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CONCRETE ROSE

Interviews with Youth in Custody in the San Francisco Juvenile Justice Center

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Executive Summary

In 2021, the San Francisco Juvenile Probation Department set a priority to "center the voices, experiences, and well-being of young people and their families" by initiating a collaborative research partnership designed to interview young people detained within the Juvenile Hall and identify areas for positive, sustainable, and effective change.

In 2022, the American Institutes for Research (AIR) was identified by the Department of Children Youth and Families (DCYF) and the San Francisco Juvenile Probation Department (JPD) to lead a research project that explores the experiences of young people detained in Juvenile Hall. More specifically, the focus of the research was to investigate the developmental appropriateness of the physical environment, programming, and relational connection with staff, family and loved ones, as well as other supportive adults. In 2023, AIR released their final report which included their data findings and recommendations for JPD. The recommendations are suggested actions for JPD to implement to improve youth experiences of the Juvenile Hall. In summary, AIR's research found the following key findings:

- Youth identified ways the Juvenile Hall did and did not meet basic needs. Most people felt physically and emotionally safe, with some limitations. Youth described challenges with the physical conditions (poor quality food and hygiene products, and discomfort sleeping) while most were satisfied with health care.
- Young people described a great deal of variation in rules, inconsistencies in rewards and consequences, and their application. While some youth shared positive perspectives on the reward system, others identified differential treatment and unfair punishments.
- Overall, most young people shared that they view the programs offered in the Juvenile Hall positively. However, they also expressed a lack of choice about their participation in programs and education.
- Young people experienced significant challenges engaging with family members and loved ones on the phone, virtually, or via in-person visits. Barriers included the Hall's limiting schedules for phone calls and visits, punishments that removed privileges, and families' schedules. (AIR, 2023).

After AIR's final report was published, JPD made efforts to respond to the data findings and implement long-term, positive changes in the Hall based on the recommendations provided. For example, in 2025, JPD implemented the RISE program, a trauma-informed, positive behavioral development program designed to reward rule-abiding young people by granting them increased autonomy and privileges. The RISE program was implemented in response to the AIR findings indicating an inconsistent enforcement of rules and regulations within the Hall. During the Concrete Rose research process, the RISE program had only been implemented within the two Secure Youth Treatment Facility (SYTF) units of the Juvenile Hall and was not yet facility-wide. With the intention for ongoing improvement, the San Francisco Juvenile Probation Department

committed to supporting continued research collection within the Juvenile Hall to measure progress over time.

Since AIR's research, there have been changes to the name of the correctional facility. Prior to the closure of the California Division of Juvenile Justice (DJJ) in 2023, the "Juvenile Hall" and the "Juvenile Justice Center" were names used interchangeably to refer to the correctional facility. Now that the Juvenile Hall houses both detained youth and committed youth within the Secure Youth Treatment Facility (SYTF), it is most formally referred to as the Juvenile Justice Center (JJC). Throughout this report, we will refer to the facility as either "the Hall" or "the JJC".

In 2024, the Zellerbach Family Foundation identified Youth Leadership Institute (yli), a statewide nonprofit organization, to lead continued research within the Juvenile Justice Center. yli centers youth voices and builds communities where young people and their adult allies come together to create positive social change. yli achieves this in two key ways: providing training, tools and resources for effective youth advocacy, and by leveraging the experience and savvy of adult allies. yli's work is based on the conviction that, if we empower youth to use their voices well, the entire community will prosper as a result. Founded in 1991, yli has sparked the leadership of over 100,000 young people to solve pressing social issues and serve communities.

In the fall of 2024, yli recruited 3 undergraduate students, Chanel, Jose, and Yeida, majoring in Criminal Justice at San Francisco State University. These youth researchers and their adult ally, Natasha, led the second cycle of primary research conducted within the San Francisco Juvenile Justice Center, subsequent to AIR's research. This yli program was named Concrete Rose, in honor of Tupac Shakur, to represent the resilience and luminosity of justice-impacted youth. yli's Concrete Rose program is a youth-led juvenile justice program that supports youth researchers to engage justice-impacted youth to use their voice by describing their lived experiences in custody. Concrete Rose youth researchers, or "the Roses", developed primary research materials, submitted these materials to the Institutional Review Board (IRB) for approval, and conducted over 30 individual interviews with young people detained within the Juvenile Justice Center. With the intention to measure changes over time, Concrete Rose's protocol closely followed AIR's interview questions. However, the Roses felt some intentional adjustments to the language and structure of the protocol were necessary to best serve young people and improve accessibility. In summary, Concrete Rose's youth researchers led a youth participatory action research (YPAR) project and developed recommendations to improve youth experience within the Juvenile Justice Center and beyond.

Introduction

In this report, we share the data findings and recommendations from the Concrete Rose youth participatory action research project implemented within the San Francisco Juvenile Justice

Center in 2025. The research team examined and analyzed the data to determine the developmentally appropriate nature of the facility, the facility's capacity to meet the basic needs of young people, provide consistent rules and protocols, offer relevant and adequate education and programming, and cultivate and maintain supportive relationships with staff, adult allies, and loved ones. Concrete Rose then developed recommendations designed to improve the wellbeing of youth in custody based on the data findings. These recommendations are to inform the San Francisco Juvenile Probation Department about positive and sustainable improvements that can be implemented within the Hall to improve youth wellbeing.

The Background section of this report will summarize relevant literature and research on science-backed and data-driven youth development practices that are key to the flourishing of youth and young adults within a juvenile justice framework. In the Methodology section, we provide insight and rationale on our data collection and analysis processes. In the Findings section, we offer the data results, key findings, and data analysis, including AIR and Concrete Rose data comparison. Finally, in our Recommendations section, we offer a plethora of recommendations for future improvements which are directly informed by the lived realities of young people in custody within the Hall. Additionally, we include some broader recommendations for San Francisco since county and statewide regulations directly impact the policies of the Juvenile Justice Center. Young people with lived experience in the Hall are the most impacted and therefore have the most authentic insights to inform adults and decision-makers on this facility's strengths and flaws.

Background

Brain development is an ongoing process throughout adolescence, particularly for regions of the brain that influence decision-making and behavior (NASEM, 2019). Young people in adolescence experience rapid changes in physical and mental capabilities. However, despite exponential maturational developments, rates of morbidity and mortality increase by 200% during this developmental period. The dominant source of death for adolescence is related to difficulties in the control of behavior and emotion. These difficulties directly influence the high rates of accidents, suicide, homicide, depression, alcohol and substance abuse, and high-risk behaviors. This stage of youth development, and the physical and mental changes that come with it, is strongly linked to an increase in risk-taking, sensation-seeking, and reckless behavior which often result in irreversible consequences for the young person and their environment (Dahl, R. E., 2004).

Emerging research in the 2000s contributed dramatically to the reshaping of youth incarceration. The data clearly indicates that adolescents are more prone to risk-taking, thrill-seeking, and impulsivity due to the underdeveloped pre-frontal cortex, the area of the brain responsible for decision-making, impulse control, and emotional regulation. Data also shows that adolescents have heightened brain plasticity which means that their brains are more sensitive to their

experiences and environments. Therefore, young people are more vulnerable to peer pressure, trauma, and unstable environments. Furthermore, exposure to adverse childhood experiences (ACEs) can impair the development of the prefrontal cortex which makes it more difficult to control impulsive behavior and, therefore, increases the risk of youth becoming justice-impacted. Research consistently correlates ACEs with youth justice involvement. Youth and adult offenders are more likely to have experienced multiple ACEs. In one study, 97% of juvenile offenders experienced at least one ACE. Similarly, an estimated 90% of incarcerated adults experienced at least one ACE. The number and type of ACEs are linked to the types and severity of crimes and likelihood of recidivism (OYCR, 2025).

The enactment of Senate Bill 823 (SB 823) in 2020 was an important shift in California's approach to youth justice because of its emphasis on accountability and healing as opposed to punishment. This approach aims to amplify the potential of young people to heal and become successful, contributing members of society, thus breaking the cycle of poverty, mental illness, addiction, and incarceration through innovative rehabilitative interventions and support systems. The closure of the Division of Juvenile Justice (DJJ) on June 30, 2023, ended a 132-year history of state-run youth correctional facilities and transferred oversight to local jurisdictions. SB 823 fundamentally confirms that young people are best served close to families, in their local communities and by evidence-based healing practices that improve long-term youth outcomes and public safety (OYCR, 2025).

While there have been significant strides in improving juvenile justice and advocacy in recent years, there are still many critical changes to be made in order to implement a sustainable and equitable infrastructure that leads to true rehabilitation and community restoration. Furthermore, it is imperative to ideate and implement the aforementioned changes in partnership with young people with lived experience in correctional facilities, especially those who are disproportionately likely to recidivate due to systemic pressures.

Youth of color, particularly Black/African-American youth are vastly overrepresented in the San Francisco Juvenile Justice Center compared to the city's overall population. Black young people make up about 5-6% of the city's youth population, yet represent 55% of the population incarcerated at the Juvenile Justice Center, as of 2025. Latine youth also face disparities, representing 33% of the population incarcerated at the Juvenile Justice Center, yet only about 23% of the city's youth population (SFJPD, 2025).

Data is limited, however, research shows that Native youth are also disproportionately impacted by the criminal justice system compared to their population size and they are more likely to be given more severe sentences. For example, Native youth are 50 times more likely than White youth to face the harshest, most punitive sanctions which include out-of-home placement

following adjudication or a waiver to adult court. This overrepresentation is part of a bigger reality of racial disparities impacting Black and Brown youth (CTFC, 2025).

San Francisco Juvenile Hall Context

On a local, state, and national level, decision-makers and community members are acknowledging both the flaws of the criminal justice system as well as the data-backed, youth developmental practices that support trauma-informed rehabilitation.

San Francisco has reduced juvenile detention significantly over time. The average daily population of youth in custody has declined 78% from January 1997 to January 2026 (from 140 youth to 31 youth). Additionally, of that average daily population of 31, 30% have been committed to the Secure Youth Treatment Facility as a result of the closure of the Division of Juvenile Justice (DJJ). The DJJ Realignment shifted responsibility and funding for the custody, care, and supervision of youth from the state-level to the county-level. As a result of these changes, San Francisco has experienced an increase in the percentage of the daily population. Since the DJJ closure, there has been an increase in youth who have been committed by the court to Juvenile Hall and into the Secure Youth Treatment Facility (SYTF), which also operates within the Juvenile Justice Center. Beginning in 2022, the average daily population is disaggregated by detained versus committed youth. Committed youth are held within the SYTF within the Juvenile Justice Center, which are separate units from the units holding detained youth. Notably, while the population of young adults in the Juvenile Justice Center has increased, the percentage of femme-identified youth has decreased. As mentioned above, the population in the Juvenile Justice Center remains racially disproportionate to youth in San Francisco, with Black and Latine youth being significantly overrepresented in the Hall (SFJPD, 2025).

In 2019, by a 10 to 1 vote, the San Francisco Board of Supervisors passed legislation to shut down the San Francisco Juvenile Hall by December 31, 2021. The ordinance required a Working Group, instated by the Board of Supervisors, to identify pathways to achieve this deadline by fortifying and expanding community-based alternatives to detention, and to "provide a rehabilitative, non-institutional place or places of detention, in a location approved by the Court, which is available for all wards of the Court and persons alleged to come within the jurisdiction of the Court" (Juvenile Hall Closure ordinance, 2019). More specifically, the Working Group was tasked "to develop home-like and rehabilitative centers in San Francisco to house youth offenders, including a secure site for those who pose a public safety threat" (CYDC, 2019). "The Board's action was also spurred on by recent disclosures that San Francisco's Juvenile Hall is typically less than a third full, pushing the annual cost to incarcerate one child to $374,000 in 2018" (CYDC, 2019). In 2021, The Close Juvenile Hall Working Group submitted a final report which included 39 proposals regarding the creation of a non-institutional place of detention and expanding community alternatives. However, the Board failed to identify an alternative to the Juvenile Hall.

