</sup> these programs must provide adequate opportunity while remaining flexible to accommodate San Mateo’s linguistic diversity.<sup>27</sup>

Multilingualism includes adopting identity affirming curriculum and principles. Some examples of this are: language-centered courses and curricula, ethnic studies courses, youth participatory action research, and oral history migration story and personal story projects.<sup>28</sup> There is no one way to create an identity-affirming environment for students; teachers and staff must get to know the students and their communities to be able to cultivate the most beneficial learning environment.

### 3. Partnering with College of San Mateo to promote multilingual education

The San Mateo County Office of Education should consider partnering with the College of San Mateo (CSM) to make available its resources to Gateway’s ELs. CSM has the capacity and resources to accommodate for San Mateo’s linguistic diversity. The community college offers English as a second language courses differentiated by five levels of proficiency and three areas of skill sets (reading, writing, speaking).<sup>29</sup> This would fulfill the requirement for designated ELD instruction time.

CSM offers three language classes: Spanish, Mandarin, and American Sign Language.<sup>30</sup> These classes could promote students’ native language development. However, the offerings are far from encompassing the linguistic diversity of students. Further, CSM offers ethnic studies and other culturally relevant courses that would allow students to intellectually engage with their culture and identity.

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<sup>26</sup> 74% of ELs in San Mateo schools speak Spanish at home. [Dataworks - California Department of Education](#)

<sup>27</sup> San Mateo County reports (2023-2024) lists about 18,003 ELs, representing 21% of the student population. An additional 24% are RFEP, totaling to 45% of students being or becoming multilingual. Spanish is by far the most popular language for ELs (74%). The next highest are: Filipino at 4.25%, Cantonese at 3.42%, Arabic at 2.8%, Mandarin at 2.75% and Portuguese at 2.69%. [Dataworks - California Department of Education](#)

<sup>28</sup> California Department of Education. *Improving Education for Multilingual and English Learner Students: Research to Practice*. Chapter 2: “Asset-Based Pedagogy: Student, Family, and Community Engagement for the Academic and Social-Emotional Learning of Multilingual Students” by M. Desai, F. López, and A. Tintiangco-Cubales. 2020. Page 66.

<sup>29</sup> [English as a Second Language Center at CSM](#)

<sup>30</sup> [Modern Languages at College of San Mateo - Overview](#)

## E. Socio-Emotional Learning and Supportive Services

*The ability to meet the social, emotional, and mental health needs of students is inadequate. Participants in nearly every discovery session spoke about the recognition that students referred to Gateway have significant social-emotional and mental health challenges that are not being fully addressed. In many circumstances, the students that have been referred come to Gateway exhibiting heavy-hitting, serious behaviors that require significant attention. The small-campus setting notwithstanding, it is proving difficult to meet all of these needs without additional support.*

National Equity Project Report, p. 4 (theme three)

### **Key Finding #7: Gateway students would benefit from trauma-informed and culturally responsive practices inside and outside the classroom that support socio-emotional learning and student well-being.**

More students at Gateway entered with special education needs around mental health for the 2023 school year.<sup>31</sup> In response, SMCOE has been shifting its goals to provide for students' needs. A therapeutic program was added with a full time clinician and a contract was entered with Effective School Solutions to provide therapy for up to 10 students.<sup>32</sup> Teachers have also been receiving SEL training related to Restorative Justice and Community Resistance Model.<sup>33</sup> Turning to policy, SMCOE has identified five core practices to implement daily, including adopting trauma-informed approach, stating “[w]e adopt principles and practices that promote safety, empowerment, healing, and shared responsibility.”<sup>34</sup>

Gateway is taking steps to address the social-emotional needs of its students; yet, throughout the “Discovery Sessions”, staff and stakeholders who shared their opinions emphasized Gateway’s current inadequate ability to address the social, emotional and mental health needs of students.<sup>35</sup> The small-campus setting was noted as an obstacle to providing adequate support.<sup>36</sup> Gateway must address these

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<sup>31</sup> LCAP 2023-2024. Page 6-7.

<sup>32</sup> San Mateo County. *Countywide Plan for Provision of Educational Services to Expelled Students*. June 2021. p. 14.

<sup>33</sup> According to the *Mental and Behavioral Health* resources published on the SMCOE website, “Community Resiliency Model (CRM)® trains community members to not only help themselves but to help others within their wider social network. The primary focus of this skills-based, stabilization program is to reset the natural balance of the nervous system. CRM’s goal is to create “trauma-informed” and “resiliency-focused” communities that share a common understanding of the impact of trauma and chronic stress on the nervous system and how resiliency can be restored or increased using this skills-based approach.”

<sup>34</sup> Core Values extracted from the [San mateo county office of education Strategic Plan 2023-2028](#) (p.4)

<sup>35</sup> National Equity project and SMCOE. “Summary Findings From Discovery Sessions February 2024”. p.4.

<sup>36</sup> Ibid.

gaps, especially with the vulnerable student population, to promote student engagement and achievement. State Superintendent Tony Thurmond has specifically stated that “taking students out of learning time through suspensions and expulsions is proven to push them toward the criminal justice system” and that schools must do their part to ensure that schools are places for learning rather than discipline and exclusion.<sup>37</sup>

### Recommendations:

We recommend designing an effective curriculum that increases students’ social-emotional competencies. Students from poverty come to class with a diminished sense of control in their lives.<sup>38</sup> In aligning our objectives with SMCOE’s, we recommend developing a multi-disciplinary team that engages all partners involved in supporting student wellness to review student needs, coordinate additional supports, and celebrate growth.

#### 1. Addressing social-emotional needs in the classroom

*“By using the accelerated learning process of early identification of educational gaps, increased specific and targeted instruction, formative and frequent assessments, trauma-informed practices through a culturally responsive lens, all students will become effective and engaged learners.”<sup>39</sup>*

To increase students’ social-emotional competencies, educators should take a trauma-informed approach in the classroom. To do so, educators should make sure to understand how and why a student arrived at Gateway and what socio-economic, cultural, racial, and emotional factors may be affecting their education. Explicit social-emotional learning goals should be included in the student’s transition portfolios and their learning plans. Teachers can do training cooperatively with Project Change, or schools can embed this training with the general hiring onboarding process for new instructors. In addition, Stanford Professor of Psychology Gregory Walton’s research highlights the importance of the teacher-student relationship to raise the expectations and engagement of at-risk students.<sup>40</sup> Gateway should consider structured methods for students to get to know their teachers, such as Walton’s structured letter writing.<sup>41</sup>

Second, counseling sessions could be used to track and support student progress. In the Resilience Classroom Curriculum model, researchers adapted a curriculum initially used for military-connected youth facing adversities related to parental wartime deployments to meet the needs of low-

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<sup>37</sup> *Id.*

<sup>38</sup> National Education Association. *Teaching Children from Poverty and Trauma*. [NEA Handbook](#). 2016. page 26.

<sup>39</sup> LCAP 2023-2024. #1:Broad Goal. Page 14.

<sup>40</sup> Walton, Gregory. Et al. “Lifting the Bar: A Relationship-Orienting Intervention Reduces Recidivism Among Children Reentering School From Juvenile Detention”. *Psychological Science*. 2021, Vol. 31(11) 1747-1767.

<sup>41</sup> *Ibid* at 1754. Figure 2.

income, predominantly racial and ethnic minority students in a large urban school district.<sup>42</sup> The Resilience Classroom Curriculum consists of nine modules and is taught during class time in a group-based, adaptable format delivered by school social workers. Teachers are encouraged to participate in the sessions, as they gain knowledge of their students' experiences, which may impact academic achievement. Teachers can also learn the curriculum and implement skills during their classroom routines.

A further consideration for behavioral health staffing is deciding who, and for which entity, the counselor works for. Further questions also include whether the counselor would be in the classroom with the students, or whether students would go to CSM Health Center for the counseling sessions.

## 2. Supportive services and care

*“Early intervention of emotionally fragile students, students with discipline records who have a history of trauma, and students with other social, emotional or mental health needs will be served with more intensive support in order to build emotional resilience and self-efficacy and integrate self-regulation tools for a successful educational future.”<sup>43</sup>*

Gateway's support systems must be adequately flexible and comprehensive to address the multi-faceted needs of its student population. Although therapeutic resources are available, Gateway could implement additional support systems to ensure holistic supportive services through partnerships with Project Change, College of San Mateo, and other partners. (See Key Finding 6 for CSM's services and systems). Facilitating mentorship programs for these students with older youth with similar educational experiences could provide additional support the students need. Such programs may be accomplished with Project Change.

We recommend that Gateway adopt the Community Schools of California Framework, which stresses the integration of “strong and intentional community partnerships ensuring pupil learning and whole child and family development”.<sup>44</sup> It is difficult to overstate the central role community partnerships must play to ensure Gateway student needs are adequately met.

## 3. Promoting youth agency and well being

One way to promote youth agency and well-being is by acknowledging their own desires and motivations. Over 50.4% of students at Gateway were reported to be socioeconomically disadvantaged<sup>45</sup> and many may desire to support themselves and their families financially. This was a present theme at the Life Learning Academy in San Francisco. These students could accommodate their class schedule to their

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<sup>42</sup> Adapting and Implementing a School-Based Resilience-Building Curriculum Among Low-Income Racial and Ethnic Minority Students, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5909715/pdf/nihms889473.pdf>

<sup>43</sup> LCAP 2023-2024: #2: Focus Goal. page 26.

<sup>44</sup> California Department of Education. “California Community Schools Framework”. September 2022. p.2.

<sup>45</sup> LCAP 2023-2024. Page 6.

work hours and gain academic credit for employment and internships.<sup>46</sup> SMCOE could look towards Life Learning Academy to learn about how they motivate their students to grow and succeed.

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<sup>46</sup> Class visit to Life Learning Academy on March 4th, 2024.

## F. Community College Opportunities: Raising Expectations and Creating a New Pathway

*Another common theme that emerged across all the discovery sessions is the need to examine the pedagogical approach at Gateway and improve instruction in order to meet the needs of students. Several participants indicated that there is a culture of low expectations and that the educational bar is not being held high enough, especially as it relates to putting students on a pathway to a brighter future. Because enrollment is small and students from four different grade levels are situated in one classroom, rigor and high expectations are compromised, as is the ability to differentiate instruction. Others expressed concerns that rather than reviving student passions for their own strengths and self-efficacy, the instructional approach is overly focused on “packet work” and does not challenge or enrich students.*

National Equity Project Report, p. 6 (theme six)

SMCOE has a tremendous opportunity to address the need for higher expectations and challenging, enriching curriculum for a diverse group of students by partnering with the College of San Mateo.

### **Key Finding # 8: There is an opportunity to create a unique dual enrollment model within the College of San Mateo.**

A hybrid college model is an approach to re-envisioning San Mateo County alternative schools that meets a set of complementary needs for Gateway School youth and the COE. Research shows that providing access to higher education—whether inside or outside facilities—lowers the odds of an individual recidivating by 43 percent, breaking the pipeline to incarceration (Davis et al., 2013). Higher education offers students the opportunity to develop the skills necessary to succeed academically and socially. Specifically, for younger students, “integrating instruction in basic academic and soft skills with technical content drawn from college-level coursework gives students a taste of college-level work, and helps them see the value and connection of the academic fundamentals to fields of interest to them” (Jenkins, 2002, p.7). Higher education serves as a powerful tool in breaking the school-prison nexus for the many youths who have been impacted by the justice system.

Using a middle college model as a skeleton for Gateway, our proposed COE Middle College model housed at the College of San Mateo will allow Gateway youth to complete high school requirements while preparing them for college. Middle College is a program for high school students across California’s community colleges. Physically located at the community college, Middle College students take both high school and dual enrollment courses throughout the day. Students take dual enrollment courses at the college in the morning and high school classes at the Middle College building in the

afternoon. Courses taken at Middle College can count both toward high school and college degree requirements. Middle College has its own building on campus, where students meet for advisory and for their afternoon Middle College high school classes. They can use the college gyms for classes and participate in on-campus clubs, such as student government, cultural clubs, and athletic clubs.

The Gateway Middle College Design meets the 2020-2021 School Plan for Student Achievement (SPSA) college and career indicator showcasing life-readiness toward college and careers by acquiring access to information about community college, four-year colleges, and career opportunities (San Mateo County Office of Education, 2021, p.16). The Gateway Middle College Design redefines students' educational journeys by allowing them to step foot on a college campus. In its current form, Gateway school and alternative schools broadly have limited academic opportunities (Youth Law Center, 2023). Students complete the same packets, meant as a credit-remediation mechanism, regardless of grade level. The students we spoke to identified a consistent lack of academic rigor and challenge such as a high school senior who noted that she was still doing packets of Algebra work despite wanting to tackle more difficult coursework. Students also self-reported that there was a lack of books and learning materials, causing most of their work to be computer-based.

This unique Gateway Middle College design exposes students early on to college life. Taught by the staff at Gateway school, students will attend their high school classes early in the day and attend their dual enrollment classes in the afternoon. To supplement the transition, Project Change offers the Keys to Success class that provides the necessary scaffolding to prepare students for the college curriculum. Through project-based and peer learning, students can challenge themselves personally and academically and redefine their education experience. While at the College of San Mateo, students can take advantage of counselors and Project Change guidance to register for a variety of courses that expand and build upon students' academic abilities, such as Psychology 100, Communication 110, and Ethnic Studies 101 (College of San Mateo. (n.d.)). Moreover, the colleges are designed for a variety of academic levels and interests, ranging from vocational to two-year to four-year programs. Some special education services will need to be provided in the “high school” portion of the day, but most students will still be able to participate in college classes, where they can receive accommodations. Funding from the College of San Mateo, Project Change and the recent \$15 million legislative funding allocation will allow this program to flourish and gain public recognition.

**Key Finding #9: The College of San Mateo and Project Change have the resources and programs in place to support Gateway students in a dual enrollment model.**

CSM has a variety of programs and resources already established on their campus that Gateway students would be able to access which would positively impact their academic journey and set them up for success. Stakeholders spoke extensively about the importance of representation in the services that youth receive in terms of race, socioeconomic background, and justice involvement. Therefore, it is important to recognize that the programs and services offered at CSM, such as Project Change, will address these recommendations by allowing youth to be seen and understood by adults and providers who share similar experiences since Project Change staff are almost exclusively justice-impacted. Their presence is rooted in social justice and community empowerment, and they offer study spaces, academic counseling and advising, personal support, opportunities to attend events and workshops, peer support, and more. Having examples of adults, mentors, and support networks of people who have been in their shoes will also empower youth to re-envision their futures.

CSM and Project Change effectively fulfill student's needs through various programs and strategies. Additionally, CSM also has many Learning Communities, each having their own designated physical spaces and offices helping foster communities on campus. Learning Communities are cohort-based programs that link instructors across disciplines and connect students who share common academic goals and attitudes. Among those communities are Katipunan, Mana, Puente, and Umoja. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. By joining these communities, students will be part of a group of peers, instructors, counselors, and administrators who will help them succeed.

Moreover, since Gateway students have disproportionately experienced adverse childhood experiences and come from low-income backgrounds, the college would be able to meet the needs of its students through a variety of resources and services available on campus. Through the Promise Scholars Program, students will have *zero* tuition cost for a degree or certificate. They will also qualify to receive up to \$750/year for textbooks and testing materials from the CSM Bookstore, and a \$50 monthly stipend for food and transportation. Additionally, through Project Change, students will be eligible to receive bus passes, Clipper cards, gas cards, and a bookstore stipend that covers all costs for books and school supplies. PC will also be able to provide funding for travel costs to students who are able and interested in attending conferences/events (local and national), and any student who qualifies for FAFSA might also be eligible for work-study positions which would include the opportunity to work as a Project Change staff member.

Furthermore, students will also be eligible to apply to scholarships through the college. CSM awards institutional scholarships to new, continuing, and transfer students with awards up to \$20,000 per year. The scholarship awards are based on academic achievement, financial need and specific interests such as clubs, athletics, and service.

The college itself also has many programs aimed at meeting students' basic needs. The SparkPoint centers offer free groceries, meals, personal care products, and provide services such as financial coaching, tax preparation, assistance signing up for CalFresh and Health Insurance, and housing support. SparkPoint is also located in the same building as Project Change at the College of San Mateo, making it easily accessible and de-stigmatized for students. Furthermore, the colleges' NextUP program supports students who have been or are currently in the foster care system, assisting with books and supplies, childcare, counseling services, emergency housing, health services, transportation assistance, tutoring, and more. Additionally, Extended Opportunity Programs and Services (EOPS) is also available to the students which is designed to help students "disadvantaged by social, economic, educational or linguistic barriers get the resources they need to enroll and succeed at any California community college" (California Community Colleges Chancellor's Office. (n.d.)). They partner with the Cooperative Agencies Resources for Education program to provide students with the "education, training, and marketable skills needed for self-sufficiency and upward social mobility." For immigrant and undocumented students, CSM's Dream Center provides support via free legal services, counseling, workshops, and resource connection.