Despite the city's effort to close the Juvenile Hall and develop a community-based alternative, the facility is still in operation. Concrete Rose's data offers the community invaluable insight on necessary changes needed to improve conditions and practices in order to better serve the youth it currently detains.

In summary, San Francisco has been perceived for many years as a leader in juvenile justice reform, making huge strides towards youth advocacy and community restoration. However, there is still significant work to be done to achieve true equity and justice for justice-impacted youth and the San Francisco community at large.

Developmentally Supportive Environments

When young people experience trauma-informed youth developmental practices, their likelihood of successfully benefiting from rehabilitative programming and reintegrating into their community and into society, increases exponentially. These findings, in combination with existing literature on adolescent brain development, raise questions about the extent to which custodial environments may contribute to negative developmental outcomes, including trauma exposure and recidivism.

In 2021 a new government agency was established called the Office of Youth and Community Restoration (OYCR). OYCR was created as a part of the DJJ Realignment to promote a plethora of youth-centered, trauma-responsive services that are culturally informed. OYCR's services use a public health framework that supports positive youth development, builds the capacity of community-based practices, and ultimately reduces the justice involvement of young people. OYCR disseminates data-driven and evidence-based practices designed to reduce the transfer of youth into the criminal justice system, increase community-based interventions, and reduce racial and ethnic disparities. Additionally, they have an Ombudsperson Division. An Ombudsperson is "an impartial problem solver that investigates and tries to resolve complaints about rights violations and harmful conditions or practices in juvenile facilities" (OYCR, 2026).

"Research has consistently shown that youth who remain in their communities, rather than being moved into punitive and confined settings like detention centers, experience better social, educational, and emotional outcomes. [...] Rather than treating children and youth as law violators, trauma-informed and healing centered care views their behavior as a symptom of deeper, unresolved issues and unmet needs that require attention and healing" (OYCR, 2025). Studies have shown that trauma-informed approaches result in decreased aggression, improved behavioral health outcomes, and lower recidivism rates. By addressing the root causes of behavior, such as untreated trauma, mental health disorders, and/or the effects of toxic stress, this approach shifts the focus from punishment to healing and growth (OYCR, 2025).

In summary, research indicates that when young people are integrated in and supported by their local communities during their rehabilitation process, youth are more likely to experience positive emotional, mental, and behavioral health outcomes. Alternatively, a system characterized by conditions that may exacerbate stress and limit autonomy can contribute to negative developmental and behavioral outcomes for youth, leading to an increased rate of recidivism (The Sentencing Project, 2023). Community-based restorative justice programming that supports positive youth development, skill building, mental health treatments, and career development are proven methods to avert youth from crime and encourage them towards happy, healthy futures. Non-punitive approaches are also exponentially more cost-effective than the pretty penny of incarceration (San Francisco Chronicle, 2019).

Applying Developmental Science in Juvenile Justice

Adolescence is a period of social development when young people are still building skills related to emotional regulation and making long-term decisions. Research in development psychology consistently finds that youth are more likely to engage in risk-taking behavior and to be influenced by peers and immediate circumstances than adults (Steinberg, 2009). These patterns are a normal stage of youth and brain development. Because of this, responses to youth misconduct are generally more effective when they emphasize structure, learning, and support rather than punitive punishment.

This perspective becomes especially relevant when considering the school-to-prison pipeline, a term that describes how school discipline practices can increase the likelihood of justice involvement. American public school systems often prioritize exclusionary discipline protocols such as suspension, expulsion, and referrals to law enforcement. This removes students from learning environments during a time when consistency and positive adult guidance are most critical. These factors can also shape the conditions that influence a young person's long-term trajectory and success in life.

In Victor Rios's Punished, he mentions a social dimension that connects to Concrete Rose's research. Rios documents how Black and Latino boys in Oakland, California are often treated as inherently suspicious in schools and public spaces, leading to frequent monitoring, harsher discipline, hypercriminalization, and a sense that they are being managed rather than supported. One of Rios's key findings is that youth are not only punished for what they do, but also for how institutions interpret who they are. Over time, a young person's repeated criminalization can undermine their trust towards adults and institutions. This makes it harder for youth to stay engaged in school or see authority figures as legitimate (Rios, 2011).

Michelle Alexender's The New Jim Crow provides further context by relating these patterns to structural inequalities. Alexander argues that mass incarceration operates as a racialized system

that can appear “colorblind” while producing disproportionate harm for communities of color through policy design and enforcement practices (Alexander, 2010).

Taken together, these insights suggest that punitive responses towards youth behavior often carry long-term negative consequences, especially when punishment becomes a routine tool for managing adolescent behavior. The National Research Council emphasizes that juvenile justice policy should reflect what is known about adolescent development and prioritize rehabilitation and positive youth development practices in order to reduce incarceration and recidivism. Similarly, school-based interventions, such as restorative practices and trauma-informed approaches, aim to address harm while keeping youth connected to education and supportive adults, which are conditions that are strongly associated with healthier long term outcomes (Skiba, 2014).

Overall, applying developmental science to juvenile justice reform moves away from treating youth as “small adults” and instead treats them with the individualized care that is most restorative for their developmental stage. It also highlights how school-based disciplinary protocols can either function as an opportunity for intervention and healing or contribute to a broader system of exclusion and hypercriminalization, especially of BIPOC youth. It is crucial to note that an holistic approach to juvenile justice reform does not eliminate youth accountability. Instead, this approach would reframe accountability as a foundational value that supports young people to own the impact of their actions, heal, prevent future harm, and stay connected to supportive environments throughout their rehabilitative journey.

Methodology

Three San Francisco State University undergraduate students were recruited to the Concrete Rose program at Youth Leadership Institute as youth researchers. Their first task was to lead the redesign of all interview materials used by AIR with an intention to improve accessibility and authenticity of the materials through a youth-centered lens. Our youth researchers anthropomorphized the previous research protocol materials created by AIR to make the entire research process feel more inclusive and inviting for young people. Once the research material adjustments were completed by our youth researchers, Concrete Rose submitted the research protocol to the Institutional Review Board (IRB) for approval. After careful processing, the IRB approved the research materials in May of 2025 and Concrete Rose began the data collection process shortly thereafter.

On each day of data collection, the Concrete Rose team contacted all guardians of eligible youth under the age of 18 who were currently in custody at the Juvenile Justice Center. JPD securely provided the contact information of relevant guardians to Concrete Rose the morning of the scheduled interviews. Concrete Rose contacted guardians individually via phone calls and described the program, our objectives, and what their child’s participation would necessitate.

Guardians were asked to provide passive consent, meaning that if they did not want their child to participate in our research, they would notify our research team. In addition, the Chief of JPD had the authority to provide consent if guardians could not be reached. If guardians did not opt out of Concrete Rose programming (meaning they did not communicate they didn't want their child to participate), researchers completed a parallel consent process prior to the start of the interview, where youth were fully informed about the assent process and what their participation in the study would entail. For youth who were 18 years or older, researchers procured informed consent prior to the start of the interview, after explaining all the details of the opportunity. Additionally, months before data collection began, JPD alerted all legal teams about the Concrete Rose research taking place within the facility. It is important to note that engaging in our research was 100% voluntary and was not incentivized, following IRB standards.

Concrete Rose experienced a limitation when contacting guardians for consent; some guardians and their legal teams were unaware of our research project and its intentions, despite JPD's notification process. While our consent process was sufficient to implement our research according to IRB standards, more frequently informing parents, guardians, and legal teams about any research efforts, through multifarious contact methods and language translation services, could improve guardians' ongoing awareness and their willingness to consent.

Once consent or assent was collected, researchers began the interview process. Interviews were required to take place in a confidential setting, behind closed doors so that no one besides the interviewer(s) and interviewee could hear. These interviews typically took place in a small room within each Unit at the JJC. If that room was not available, we sometimes conducted interviews in an enclosed courtyard within the Unit.

To ensure confidentiality and anonymity in this report and in our research, we did not record identifying information into our data such as demographic information including age, race, ethnicity, or gender. We also omitted any unique information that could re-indentify a young person such as a medical condition or specific incidents that occurred within the Hall. Furthermore, following the data use agreement between yli and JPD, JPD staff conducted a thorough review of this report to ensure that there were no re-identification risks.

Interviews were conducted periodically from May through December of 2025. All interviews took place in-person within the Juvenile Justice Center and interviews were conducted in every occupied Unit, including Secure Youth Track Facility Units. Interviews were also offered in Spanish when needed, as two of our youth researchers are fluent in Spanish and our materials were formally translated and approved once again by the IRB to better serve Spanish speaking youth in custody.

Interviews were recorded through a voice recording device for the sole purpose of ensuring accurate notes and data collection. This device was only accessible to the Concrete Rose research team throughout the entirety of the program. Interviews typically took anywhere between 30 to 45 minutes but would sometimes go on longer than an hour, depending on how much the young person being interviewed wanted to share with us. Our program typically had a 90 minute time slot inside the Unit, usually between dinner and shower time. Young people in custody chose to take time out of their limited recreation time to voluntarily sit with us and participate in this research study.

In total, our team completed and analyzed 35 interviews. A limitation we faced during our research process was technological challenges with our recording device. We invested in a very sophisticated recording device with ample storage and transcription capabilities. However, during our data collection process, 5 recorded interviews failed to save properly and were not stored on the device. Unfortunately, that data was lost. In response to this setback, yli and JPD worked together to problem solve and prevent this from reoccurring.

A limitation we experienced while conducting research in this setting was that JPD staff and other youth in custody could see who chose to participate in the program. Ideally, it would be best for there to be as little knowledge as possible regarding who participated. Another limitation of conducting research, due to the unique setting and its restrictions, is we had limited time and facility approved resources to connect with the youth participants prior to beginning the interview process. It would have been ideal to incorporate a portion of our programmatic timeline to first build community with youth prior to beginning the interview process. Having time to build rapport, trust, and connection between youth researchers and youth participants was still accomplished. However, if we had additional capacity to build a more holistic presence within the facility (as building trust in relationships takes time), our results may have been even more nuanced, detailed, and reflective of youth experiences. Especially considering that some of the interview questions can be quite personal and invoke visceral memories, more opportunity to build trust between the researcher and the interviewee could powerfully impact the overall experience as well as the data results. It is important to note that JPD made an ongoing effort to identify times for the Concrete Rose team to implement our program within the JJC. This reflection simply communicates that engaging with youth in correctional facilities offers a unique set of limitations that are rarely faced in other youth-oriented spaces.

Another limitation we had was the number of interviews completed. While we include the data from 30 interviews (as was the goal number of interviews for this research project) a higher number of participants, such as 50 or 100, would provide an even more accurate illustration of youth experiences in custody. Future research teams may consider a goal to engage a higher number of participants. Concrete Rose included 4 people, 3 youth researchers and their adult ally. Due to the limited capacity of Concrete Rose's small research team, our program conducted

research usually only once a week over the course of 8 months. Concrete Rose was typically offered about 90 to 120 minutes of time to visit 1 or 2 units in the Hall. Typically, Concrete Rose spent their time in only one unit per visit as long as there was enough youth wanting to participate. Over the 8 month research collection period, about 169 youth were admitted to the Juvenile Justice Center and the average daily population was 31 youth. In order to engage more youth, future research teams would need to have more capacity to come into the facility more frequently or extend the research collection period. Project funding was limited for this project and additional funding would increase the capacity of the research team and maximize youth participation in the research as a result.