A challenge of Gateway is inherent in its current form: it is a short-term educational placement, where students are sent at unexpected times. They could enter or leave in the middle of a semester. Project Change has designed several creative solutions to help students with this challenge. They provide individual academic advising to all students, and in doing so, employ tools such as late start classes, online asynchronous classes, independent study, or receiving partial credit if students enter or

leave the program at unexpected times. Additionally, the one-on-one tutoring offered by the college would also be a huge asset for Gateway students. In 2022, 5.68% of the annual funding was dedicated to instructional support at CSM. These funds are allocated between learning support centers such as tutoring, a writing center, math center, ESL center, academic accommodations, and more.

Having support and mentorship from faculty is crucial for students to succeed. Feeling a sense of belonging in the classroom is crucial for students so that they feel comfortable and supported by their instructors and peers inside and outside of the classroom. This will help students stay on track with their coursework. Recognizing this, Project Change allows students to access priority registration to ensure that all students get the opportunity to enroll in the classes they need or are interested in without the worry of there not being enough spots available to them. Professors on campus have experience working with PC students, and upon enrolling, PC and PC's academic counselors recommend a few courses/professors to the students which allows them to take classes with their fellow PC peers if they choose to do so.

For students interested in joining a sports team or being a member of a sports club on campus, the College will allow them to try-out, and they'd have the same chance of getting on the team as any other student. Nonetheless, any student who is interested in joining any club teams would be able to join even if they're not on the team itself. CSM is receptive to incorporating Gateway students onto their campus. The college supports students by allowing them to access all the programs and resources on campus and providing them their own space to build community.

**Key Finding #10: Gateway students need a learning community that provides mentoring and role models with similar experiences to challenge negative narratives and support leadership development and youth agency.**

*“Changing the narrative of who [we believe] these young people are” - Katie Bliss, Youth Law Center*

During our interviews, stakeholders emphasized the need to challenge existing narratives about Gateway students, noting that common language often perpetuates dehumanizing views, particularly in discussions about services for justice-involved youth. Project Change representatives proposed that altering these problematic narratives could positively influence policy and decision-making. They urge stakeholders to invest in changing perspectives and recommend providing continuous support to empower students to take ownership of their progress and emotional development both at Gateway and beyond. This can help address the Discovery Sessions' participants desire to work on 'regaining student trust and raising expectations for them.’<sup>47</sup>

One key approach to challenge negative narratives is by promoting a different narrative through positive role models and a supportive community. A consistent theme in our interviews was the need for students at Gateway to have constant exposure to people who had had similar experiences, including juvenile justice involvement, but were now in college. Members of the Statewide Student Leadership Cohort stressed how important role models had been to their success. Nick Jasso, the Director of Project

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<sup>47</sup> National Equity project and SMCOE. “Summary Findings From Discovery Sessions February 2024”. p.9.

Change, explained, “it can be lonely to try to change your life” and stressed the importance of being surrounded by a community of people who are also changing their lives. Such a community changes the negative narrative and promotes agency and leadership development in students. San Mateo Community College, especially Project Change, provides just such a community.

### III. Program Plan

#### A. Plan Summary

**Hybrid Model: COE Middle College Design**

Introducing our unique COE Middle College model housed at CSM

- Housed at CSM
- 2+ classes from HS teachers in COE Homeroom
- Keys to Success taught by Project Change for all students
- Specific classes have COE Middle College cohorts with professor’s agreement
- Access to all CSM supports, student groups, tutoring, centers
- Connects English Language Learners to CSM’s English as Second Language Center
- Universal Design for Learning: Special Education services provided in homeroom; accommodations for classes in CSM

**Transition In/Out**

- Transparent entry practices
- Implementing a system for data collection to track entry and outcomes after exit
- Specialized Staff and full-time transition counselor
- Improving communication with sending district
- Options to return to school district once expulsion period is up or graduate from COE Middle College

**Academics**

- Universal Design for Learning Principle
- Social-Emotional Learning Objectives and Curricula
- Individualized Academic Planning
- Continuous and Robust English Language Development
- Participation in Project Change’s Keys to Success

**Supportive Services**

- Project Change: Support and Mentorship
- Family counseling
- Guaranteed Mental health services through IEP or MediCal
- Trauma-informed practices
- A culturally responsive lens

In San Mateo County's Countywide Plan for Provision of Educational Services to Expelled Students, the report cites Education Code 48926, which requires County Community Schools to develop a plan to serve all expelled students in the county. The plan must meet four requirements:

1. Enumerate existing educational alternatives for expelled students;
2. Identify gaps in educational services to expelled students;
3. Identify strategies for filling the service gaps;
4. Identify alternative placements for students who are expelled and who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other students.

Inspired by the goals enumerated in the Countywide Plan, we designed an effective and flexible program plan that meets the requirements of the Education Code while also targeting gaps in educational services for expelled students and students in the juvenile justice system. A few strategies for improvement that the COE identified included trauma-informed approaches, personalized learning, counseling and mental health services, college and career readiness programming (California Career Zone curriculum +SEL strategies), and family and community engagement, among others. We incorporated these target strategies into our flexible redesign plan, which supports a diverse range of student needs and goals.

Figure 1: Who Is in the Room?



## B. COE Flexible Middle College Model

Our proposed COE Middle College Model provides a transformative educational framework for Gateway youth. Our model draws on existing middle college high school programs across California community colleges, which enable students to obtain a quality high school education while concurrently receiving access to college courses and services. This hybrid college model re-envisioned San Mateo alternative schools while meeting the needs of Gateway School youth and the COE.

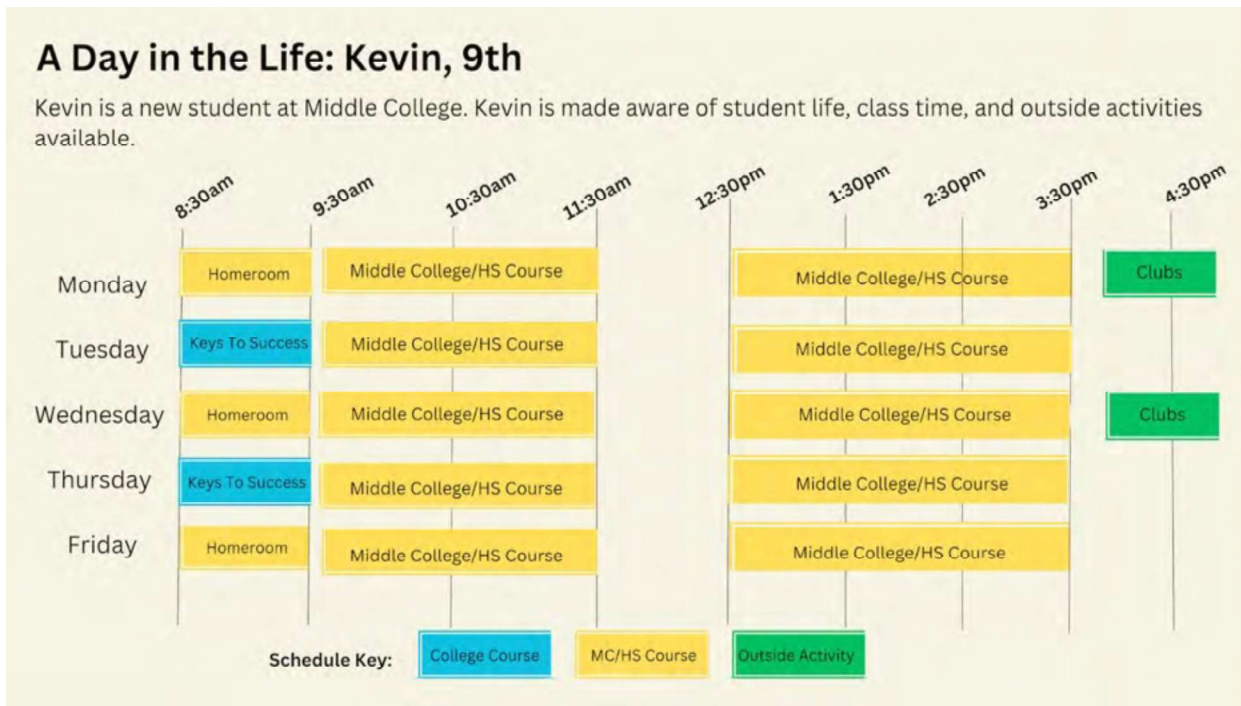
COE Middle College will be physically located at the College of San Mateo, allowing Gateway youth to complete high school requirements while gaining exposure to college-level coursework. Similar to the existing classroom model at Gateway, there will be a separate Homeroom classroom on the CSM campus that is designated for Gateway students to meet with Gateway staff and teachers and receive high school instruction.

This COE Middle College model allows for the flexibility needed to effectively accommodate the variety of academic needs and learning abilities across different grade levels of students at Gateway. Under this model, students can be divided into smaller class cohorts and follow class schedules that more closely align with the student's interests and abilities.

Take, for example, Kevin, who is in the ninth grade. The sample schedule created for Kevin (See Example 1) includes Homeroom or Keys to Success in the morning, followed by Middle College or high school-

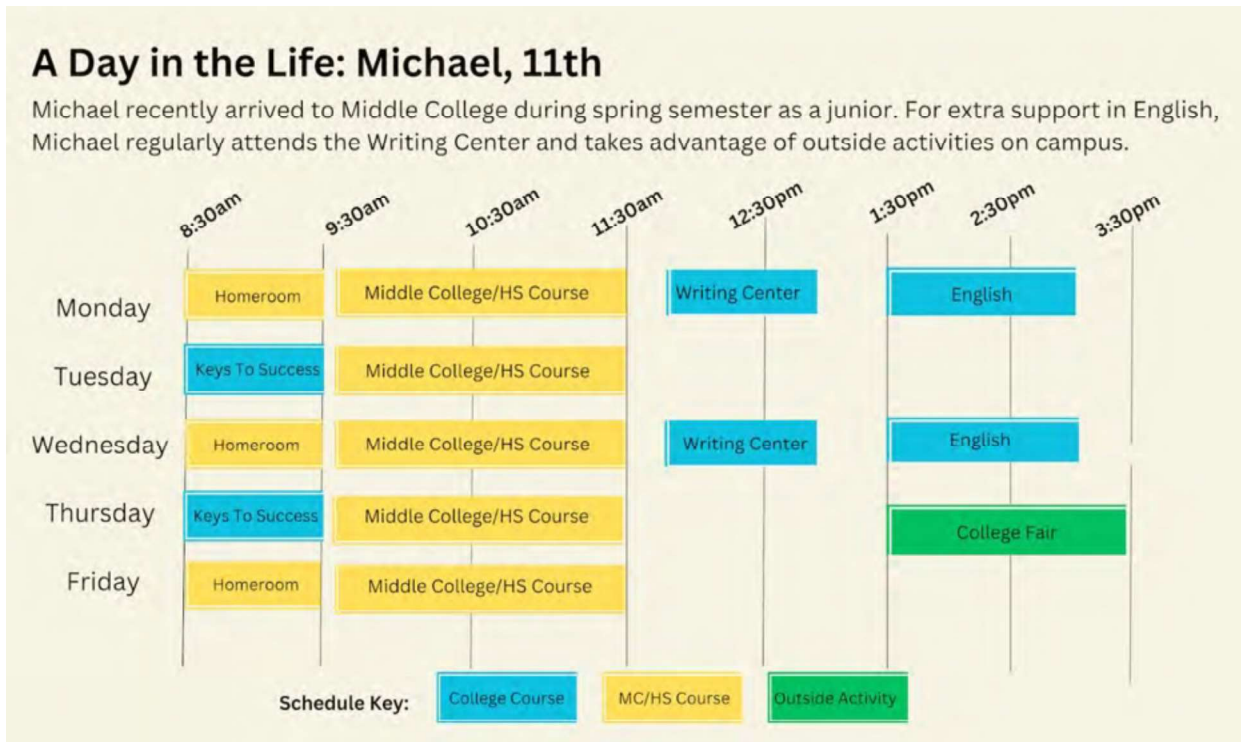
level instruction in the afternoon, and then followed by the opportunity to engage in outside activities offered at the College of San Mateo, such as a club or a sport.

**Example 1: Kevin, 9th grader**



Michael, on the other hand, is in the 11<sup>th</sup> grade and may want to take college-level courses rather than a high school-level course. Michael’s schedule (see Example 2) will look different from Kevin’s. While Michael and Kevin will both attend Homeroom or Keys to Success in the morning, Michael can opt to take a college-level course, such as English, in the afternoon. He can also choose to take advantage of the resources and services available on campus, such as tutoring sessions at the Writing Center.

## Example 2: Michael, 11th grader

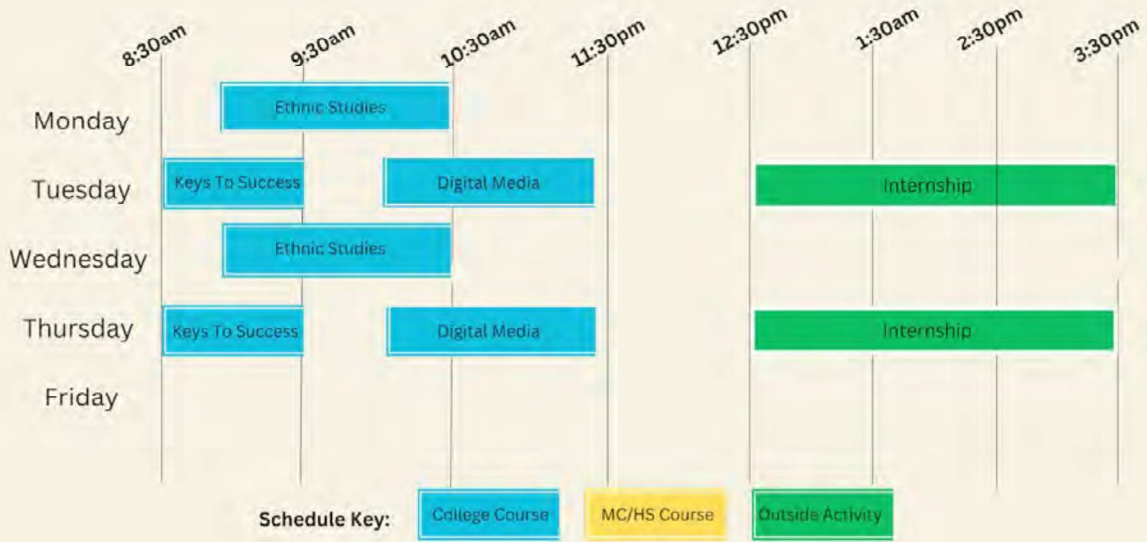


In our third example (see Example 3), we have Angela, who is in the 12<sup>th</sup> grade at COE Middle College. Because Angela is close to graduating and does not need high-school instruction, she is only required to attend Homeroom/Keys to Success on certain days of the week (e.g., Tuesday and Thursday mornings). By staggering Homeroom/Keys to Success on alternate days of the week, Angela can elect to take a college-level course while still attending the Keys to Success sessions in the mornings with the rest of her Gateway classmates. Angela can also participate in a paid internship outside of the classroom, where she can engage in experiential education and gain practical skills to take with her after graduating from COE Middle College.

### Example 3: Angela, 12th grader

## A Day in the Life: Angela, 12th

Angela is a senior at Middle College who continues to be part of the Project Change Cohort through Keys to Success, is closer to graduating, and has an internship that provides a stipend.



## C. Academics

Academic instruction at COE Middle College must be tailored to each student and support a diverse range of learning styles and needs. More than 50 percent of the students in the Court and Community Schools speak a language other than English at home and in the community.<sup>48</sup> The COE Middle College model embraces multilingualism by offering dual-language immersion models and identity-affirming curricula. At CSM, students can take advantage of resources such as language-centered courses and ethnic studies, which support academic engagement in students' native languages and culture. CSM offers ESL courses at different proficiency levels and skill areas, fulfilling ELD instruction requirements. It also provides an array of language courses such as Spanish, Mandarin, and American Sign Language classes. CSM's ethnic studies and culturally relevant courses further support students' cultural and identity engagement while integrating continuous and robust English language development into the curriculum to embrace a linguistically diverse student population.