Once Concrete Rose data collection was complete, researchers stored recordings and signed consent forms on our secure Google Drive folder that was only accessible to the Concrete Rose team. Research was analyzed through SurveyMonkey by inputting raw data into the interview protocol via the survey format. Qualitative data through thematic analysis and coding. Concrete Rose youth researchers and yli adult allies collaborated on the completion of this final report.

Mandated Reporting

The only times we were required by law to share identifying information about a young person was in the case of mandated reporting. A mandated report is made by a youth development practitioner (such as a teacher or social worker) who is legally and federally required to report any suspicion of child abuse or neglect. During our research process, we completed two mandated reports regarding reported child abuse occuring within the Hall. Following formal protocol, mandated reports were made to the Human Services Agency (HSA) to report suspected child abuse and possible Youth Bill of Rights violations by means of excessive force. On both occasions, youth stated that they were either put into a chokehold by a JJC staff member or that they witnessed another youth being put in a chokehold by a JJC staff member. The chokehold and carotid restraints are prohibited for law enforcement in California under Assembly Bill 1196 (California Government Code section 7286.5). A chokehold is a hold that applies pressure directly to a person's trachea or windpipe. This law which prohibits law enforcement from using chokeholds went into effect on January 1, 2021, in lieu of nationwide protests on police brutality after George Floyd's murder.

The first mandated report was referred by HSA to the California Department of Social Services Community Care Licensing Division for further evaluation. Both mandated reports were also shared with the Office of Youth and Community Restoration (OYCR) Ombudsperson for further evaluation and investigation. JPD leadership was also notified of the need for mandated reporting by Concrete Rose immediately before Concrete Rose submitted the mandated reports.

Both reports led to formal investigations led by an OYCR Ombudsperson. The investigative findings for the initial allegation was found "Inconclusive" due to inconsistencies between staff

and youth testimony and because there is no surveillance footage available to review the incident. The investigative findings for the second allegation had “No Finding” since there was no witness or direct testimony identified relating to the incident and there is no surveillance footage available to review the incident. The OYCR Ombudsperson recommended that the San Francisco Juvenile Probation Department complete the following:

- Add cameras to all parts of the facility where youth are present
- Review forceful maneuvers used by JJC staff that could lead to staff injury or a potential choking experience for youth. Even if a maneuver may not be a prohibited carotid restraint, it could still restrict airways of the young person and should be reevaluated
- Consider conducting debriefs on use of force with youth and staff and these debriefs should include interviews with youth witnesses and staff participants

It is important to note that our experience making mandated reports to HSA was very unclear and convoluted at times. Conflicting information was shared from Human Service Agency employees regarding the appropriate protocol for reporting suspected child abuse within a county-run facility such as a juvenile hall. One HSA agent suggested filing a report directly with the police instead of HSA. Another agent said HSA would be able to refer to the appropriate agency. Furthermore, state-wide training on mandated reporting requirements does not currently include protocol that is specific to juvenile facilities. There appears to be a gap in the training of youth development practitioners on how to complete mandated reports in county-run facilities such as juvenile halls.

Findings

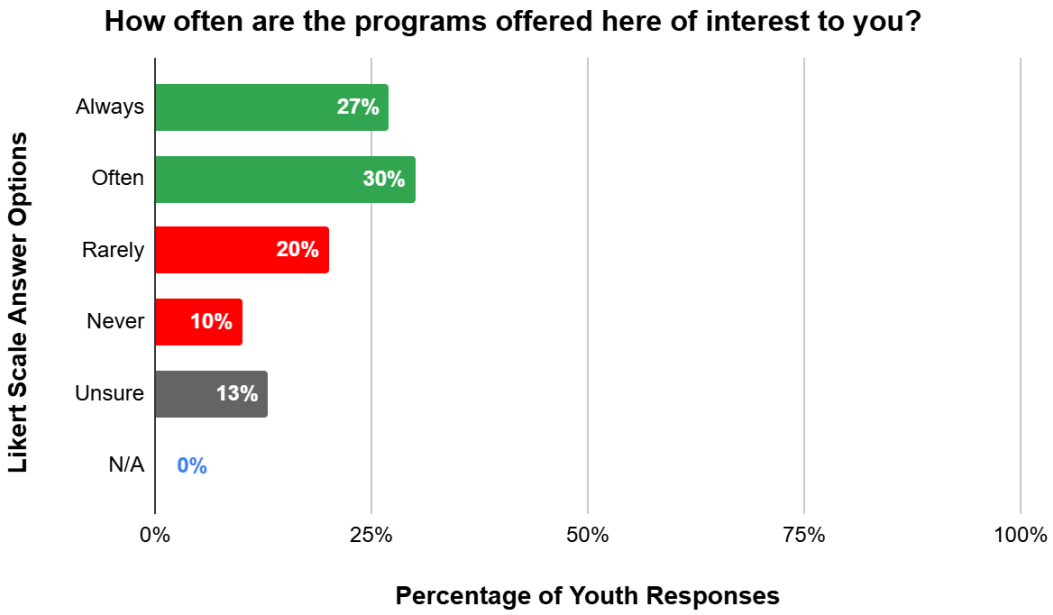
Section 2: Programs in Juvenile Hall

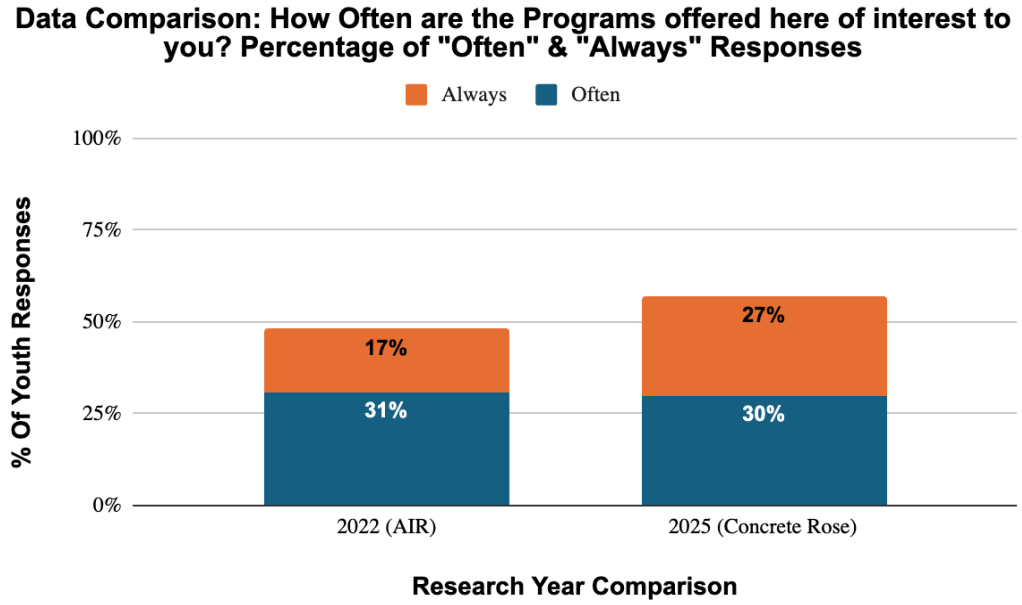
This section explores how youth experience programs inside the JJC. The data focus on access, relevance, emotional impact, and perceived value. Overall, youth experience with programming in the Hall is very positive. Data also indicates that while programs are highly visible and emotionally meaningful, they are not always experienced as relevant, voluntary, or connected to long-term, rehabilitative goals. Youth had a variety of feedback for improving programming within the Hall, both logistically and operationally. For example, several youth describe a desire for increased program frequency, consistency, and more intentional scheduling. More specifically, youth reported attending multiple lecture-style programs that were scheduled consecutively and after a full day of school. Youth mentioned the programming schedule to be challenging, especially given the minimal physical activity for extended periods of time and the lack of interactive learning. Youth shared desire for more voice and autonomy to select and design programs, as opposed to adults assuming what they might enjoy or value. Many youth shared that they felt frustrated with some JPD staff for forcing them to join programs, sometimes without youth being fully introduced to the program or understanding the focus of the program. Additionally, youth mention that not participating in programs will result in negative repercussions such as losing points and, therefore, losing privileges such as extra phone calls or access to tablets.[1] Youth feel that if there was an increased variety of options for programs that connected to their unique interests and needs, they'd be more comfortable participating voluntarily.

Some youth had mixed feelings about program relevancy. Over half of youth shared that programs are consistently interesting to them, while 43% of youth selected "Unsure", "Rarely", or "Never", explaining that they did not feel strongly connected to the content or did not feel the programs added value to their experience. Youth who had been in custody at the JJC multiple times often said they had already taken the same programs before and did not find them useful anymore. For those youth, programs felt more like routine activities than opportunities to learn something new.

[1] JPD has informed Concrete Rose that JPD does not have a policy mandating youth participation in programming and that youth should not be given negative consequences for not attending programs. Participation in programming may be incentivized with additional privileges. If youth decide to opt out of programming they are supposed to be provided with an alternative activity by JJC staff.

(Q2.1)[2]



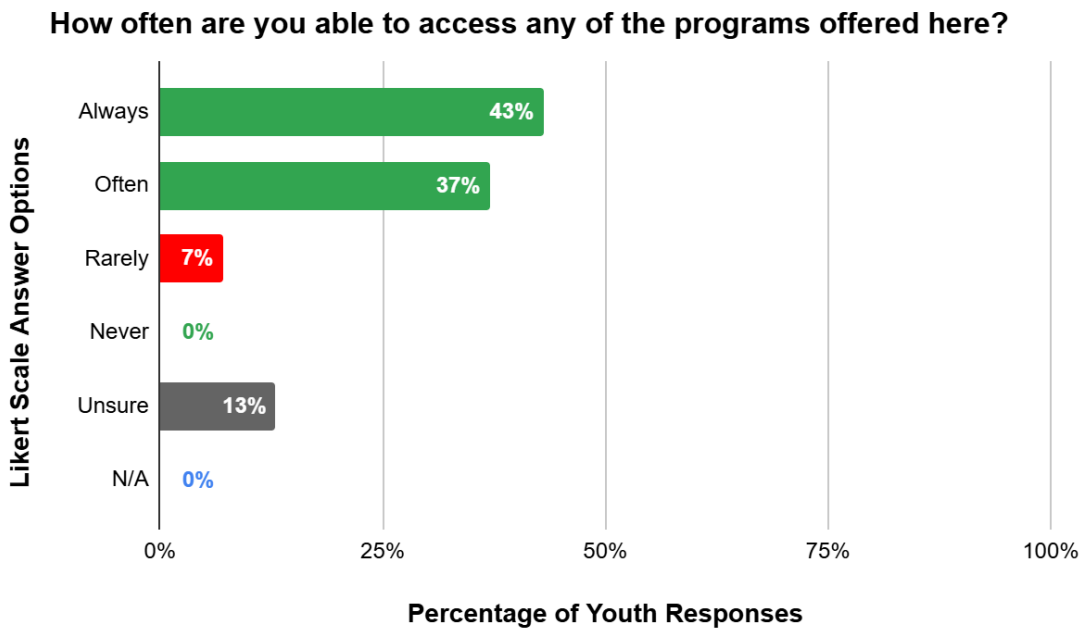


This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth felt that the programs offered were of interest to them. In 2022, 31% of youth selected “Often” and 17% selected “Always” for a combined 48% indicating consistent interest. By 2025 that number increased to 57% with 30% selecting “Often” and 27% selecting “Always”. While the percentage of “Often” responses remained the same, the increase in “Always” stands

[2] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

out as a meaningful shift, pointing to a stronger level of youth engagement in programming. This shift is further supported by what youth shared during interviews; many youth spoke about current programs in ways that reflected genuine interest and program relevancy. Several youth emphasized that the programs feel different from what they experienced in the past, not just in structure, but in how they connect to their lives and experiences. Taken together, this data suggests that current programming is not only capturing youth interest, but connecting with them in ways that feel relevant and meaningful.

(Q2.2)[3]

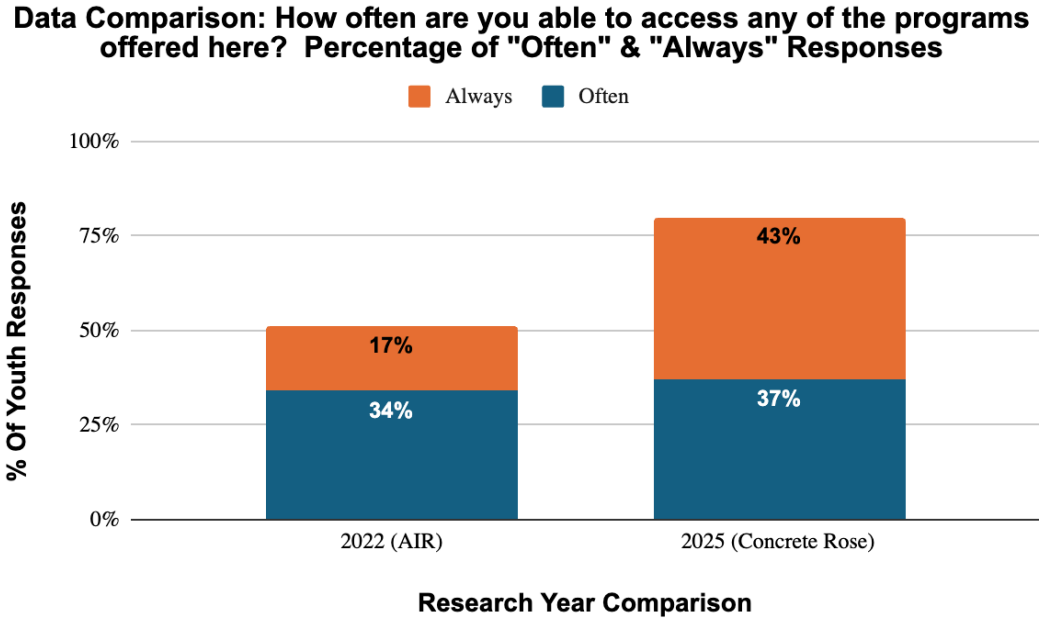


Over 80% of youth are able to access programs "Often" or "Always", and none of the youth reported "Never" having access. This suggests that programming is a consistent part of daily life inside the Hall. Several youth explained that some programs are only offered to specific units, which limits participation regardless of interest or need. One youth explained: *"Some programs only go to certain units… if it was fair for all the units we'd have more access to them."* This suggests that program availability may be driven more by institutional structure than by youth need or interest.[4]

Another youth mentioned that re-entry programs, such as Omega Boys, are not available to the girls' unit in the Hall: *"[...] they have Omega Boys. I think that it's important for us to have*

[3] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[4] JPD informed the Concrete Rose team that the range of programming offered is also impacted by California regulations such as Title 15 Article 6 and laws such as WIC 875. Some programs are specifically offered to Secure Youth Track Facilities (SYTF) as they are designed for youth who are committed for longer terms.

women to look up to that influence us to be better and helps us to enter the world. I just think that girls that are in here, they continuously are coming back. Like, it's just they leave, they come back, they leave, they come back. And that's how I got stuck into it. They just let you out into the world, not giving you no type of resource to help you stay out, and they just expect you to stop doing crimes because you stayed in here one or two weeks. But the vulnerability that comes from staying in here, it goes away after a while. Like you forget about it, you just hope you don't get caught. [...] I want to be a mentor for kids, and young females that were in my situation and I just don't see that being available here, as of right now."



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth are able to access the programs offered to them in the Hall. In 2022, 34% of youth selected "Often" and 17% selected "Always", for a combined 51% indicating consistent access. By 2025, that number increased significantly to 80% with 37% selecting "Often" and 43% selecting "Always". While the "Often" responses show a slight increase, the sharp rise in "Always" stands out, pointing to a major improvement in how regularly youth are able to participate in programming. The increase in youth reporting "Always" suggests that any barriers that may have existed before are being removed. Youth are not only aware of the programs, but are able to attend them more consistently. Taken together, these findings point out a meaningful step forward. Increased access means more consistent exposure, stronger participation, and a greater opportunity to have a real impact on youth rehabilitation during their time in the Hall.

Youth described a wide range of emotional benefits from participating in programs while detained. One youth shared: *"They help you understand that life gets difficult, but you can*

achieve anything." The most common themes reflected in data relating to programs included stress relief, emotional regulation, self-reflection, motivation, creativity, and hope for the future.

(Q2.5) What impact do the programs offered have on your experience here?[5]



Many youth described programs as therapeutic spaces that helped them acclimate within such a highly controlled environment. One youth explained: *"They're more therapeutic… It helps us mentally too 'cause it makes us feel like there's something still out there for us."* Another youth shared: *"[A program] really provides more activities when you come in here, because otherwise you're just standing around, waiting for a phone call, nothing to do. I like The Beat Within where you get to write, draw whatever you want."* This data suggests how programs in the Hall often serve as valuable sources of emotional support and self-regulation.

When asked what services or programs they wished were available, youth offered clear and consistent responses. Their suggestions centered in practical skill-building, physical activity, and reentry support. Youth expressed strong interest in hands-on job training programs, particularly in barbering, electrician work, automotive repair, welding, and painting. These types of programs were viewed as realistic pathways to employment and independence after release. Nature and gardening programs were also commonly requested. Youth mentioned wanting to work with animals and participate in gardening as opportunities to engage in outdoor, hands-on learning activities.

Youth also expressed interest in additional food and cooking programs[6], diversified sports and physical activity options, and more frequent programming overall. Several youth emphasized that there is too much emotional health and mental health programming and not enough programs for physical exercise and skill-building. One youth shared: *"[...] more basketball, more sports, like working out and stuff like that cause everything is about mentality and emotion so we need more physical stuff. Or connection to the outside, maybe, like, releasing some job opportunities, outside resources, and connections outside."* Another youth explained: *"I wish there were a real good food program … where we can play games for rewards and give us good outside food. I can promise you everyone here will love it."*

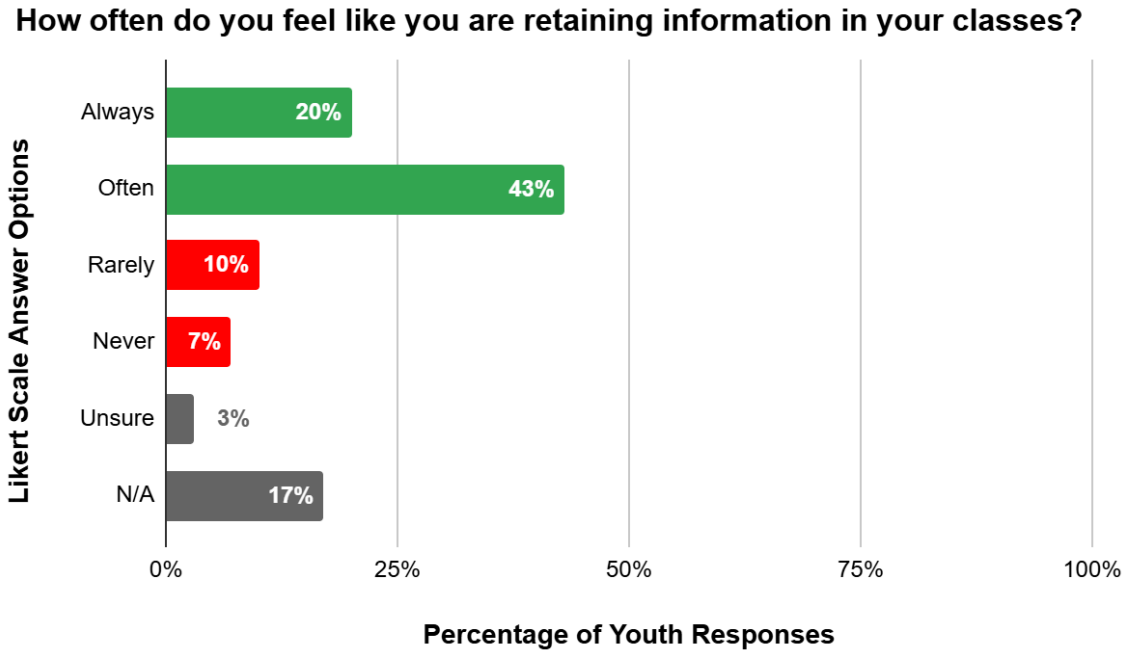
[5] This question was open-ended and not categorized by a Likert Scale format. Youth responses were coded into thematic categories during the qualitative data analysis process.
[6] JPD informed Concrete Rose that there is a gardening and a culinary program offered to all units. There are Career Technical Education programs for the culinary arts and urban agriculture available for long-term committed youth.

Most youth spoke positively about program staff. They described program staff as respectful, supportive, and genuinely invested in helping youth. Many youth said program staff were easier to talk to than JJC staff and that program staff treat youth more fairly. One youth shared: *"Program staff, they're usually fair. They're better than the staff that work here… the program staff treat everyone equally."* However, some youth felt that certain programs were less engaging and noticed that program staff can become discouraged when participation is low. This data shows how important it is for programs to align with the youth's interests in order to sustain meaningful relationships and youth motivation. Some programs, like yoga, are not as embraced by youth as other programs and youth worry that program staff feel like they are wasting their time.

Section 3: Education

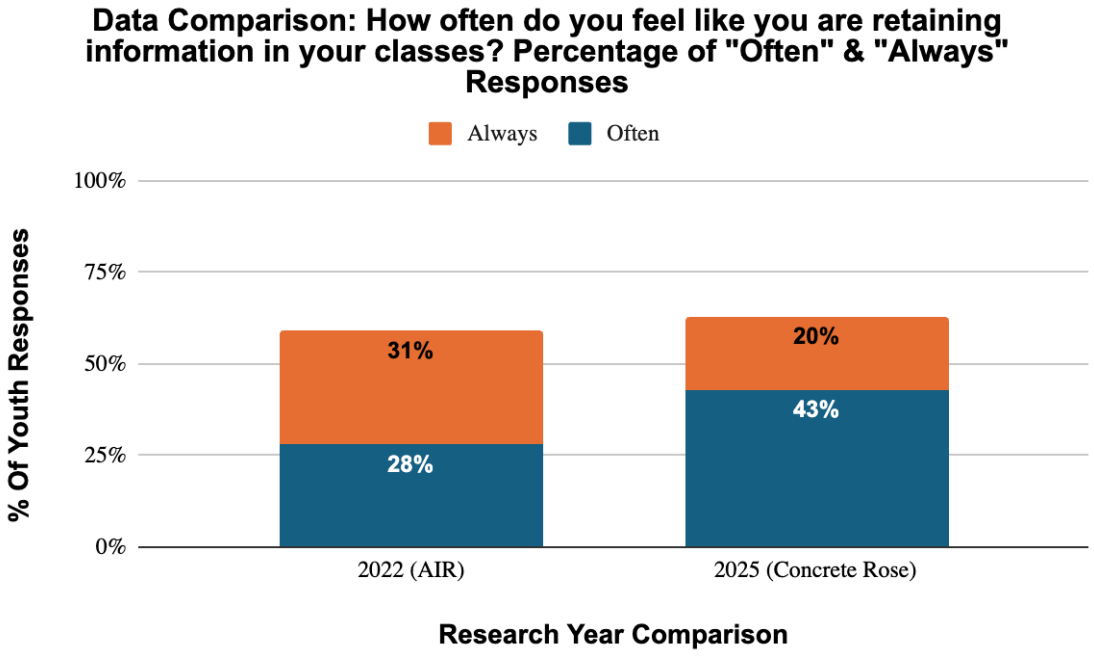
This section explores how youth experience education inside the Hall, focusing on engagement, learning, student-teacher rapport, and access to meaningful instruction. Youth responses strongly indicate positive experiences with their classes, specifically with retaining information and staying engaged. While education is a constant and visible part of daily life in the Hall, it is not always experienced by all youth as relevant, responsive, accessible, or supportive of diverse learning needs. This section's findings highlight the strengths of teacher-student relationships as well as the institutional conditions that limit accessibility and learning.