Students with disabilities make up 30% of the Court and Community School population, which is an overrepresentation of students with disabilities as compared to numbers of students with disabilities countywide.<sup>49</sup> Our program proposal embraces a Universal Design for Learning (UDL) approach, which aims to make education accessible to all by incorporating inclusive practices, teaching methods, and learning environments. At the same time, the ability for students to receive as many class periods a day as needed in the high school/middle college classroom means that all students can receive the services required by their IEPs. Because our program design is flexible in regard to the amount of time spent in the high school/middle college classroom, it can meet a large variety of student needs.

We also included an "Emerging Scholars" curriculum in our design plan that focuses on helping students prepare for dual enrollment. The curriculum would be offered through Project Change's existing Keys to Success program and would teach students crucial study and advocacy skills — i.e., how to ask for accommodations, explain the cultural differences between high school and college-level courses, how to approach professors, and how to seek out resources and services.

## D. Transition In and Out

A well-defined and structured framework should be implemented to manage Gateway students' entry and exit pathways. This approach ensures that students receive personalized assistance tailored to their specific needs and educational goals. By revising Gateway's entry criteria to prioritize and strictly limit entry to students who are expelled from their home districts, Gateway can focus its resources and interventions on those students who actually require the program's unique disciplinary and rehabilitative

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<sup>48</sup> Countywide Plan for Provision of Educational Services to Expelled Students, 7-8  
[https://www.smcoe.org/assets/files/For%20Schools\\_FIL/District%20Student%20Services\\_FIL/2021%20Expulsion%20Plan%20-%20final%20and%20accessible.pdf](https://www.smcoe.org/assets/files/For%20Schools_FIL/District%20Student%20Services_FIL/2021%20Expulsion%20Plan%20-%20final%20and%20accessible.pdf)

<sup>49</sup> Id.

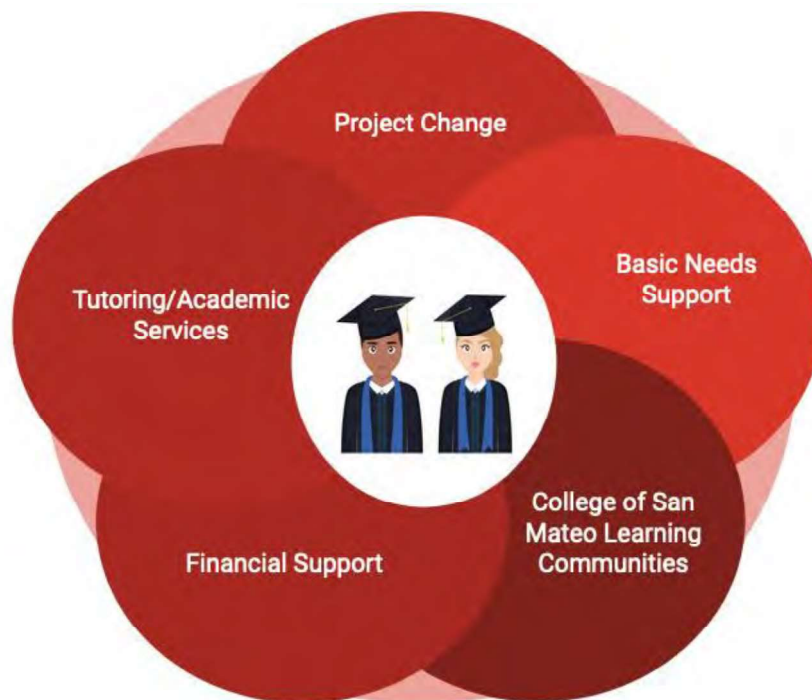
support. Additionally, this limitation would enhance the precision of data collection and analysis, allowing the program to effectively track progress and outcomes and adjust strategies as needed.

To enhance the Gateway Middle College program, it's crucial to establish guaranteed post-Gateway options for students, ensuring clear pathways for their future development. These options include: (1) remaining at Gateway until graduation, (2) returning to the student's home school, or (3) transitioning to a Middle College program within the student's home district. Implementing these pathways will improve Gateway's support for expelled youth, aiding their academic and social rehabilitation and facilitating smoother transitions to future educational opportunities.

To facilitate consistent student transitions in and out of Gateway, all students' transitions should be supported by (1) a Gateway transition specialist and (2) a point of contact from the student's sending school.

## E. Supportive Services

*Figure 2: Supportive Services*



The College of San Mateo (CSM) offers a variety of programs and resources that can significantly benefit Gateway students. Programs like Project Change, which is staffed by justice-impacted individuals, provide representation and support through study spaces, academic counseling, personal support, and peer networks. CSM also has Learning Communities, cohort-based programs that foster a sense of belonging and academic success among students with shared goals and backgrounds. Additionally, the Promise Scholars Program and Project Change offer financial support for tuition, textbooks, and transportation.

CSM also provides basic needs assistance through SparkPoint centers, offering free groceries, meals, personal care products, and services such as financial coaching and housing support. The NextUP program supports foster care students with books, childcare, counseling, and more, while the Dream Center provides immigrant and undocumented students with legal services and resources. Project Change addresses the challenge of Gateway's short-term placements with solutions like individual academic advising, late-start classes, and one-on-one tutoring. Moreover, CSM allows Gateway students access to priority registration, faculty mentorship, and the opportunity to join sports teams and clubs. This comprehensive support system aims to empower Gateway students and set them up for future success.

Additional supportive services offered would be regular counseling services, some of which are already offered through Project Change. For example, Project Change is hiring a dedicated academic counselor to help students plan for three to five years after Gateway. Research shows that when there's a consistent network of care for youth, recidivism rates drop significantly.<sup>50</sup> Whether it's an academic counselor or any other adult, having regular monthly check-ins where an adult convenes to review the child's progress is incredibly important. Students will be guaranteed access to mental health services. These can be provided through the student's IEP or through Medi-Cal under new Medi-Cal funding for school services (see appendix). We strongly recommend a designated mental health provider for all the students in the program, with expertise in working with student with juvenile justice experience.

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<sup>50</sup> Findings obtained from *Juvenile Justice: Searching For A Flexible Alternative To The Strict And Over-Inclusive Transfer System For Serious Juvenile Offenders* (Nguyen, 2017 pp. 374-375)

## IV. Appendices

- A. Legal Background
- B. Potential funding sources
- C. College of San Mateo resources, programs and services
- D. Interviews and site visits
- E. Key Sources/Recommended Reading
- F. Chart of locations of County Community Schools

## Appendix A: Legal Background

### Requirements for County Community Schools: Cal. Ed. Code §§1980-86

California’s Education Code imposes several substantive requirements related to education of pupils in county community schools. These are codified at Cal. Ed. Code §§1980-86. In general, these requirements do not curtail the County Board of Education’s ability to implement innovative programming tailored to the needs of Gateway students. On the contrary, the Ed. Code provides general guidelines which act as scaffolding for the creation of programming suited to the needs of the particular population of students at each county community school. Most relevant to this report are the curricular guidelines codified at Cal. Ed. Code §1983. They require:

- Assignment of students to classes or programs “most appropriate for reinforcing or reestablishing educational development” and “leading to the completion of a regular high school program.” §1983 (a), (e).
- Prescription of an “individually planned educational program based upon an educational assessment” for each pupil. *Id.* at (d).
- Administration of assessment “in all areas of suspected disability” and provision of “appropriate services and programs.” *Id.* at (f).
- Provision of “appropriate services and programs designed to address the language needs of pupils identified as English learners.” *Id.* at (g).

Section 1983 also provides a list of services county community schools “may” provide through their classes and programs, including but not limited to: “basic educational skill development, on-the-job training, school credit recovery assistance, tutorial assistance, and individual guidance activities.” §1983 (b). It is important to note that this list is illustrative rather than exhaustive. Accordingly, it does not limit the County Board of Education’s ability to provide additional or alternative services, so long as they comply with the other requirements outlined above.

### Restrictions on the Placement of Students Expelled for Certain Offenses: §48915

California’s Education Code imposes a few restrictions on where students may be referred if they are expelled for certain actions. If a student is expelled for an act identified at Cal. Ed. Code §48915(c) – acts involving weapons, controlled substances, or actual/attempted sexual violence – the following restrictions are triggered:

- These students may not be referred to a program of study provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- These students may not participate in a program administered at the school site they attended at the time of suspension.

However, nothing in the Education Code prevents students expelled for acts under subsection c from participating in programs administered at community college sites.

## Appendix B: Potential Funding Sources

### **Automatic Funding: Cal Ed. Code §42238.024<sup>51</sup>**

Pursuant to California's Education Code 42238.024, the Local Control Funding Formula (LCFF) Equity Multiplier (EM) provides funding to local educational agencies for allocation to schoolsites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. This funding is a separate source of funding allocated outside of the LCFF Entitlement and is used to supplement, not supplant, LCFF funding.

There is no application process for LCFF Equity Multiplier funding.<sup>52</sup> Funding will be automatically calculated for each eligible schoolsite.

- **Local Control Funding Formula (LCFF) Entitlement:**
  - Beginning with FY 2023-24, the County Offices of Education (COE) LCFF Entitlement added new funding of \$200,000 for COEs operating at least one Juvenile Court School.
- **LCFF Equity Multiplier (EM):**
  - Eligibility Criteria: Schoolsites within a county office of education, school district, or classroom-based charter school that generate an LCFF entitlement, that also have prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent per the California Department of Education's (CDE) Stability Rate Report are eligible for funding.
  - Amount: A calculated statewide Equity Multiplier rate will be multiplied by each schoolsite's adjusted cumulative enrollment for the prior year, as identified in CDE's Stability Rate Report. The schoolsite will receive the product of this calculation or \$50,000, whichever is greater.
  - Uses: EM funds must be used to provide evidence-based services and supports for students.

### **Funding Based on School or Program Type**

There is funding earmarked for certain types of schools (e.g. Community Schools) or programs that provide certain services to students. Pursuant to §8900-8902 of the Cal. Education Code<sup>53</sup>, the California Community Schools Partnership Act allocates funds to support school efforts in partnering with community agencies and local government to align community resources to improve student outcomes. In 2022, the California legislature increased the funding available to community schools. These funds are available until 2032.

- **California Community Schools Partnership Program (CCSPP):**
  - Under the California Community Schools Partnership Act (§8900-8902), the legislature appropriated \$2,836,660,000 worth of funds to administer the California Community

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<sup>51</sup> [Cal. Ed. Code §42238.024](#)

<sup>52</sup> Local Control Funding Formula Equity Multiplier, CA Dept. of Ed.  
<https://www.cde.ca.gov/fg/aa/lc/equitymultiplier.asp#Program>

<sup>53</sup> California Community Schools Partnership Act, [Cal. Ed. Code §8900-8902](#)

Schools Partnership Program (CCSPP). At least \$2,694,827,000 of those funds are allocated to establish new community schools and expand existing ones.

There are also separate funding opportunities for the California Community Schools Partnership Program (CCSPP).<sup>54</sup>

- **Implementation Grants:**
  - CCSPP Implementation Grants can be awarded for new community schools, or for the expansion or continuation of existing community schools. The grant awards up to \$500,000 annually.
- **Extension Grants:**
  - CCSPP Extension Grants are for CCSPP Implementation grantees to extend funding for an additional two years. The grant awards up to \$100,000 annually, beginning in the 2025-26 fiscal year.

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<sup>54</sup> [California Community Schools Partnership Program](#)

## Appendix C: College of San Mateo Resources, Programs and Services

### Financial Support

- Project Change, Financial Support:
  - PC provides students with bus passes, clipper cards, gas cards, and a bookstore stipend that covers the costs of books and school supplies.
  - PC will also be able to provide funding for travel costs to students who are able to attend conferences/events (local and national)
  - Any students who qualify for FAFSA might also be eligible for work study positions (including being a PC staff member.)
  
- **Promise Scholars**
  - Promise Scholars students will get their degree or certificate paid for. They receive up to \$750/year covered for textbooks from the CSM Bookstore. Each semester, students have up to \$300 (Fall & Spring) and \$150 (Summer) to spend in the CSM Bookstore towards their textbooks and testing materials. Promise Scholars work with the bookstore to ensure students have easy access to the materials needed for each class.
  
  - Promise Scholars students have the opportunity to enroll in classes at an earlier registration date. Students can also enroll in blocked courses designated for the Promise Scholars Program, including Math, English, Communications, and certain electives. Students have an assigned counselor to support them throughout their time at CSM. Promise Scholars Counselors work with students to recommend specific classes to take each term, based on each Student Educational Plan (SEP). Based on the student's academic and career goals, the assigned counselor will recommend certain events and activities for them to attend during the semester. The program also works with different resource offices around campus to connect students to events related to Transfer, Career, Major and more! Students also receive \$50 monthly incentive for food and transportation.
  
- **Scholarships at CSM**
  - Each year, the three colleges of the San Mateo County Community College District (Cañada, CSM, and Skyline) award institutional scholarships to new, continuing, and transfer students. The scholarship awards are based on academic achievement, financial need and specific interests such as clubs, athletics, and service. CSM offers many scholarships with awards up to \$20,000 per year
  - CSM scholarships are funded through contributions made by alumni, faculty, staff, businesses, civic groups, and community organizations to the San Mateo County Community Colleges Foundation. Through their partnerships, the Foundation takes part in promoting student success in ensuring quality, affordable higher education.

- Opportunities to apply to external scholarships are also available for the students.  
<https://collegeofsanmateo.edu/scholarships/externalscholarships.asp>
- **SparkPoint:**
  - SparkPoint offers free financial coaching to help improve your relationship with money. SparkPoint Coordinators will talk about student's financial goals and brainstorm a plan on how you can stay on track to meet them. In partnership with Samaritan House the SparkPoint Free Grocery provides free grab-n-go meals and groceries on campus every week. Groceries consist of fresh fruit, vegetables, dairy, grains, meat, shelf items, and snacks.
  - Free personal care products are also available to students such as shampoo, conditioner, dental care products, deodorant, and household essentials such as laundry detergent and toilet paper.
  - In partnership with VITA, SparkPoint offers free basic tax return preparation to qualified students. SparkPoint can also assist CSM students explore housing goals, create a housing plan, and access emergency housing resources.
- **Extended Opportunity Programs and Services (EOPS)/CARE:**
  - Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at College of San Mateo are committed to providing access to higher education for individuals challenged by academic and socioeconomic barriers. Funded by the State of California and CSM, EOPS provides eligible students with the following support services as they work to complete an associate degree, transfer, or certificate program:
    - Textbook Assistance
    - Individualized Academic Counseling
    - Priority Registration
    - Tutoring
    - Academic Success Workshops
    - Transportation Assistance (i.e. parking permit, bus tokens)
    - School Supplies
    - University Fee Waivers and [Transfer Services](#)
    - EOPS/CARE Educational Grants
    - Workshops and Special Events
    - And so much more!
  - 
  - EOPS/CARE strives to provide an environment that nurtures, engages, and reflects a diverse "family" of participants. By offering eligible students comprehensive support services that are academically and socially enriching, the staff and counselors seek to empower students to realize their full human potential.
  - As a supplemental component of EOPS, CARE provides educational support services designed for the academically underprepared, low income, single parent population.

Grants and allowances for educationally-related expenses (such as child care, transportation, textbooks, and supplies) may be awarded as a means of strengthening the retention, persistence, graduation, and transfer rates of these individuals. Students participating in CARE may choose vocational certificate or license, associate degree, or transfer program options. Support services provided to CARE students include: assistance with child care expenses, textbooks-supplies, and transportation costs; special counseling and advisement, personal development activities, and/or curriculum (including self-esteem, parenting, study skills); group support and peer networking; help from peer advisors who are often single parents themselves; and information and referrals to campus-and community-based human services programs.

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- College of San Mateo has also received funding to establish enhanced services to support foster youth and former foster youth by adding the NextUp Program, a new program within EOPS/CARE

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- [Multicultural and Dream Center:](#)
  - The CSM Multicultural and Dream Center is a safe haven designed to holistically support and nurture the academic, social, emotional, and financial well-being of our undocumented community by providing counseling services, workshops, and connections to on and off-campus resources. The Multicultural and Dream Center can help students with issues like AB 540 admissions, DACA, the California Dream Act, and more.
- [Health](#) and [Wellness Center:](#)
  - The Wellness Center helps students care for themselves. Whether they need basic medical assistance or just want to talk to someone about personal issues, the Wellness Center can help.
  - The Health Center provides clinical care for CSM students. Their services include first aid, treatment of various illnesses and injuries, family planning, women's health, and helping students find resources to manage their own health. They also provide TB screenings to staff and students for employment and transfer purposes.
- [Personal Counseling & Wellness Services](#)
  - Personal Counseling & Wellness Services is offering free and confidential personal counseling appointments in-person and over zoom for CSM students. They assist students in discovering how to best handle pressing personal issues in their life. This discovery process may take the form of individual, couples, or family counseling, depending on the issues students wish to explore. Appointments consist of one 50-minute session per week. Currently counseling services are available in Spanish, Mandarin Chinese, and Japanese. We look forward to helping you to support your well-being.

- Students also have access to The Mental Health Peer Educators which are a group of students devoted to educating others about mental health. The Mental Health Peer Educators conduct outreach to engage, educate, and support students. They are the first line of support, and oftentimes refer students to other services on campus. The Peers understand and are sensitive to the concerns and challenges their fellow students face, and are a resource for helping students deal with their stressors.
- [Child Development Center:](#)
  - The Mary Meta Lazarus Child Development Center provides an equal opportunity child care program for children two and one-half through five years old who have a parent attending CSM, Skyline or Cañada.
  - Families may be eligible for financial assistance. Fees for subsidized child care services are based on family size, gross monthly income and need for child care in accordance with criteria set by California Department of Education and California Department of Social Services.
  - Fees for non-subsidized child care are based on the age of the enrolled child and the individual schedule (full-day or part-day). In addition, there is a registration fee charged each semester. Breakfast, lunch, and an afternoon snack are provided. Meals meet the nutritional guidelines of the USDA and the CA Department of Social Services Child Nutrition Services.
- [Transfer Services:](#)
  - Located within the Counseling Center in College Center Building 10, Room 340, transfer services provide important services to assist students in planning for transfer to a four-year college or university. Information and workshops are offered on transfer requirements, transfer planning, writing the application essay, choosing a college, and completing transfer admission applications. Transfer Services also schedules representatives from other universities and colleges, including UC, CSU and private universities, to meet with students on a regular basis. CSM has Transfer Admission Agreements with a number of four-year institutions which can guarantee transfer admission.
- [Veterans Services:](#)
  - College of San Mateo offers instruction to veterans, service members, dependents and survivors of veterans and to other eligible persons, and is authorized by the Department of Veterans Affairs to certify students' educational programs for veterans benefits. Honorably discharged veterans with at least 18 months of active military service are eligible for

educational benefits for a period of 10 years following discharge. Benefits are also available to members of the active reserve who pursue approved college studies.

- [OnTRAC:](#)
  - OnTRAC Scholars is a program designed to assist students with overcoming academic challenges and moving towards their goals. OnTRAC Scholars helps students:
    - Have personalized check-ins with a counselor and the OnTRAC coordinator to assist in achieving their goals
    - Communicate with their instructors regarding their progress
    - Learn effective ways to achieve good academic standing by utilizing instructional and Student Support Services
  
- [Career Services:](#)
  - The mission of Career Services is to assist students in developing career awareness, exploring related internship and employment options, and outlining career pathways. Students can meet with a career counselor to refine their interests and goals, and design an educational plan that links classroom learning and workplace experiences.
  - Career Services offers students self-assessment tools to assess potential college majors, occupational interests, personality traits, values and skills. These tools create profiles unique to each person that are helpful with the process of exploring college majors and career options. Self-assessment tools are available on our website for free and in Counseling (COUN) and Career classes (CRER); these classes may have small materials fees. Students are also welcome to schedule an appointment with a Career Counselor for free Myers-Briggs and Strong Interest Inventory assessment.
  
  - Students are also able to access the College Central Network which is an online job board for students who are looking for full-time and part-time jobs, internships, and volunteer opportunities. This system also has a resume and portfolio creator, and a career documents library and podcast library. In the fall semester, Career Services has a Major Fair, where students can network with professionals who have majors and careers students are interested in. In the spring semester, Career Services has a Job Fair to connect students with local employers. There is also ongoing individual campus recruitment in the College Center, Building 10 by the main doors near the Learning Center, during the fall and spring semesters.
  
- [Center for Student Life and Leadership Development:](#)

- College of San Mateo has a vibrant student life, supported through the Center for Student Life & Leadership Development, which provides students the chance to extend their learning outside the classroom. These activities allow students the opportunity to learn and develop skills in leadership, interpersonal communication, advocacy, and event planning.
  - Through the Associated Students, CSM's student government, students participate in the governance of the college. Members of student government also develop, promote, and implement programs and services that are of benefit to the general student population. Student clubs and organizations provide students the opportunity to interact with individuals who have shared interests and shared cultural backgrounds. Clubs and organizations also have the opportunity to sponsor campus-wide events and activities.
  - The Center is also one of the locations on campus where students and the general public are welcome to ask questions about any of the College's programs and services. The Center also provides services such as on- and off-campus referral services; local transit information, information regarding campus posting; and deals with issues related to on-campus vending machines.
- [Disability and Resource Center \(DOR\):](#)
    - The Disability Resource Center provides academic adjustments and support services for students who have a verified disability to ensure equal access to an education. The DRC serves all disabilities including (but not limited to) deaf/hard of hearing, blind/low vision, physical, autism spectrum disorder, acquired brain injury, attention deficit hyperactivity disorder, learning differences, and mental health. Also provided are accommodations for temporary disabilities such as a broken leg or arm, a pregnancy-related disability condition/childbirth or recuperation from surgery. The DRC provides academic accommodations such as note taking, test proctoring, textbooks in alternate formats (Braille, e-text, audio, or large print), reader/scribe for tests, interpreting services, and assistive technology services based on individual need.
- [Distance Education \(Online/Hybrid Classes\):](#)
    - College of San Mateo is committed to meeting the evolving needs and expectations of its students and community through the expansion of alternative means of delivering instructional and student support services.
    - Distance education courses consist of online and hybrid courses. Online courses are conducted through a class website, and some courses may require an on-campus orientation meeting and proctored exams. Hybrid courses are conducted mostly online but do have of face-to-face instructional hours with online work. Most CSM distance education courses are applicable toward associate degree credit, and many satisfy transfer course requirements. Additionally, students enrolled in distance education courses have the same access to financial aid as those enrolled in on-campus courses.

- [Center for Global Engagement:](#)
  - The Center for Global Engagement (CGE), home of the International Education Program, serves our campus through a variety of global initiatives for students, faculty, and staff. As the campus hub for global initiatives and activities on campus; the center supports international students, global and cultural events, study abroad, global internships and campus globalization activities. We encourage a multicultural community that reflects and affirms global diversity and a rich cultural exchange where all of us learn from one another's experiences and perspectives.
  - The International Education Program, located in the CGE, welcomes and supports our international student population, offering an efficient admissions process, welcoming orientation, ongoing social and academic advising and transfer support as well as clubs and programming for international students from over 50 countries. The International Education Program also hosts the International Student Ambassador program, which offers peer support to our international student population, organizes events and activities, and provides information and tours for international visitors. We are committed to addressing the broad educational needs of the world community.
  - The Center for Global Engagement offers a meditation room, student lounge, meeting room, and main lobby that are open to all members of the CSM community.
  
- [Learning Communities at CSM:](#)
  - Learning Communities are cohort-based programs that link instructors across disciplines and connect students who share common academic goals and attitudes. CSM's learning communities offer an innovative and exciting approach to learning designed for student success. While each program is unique, common features include:
    - Two or more classes working together with common themes, content, and materials
    - A group of students and faculty working collaboratively in a friendly, supportive atmosphere
    - An exploration of the connections between disciplines
    - Specialized counseling and transfer support, free tutoring, mentoring, and academic support
    - Enrichment activities like university field trips, cultural events, and guest speakers
    - Community involvement and internships

### **Cultural Communities:**

- [Katipunan](#)
  - Katipunan at College of San Mateo is a Filipinx/Filipinx-American student organization and learning community that aims to strengthen CSM's community and embrace each other's individual narratives.

- Katipunan provides academic and personal support to empower Katipunan students to reach their educational and career goals as well as foster a safe space for career, major, and personal exploration and reflection. They also cultivate spaces for students to actively participate within the classroom, on the CSM campus, and most importantly, in the communities with which they identify.
  
- Katipunan aims to strengthen persistence and retention of Filipinx/Filipinx-American students at College of San Mateo semester-to-semester and year-to-year all the way through to degree/goal completion. Ultimately, Katipunan aims to facilitate the growth of critically conscious individuals through culturally sustaining pedagogy and intentional relationship building with community organizations beyond CSM.
  
- [Mana](#)
  - CSM MANA Learning Community is a transition support program that centralizes intensive retention strategies needed for success throughout their academic journey in community college. At its core, MANA aims to increase the academic support by adopting the cohort model as it guides its students on a clear pathway to transfer success. MANA provides a Critical Pacific Studies & Oceania Certificate, specialized curriculum, and a wraparound support community. This program is designed to increase the number of Oceania students who complete requirements for an AA degree and/or transfer into a four-year university.
  
  - CSM's Mana Learning Community provides students with a bridge to higher education while offering academic support through the college's many learning support centers and a variety of student services including admissions, financial aid, and counseling, among others. The motto of the program is, "We Are Ocean", as in we are all connected through the ocean which is imperative to Pacific Studies.
  
- [Puente Project:](#)
  - The Puente Project is a collaborative transfer support program. Puente, meaning “bridge” in Spanish, is symbolic of how the Puente Project serves as a bridge for the community college student, both from their home culture to academia and from community college to the transfer process. The Puente Project links English and career classes in a one-year learning community that advances the Puente mission to increase the number of educationally underrepresented students who:
    - Enroll in four-year universities

- Earn college degrees
  - Return to the community as leaders and mentors
- As a nationally recognized academic program, the Puente Project is supported by the University of California. The Puente model is composed of three components: counseling, English, and mentoring. The three components are intentionally integrated to work together in supporting the Puente students in reaching their transfer goals.
- [Umoja](#):
  - CSM Umoja is a learning community and transfer support program that focuses on the African American experience through the study of culture, history, literature, and identity.
  - Umoja (a Kiswahili word meaning unity) is a community and critical resource designed to enhance the educational experiences of African American and other students. Members of the Umoja Community benefit from wrap-around support, including a dedicated academic counselor, retention specialist, and A&R/Financial Aid contacts. Members of the Umoja Community are also encouraged to attend field trips, workshops, campus visits, and other Umoja events, and Umoja students have access to a dedicated study and hangout space called the Village.
  - The Umoja Community also has a cohort-based academic program called Umoja Scholars that pairs English, ethnic studies, counseling, and mathematics in a two-semester program.

### **Interest Communities:**

- [Honors Project](#)
  - Students accepted into this unique interdisciplinary community will join a dedicated group of faculty and students, working together to create a rich, intellectual experience at CSM.
  - Students will earn honors credit in selected transfer courses by developing and successfully completing advanced research projects. Students are required to concurrently enroll in an Honors Project research seminar.
  - College of San Mateo welcomes eligible students to participate in the Honors Project. Applications are accepted year round

- [IX in Action](#)
  - *IX in Action* is a learning community comprised of CSM’s women athletes, primarily from the volleyball, basketball, and softball teams. The community works to empower our students by emphasizing their athletic identities and helping them transfer all the skills they use in their sports, such as discipline, perseverance, and teamwork, to their academic studies.
  - The reference to Title IX in the community’s name is a reminder that not only did that landmark legislation pave the way for more opportunities for women in collegiate athletics, but it also made it the law of the land that women should be afforded every educational opportunity – admission, scholarships, student leadership positions – that was already available to men in college.
  - In our community, students are cohorted through specific English, kinesiology, and psychology classes, wherein they come to better understand the significance of the history of women in sports in order to recognize their own roles in the broader fight for gender equality.
  
- [Writing in the End Zone:](#)
  - Writing in the End Zone, a learning community that links English and Physical Education, began in 2004 as a response to concerns about the low success, retention, and persistence rates of African American and Pacific Islander male students at College of San Mateo in English courses.
  - We have created a successful environment for these traditionally underserved students by taking seriously their academic needs, interests, and unique backgrounds. Linking football, their greatest passion, to their nemesis, English Composition, has resulted in significantly more students from this cohort succeeding in their English classes, graduating from CSM, and transferring to four-year colleges and universities.
  - Working closely together, English faculty and football coaches have created a seamless program that fosters student-athletes' success in the classroom and on the field.
  - Writing in the End Zone won the [San Mateo County School Boards Association Kent Award](#) for outstanding and innovative programs in 2017, the *Spirit of CSM* award in 2009, and an honorable mention for *Exemplary Programs* in 2010 from the California Community Colleges Board of Governors.

**Transitional Communities:**

- [Project Change:](#)

- Project Change is the first community college supported program in California to provide wrap-around student support services, direct access to postsecondary education for incarcerated youth, and in-person college instruction inside juvenile youth facilities.
- The project connects students to resources and programs at CSM, such as a college readiness summer bridge program, social and academic support services, nationally recognized cohort learning communities ([Puente](#), [Umoja](#), and [Mana](#)), and career and technical education programs. Students are provided a clear pathway to resources on campus to enhance success.
- A supportive network of volunteer faculty and staff mentors, as well as a retention specialist, assist students with navigating their first year in college.
- This program unites CSM and San Mateo County community organizations together in a joint effort to help underrepresented populations of students make the transition to community college.

## Appendix D: Primary Sources: Interviews and Site Visits

### Youth Law Center Statewide Student Leadership Cohort

Angelina Pome'e  
Leah Pinedo  
Maritza Lopez  
Matthew Pratap  
Angel Luevano  
Tammy Williams  
Yefry Samael Mata Diaz

### Youth Law Center

Lauren Brady  
Katie Bliss  
M.J. Hart

### Fresh Lifelines for Youth

Joshua Orcine  
Melissa Polling  
Kate Heister  
Bryan Cabral

### San Mateo Community College District

Priscilla Menjivar  
Aaron McVean  
Nick Jasso (Project Change)

### Life Learning Academy (Site visit)

Craig Miller  
Teri Lynch Delane

Caitlin Ferguson, Five Keys

Atasi Uppal, East Bay Community Law Center, author, Decoding Alternative Education

Professor Greg Walton, Stanford University

Stephanie Omste, Principal, Quest Academy, Alameda County

Ellen McCarty, Special Education teacher

## Appendix E: Recommended Reading

1) [Decoding-Alternative-Education](#).