(Q 3.2)[7]



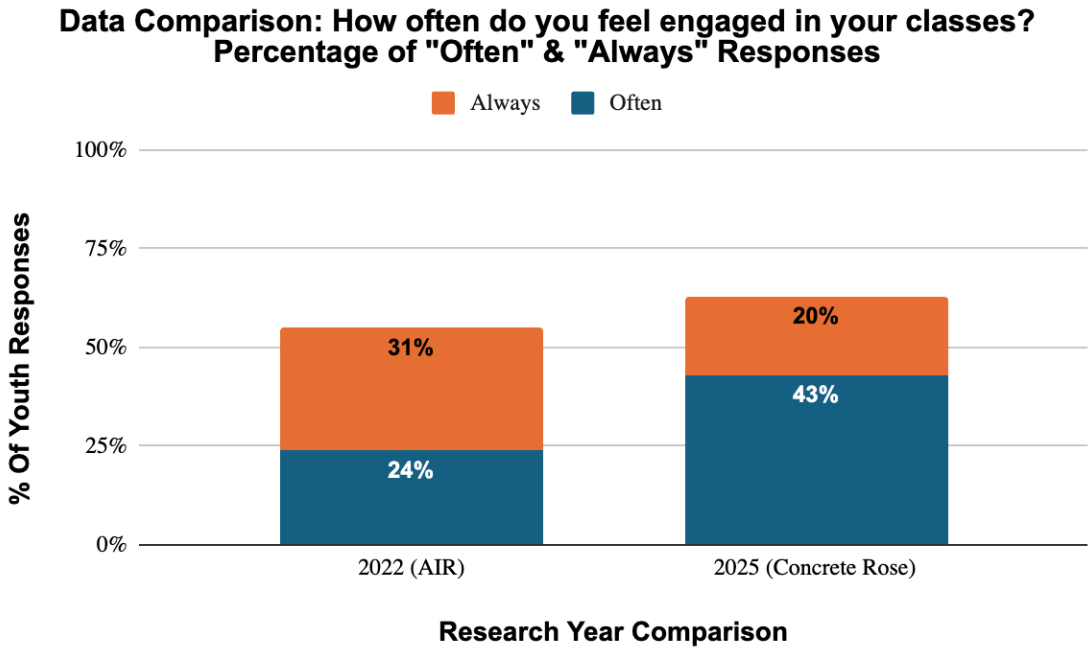
[7] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

63% of youth reported that they “Often” or “Always” retain information in class. This promising data is indicating that the majority of youth are consistently learning in their classes in the Hall. In contrast, nearly one quarter (23.3%) responded with “Rarely”, “Never”, or “Unsure”. It’s important to note that 17% of responses fell into the “N/A” category. “N/A” is selected if a young person skipped the question during the interview or if their answer did not fit into any of the other categories. Further elaboration from youth, beyond the Likert Scale answers shown above, indicates that while some students feel supported, others experience school as repetitive or disconnected from their academic level and goals. One young person said: *“Never, it don't really be nothing that you need to remember. It's not something that I would consider valuable information that's going to help you in life. The schoolwork that they be giving us is not, I don't know, it's middle school work. It's not something that high schoolers learn. Any of the schools I've been to [on the outside], um, I'm forgetting the type of school I go to but, um, it's different, the work they give us [here] is not high school level. [...] I'm kinda at the point where I'm not going to do work, y'all can take it out on me as you please, but I'm not gonna keep repeating the same work. I'm not learning anything. I'm wasting my time.”*



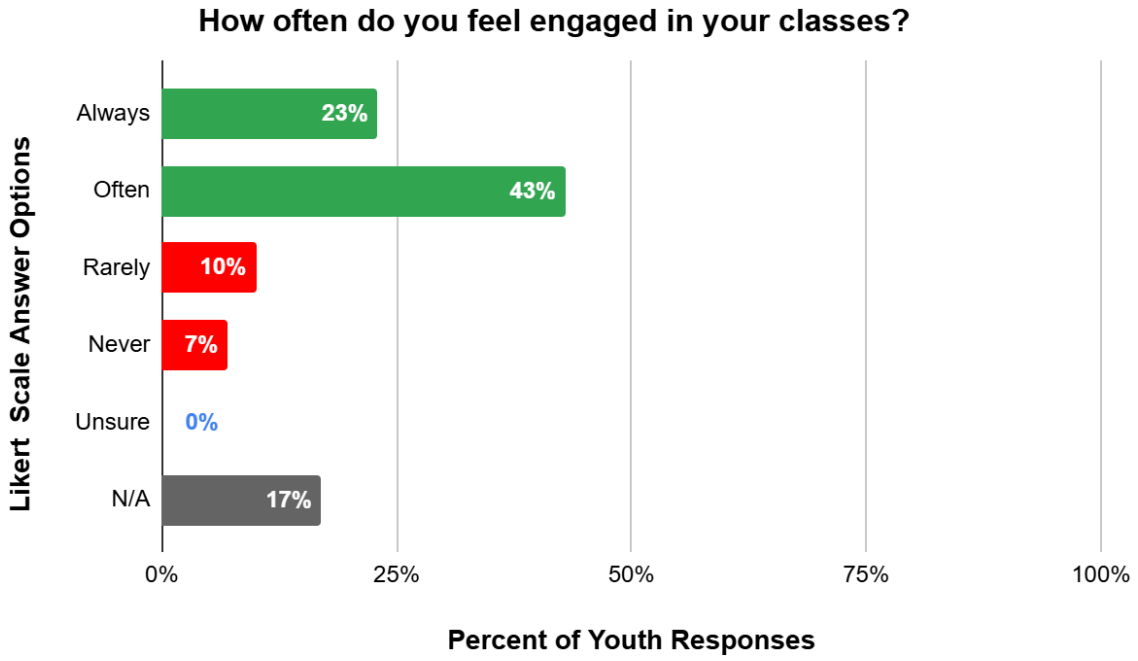
This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth felt they were retaining information in their classes. In 2022, 28% of youth selected “Often” and 31% selected “Always” for a combined 59% indicating consistent retention. By 2025 that combined percentage increased slightly to 63% with 43% selecting “Often” and 20% selecting “Always”. The rise in “Often” shows that more youth are regularly retaining information, even if fewer are reporting that they “Always” do. This points to a change

in how learning is being experienced, less about occasional strong outcomes, and more about steady, consistent understanding across a broader group of youth. What youth shared during the interviews add important context to this. Taken together, these findings suggest progress in creating a more supportive and accessible learning experience. While there is still room to strengthen deeper retention and accessibility for all youth, more youth are consistently learning.



The graph above compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked about their level of engagement in their classes. In 2022, 24% of youth selected “Often” and 31% selected “Always” for a combined 55% indicating a consistent level of engagement for over half the youth population. By 2025, that combined percentage increased to 63% with 43% selecting “Often” and 20% selecting “Always”. While the total percentage of youth who feel consistently engaged has grown by 8%, there is a decrease in “Always” responses. The increase in “Often” responses shows that more youth are feeling connected in the classroom on a more consistent basis while the decrease in “Always” responses shows there’s a lower proportion of youth being engaged at a high level. Overall, this data comparison reflects a classroom environment that is becoming more engaging to the general population of young people.

(Q3.3)[8]



Similarly, 66% of youth responded that they are consistently engaged in their classes in the Hall. Several youth described classrooms that felt passive, rushed, or unresponsive to their needs, language, and learning style. Engagement increased when teachers used creative, culturally relevant and interactive methods. One youth shared: *"The teachers here are hella cool. [One teacher] brought a whole [...] Mexican museum and I'm [Latino]. He brought artifacts from [a war] that made me want to learn."*[9] This feedback suggests that learning is most meaningful when students see themselves and their experiences reflected in the curriculum.

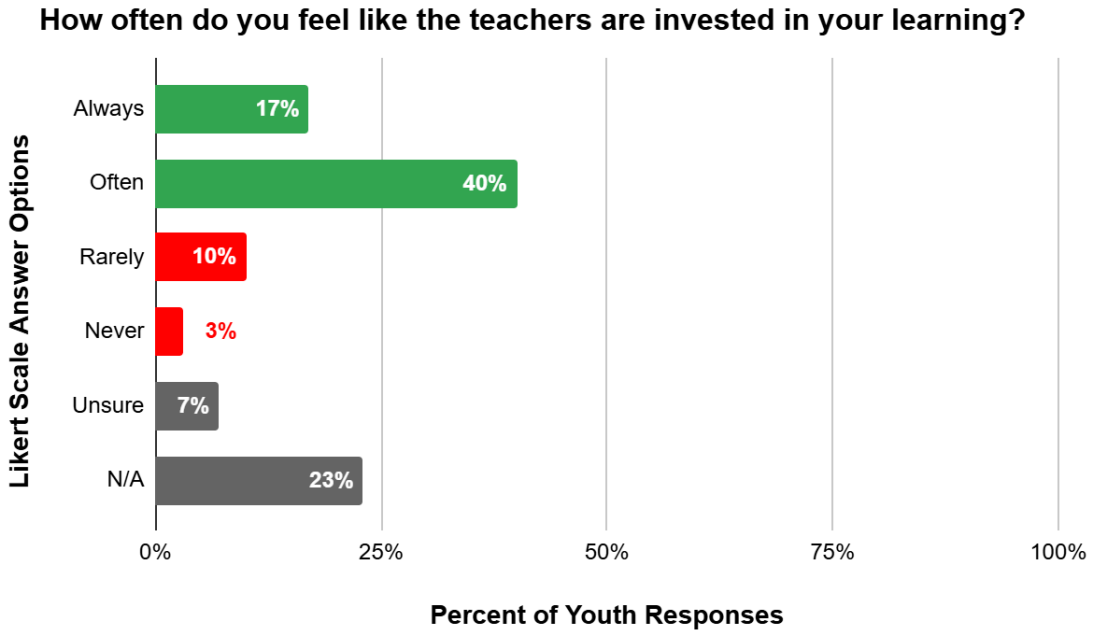
Youth had mixed feelings about how invested teachers were in their learning. While many youth shared that teachers were consistently supportive, some youth also reported that teachers were rarely invested in their individual needs or learning challenges. Several youth selected "Unsure" and elaborated that their experience depended on the individual teacher and classroom environment. For these youth, support from teachers felt inconsistent and unpredictable, eroding how connected and valued they felt in school, which subsequently influenced their behavior and engagement. One youth shared: *"I could say some of [the teachers] are [invested in our learning], but not all of them."* Another youth explained: *"I think all the teachers here are invested in our learning, but they, just, don't know what to teach us. They don't know where we stand, as far as education, as far as how much we've learned, where we left off, some of the kids here haven't been to school in a long time, so everyone's different."* There were young people