East Bay Community Law Center and National Center for Youth Law

2) [Lifting the Bar: A Relationship-Orienting Intervention Reduces Recidivism Among Children Reentering School From Juvenile Detention](#)

**Gregory M. Walton, Jason A. Okonofua<sup>2</sup>, Kathleen Remington Cunningham<sup>1</sup>, Daniel Hurst<sup>1</sup>, Andres Pinedo<sup>3</sup>, Elizabeth Weitz<sup>1</sup>, Juan P. Ospina<sup>4</sup>, Hattie Tate<sup>5</sup>, and Jennifer L. Eberhardt<sup>1</sup>**

3) [California Expands Education for Youth In Detention](#), the Imprint, April 5<sup>th</sup>, 2023, Nell Bernstein and Lilah Burke

Appendix G: Table of Distances from County Community School to Juvenile Hall, by distance

County	Name of County School	Name of Juvenile facility	Driving distance between facility and school
<a href="#">Madera</a>	Madera County Independent Academy	Madera Juvenile Detention Facility	0.1
<a href="#">Mendocino</a>	Mendocino County Community	Mendocino County Juvenile Hall	0.1
<a href="#">Monterey</a>	Salinas Community	Monterey County Juvenile Hall	0.4
<a href="#">San Mateo</a>	<a href="#">Gateway Community School</a>	Youth Services Center	0.5
Yuba	Thomas E. Mathews Community	Yuba County Juvenile Hall	0.7
Del Norte	Del Norte Community	Del Norte Juvenile Detention	1.1
<a href="#">Humboldt</a>	Educational Resource Center (ERC) 1820 6th Street, Eureka, CA 95501	Humboldt County Juvenile Hall	1.6
<a href="#">Nevada</a>	Earle Jamieson Educational Options	Nevada County Juvenile Hall	2
<a href="#">Plumas</a>	Plumas County Community	Plumas County Juvenile Rtntn	2.1
<a href="#">Tuolumne</a>	Tuolumne County Community/ISP	<a href="#">Mother Lode Regional Juvenile Detention Facility</a>	2.4

Marin	<a href="#">Marin's Community</a>	Marin County Juvenile Hall	2.5
<a href="#">San Benito</a>	Pinnacles Community	San Benito County Youth Services Center	2.6
<a href="#">San Luis Obispo</a>	Loma Vista Community School	San Luis Obispo Juvenile Hall (SLO)	2.6
<a href="#">San Bernardino</a>	Community School/Independent Alternative Education	San Bernardino Central Juvenile (San Bernardino)	2.8
<a href="#">Napa</a>	Napa County Community	Napa County Juvenile Hall	2.9
<a href="#">Placer</a>	Placer County Pathways Charter	Placer County Probation Juvenile Detention Facility	3.3
Kern	Kern County Community	<a href="#">Kern County Crossroads Juvenile Hall</a> ; <a href="#">Kern County James G. Bowles Juvenile Hall (Bakersfield)</a>	3.5
Imperial	Valley Academy	<a href="#">Imperial County Juvenile Hall</a>	3.6
<a href="#">San Francisco</a>	Civic Center Secondary School ; satellite campuses at one Center for Academic Re-Entry (C.A.R.E.) classroom at the Bayview YMCA, another Center for Academic Re-Entry (C.A.R.E.) at the Buchanan YMCA, and	San Francisco's Juvenile Hall and Secure Youth Treatment Facility	3.9

	two small classrooms comprising the Youth Chance program at the Embarcadero YMCA		
Contra Costa	<a href="#">Point Richmond School Site</a> <a href="#">CCCOE-Center for Recovery and Empowerment</a> <a href="#">1160 Brickyard Cove Suite #11</a> <a href="#">Point Richmond, CA 94801</a> <a href="#">(510) 215-6009</a>	John A. Davis Juvenile Hall	4
<a href="#">Santa Clara</a>	<a href="#">Santa Clara County Community School</a>	Santa Jose Juvenile Hall	4
<a href="#">Sutter</a>	Feather River Academy	Maxine Singer Youth Guidance Center	4
<a href="#">San Joaquin</a>	San Joaquin County Community	San Joaquin Juvenile Hall	4.7
<a href="#">Lake</a>	Lloyd Hance Community	Lake County Juvenile Home	4.8
<a href="#">Solano</a>	Solano County Community	Solano County Juvenile Detention Facility	5.1
<a href="#">Yolo</a>	Cesar Chavez Community School	Yolo County Juvenile Hall	5.1
<a href="#">Santa Cruz</a>	Santa Cruz County Community	<a href="#">Santa Cruz County Juvenile Hall</a>	5.3
<a href="#">Stanislaus</a>	Stanislaus County Community School	Stanislaus County Juvenile Hall	6
Alameda County	Alameda County Community + Opportunity Academy	<a href="#">Alameda Juvenile Hall</a>	6.8
<a href="#">Sacramento</a>	<a href="#">Nathaniel S. Colley, Sr. Junior/Senior High School</a>	Sacramento Youth Detention Facility	7.9

<a href="#">Ventura</a>	Gateway Community School - Expelled Students	Ventura County Juvenile Hall Facility (Oxnard) Ventura Youth Correctional Facility (Camarillo) - closed	7.9
<a href="#">Fresno</a>	<a href="#">Violet Heintz Education Academy</a>	Juvenile Justice Campus	8.4
<a href="#">Orange</a>	ACCESS County Community	Theo Lacy Juvenile Annex (City of Orange)	9.6
<a href="#">Tulare</a>	Tulare County Community	Juvenile Detention Facility	10.2
<a href="#">Merced</a>	Valley Merced Community	Iris Garrett Juvenile Justice Correctional Complex	11.7
<a href="#">Sonoma</a>	Amarosa Academy in Santa Rosa	Juvenile Hall	12.5
<a href="#">Los Angeles</a>	<a href="#">Renaissance County Community</a>	<b>LOS PADRINOS JUVENILE HALL</b>	13.8
Butte County	Butte County Community School	Butte County Juvenile Hall	21
<a href="#">San Diego</a>	San Diego County Community	East Mesa Juvenile Detention Facility (San Diego) (EMJDF) Kearny Mesa Juvenile Detention Facility (San Diego) (KMJDF)	31.1

<a href="#">Glenn</a>	<a href="#">William Finch</a>	Housed in Tehama County Juvenile Detention Facility	32.7
Colusa (Serves Yuba and Sutter)	S. William Abel Academy	<a href="#">Tri-County Youth Development Center</a>	34.2
Inyo	<a href="#">Jill Kinmont Boothe</a>	Inyo County Juvenile Center	44.3
<a href="#">Mariposa</a>	Mariposa County Community	<a href="#">Mariposa County Juvenile Hall</a>	50.2
<a href="#">Mono</a>	Sawtooth Ridge Community	El Dorado County Juvenile Treatment Center	50.3
<a href="#">Trinity</a>	California Heritage Youthbuild Academy II	<a href="#">Trinity County Juvenile Hall - weekend facility</a>	51.7
<a href="#">Santa Barbara</a>	Santa Barbara County Community	Santa Maria Juvenile Hall - Susan J. Gionfriddo Juvenile Justice Center	55.1
Amador County	<b>Amador County Community School</b>	<a href="#">Amador County Juvenile Detention Center, CA</a>	63.5
El Dorado	<a href="#">Charter Community School Home Study Academy</a>	Juvenile Treatment Center South Lake Tahoe	64.1
<a href="#">Siskiyou</a>	Yreka Community Day; Yreka Union High Community Day; Dunsmuir Joint Union High Community Day	<a href="#">Transported to Tehama County Juvenile Detention Facility</a>	82.4
Calaveras	Calaveras River Academy	<a href="#">Calaveras County Detention Center</a>	103

<a href="#">Riverside</a>	Riverside County Community	Riverside County Southwest Juvenile Hall	38.7 ; 76.9



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

**FACILITY NAME:** Elysian

**FACILITY TYPE:** Short Term Residential Treatment Facility (STRTP)

**FACILITY CAPACITY:** 6

**FACILITY ADDRESS:** 31 Tower Road, San Mateo, CA 94402

**FACILITY PHONE NUMBER:** 650-312-5320

**FACILITY MANAGER:** Aimee Salazar, Milieu Program Specialist Supervisor

**COMMISSION INSPECTORS:** Jennifer Blanco, Trena Petton, and Whitney Genevro

**PRESIDING DEPENDENCY COURT JUDGE:** The Honorable Susan Etezadi

**DIRECTOR OF CHILDREN & FAMILY SERVICES:** John Fong

**FACILITY MILIEU PROGRAM SPECIALIST SUPERVISOR:** Aimee Salazar

**INSPECTION PERIOD:** July 1, 2024 - June 30, 2025

**INSPECTION DATE:** July 25, 2025

**DATE OF PREVIOUS INSPECTION:** August 14, 2024

**BACKGROUND INFORMATION**

Elysian is a 12-bed Short-Term Residential Therapeutic Program (STRTP) operated by the County's Human Services Agency (HSA). The facility offers 24-hour intensive residential care for adolescents in the child welfare system who have been removed from their homes due to abuse or neglect. Elysian's mission is to deliver comprehensive support services, including behavioral guidance, supervision, safety, health care, and overall well-being for its residents.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

**EXECUTIVE SUMMARY**

Elysian, operated by San Mateo County’s Human Services Agency (HSA), serves youth ages 12–17 in a co-ed, 12-bed short-term residential therapeutic program. The program provides 24-hour intensive care and emphasizes *voice and choice*, ensuring that each young person is heard and has meaningful input into their care. With a strong focus on harm reduction, Elysian adapts schedules, routines, and services to meet the unique needs of each youth, recognizing that individualized care is central to healing and growth.

Therapeutic support at Elysian is both medical-based and creative, with 3–4 therapy interventions offered weekly, including individual, group, and crisis sessions when necessary. Youth are encouraged to set their own therapeutic goals. Staff also teach vital skills such as creating healthy routines, repairing relationships, and preparing for successful transitions. A “stepping down” approach is a key focus, ensuring that youth gradually build independence and stability as they prepare to return home, enter foster care, or transition to alternative family or community placements. Aftercare services are available for graduates of the program, helping them stay connected and supported after their stay.

Education is prioritized, with strong collaboration between staff, schools, and families. If a young person resists attending school, staff work with them to identify barriers and develop solutions, emphasizing flexibility rather than force. Youth may remain at their home schools or, when that isn’t possible, attend Aragon High School, which provides supportive resources. For many, staff also make special efforts to ensure inclusion in milestones like attending prom, which reinforces a sense of normalcy and belonging.

Elysian also fosters a homelike environment with thoughtful amenities and opportunities for personal expression. Youth can do laundry at any time, keep plants in their rooms, and have access to a study room. A range of personal care items—including brand-name cosmetics like Makeup by Mario, Ouai, NYX, The Inkey List, and Milk, as well as culturally specific items such as hair bonnets—are provided to ensure all youth feel respected and cared for. These details reflect a commitment to recognizing individuality and dignity.

The Elysian team demonstrates deep commitment and care, often going above and beyond to maintain lifelong connections with youth. Many young people stay in touch with staff years after leaving. Thoughtful gestures—such as creating a personalized cookbook for a departing youth—underscore the nurturing environment. Transitions are celebrated with kits, blankets, and group recognition, while holidays are honored in ways that create meaningful memories.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Behavioral support strategies are customized to each youth's background and needs. Traditional punitive measures, such as confinement to a room, are intentionally avoided; instead, staff identify activities and positive alternatives that encourage self-regulation and growth. This approach helps build trust and accountability without retraumatizing youth.

Staffing at Elysian includes a dedicated placement team of two workers who thoughtfully consider each youth's needs when arranging placements, even when homes are located farther away. Importantly, Elysian has always maintained enough beds to meet demand, and staff remain proactive about alternatives should capacity ever be exceeded. Physical improvements, such as the addition of new storage facilities, reflect the program's commitment to maintaining a safe, well-organized, and welcoming environment.

Ultimately, Elysian is a model of therapeutic care that blends structure, compassion, and individualized attention. The program's culture of respect and consistency helps ensure that every youth not only feels cared for in the present but also leaves with skills, experiences, and connections that serve them well into adulthood.

I was able to interview one youth who previously was apart of the Elysian program. They are 16 and were in the program for six months. The youth reported that the program was very nice; staff were friendly, listened to their needs and did their jobs very well. They reported that the only issue at the program was other youth being unkind, but noted that staff promptly stepped in and addressed any issues, making them feel supported and safe. They went to foster care after graduating the program and is currently transitioning back to one of their parents. Elysian is still providing them with aftercare services as well to support this transition.

**COMMENDATIONS**

The Commission also commends Elysian STRTP for its responsiveness to last year's recommendations and for implementing substantial program improvements. Like the Receiving Home, Elysian expanded its handbook to more than 500 pages, ensuring that staff have access to detailed policies and guidance. These updates place particular emphasis on the therapeutic purpose of the program, reinforcing Elysian's role in providing intensive 24-hour residential treatment for adolescents in the child welfare system.

The revised handbook underscores the program's commitment to individualized care, emotional and mental well-being, and structured therapeutic services. By clarifying its mission and aligning daily practices with its core purpose, Elysian has demonstrated a strong dedication to accountability and to improving outcomes for youth.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

The Commission commends the leadership and staff for taking deliberate steps to strengthen the program, adapt to feedback, and reaffirm their commitment to the long-term success of the young people they serve.

<b>PRIOR RECOMMENDATIONS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Implemented	X	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Update Resident Handbook to Include trauma informed language</li> <li>Weekly Allowance increased to \$20.00</li> </ul>
Partially Implemented	<input type="checkbox"/>	X	<input type="checkbox"/>	
Pending Implementation	X	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Add Shade to outdoor recreation areas</li> <li>Provide water source to garden area</li> </ul>
No Action	X	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Cell Phone Policy: Children and youth are still required to pay for their own phone bill</li> </ul>

<b>DOCUMENTATION</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Community Care License	x	<input type="checkbox"/>	<input type="checkbox"/>	
Fire Life & Safety Inspection: San Mateo County Fire Department	x	<input type="checkbox"/>	<input type="checkbox"/>	Any concerns from the report were promptly corrected.
Natural Disaster & Fire Safety Evacuation, Drills, & Equipment	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Pre-Intake, Intake & Checklist Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Removal and/or Discharge Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Resident Handbook	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Handbook	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Rules	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Dress Code	x	<input type="checkbox"/>	<input type="checkbox"/>	
Staffing Ratios: 84665.5  Sections 84065.5 and 84065.7 do not apply to Temporary Shelter Care Facilities	x	<input type="checkbox"/>	<input type="checkbox"/>	1:3 for STRTP during day time and night; graveyard is 1:6
Positive Discipline Policies & Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Crisis Intervention Services	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Emergency Intervention Plan	x	<input type="checkbox"/>	<input type="checkbox"/>	
Complaints & Investigation Reports	x	<input type="checkbox"/>	<input type="checkbox"/>	Report forms are readily available for youth to fill out
Medication	x	<input type="checkbox"/>	<input type="checkbox"/>	
Trauma Informed Policies	x	<input type="checkbox"/>	<input type="checkbox"/>	
Trauma Informed Interventions & Treatment Practices	x	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Restraints	<input type="checkbox"/>	<input type="checkbox"/>	x	Restraints are not used at this facility
LGBTQIA+ & Gender Inclusive Programming	x	<input type="checkbox"/>	<input type="checkbox"/>	
Nutrition & Meals	x	<input type="checkbox"/>		
Weekly Allowance	x	<input type="checkbox"/>	<input type="checkbox"/>	Allowance has increased since our last visit. Youth are given gift cards to some of their favorite places to go.
Transportation	x	<input type="checkbox"/>	<input type="checkbox"/>	

**PROGRAMS & SERVICES**

REVIEWED	YES	NO	N/A	COMMENTS
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**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Assessments	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are assessed when they arrive at the program.
Health Related Services	x	<input type="checkbox"/>	<input type="checkbox"/>	Mental Health Program Approval from Department of Healthcare Services
Education	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are generally able to attend their home school unless extenuating circumstances.
Programming Schedule	x	<input type="checkbox"/>	<input type="checkbox"/>	
Recreation Schedule	x	<input type="checkbox"/>	<input type="checkbox"/>	
Needs and Services Plan	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are provided with individualized plans for needs and services.
Placement Planning	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth stay at Elysian up to 6 months, with the possibility if it extending if needed. And then transition either home or into foster care.
Extracurricular, enrichment, and social activities	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are able to participate in different extracurricular or social activities based on their own interests (i.e. rollerskating or horseback riding, etc.)
Mentorship and Peer Support Programs	x	<input type="checkbox"/>	<input type="checkbox"/>	Some youth have a Court Appointed Special Advocate: CASA
Visiting	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are able to visit with friends and family.
Telephone	x	<input type="checkbox"/>	<input type="checkbox"/>	Landline available for youth to use
Cell Phones	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are able to keep their own cell phones and use as



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

				needed.
Mail	x	<input type="checkbox"/>	<input type="checkbox"/>	
Technology & Internet Use	x	<input type="checkbox"/>	<input type="checkbox"/>	Wifi and computer access available as well as TVs
Outings	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth regularly go on outings including places such as restaurants, sports games, amusement parks, etc.
<b>PHYSICAL INSPECTION</b>				
<b>EXTERIOR OF FACILITY</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Parking Lot	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Security	x	<input type="checkbox"/>	<input type="checkbox"/>	No issues noted or reported by staff.
Exterior Paint	x	<input type="checkbox"/>	<input type="checkbox"/>	In good condition
Roof, Gutters, & Drainage	x	<input type="checkbox"/>	<input type="checkbox"/>	No issues noted or reported by staff.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Sidewalks, Ramps, and Patios	x	<input type="checkbox"/>	<input type="checkbox"/>	
Gates & Fencing	x	<input type="checkbox"/>	<input type="checkbox"/>	
Landscaping	x	<input type="checkbox"/>	<input type="checkbox"/>	Drought resistant landscaping
Renewable Energy	x	<input type="checkbox"/>	<input type="checkbox"/>	Solar panels are located in the parking lot
<b>OUTDOOR RECREATION</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Outdoor Recreation Area	x	<input type="checkbox"/>	<input type="checkbox"/>	
Grass and Open Space	x	<input type="checkbox"/>	<input type="checkbox"/>	
Patio & Walkways	x	<input type="checkbox"/>	<input type="checkbox"/>	No issues noted
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	
Recreation Equipment	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Recreation: Other: Hiking	x	<input type="checkbox"/>	<input type="checkbox"/>	
Garden	x	<input type="checkbox"/>	<input type="checkbox"/>	
Storage Shed	x	<input type="checkbox"/>	<input type="checkbox"/>	
Other: BBQ	x	<input type="checkbox"/>	<input type="checkbox"/>	
Comments	Everything looks amazing and very organized			