[8] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[9] Personally identifying information from this quote was masked to protect identities of youth and staff.

who selected “Never”. One youth elaborated: *"Never. Them teachers just here because they don't really be teaching nothing they just give you a packet and expect you to know what you doin'."*

Youth described teachers as one of the most influential factors in their educational experience. Many youth spoke positively about their teachers, particularly high school teachers. One youth shared: *"The high school teachers, I think they really invest it for real. They really care about the kids. And, like, my professors, they're really cool. They're good people, always a positive experience."* They emphasize the importance of feeling respected, supported, and encouraged in class. When teachers were patient, consistent and genuinely invested in students’ success, youth reported feeling more motivated, confident and willing to engage in the classroom. However, youth also stressed that the quality of their experience depended on the individual teacher. While some educators were described as deeply committed, others were seen as disengaged or present only to meet their job requirements. This unevenness created inconsistent classroom environments which would impact whether or not youth felt valued. As one youth explained: *“Some of them are really loving and some of them are here for the paycheck. They treat us differently than, like, students on the outside.”*

(Q3.4)[10]



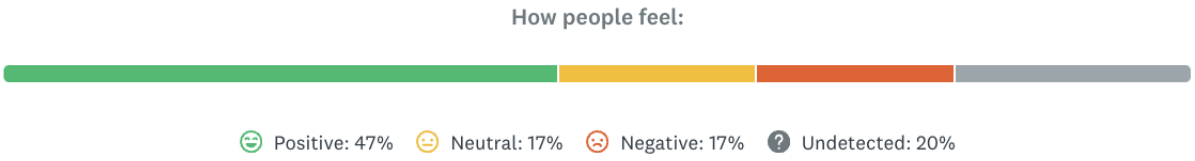
However, the students’ level of engagement and success is largely influenced by the teacher’s attitude and management style. Several youth uplifted their frustrations with teachers kicking students out of class and sending them back to their units, confined to their individual

[10] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

rooms/cells for the rest of the school day, inhibiting students' ability to complete their work or engage in school.[11] One youth shared, *"We had a teacher, he got, like, a plan to retire early, [...] so the last two months he was here, he created problems for us so that he could send us back. 'Cause they can kick the class out and we have to go back to our rooms [in the unit]. But for my classes, I don't have WiFi in our rooms, so that takes time out of my stuff." [...] "So, I have to use my time, my rec time, to do [the school work]."* Another youth shared, *"I mean, I see, I see, like, I've seen stuff in the, you know, like, in the high school side. They kick people out and I feel like that's wrong for kicking people out the class because I feel like, um, you know, like... I feel like people should deserve a second chance for their learning."*

It's also important to note that 23% of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time.

(Q3.5) Is there anything that you would like to share about your experience with the teachers here?[12]



Youth described the importance of fairness and respect in teacher-student relationships. When teachers are calm and supportive, youth feel more confident in themselves and their learning capabilities. When teachers are dismissive or distant, youth feel discouraged and disconnected.

Most youth shared that they did feel they were learning, either through their own motivation or because of the teacher's support. Youth described moments of pride, growth, and challenge as key motivators that helped them stay focused and engaged. Several youth mentioned that they do not feel like they are learning anything due to repeated material that is not challenging or appropriate for their learning level. When instruction was not matched to their academic level or felt repetitive, youth reported feeling bored and disconnected. One youth stated *"Like, doing the same stuff every day is not gonna teach anybody anything… What are you gonna learn? Nothing."* Another youth connected learning to engagement: *"I lose focus and I need the teacher to engage with me to keep my focus."* These responses highlight that youth experience learning

[11] JPD has informed Concrete Rose that their policy is if a youth is asked to leave class, they have the opportunity to continue their education in the refocus room in the Educational Center. If the issue continues, they are allowed to continue their learning in the unit. They will only be placed in their room if they present a safety issue. Protocol is that youth are reassessed after each class period to see if they can resume learning in the classroom.

[12] This question was open-ended and not categorized by a Likert Scale format. Youth responses were coded into thematic categories during the qualitative data analysis process.

as meaningful when instruction is interactive, relevant, and responsive to their needs. Youth mention current events, politics, and cultural exploration as interesting subject matter and enjoy the opportunity to offer input on the curriculum and exercise learner agency.

Several young people reported being sent back to their unit as a significant obstacle to their learning. Youth reported that some teachers sent them back to their units as a form of discipline, sometimes for minor reasons, such as asking to use the bathroom during class. Once removed, youth described being confined to their rooms for the remainder of the day, which cut them off from instruction and forced them to complete schoolwork during recreation time. This practice not only disrupted their learning, but also created additional stress, as youth had to manage their assignments without access to teachers or classroom resources. Many described feeling frustrated and powerless, particularly when they had no control over being removed from class for reasons they viewed as trivial. One youth shared: *"Whenever we get sent back to the unit… Like, when somebody's talking, then we get sent back to the unit and we have to stay in our rooms." [...] "Sometimes it happens too much."*[13] The data implies how disciplinary practices can deprive youth of educational access and meaningful learning opportunities.

Youth also described feeling dismissed when seeking help. Instead of receiving guidance, they felt ignored, passed over, and unsupported. One youth shared: *"Usually when I ask for help… they just move on to a whole 'nother subject and brush me off."*

Language barriers further limited access to learning. When instruction was only provided in English and translation was unavailable, youth who spoke other languages felt excluded and unable to participate. One youth shared: *"For example, when they speak to me in English, I don't understand them at all."* Another youth added: *"Some of my classmates might understand and help with translation, but if they're not there, I'm not understanding them at all."* Another youth reported: *"I understand all the English but I don't know how to speak or respond. I think the teachers think: 'I'm going to waste time teaching this one and he won't learn anything.' That's why I don't like to ask for help."*

Some youth reported that JJC staff will sometimes disrupt the classroom environment. Loud joking or rule enforcement during lessons broke their focus and made school feel less like school and more like they were back in their unit. One youth mentioned, *"The interference from the unit staff who come into the learning space to joke loudly or strictly enforce strange rules."* In summary, youth report that while they value supportive teachers and genuinely want to learn, inconsistent or inaccessible instructional styles and environmental disruptions interfere with their academic success.

[13] JPD has informed Concrete Rose their policy is that if there is a safety concern, the class may be returned to the unit to participate in education in the unit. If a youth needs to use the restroom, they may have to return to the unit where the bathrooms are located and if a youth is in their room it is based on safety concerns and documented pursuant to Title 15 Room Confinement regulations.

Youth mention a plethora of suggestions for how to improve academic success within the Hall. About 30% of youth mention that the lack of variety and individualization of the curriculum has inhibited their academic progress. Some youth mention teachers will play movies and hand out worksheets without first providing them with adequate instruction. This type of instructional approach makes it challenging for some youth to stay focused and engaged at school. Youth voiced that expanding and diversifying the curriculum to include more hands-on learning activities and time outdoors would improve their engagement, focus, and overall enjoyment. Individualized support is strongly requested by youth. One young person uplifted the need for college and career readiness support at school, especially for young people preparing for higher education.[14] More specific examples of individualized academic support that youth have identified include: 1:1 instruction from teachers, improved language accessibility, culturally and relevant curriculum, curriculum that is aligned with their learning level, and neurodivergence accessibility. Some youth suggest that less disruption and interference from JJC staff would improve the classroom environment by limiting distractions and allowing the teacher to manage and lead the classroom as they see fit.

Section 4: Conditions

This section focuses on how youth experience everyday conditions inside Juvenile Hall. Youth were asked to reflect on basic parts of daily life such as sleeping arrangements, food, personal and facility hygiene, health care, and personal space.

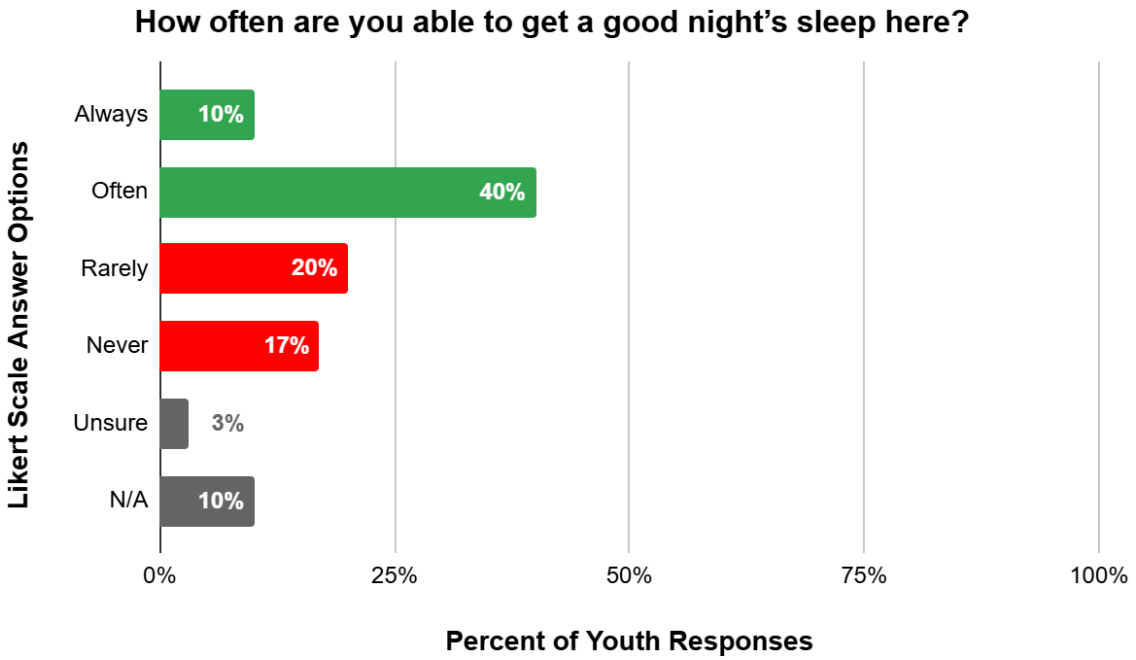
Youth reported mixed experiences with sleeping arrangements. About half of youth shared that they were able to sleep through the night consistently, while the other half said they "Rarely" or "Never" get a good night's sleep. The youth who shared that they were able to get a good night's sleep on a regular basis in the Hall, mentioned that they were able to do so because of medication offered to them by the nurses. Youth report that the medication helps them to fall asleep and stay asleep. Because of this, our data here may not be fully indicative of youth's ability to sleep in the facility conditions. One youth shared their experience with taking medication to sleep: *"I'd say that with the drugs they give you, it helps you well. I take Melatonin. Everyone here that's in my unit is taking drugs to sleep. [...] I ask for the drugs to take me to sleep because I have ADHD, and I stay up thinking about things, without them I wouldn't be able to sleep at all. [...] I have a lot of stuff going on inside me, I assume a lot of people do."*

Sleeping conditions were described as especially difficult. Many youth said the beds were extremely uncomfortable. Youth reported thin mattresses, no pillows, and cold temperatures at night. One youth shared: *"The mattresses are so thin that you are basically on the cement. There*

[14] JPD has informed Concrete Rose that, with funding from JPD, the San Francisco County Office of Education is required to provide a college & career liaison to support all postsecondary academic and vocational training to students. JPD also has a contract to provide individualized tutoring.

are no pillows.[15] *I have to use my sweater as a pillow."* Another youth said: *"These beds are just uncomfortable. They be having people's back hurting, aching, these beds are hard as fuck like you have no clue, they're so hard."* Another youth added: *"They only give us three blankets, they put the A/C on, and I'm freezing."*