**MAIN ENTRANCE, LOBBY, & ADMINISTRATIVE OFFICES**

<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lobby: Waiting Area.	x	<input type="checkbox"/>	<input type="checkbox"/>	
Hallway	x	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting & Therapy Rooms	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Administrative Offices	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>FACILITY INTERIOR</b>				
<b>INDOOR ACTIVITY SPACE / DAYROOM</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Staff Office	x	<input type="checkbox"/>	<input type="checkbox"/>	
Layout	x	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors & Windows	x	<input type="checkbox"/>	<input type="checkbox"/>	
Fixtures: Cabinets	x	<input type="checkbox"/>	<input type="checkbox"/>	Large built in cabinets are on the wall of the “living area” .
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	Couch, table, chairs, bookcase, television
Technology	x	<input type="checkbox"/>	<input type="checkbox"/>	
Study Room	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth can use the space to do homework or use the computer.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

<b>HALLWAYS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	The hallways were clean and free of clutter.
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Fixtures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Supply Closet	x	<input type="checkbox"/>	<input type="checkbox"/>	
Gym	x	<input type="checkbox"/>	<input type="checkbox"/>	The activities in gym rotate.
Laundry Room	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>BATHROOMS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Toilets	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Showers	x	<input type="checkbox"/>	<input type="checkbox"/>	
Sinks	x	<input type="checkbox"/>	<input type="checkbox"/>	
Toiletries & Towels	x	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Ventilation	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>KITCHEN - DINING ROOM</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	The kitchen was clean and welcoming
Appliances	x	<input type="checkbox"/>	<input type="checkbox"/>	The appliances and fixtures were modern and appeared to be in good working order.
Food Storage / Panty	x	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	The furniture was in good condition.
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	Lots of natural light
Ventilation	x	<input type="checkbox"/>	<input type="checkbox"/>	The kitchen has ample ventalation
Comments	The large eat in kitchen provides youth a "homelike environment" with a modern open floor plan and lots of natural light.. Staff did not report any maintenance or repair issues.			
<b>BEDROOMS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Bedrooms: Number of children per room.	x	<input type="checkbox"/>	<input type="checkbox"/>	Rooms can be shared with up to two youths. However, the population at the facility oftentimes allows for youth to have their own room.
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	The bedrooms were clean, welcoming, and free of clutter.
Personal Property	x	<input type="checkbox"/>	<input type="checkbox"/>	
Clothing <ul style="list-style-type: none"> <li>● clothing</li> <li>● seasonal</li> <li>● outdoor</li> <li>● shoes</li> </ul>	x	<input type="checkbox"/>	<input type="checkbox"/>	Clothing Stipends for Youths were raised to \$250. Also have partnership with Old Navy and Kohls card.  The Commission donated two dozen pairs of athletic shoes during this inspection cycle.
Personal Hygiene Items	x	<input type="checkbox"/>	<input type="checkbox"/>	
Personal Storage: Closet/Wardrobe	x	<input type="checkbox"/>	<input type="checkbox"/>	Individual space is available for each youth
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Bed & Mattress	X	<input type="checkbox"/>	<input type="checkbox"/>	
Bedding & Pillows	X	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	X	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	X	<input type="checkbox"/>	<input type="checkbox"/>	
Room Temperature	X	<input type="checkbox"/>	<input type="checkbox"/>	
Ventilation	X	<input type="checkbox"/>	<input type="checkbox"/>	
Comments	The bedrooms were clean, welcoming, and appeared to be comfortable. The furniture and bedding was in good condition. There were no issues noted and everything appeared to be in good working order. Staff did not report any maintenance or repair issues.			
<b>YOUTH INTERVIEWS</b>				
	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Interview(s)	X	<input type="checkbox"/>	<input type="checkbox"/>	An interview was conducted with a 16 year old
Is this the first time you have been placed at Elysian?	<input type="checkbox"/>	X	<input type="checkbox"/>	This youth had been placed here in the past.
How long have you been in this program?	X	<input type="checkbox"/>	<input type="checkbox"/>	6 Months



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

How do you like the program?	X	<input type="checkbox"/>	<input type="checkbox"/>	They reported liking the program and described it as “very nice”.
Can you tell me about the staff here?	X	<input type="checkbox"/>	<input type="checkbox"/>	They described the staff as being friendly, open to listening to their needs, and that they did their jobs very well.
Have your interactions with the other youth in the program been positive?	X	<input type="checkbox"/>	<input type="checkbox"/>	They reported that the only issue at the program was that other youth are unkind. They explained that staff would promptly intervene and address this behavior, which made them feel supported and safe.
Have you been able to maintain contact with your siblings, extended family members, and other trusted adults	X	<input type="checkbox"/>	<input type="checkbox"/>	They reported that they are currently transitioning back to one of their parents.
Do you have a Transition Plan?	X	<input type="checkbox"/>	<input type="checkbox"/>	The plan included going to a “resource home” after completing the program, with the reunification goal of transitioning back into the care of their parent.
Does your Transition Plan include any After Care Services	X	<input type="checkbox"/>	<input type="checkbox"/>	Aftercare services are provided and continue to support as well to support this transition.

**STAFF INTERVIEWS**

<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Do you have the	X	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

training, tools, and resources needed to fulfill your job duties?				
Are there an adequate number of supervisors?	X	<input type="checkbox"/>	<input type="checkbox"/>	
Staff Training	X	<input type="checkbox"/>	<input type="checkbox"/>	
Do you feel the promotion process is fair and transparent?	X	<input type="checkbox"/>	<input type="checkbox"/>	Would like to see more opportunities for relief counselors to transition into permanent roles
What are the biggest challenges facing the facility?	X	<input type="checkbox"/>	<input type="checkbox"/>	No challenges; before staffing was an issue but were able to go to leadership and let them know the needs and were able to increase hiring. In a really great space.
Internal Communication	X	<input type="checkbox"/>	<input type="checkbox"/>	Employees stay well informed and everyone knows what they need to do their job.
External Communication	X	<input type="checkbox"/>	<input type="checkbox"/>	Staff communicate with CFT members and others as applicable.
Collaboration Between Agencies, Departments, System Partners, and CFT members	X	<input type="checkbox"/>	<input type="checkbox"/>	CFT: Child Family Team Meetings are held regularly. Members include: Youth, Family members, Social Worker, Youth's Attorney, School, BHRS, Service Providers, CASA and other trusted adults.



**Juvenile Justice Commission  
Annual Inspection Report  
2024 - 2025**

**Elysian - Short Term Residential Treatment Facility (STRTP)**

Employee Morale	X	<input type="checkbox"/>	<input type="checkbox"/>	Things have improved significantly over the last three years. Currently have a very healthy team.
Is there anything we have not covered that you would like to add?	X	<input type="checkbox"/>	<input type="checkbox"/>	Thank you for coming and allowing youth to come out of their shell when we visited. Thank you to Jennifer Blanco for following up and reaching out about other resources she informed site about.

**Signatures of Juvenile Justice Commissioners preparing this report:**

*Whitney Genevro*

Commissioner Whitney Genevro      Date: September 25, 2025

*Jennifer Blanco*

Commissioner Jennifer Blanco      Date: September 25, 2025

*Trena Patton*

Commissioner Trena Patton      Date: September 25, 2025



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

**FACILITY NAME:** San Mateo County Receiving Home

**FACILITY TYPE:** Temporary Shelter Care Facility - TSCF

**FACILITY CAPACITY:** 6

**FACILITY ADDRESS:** 31 Tower Road, San Mateo, CA 94402

**FACILITY PHONE NUMBER:** 650-312-5320

**FACILITY STAFF/MANAGER:** Aimee Salazar, Milieu Program Specialist Superviso

**COMMISSION INSPECTORS:** Jennifer Blanco, Trena Petton, and Whitney Genevro

**PRESIDING DEPENDENCY COURT JUDGE:** The Honorable Susan Etezadi

**DIRECTOR OF CHILDREN & FAMILY SERVICES:** John Fong

**FACILITY MILIEU PROGRAM SPECIALIST SUPERVISOR:** Aimee Salazar

**INSPECTION PERIOD:** July 1, 2024 - June 30, 2025

**INSPECTION DATE:** July 25, 2025

**DATE OF PREVIOUS INSPECTION::** August 14, 2024

**BACKGROUND INFORMATION**

San Mateo County Receiving Home operates as a 24-hour emergency shelter for youth ages 12–17 who have been removed from their homes due to abuse, neglect, or other risks to their safety. The facility offers a secure, short-term, and home-like setting, along with supportive services designed to stabilize children and adolescents while longer-term placements or family reunification plans are established.



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

**EXECUTIVE SUMMARY**

The San Mateo County Receiving Home is a 24-hour emergency shelter that serves youth ages 6–17 who have been removed from their homes due to abuse, neglect, or risk to their well-being. Previously under a provisional license, Receiving Home is now under a permanent license. The program provides a safe and homelike short-term environment where youth can stabilize while longer-term placements or reunification with family are arranged. At the heart of the Receiving Home’s approach is the principle of *voice and choice*, ensuring that young people feel heard and respected, even in moments of crisis.

With a focus on harm reduction and individualized care, staff adapt schedules, expectations, and services to meet the unique needs of each youth. Samantha, who oversees the program, works closely with a dedicated full-time social worker and crisis response team to ensure high-quality, round-the-clock support. Therapy begins immediately upon arrival, with each youth screened on their first day. When possible, youth continue with their existing therapists to preserve stability and trust, though some stays are brief—sometimes less than 24 hours.

The Receiving Home fosters a nurturing environment that balances stability with engagement. Youth have access to their home schools whenever possible; when not, staff collaborate closely with educational partners to ensure continuity. If a youth resists attending school, staff take a supportive approach, working with the child to identify solutions and make schooling more accessible rather than relying on punitive measures. This flexibility emphasizes the program’s belief that every child deserves dignity and individualized support.

The environment itself is designed to be calming, inclusive, and supportive of youth needs. The Receiving Home recently added a sensory room with glow-in-the-dark stars to provide a safe, relaxing space for downtime. Youth have opportunities to participate in engaging activities and outings, celebrating holidays, supporting milestones, and fostering positive memories are all prioritized.

Practical supports are another cornerstone of the program. The clothing allowance was recently increased to approximately \$250 per youth, and staff have secured additional donations through partnerships with organizations and companies such as Old Navy, Kohl’s, and Project Glamour. These efforts ensure that youth have access to both basic necessities and items that help them feel comfortable and confident. Staff also prioritize culturally appropriate items and allow youth to do their laundry at any time, reinforcing independence and dignity.



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Everyday routines are structured with care for youth well-being. For example, Wi-Fi access is limited on school nights after 9 p.m. to encourage healthy sleep habits, though youth are permitted to keep their phones, with replacement devices offered for music or white noise. Visitation is prioritized and facilitated both on and off site, depending on court orders and family needs.

As with Elysian, activities at the Receiving Home are kept distinct so youth from different programs do not overlap. This allows staff to tailor activities and experiences to the developmental and emotional needs of their respective groups.

The Receiving Home staff consistently demonstrate creativity and compassion, as seen in their commitment to personalized supports. Youth are celebrated with transition kits, blankets, and recognition when moving on to their next placement. Staff build lasting bonds with young people, many of whom stay in contact long after leaving. This enduring care reinforces the program's commitment not only to safety and stabilization but also to the long-term success of every youth.

**COMMENDATIONS**

The Commission commends the San Mateo County Receiving Home for its thoughtful response to the recommendations made during last year's review. Program leadership made significant adjustments, most notably the expansion of its program handbook to more than 500 pages. This comprehensive document reflects careful attention to the Receiving Home's core mission as an emergency shelter and clarifies policies, procedures, and expectations for staff.

The expanded handbook emphasizes the real focus and purpose of the Receiving Home: providing a safe, short-term, home-like environment where youth can stabilize while longer-term placements or reunification plans are arranged. By strengthening this foundation, staff are better equipped to deliver consistent care, supervision, and support tailored to the individual needs of each young person. The Commission recognizes the Receiving Home's commitment to continuous improvement and its dedication to serving vulnerable youth with compassion and professionalism.



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

<b>PRIOR RECOMMENDATIONS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Implemented	X	<input type="checkbox"/>	<input type="checkbox"/>	Update Resident Handbook to Include trauma informed language Weekly Allowance increased to \$20.00
Partially Implemented	<input type="checkbox"/>	<input type="checkbox"/>	X	
Pending Implementation	X	<input type="checkbox"/>	<input type="checkbox"/>	Add Shade to outdoor recreation areas Provide water source to garden area
No Action	X	<input type="checkbox"/>	<input type="checkbox"/>	Cell Phone Policy: San Mateo County still requires children and youth are still required to pay for their own phone bill.

<b><u>DOCUMENTATION</u></b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Community Care License	x	<input type="checkbox"/>	<input type="checkbox"/>	Now has a permanent license
Fire Life & Safety Inspection: San Mateo County Fire Department	x	<input type="checkbox"/>	<input type="checkbox"/>	Any concerns from the report were promptly corrected.
Natural Disaster & Fire Safety Evacuation, Drills,	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

& Equipment				
Pre-Intake, Intake & Checklist Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Removal and/or Discharge Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Resident Handbook	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Handbook	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Rules	x	<input type="checkbox"/>	<input type="checkbox"/>	
Facility Dress Code	x	<input type="checkbox"/>	<input type="checkbox"/>	
Staffing Ratios: 84665.5  Sections 84065.5 and 84065.7 do not apply to Temporary Shelter Care Facilities	x	<input type="checkbox"/>	<input type="checkbox"/>	
Positive Discipline Policies & Procedures	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Crisis Intervention Services	x	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency Intervention Plan	x	<input type="checkbox"/>	<input type="checkbox"/>	
Complaints & Investigation Reports	x	<input type="checkbox"/>	<input type="checkbox"/>	Report form are readily available for youth to fill out
Medication	x	<input type="checkbox"/>	<input type="checkbox"/>	
Trauma Informed Policies	x	<input type="checkbox"/>	<input type="checkbox"/>	
Trauma Informed Interventions & Treatment Practices	x	<input type="checkbox"/>	<input type="checkbox"/>	
Use of Restraints	<input type="checkbox"/>	x	<input type="checkbox"/>	Utilize crisis prevention intervention; completely hands off.
LGBTQIA+ & Gender Inclusive Programming	x	<input type="checkbox"/>	<input type="checkbox"/>	
Nutrition & Meals	x	<input type="checkbox"/>		
Weekly Allowance	x	<input type="checkbox"/>	<input type="checkbox"/>	
Transportation	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Other:	<input type="checkbox"/>	<input type="checkbox"/>		
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**PROGRAMS & SERVICES**

<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Assessments	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are assessed when they arrive at the program. Youth are assessed whether they qualify for STRTP/Elysian.
Health Related Services	x	<input type="checkbox"/>	<input type="checkbox"/>	
Education	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are generally able to attend their home school unless extenuating circumstances.
Programming Schedule	x	<input type="checkbox"/>	<input type="checkbox"/>	
Recreation Schedule	x	<input type="checkbox"/>	<input type="checkbox"/>	
Needs and Services Plan	x	<input type="checkbox"/>	<input type="checkbox"/>	
Placement Planning	x	<input type="checkbox"/>	<input type="checkbox"/>	RH has up to 10 days to place youth at foster home or translation them to Elysian.
Extracurricular, enrichment, and social activities	x	<input type="checkbox"/>	<input type="checkbox"/>	
Mentorship and Peer Support Programs	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Visiting	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth can have visits from friends and family
Telephone	x	<input type="checkbox"/>	<input type="checkbox"/>	Landline available for youth to use
Cell Phones	x	<input type="checkbox"/>	<input type="checkbox"/>	Youth are able to keep their own cell phones and use as needed.
Mail	x	<input type="checkbox"/>	<input type="checkbox"/>	
Technology & Internet Use	x	<input type="checkbox"/>	<input type="checkbox"/>	Wifi and computer access available as well as TVs
Outings	x	<input type="checkbox"/>	<input type="checkbox"/>	

**PHYSICAL INSPECTION**

**EXTERIOR OF FACILITY**

<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Parking Lot	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Security	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Roof, Gutters, & Drainage	x	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Sidewalks, Ramps, and Patios	x	<input type="checkbox"/>	<input type="checkbox"/>	
Gates & Fencing	x	<input type="checkbox"/>	<input type="checkbox"/>	
Landscaping	x	<input type="checkbox"/>	<input type="checkbox"/>	
Garden	x	<input type="checkbox"/>	<input type="checkbox"/>	
Renewable Energy	x	<input type="checkbox"/>	<input type="checkbox"/>	
Storage Shed	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>OUTDOOR ACTIVITY SPACE</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Outdoor Recreation Area	x	<input type="checkbox"/>	<input type="checkbox"/>	
Patio & Walkways	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Recreation Equipment	x	<input type="checkbox"/>	<input type="checkbox"/>	
Recreation: Hiking	x	<input type="checkbox"/>	<input type="checkbox"/>	
Comments	Everything is well and in working order. Added volleyball net as recommended last year.			
Recommendations				