(Q4.1)[16]



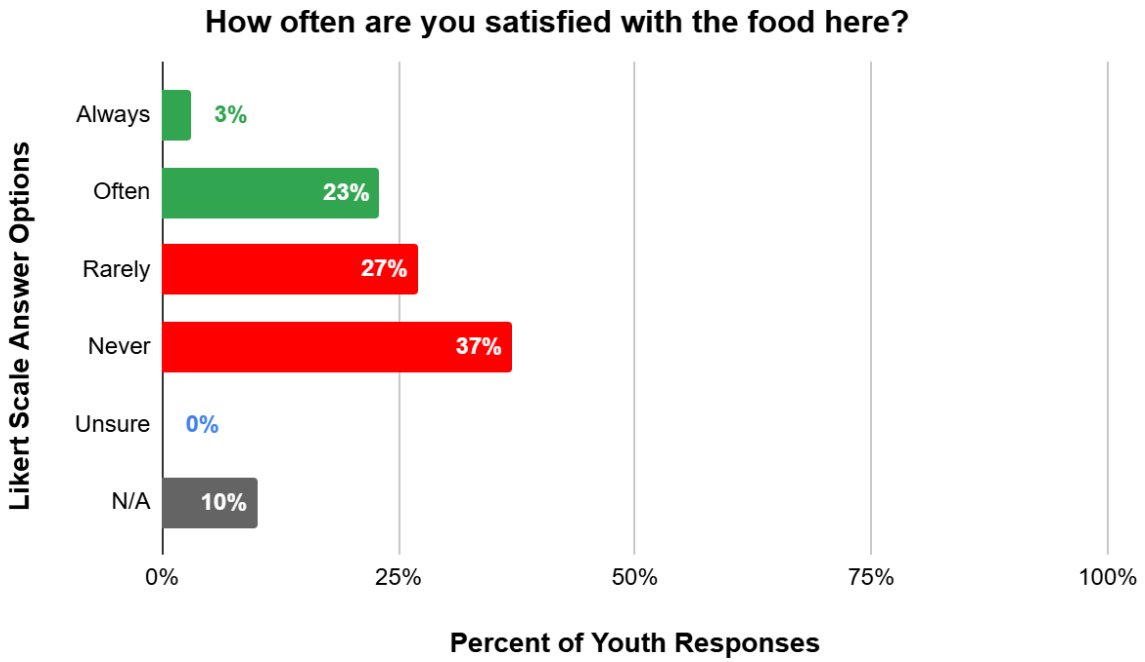
Youth were largely dissatisfied with the food. Nearly two-thirds of youth (63.4%) reported they are "Never" or "Rarely" satisfied with meals. Only 26.6% of youth said they are consistently satisfied with the food. Food was described as repetitive, low quality, unappealing, and at times, inedible. One youth explained: *"Half the time it is so nasty, we don't even eat it… they repeat the same food every week."* Many youth said they rely on peanut butter, cereal or snacks when meals seem indelible. One youth added: *"A lot of the food be nasty. The only food we really eat here is the chicken and the potatoes… everything else we just skip."*

One youth said: *"Food is horrible. The food got no flavor."* Another youth shared: *"There's five of us and they serve enough for three girls. We get small portions of food."* The food is reported to be expired, moldy, and contain human hair. *"One time I found a hair in my food, they sending us some moldy ass fruit. And they gave us fish tacos, and I'm allergic. I didn't even get to eat, I crashed out, it wasn't fair to me. […] The fruit is so nasty and squishy. You can see the mold*

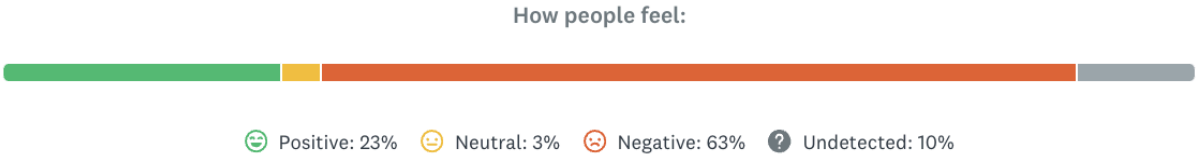
[15] The San Francisco Juvenile Probation Department has informed Concrete Rose that their policy is that all youth are supposed to be offered institutional grade pillows and mattresses that comply with Titles 15 and 24.
[16] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

through it. [...] One time I was drinking my soup and I saw a long hair. The cooks don't wear hair nets, the men too."[17]

(Q4.2)[18]

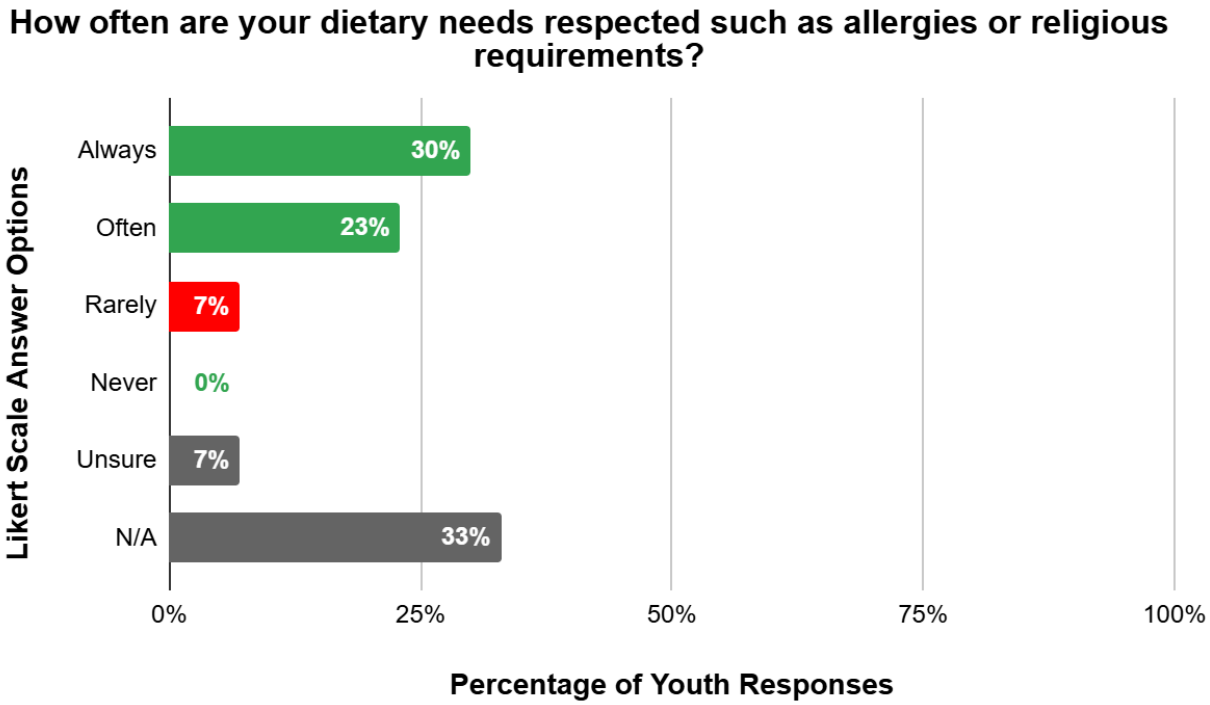


(Q4.2) How often are you satisfied with the food here?[19]



[17] JPD has informed Concrete Rose that their protocol requires all kitchen staff to wear hair nets at all times.
[18] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
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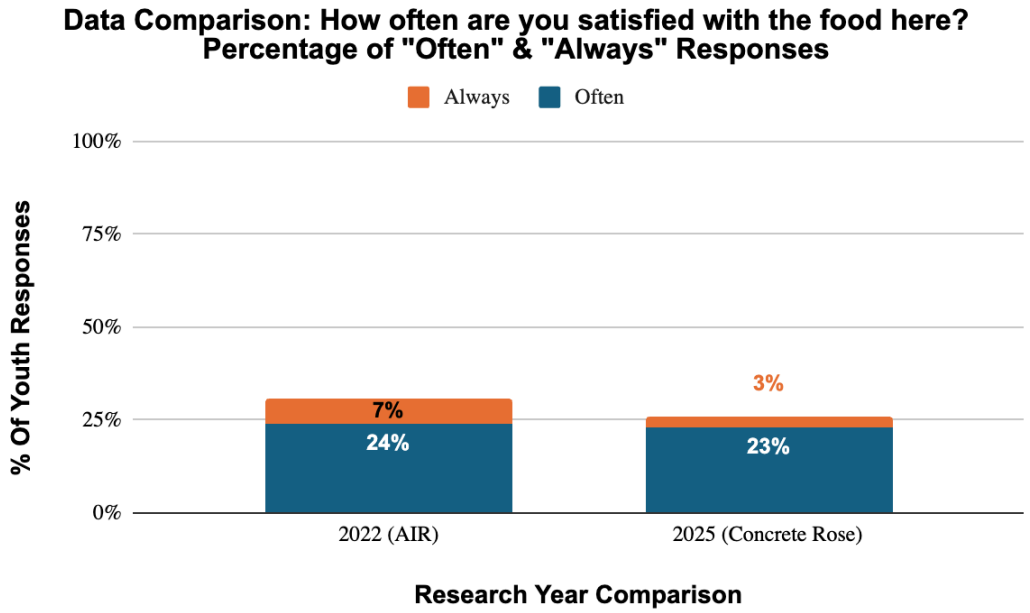
(Q4.3)[20]



Youth generally felt that dietary needs were respected "Often" or "Always," especially for allergies. However, there were some youth who reported that restrictions were inconsistently applied or not taken seriously, especially for lactose intolerance or medical conditions. One youth stated: *"We have some people here who can't do lactose, it's not respected at all."* Others felt that accommodations existed, but youth were still expected to eat food that caused discomfort.[21] One youth shared: *"I think they're respected for the most part. That does have to do with medical, you have to tell them your dietary restrictions. The food does be upsetting my stomach sometimes, but I got my gallbladder removed so when there's something spicy or something fattier, it just kind of hurts, not hurts, but it affects me a little differently. But they're not gonna change that."* Another youth mentioned their experience witnessing staff disrespecting religious requirements of another youth: *"They do all that but tell you 'You have to eat it all'. There was this one time, there was a dude, he was Black, and he'd pray on his mat. They disrespected his mat and tore it up last time, I don't know what happened."*

[20] This question was closed-ended through a Likert Scale format. However, a few youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[21] JPD has informed Concrete Rose that youth with allergies receive a medical diet and should be provided with alternative meals, meal portions are controlled by Title 15 nutritional requirements, youth can participate in behavioral development that allows for incentives such as snacks, and youth should have access to a culinary program to prepare meals during the week.

It's also important to note that 33% of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time.