**MAIN ENTRANCE, LOBBY, & ADMINISTRATIVE OFFICES**

<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Hallway	x	<input type="checkbox"/>	<input type="checkbox"/>	
Meeting & Therapy Rooms	x	<input type="checkbox"/>	<input type="checkbox"/>	
Administrative Offices	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

<b>FACILITY INTERIOR</b>				
<b>INDOOR ACTIVITY SPACE / DAYROOM</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Staff Office	x	<input type="checkbox"/>	<input type="checkbox"/>	
Layout	x	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	Everything looks incredible and tidy. Huge closet full of cleaning products.
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors & Windows	x	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	
Fixtures: Cabinets	x	<input type="checkbox"/>	<input type="checkbox"/>	
Study Room	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

<b>HALLWAYS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Fixtures	x	<input type="checkbox"/>	<input type="checkbox"/>	
Supply Closet	x	<input type="checkbox"/>	<input type="checkbox"/>	
Gym	x	<input type="checkbox"/>	<input type="checkbox"/>	
Laundry Room	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>BATHROOMS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Toilets	x	<input type="checkbox"/>	<input type="checkbox"/>	
Showers	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Sinks	x	<input type="checkbox"/>	<input type="checkbox"/>	
Toiletries & Towels	x	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Ventilation	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>KITCHEN - DINING ROOM</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Appliances	x	<input type="checkbox"/>	<input type="checkbox"/>	
Food Storage / Pantry	x	<input type="checkbox"/>	<input type="checkbox"/>	
Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Lighting	x	<input type="checkbox"/>	<input type="checkbox"/>	
Ventilation	x	<input type="checkbox"/>	<input type="checkbox"/>	
Comments	Everything is working in top condition.			
<b>BEDROOMS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Bedrooms: Number of children per room.	x	<input type="checkbox"/>	<input type="checkbox"/>	1-2 beds/room. Rooms with 2 beds are generally for siblings.
Cleanliness	x	<input type="checkbox"/>	<input type="checkbox"/>	
Personal Property	x	<input type="checkbox"/>	<input type="checkbox"/>	
Clothing <ul style="list-style-type: none"> <li>● clothing</li> <li>● seasonal</li> <li>● outdoor</li> <li>● shoes</li> </ul>	x	<input type="checkbox"/>	<input type="checkbox"/>	
Personal Hygiene Items	x	<input type="checkbox"/>	<input type="checkbox"/>	Variety of nice and name brand items available for youth.
Personal Storage: Closet/Wardrobe	x	<input type="checkbox"/>	<input type="checkbox"/>	Individual space for each youth



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Furniture	x	<input type="checkbox"/>	<input type="checkbox"/>	
Bed & Mattress	x	<input type="checkbox"/>	<input type="checkbox"/>	
Bedding & Pillows	x	<input type="checkbox"/>	<input type="checkbox"/>	
Windows & Doors	x	<input type="checkbox"/>	<input type="checkbox"/>	
Walls & Flooring	x	<input type="checkbox"/>	<input type="checkbox"/>	
Room Temperature	x	<input type="checkbox"/>	<input type="checkbox"/>	
Ventilation	x	<input type="checkbox"/>	<input type="checkbox"/>	
<b>STAFF INTERVIEWS</b>				
<b>REVIEWED</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS</b>
Do you have the training, tools, and resources needed to successfully complete your job duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there an adequate number of supervisors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

Staff Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you feel the promotion process is fair and transparent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What are the biggest challenges facing the facility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Internal Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External Communications: Social Workers, educators, service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employee Morale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there anything we have not covered that you would like to add?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Juvenile Justice Commission  
Inspection Report  
2024 - 2025**

**San Mateo County Receiving Home  
Temporary Shelter Care Facility- TSCF**

**Signatures of Juvenile Justice Commissioners preparing this report:**

A handwritten signature in blue ink, appearing to read "wg", is written above the name of the commissioner.

Commissioner Whitney Genevro      Date: September 25, 2025

*Jennifer Blanco*

Commissioner Jennifer Blanco      Date: September 25, 2025

*Trena Patton*

Commissioner Trena Patton      Date: September 25, 2025



**Vacant, Valuable, and Vulnerable:  
Reimagining San Mateo County's Youth Services Facilities**



Release Date: July 16, 2025

## ISSUE

With San Mateo County spending over \$17 million in FY 2023–24 on underused youth justice facilities, how can these resources be better allocated or repurposed?

How can young adults aged 18 to 25 who commit offenses after age 18 receive the same rehabilitative services as those who offend before 18, given evidence that such interventions reduce recidivism?

## SUMMARY

San Mateo County’s youth justice system is at a critical crossroads. Built to serve up to 180 youth and managed by the San Mateo County Probation Department, the County’s flagship facility, the Youth Services Center (YSC), now houses only 20 to 30 individuals at a time. Camp Glenwood closed in late 2018 and Camp Kemp has been entirely vacant since 2023. Once intended as hubs for rehabilitation, education, and youth development, these facilities now represent a significant financial burden to the County.

In Fiscal Year 2023–24, the County spent more than \$23.7 million operating these sites, nearly all of it on YSC. After factoring in revenue from sources outside the County, the net cost in FY 2023–24 was \$12.7 million, which is \$323,000 to \$423,000 per youth. See Table 1 and [Figure 2](#) below. In contrast, tuition at the University of California is on average \$15,000 annually.<sup>1</sup>

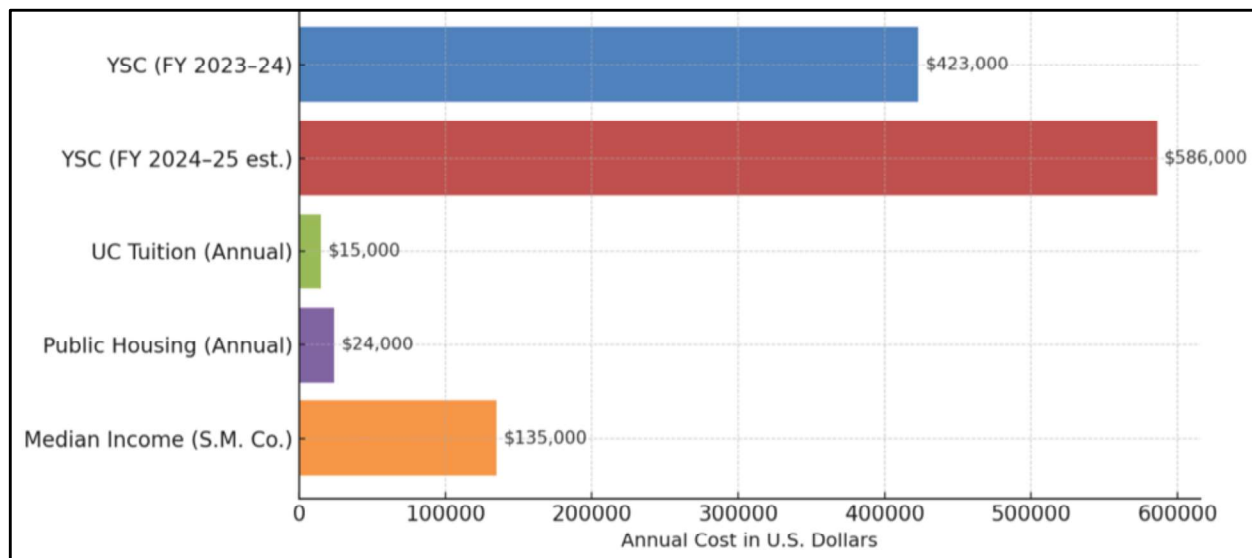
*Table 1. Net County Cost (\$Million)  
Youth Services Center, Camp Kemp, and Camp Glenwood*

FY 23-24	Budget	Actual	FY 24-25 (estimated)	Budget
Operating Cost	\$30.0	\$23.7	Operating Cost	\$32.3
External Revenue	\$13.3	\$11.0	External Revenue	\$14.7
Net County Cost	\$16.7	\$12.7	Net County Cost	\$17.6

*Source: San Mateo County Probation Department*

<sup>1</sup> University of California Admissions, Tuition & cost of attendance, accessed June 3, 2025, <https://admission.universityofcalifornia.edu/tuition-financial-aid/tuition-cost-of-attendance/>

*Figure 2 Cost Per Youth in Context*



*Source: San Mateo County Probation Department*

Young adults aged 18 to 25 who committed a crime before turning 18 are placed in the Youth Services Center, where they receive a range of age-appropriate rehabilitative services. However, those same-aged youth who commit offenses after their 18th birthday are sent to one of the County’s two adult jails. There they are housed with older inmates and receive rehabilitative support provided to all inmates, but these programs are not age-specific. This disparity in treatment persists despite growing evidence that young adults, regardless of whether they are legally classified as adults, are at similar developmental stages and respond best to age-appropriate rehabilitation, which significantly reduces recidivism.

Many individuals and groups associated with the county government have proposed innovative ways to repurpose the youth facilities, such as secure treatment programs, youth day centers, and transitional housing. Still, none have advanced beyond the informal discussion stage. Community organizations have also proposed potential uses, including shelter and support services for homeless teens.

This report concludes that San Mateo County is underutilizing valuable public resources and missing critical opportunities to support its most vulnerable young people. It offers concrete recommendations to help the County build a more responsive, equitable, and cost-effective system grounded in current neuroscience and evidence-based practices, centered on rehabilitation, and committed to maximizing public assets.

*Figure 1. Interior of the Youth Services Center*



*Source: San Mateo County Probation Department*

## **BACKGROUND**

Over the past two decades, San Mateo County has made significant investments in its juvenile justice infrastructure. In 2006, the County opened the Youth Services Center (YSC), a purpose-built, campus-style detention facility meant to reflect a more rehabilitative model of juvenile care. The vision was clear: to create a secure, supportive space for youth in custody that prioritized education, therapy, and personal growth over punishment. The new facility replaced the outdated Hillcrest Juvenile Hall and symbolized the County's commitment to progressive justice reform.

YSC's design reflected the best practices of the time. The center included three residential units, multiple classrooms, visiting areas, medical and mental health services, and space for enrichment programs. At full capacity, YSC could serve up to 180 youth. The facility also had the flexibility to house transitional-aged youth (ages 18–25) under juvenile court jurisdiction. But while the facility's footprint and staff were built for high demand, the expected youth population never fully materialized, and over time, it declined sharply.

Between 2010 and 2020, San Mateo County experienced a consistent reduction in juvenile crime and detention rates, mirroring a statewide trend. Numerous factors contributed to this decline: restorative justice programs, school discipline reform, better diversion services, and changing public attitudes about incarceration. While these shifts were largely positive, they rendered much of the County's youth detention infrastructure unnecessary.

By 2024, YSC regularly housed only 20 to 30 youth, less than 20% of its intended capacity. Two of its three living units were shut down. These units are heated, cleaned, and secured daily

despite having no residents. This mismatch between facility size and actual need presents a striking inefficiency: San Mateo County is spending significant funds to preserve unused space.

The situation extends beyond YSC. Camp Glenwood and Camp Kemp, two long-standing youth rehabilitation camps, have been vacant since 2022. Camp Glenwood, located in the wooded hills of La Honda, once offered a structured outdoor program for boys with high needs. Camp Kemp, situated in San Mateo, was a highly regarded site for female youth and younger girls with complex needs. Both programs were closed due to population declines and staffing shortages, but the properties remain under County control, and their upkeep continues to draw down public funds.

In FY 2023–24 alone, the Net County Cost was over \$12.7 million operating these three facilities, nearly all of it for YSC. In FY 2024–25, that figure is projected to rise to \$17.6 million. The Grand Jury’s concern is not only fiscal. It is also developmental.

At the same time that facilities sit unused, justice-involved young adults, many of whom would benefit from structured care (see Appendix A), are placed in adult jails. Youth who commit offenses before turning 18 are typically routed to YSC, where they receive therapy, education, and case management. (See Appendix A) But those who commit crimes after reaching the age of 18, even by a day, are sent to adult correctional settings like the Maguire Correctional Facility or Maple Street Jail, which lack age-specific services. (See Appendix B)

This sharp divide is called a “**service cliff**”, a drop-off in care that is not based on need but on calendar age. Neuroscience research has repeatedly confirmed that brain development continues well into the mid-20s. The areas of the brain responsible for judgment, planning, and emotional regulation, those most relevant to criminal behavior, are among the last to mature. Many counties and states have begun to adapt their justice systems accordingly. (See Appendix C)

California’s Senate Bill 823, passed in 2020, officially closed the Division of Juvenile Justice (DJJ) and shifted responsibility for high-needs youth to counties. It also created a funding mechanism for Secure Youth Treatment Facilities (SYTFs) that serve minors with longer sentences. In 2022, Assembly Bill 2176 added further guidance and incentives for counties to design localized solutions, including support for emerging adults. These laws signaled a sea change: counties were no longer just managing detention; they were tasked with developing age-appropriate systems for rehabilitation and reentry.

Some counties responded quickly. Santa Clara County developed specialized young adult units. Los Angeles County launched youth reentry centers with mental health support and vocational training. Alameda County created a dedicated planning body to realign its facilities. Despite its resources and low youth crime rates, San Mateo has yet to implement similar programs. County officials acknowledged these gaps in interviews and discussed numerous proposals, repurposing YSC’s closed units for 18- to 25-year-olds, reopening Camp Kemp as a Youth Day Center, and converting Camp Glenwood into transitional housing. Best practices and national research support these proposals. They are grounded in science and locally relevant, but none have advanced past the idea stage.

What the Grand Jury found was a County with both the opportunity and capacity to lead, but without a coordinated vision or master plan.

Across the nation, counties facing similar circumstances have reimagined their unused juvenile justice facilities. The Urban Institute, Vera Institute of Justice, and Burns Institute have all

published frameworks encouraging jurisdictions to transform idle space into community assets. Reentry housing, youth employment centers, co-located behavioral health services, all are viable reuse options. In some regions, former juvenile halls have become innovation hubs or workforce training campuses. These efforts not only save money, they rebuild trust in public systems. San Mateo County is at a decision point. It can continue to invest in underused buildings, or it can shift those investments toward people. It can allow interdepartmental ideas to remain fragmented, or it can launch a unified planning process. It can lead to justice reform, or lag behind.

This report is not about pointing fingers. It is about asking hard questions, documenting what we found, and offering a path forward. The physical spaces already exist. The policy tools already exist. What remains is the will to act, and the coordination to turn vision into practice.

## **METHODOLOGY**

To investigate the underutilization of San Mateo County's youth justice facilities, the Civil Grand Jury conducted a review of policies, financial records, operational data, and legal frameworks related to the Youth Services Center (YSC), Camp Kemp, and Camp Glenwood. The investigation also examined program access and facility use for justice-involved youth and young adults aged 18 to 25.

The Grand Jury interviewed representatives from the following County departments and entities including:

- San Mateo County Probation Department
- San Mateo County Sheriff's Office
- Community-based organizations that work with justice-involved youth

In addition to interviews, the Grand Jury reviewed:

- San Mateo County's FY 2023–24 and FY 2024–25 budget documents
- Research from the County Executive's Office, Behavioral Health and Recovery Services (BHRS), San Mateo County Office of Education, and County Counsel
- State legislation, including SB 823 and AB 2176
- Research and reports on adolescent brain development, juvenile justice realignment, and facility repurposing from sources such as the Urban Institute, the National Institute of Justice, and the Annie E. Casey Foundation
- Previous Grand Jury reports

Findings are based partly on interviews and document requests conducted by the Grand Jury between October 2024 and April 2025.

## **DISCUSSION**

### **Facility Use and Cost**

The Civil Grand Jury's investigation into San Mateo County's youth justice infrastructure revealed a deeply misaligned system, one in which substantial public resources are being expended to maintain facilities that no longer reflect the scale or character of juvenile justice involvement in the County. The County's flagship facility, the Youth Services Center (YSC), operates at less than 20 percent of its intended capacity. Two of its three housing units are

completely unused yet require facility support. Camp Kemp and Camp Glenwood, once central to the County's rehabilitative programming, have not housed a single youth since 2022. Despite this, the County continues to invest in its security, utilities, and maintenance. In FY 2023–24 alone, the County spent over \$12 million operating these three facilities. For FY 2024–25, that figure is projected to increase. This level of spending for such limited use presents a growing fiscal concern.

### The Service Cliff and Missed Opportunities

At the same time that these facilities sit largely unused, young adults between the ages of 18 and 25 who committed a crime after their 18<sup>th</sup> birthday are placed in adult correctional facilities. These individuals share the same developmental and psychological profiles as youth in the YSC yet do not receive comparable services provided to their peers in the YSC. While the law must, for practical reasons, rely on chronological age to distinguish between juveniles and adults, this 'service cliff' is not supported by neuroscience or best practices in juvenile justice. It is a barrier that increases recidivism and ignores the developmental needs of a key demographic.

*Figure 3 Service Cliff for Youth 18 to 25 (See [Appendix A](#))*

Service	Youth Services Center	Adult Jails
Onsite High School Education	Yes	No
Youth-Development Programs	Yes	No
Creative Arts & Enrichment	Yes	No
Life Skills Training	Yes	No
Dedicated Mentorship	Yes	No
Integrated Reentry Planning	Yes	No

### Possible Repurposing Uses

- San Mateo County staff and community-based organizations have proposed numerous ideas to repurpose these underutilized spaces, including the following:
  - Transform closed YSC units into treatment centers.
  - Create day centers at Camp Kemp.
  - Use Camp Kemp for transitional reentry housing.
  - Turn one of the three units of the YSC into a secure jail facility under the supervision of the Sheriff's Department for 18–25-year-old inmates now incarcerated in County jails.
  - Move the youth in the YSC to Camp Kemp thus freeing up space in the YSC for other purposes.
- The *Juvenile Justice and Delinquency Prevention Commission (JJJPC)*<sup>2</sup> in their Inspection Report 2024<sup>3</sup> noted that [The] future of the Margaret J. Kemp facility is uncertain. The County currently lacks the capacity to provide critical rehabilitation programming and

<sup>2</sup> The *JJJPC* is a County Board comprised of San Mateo County residents that are appointed as Commissioners by the Board of Supervisors.

<sup>3</sup> Juvenile Justice Commission Annual Inspection Report, <https://www.smcgov.org/media/152458/download?inline=>

services to youth in the justice-involved probation system. The commission recommends the County conduct a feasibility study to determine if the facility could be converted into any of the following:

- A Secure Youth Treatment Facility (SYTF) - Secure Track Facility
- A Step Down Program: SYTF Youth Inpatient Substance Abuse Treatment Program
- A TAY, Transition Age Youth, Shelter
- Housing Homeless Teens<sup>4</sup>

Despite being grounded in research and aligned with national best practices, these proposals lack a coordinated, systematic approach. No single body or working group has been tasked with driving them forward, leaving behind a patchwork of well-intentioned but stalled efforts.

The Grand Jury is not recommending any specific repurposing use. Instead, we urge the County to take decisive action by developing a comprehensive Master Plan to guide the future of these valuable facilities.

The Grand Jury notes that while negotiations between the County and CAL FIRE regarding the transfer of Camp Glenwood are ongoing, no final agreement has yet been reached.

### **The Path Forward**

The tools to modernize San Mateo County's youth justice infrastructure already exist. The physical facilities are intact. The research is clear. The funding frameworks, such as SB 823 and AB 2176, are already in place. This report urges County leaders to move beyond maintenance and into transformation, to repurpose these valuable public assets in ways that serve today's youth, protect public safety, and restore confidence in the justice system. The Grand Jury believes that the County can overcome any obstacles through legal due diligence, interagency collaboration, and strategic planning.

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<sup>4</sup> Juvenile Justice and Delinquency Prevention Commission Meeting, January 28, 2025, <https://citizenportal.ai/Search/View?dp=1&key=2160142-6b9949a642ade9c767031f1ebb064a58&start=3214&end=3673>

## FINDINGS

- F1. San Mateo County's youth services facilities are underutilized despite significant investment. Public funds are supporting largely empty facilities, although viable innovative reuse proposals already exist.
- F2. Youth ages 18 to 25 who commit a crime after their 18th birthday are incarcerated in an adult jail, creating a disparity of rehabilitative services for young adults.

## RECOMMENDATIONS

- R1. The Board of Supervisors should commission a comprehensive Master Plan for Youth Facility Utilization by January 1, 2026, with final publication by January 1, 2027.
- R2. The San Mateo County Sheriff's Office should explore the feasibility of expanding rehabilitative services for young adults aged 18 to 25 in custody, comparable to those offered at the Youth Services Center. A written feasibility report outlining service options, resource needs, and potential timelines should be submitted to the Board of Supervisors and Civil Grand Jury by December 15, 2025.

## REQUEST FOR RESPONSES

Pursuant to Penal Code 933.05, the Civil Grand Jury requests responses from the following governing bodies:

Governing Body	Finding	Recommendation
San Mateo County Sheriff	F1, F2	R2
San Mateo County Board of Supervisors	F1, F2	R1, R2

The governing bodies indicated above should be aware that the comment or response of the governing body must be subject to the notice, agenda, and open meeting requirement of the Brown Act.

## REQUIRED RESPONSES

California Penal Code Section 933.05 provides as follows (emphasis added):

- (a) For purposes of subdivision (b) of Section 933, as to each grand jury finding, the responding person or entity shall report one of the following:
  - (1) The respondent **agrees** with the finding.
  - (2) The respondent **disagrees** wholly or partially with the finding, in which case the response shall **specify the portion of the finding that is disputed and shall include an explanation of the reasons therefor.**

- (b) For purposes of subdivision (b) of Section 933, as to each grand jury recommendation, the responding person or entity shall report one of the following actions:
- (1) The recommendation has been implemented, **with a summary regarding the implemented action.**
  - (2) The recommendation has not yet been implemented but will be implemented in the future, **with a timeframe for implementation.**
  - (3) The recommendation requires further analysis, **with an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or head of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six months from the date of publication of the grand jury report.**
  - (4) The recommendation will not be implemented because it is not warranted or is not reasonable, **with an explanation therefor.**

## GLOSSARY

### **Emerging Adulthood**

A developmental stage typically spanning ages 18 to 25, characterized by ongoing brain development, identity exploration, and increased vulnerability to external influences. Neuroscience confirms that executive function and emotional regulation continue maturing into the mid-20s.

### **Service Cliff**

A sharp and often arbitrary cutoff in available services based on age, most commonly occurring when youth 'age out' of juvenile systems at 18. This cliff often results in a loss of rehabilitative support for individuals who may still require developmentally appropriate care.

### **Youth Services Center (YSC)**

San Mateo County's primary juvenile detention facility opened in 2006 and was designed to house up to 180 youth across three housing units. As of 2024, only one unit remains in regular use. The San Mateo County Probation Department runs the YSC.

### **Camp Kemp**

A San Mateo County youth rehabilitation campus is now vacant. It has been discussed as a potential site for a Youth Day Center or other transitional services. The San Mateo County Probation Department runs Camp Kemp.

### **Camp Glenwood**

A youth rehabilitation campus previously operated in La Honda, San Mateo County. It has been vacant since 2022 and is currently under consideration for transfer to Cal Fire. The San Mateo County Probation Department runs Camp Glenwood.

### **Secure Youth Treatment Facility (SYTF)**

A secure juvenile facility operated under SB 823, offering extended-term rehabilitative programming for youth who would have otherwise been committed to the Division of Juvenile Justice (DJJ). These programs are not available to individuals over the age of 18.

**SB 823 (Senate Bill 823)**

California legislation enacted in 2020 closed the DJJ and shifted responsibility for youth rehabilitation to counties, supporting developmentally appropriate services and Secure Youth Treatment Facilities.

**AB 2176 (Assembly Bill 2176)**

California legislation was enacted in 2022 to guide counties in developing and operating Secure Youth Treatment Facilities and to provide funding for local alternatives to youth incarceration.

**Transitional Housing**

Short- or medium-term housing solutions combined with supportive services such as education, workforce development, and behavioral health care. Used as a reentry tool for formerly incarcerated youth and emerging adults.

## APPENDIX A

### **Programs Available at the Youth Services Center (YSC) Not Available to 18 to 25-Year-Olds at County Jails**

#### **1. Individualized, Youth-Development Programming**

- Missing at County Jails: There is no dedicated curriculum focused on adolescent development, trauma recovery, or brain science-informed rehabilitation tailored to emerging adults.
- Available at YSC: Programs such as *Becoming a Man*, *Omega Boys Club*, and *Mind Body Awareness (MBA)* foster emotional maturity, decision-making, and resilience.

#### **2. Accredited Onsite Schooling**

- Missing at County Jails: No onsite high school or integrated education program that ensures continuous academic progress.
- Available at YSC: *Hillcrest School* provides a full high school education, individualized learning plans, and reentry-focused academic planning.

#### **3. Creative and Recreational Enrichment**

- Missing at County Jails: No structured art, music, sports, or creative enrichment programming designed to support social-emotional growth.
- Available at YSC: Painting classes, Olympic-style competitions, book clubs, knitting groups, and expressive writing.

#### **4. Daily Life Skills & Independent Living Readiness**

- Missing at County Jails: No comprehensive curriculum for youth aging out of the system, such as financial literacy, employment readiness, or housing navigation.
- Available at YSC: Life skills programming covers everything from resume building and job applications to applying for ID cards and learning to drive.

#### **5. Dedicated Mentorship and Positive Youth Role Models**

- Missing at County Jails: No structured mentorship programs or volunteer-supported relationship-building initiatives.
- Available at YSC: Programs such as *Fresh Lifelines for Youth (FLY)* connect youth with mentors, legal literacy coaches, and positive adult role models.

#### **6. Integrated Case Management and Post-Release Transition Planning**

- Missing at County Jails: Post-release services are fragmented and less targeted toward 18–25-year-olds.
- Available at YSC: Continuity of care through integrated reentry planning, often involving education liaisons and community-based youth organizations.

## APPENDIX B

### Programs at the County Jails Provided to All Inmates

The following programs are provided to all adults in San Mateo County's jails, regardless of age. While these services address general issues such as substance abuse, mental health, and reentry, they are not tailored to the unique developmental needs of emerging adults (ages 18–25). Neuroscientific research confirms that this age group continues to undergo brain maturation, particularly concerning judgment, impulse control, and long-term planning. Because of this, generic adult programming often fails to produce the same rehabilitative impact as specialized, age-appropriate interventions.

#### 1. Choices Treatment Program

- Overview: A chemical dependency treatment initiative for incarcerated adults within San Mateo County's correctional facilities.
- Implementation: Established in 1993, it operates in the Maguire Correctional Facility and the Maple Street Correctional Center in Redwood City.
- Target Population: Incarcerated adults struggling with substance use disorders
- Services Provided:
  - Substance abuse education
  - Parenting skills training
  - Domestic violence prevention education
  - Assistance with transitioning from jail to community treatment programs

#### 2. Probation's Reentry Program

- Overview: Assists individuals incarcerated in county jails with their transition back into the community upon release.
- Implementation: Operated by the San Mateo County Probation Department as a coordinated effort to reduce recidivism and jail population.
- Target Population: Individuals incarcerated in San Mateo County jails preparing for reentry into society.
- Services Provided:
  - Placement in state-certified and court-approved residential treatment programs.
  - Facilitate release from county jail to treatment programs.
  - Collaboration with Service Connect to offer various services, including housing assistance, employment services, and behavioral health support.<sup>5</sup>

#### 3. Pathways Program

- Overview: A mental health treatment court initiative aimed at reducing incarceration for individuals with serious mental illnesses.
- Implementation: Launched in 2006 as a collaboration among San Mateo County Courts, Probation Department, District Attorney's Office, Sheriff's Office, Correctional Mental Health, NAMI, and Behavioral Health and Recovery Services.

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<sup>5</sup> <https://www.smcgov.org/hsa/service-connect>

- Target Population: Nonviolent offenders with serious mental illnesses, including those with co-occurring substance use disorders.
- Services Provided:
  - Mental health treatment and support
  - Assistance with housing stabilization
  - Reduction in acute care utilization
  - Engagement in personal recovery efforts

#### **4. Service League of San Mateo County**

- Overview: A nonprofit organization providing support services to incarcerated individuals and their families in San Mateo County.
- Implementation: Founded in 1961, the organization offers programs within correctional facilities and in the community.
- Target Population: Incarcerated individuals in San Mateo County jails and their families
- Services Provided:
  - In-Custody Programs:
    - Education and rehabilitation services
    - Stress reduction programs
  - Post-Release Support:
    - Transitional housing through the Hope House program
    - Case management and peer support services
  - Additional Services:
    - Humanitarian aid
    - Substance use disorder treatment
    - Spiritual and religious services
    - Personal growth programs

## APPENDIX C

### Programs for Youth Aged 18 to 25 in California

California offers several specialized incarceration and rehabilitation programs tailored for young adults aged 18–25. These initiatives aim to address the unique developmental needs of this age group, focusing on rehabilitation, education, and successful reintegration into society.

These programs reflect California's commitment to rehabilitating young adults within the justice system by addressing their specific developmental needs and providing pathways to successful reentry into society.

Below is an overview of key programs across the state:

#### **Pine Grove Youth Conservation Camp (PGYCC)**

- Location: Amador County
- Overview: PGYCC is California's remaining youth fire camp, providing rigorous wildland firefighter training to incarcerated males aged 18–25. Participants engage in physically demanding work, supporting the state's wildfire management efforts. The program emphasizes discipline, teamwork, and skill development.<sup>6</sup>

#### **Youth Offender Program (YOP) at Valley State Prison**

- Location: Chowchilla, CA
- Overview: YOP offers young male offenders a structured environment focusing on education, leadership, and personal development. Programs include college courses, anger management, addiction recovery, and reentry planning. The Junior Mentor Leadership Program is a notable component that prepares participants to mentor peers and fosters accountability.<sup>7</sup>

#### **Juvenile Justice Center & Secure Youth Treatment Facility (SYTF)**

- Location: San Francisco
- Overview: Following the closure of the Division of Juvenile Justice, San Francisco's SYTF serves as a long-term facility for young adults up to the age of 25. It offers comprehensive services, including education through the Woodside Learning Center, behavioral health care, and vocational training, all to support rehabilitation and reduce recidivism.<sup>8</sup>

#### **Rancho Cielo Youth Campus**

- Location: Salinas, CA
- Overview: Rancho Cielo is a community-based program targeting at-risk youth aged 16–24. It provides vocational training in culinary arts, construction, and other trades, as well as academic education and life skills development. The program has been effective in reducing recidivism and promoting employment among graduates.<sup>9</sup>

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<sup>6</sup> <https://www.cdcr.ca.gov/facility-locator/conservation-camps/pine-grove-camp/>

<sup>7</sup> [https://www.cdcr.ca.gov/news/2021/06/04/valley-state-prison-youthful-offenders-graduate-from-junior-mentor-leadership-program/?utm\\_source=chatgpt.com](https://www.cdcr.ca.gov/news/2021/06/04/valley-state-prison-youthful-offenders-graduate-from-junior-mentor-leadership-program/?utm_source=chatgpt.com)

<sup>8</sup> <https://www.sf.gov/information--juvenile-justice-center-juvenile-hall-secure-youth-treatment-facility>

<sup>9</sup> <https://time.com/3992790/california-rancho-cielo-story/>

### **The Last Mile**

- Location: Multiple facilities across California
- Overview: The Last Mile is a nonprofit organization offering technology education and training to incarcerated individuals, including young adults. Programs cover web development, software engineering, and audio/video production to equip participants with marketable skills for post-release employment.

### **Youth Offender Parole Hearings**

- Administered by: California Department of Corrections and Rehabilitation (CDCR)
- Overview: Under California law, individuals who committed crimes before age 26 are eligible for youth offender parole hearings. This policy acknowledges the potential for growth and rehabilitation in young adults, offering them a chance for early parole consideration based on demonstrated maturity and reform.

### **Fresh Lifelines for Youth (FLY)**

- Location: Bay Area, CA
- Overview: FLY is a nonprofit organization serving youth aged 11–25 who are involved in the juvenile justice system. It offers legal education, mentoring, and leadership programs designed to prevent recidivism and promote positive life choice.<sup>10</sup>

### **Adult Reentry Grant Program**

- Location: Various counties, including Alameda County
- Overview: This program supports young men aged 18–25 transitioning from incarceration back into the community. It provides services such as housing assistance, employment support, and counseling, aiming to facilitate successful reintegration and reduce the likelihood of reoffending.<sup>11</sup>

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<sup>10</sup> <https://flyprogram.org/about/>

<sup>11</sup> [https://www.bscc.ca.gov/s\\_argrant/](https://www.bscc.ca.gov/s_argrant/)

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### Disclaimer

The San Mateo County Civil Grand Jury reports do not identify the individuals interviewed. Pursuant to California Penal Code §929, this report does not contain the name of any person or facts that lead to the identity of any person who provided information to the Grand Jury.