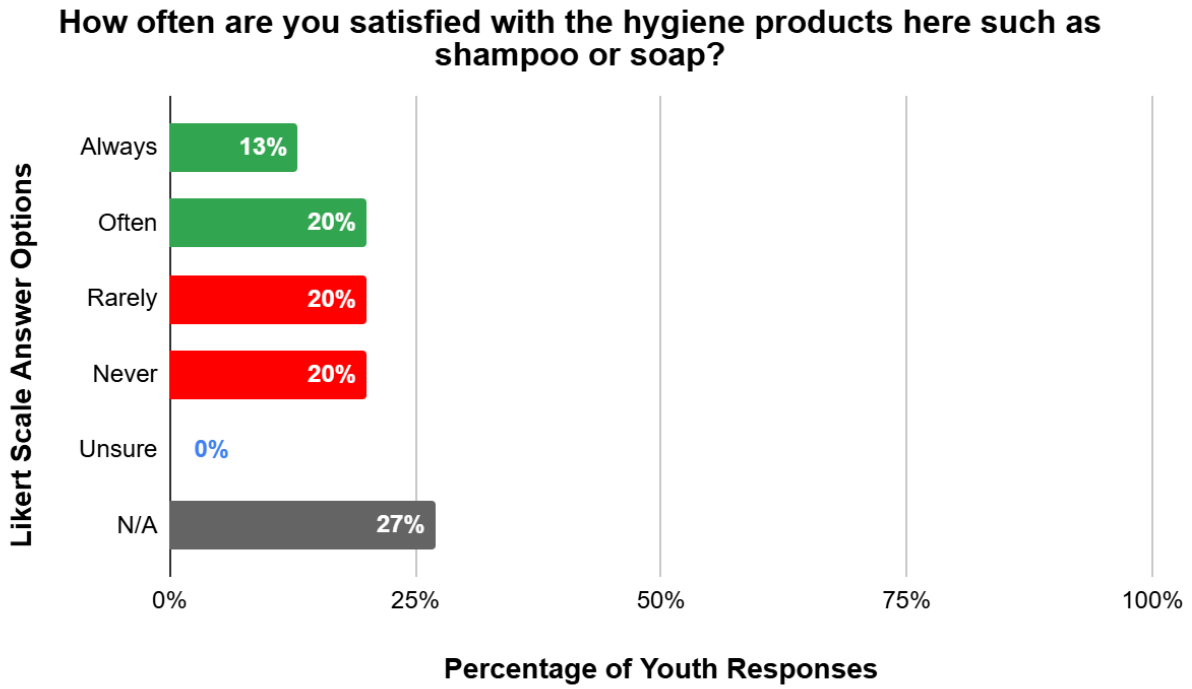
This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often they are satisfied with the food offered in the facility. In 2022, 24% of youth selected "Often" and 7% selected "Always", for a combined 31% expressing satisfaction. By 2025, that combined percentage decreased to 26% with 23% selecting "Often" and only 3% selecting "Always". While the satisfaction levels were already low, we are seeing a concerning downward trend in how youth perceive the quality of their daily meals. The "Always" category has nearly vanished, dropping from a 7% to a 3%. The "Often" category remained relatively flat, moving from 24% to 23%. The stories youth shared during interviews highlight why these numbers are so low; many described the food as repetitive, lacking nutritional variety, flavor, and freshness, which directly impacted their mood and energy levels throughout the day. Overall, the data indicates a decline in food satisfaction, when satisfaction was already very low in 2022.

Youth satisfaction with hygiene products was mixed, with responses spread pretty evenly across all Likert Scale categories, but many youth expressed dissatisfaction with the quality of the products provided upon arrival to the Hall. Several youth reported that the initial products the facility offers causes skin and hair irritation such as acne and dryness.[22] Some youth shared that basic items, such as deodorant, were sometimes missing. While some youth said the products were good enough to get by, others described them as harmful or ineffective. One youth shared:

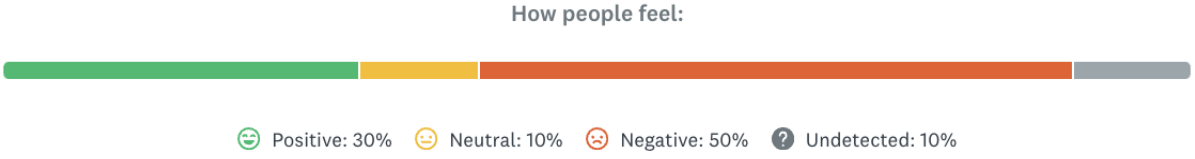
[22] JPD has informed Concrete Rose that medical staff have assisted in these situations in the past. If a youth has a medical need, medical staff should provide items appropriate for the youth's condition.

"They cause your hair to fall out, peel your body and face." Multiple youth also emphasize that staff often step in to provide preferred, name brand products, with money out of their own pockets. Without this support, many youth felt they would be left with only minimal, poor quality items.[23]

(Q4.4)[24]



(Q4.4) How often are you satisfied with the hygiene products here such as shampoo or soap?[25]

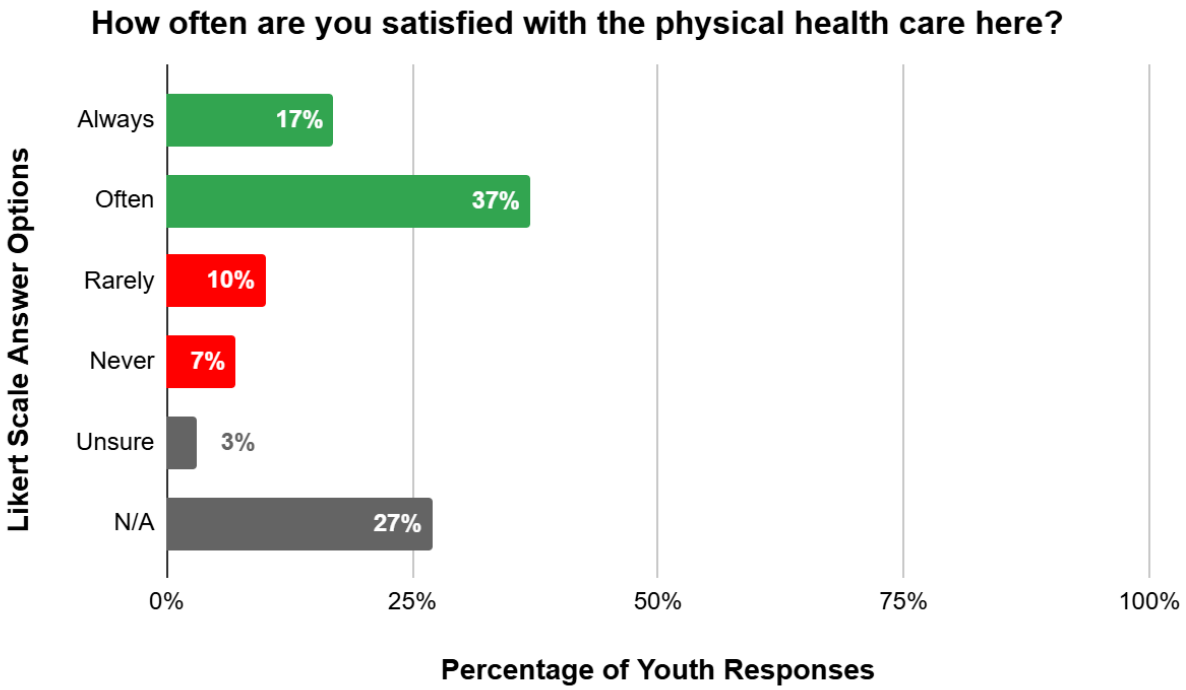


[23] JPD has informed Concrete Rose that the San Francisco Juvenile Probation Department offers industry standard products when necessary. Young people in the Secure Youth Treatment Facility (long-term committed youth) can order personalized hygiene products as an incentive. As of Spring of 2026, all youth can now order personalized hygiene products as an incentive for good behavior as part of the facility-wide implementation of the RISE program.
[24] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[25] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

One young person shared: *"Never. You break out, get irritation. The toothpaste is ok, the toothbrushes and stuff. They have this all purpose soap, like shampoo, conditioner, body wash. I got a bedhead right now, but I got curls."* Another youth said: "*Often, I would say that it's slightly better. I have my personal items. But those [facility hygiene products] are bad. They cause your hair to fall out, peel your body and face. Lots of things happen."*

It's also important to note that 27% of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time.

(Q4.5)[26]



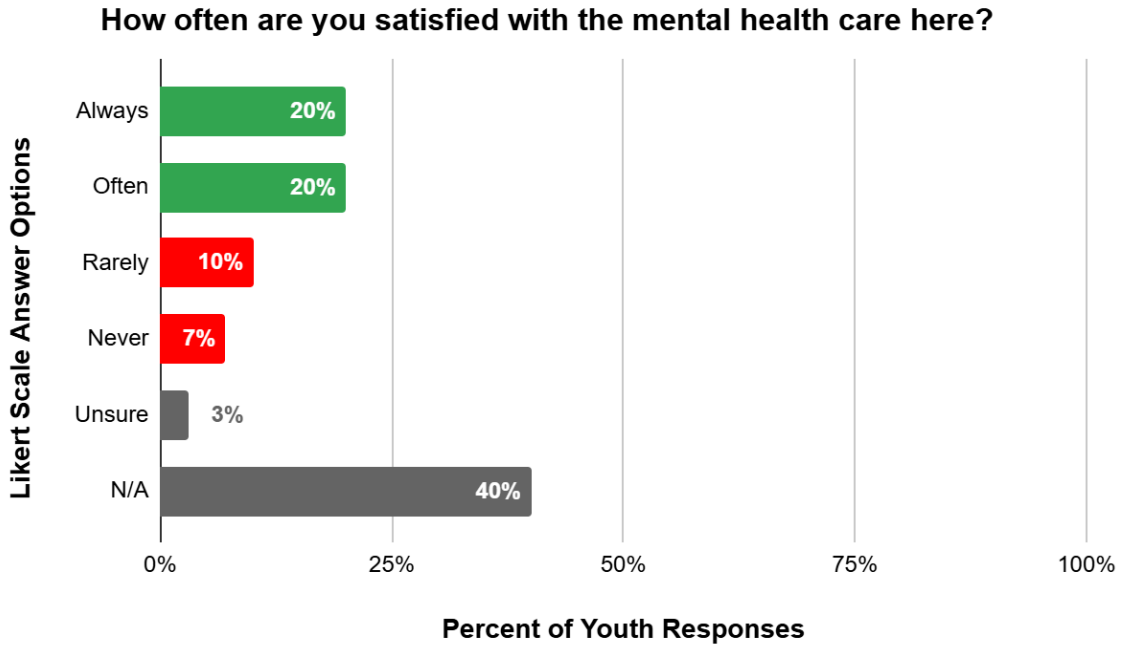
Most youth reported being satisfied with physical health care, with 54% selecting the "Often" or "Always" options. However, many also described serious concerns related to long wait times, staff attitudes, inaccessibility to care, and lack of follow up. While some youth felt care was acceptable given the setting, others reported feeling ignored or dismissed when seeking medical attention, sometimes waiting weeks or months to be seen for injuries that cause serious, ongoing pain such as ear infections or dental issues. One youth shared *"It's good, but sometimes people are not near so you have to wait."* Several youth felt their medical concerns were not taken

[26] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

seriously. One youth shared: *"They been saying they're gonna come check my back and they never did. Obviously don't care about nobody in here."*

It's also important to note that 27% of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time.

(Q4.6)[27]

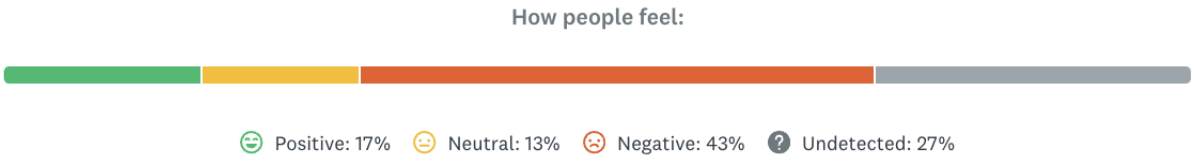


Youth reported mostly positive experiences with mental health care. More youth said they were satisfied "often" or "always" than "rarely" or "never". Many youth appreciated having access to a therapist and felt supported during emotionally intense or challenging moments. One youth shared *"Therapists, they cool… usually the therapist is going to check in with you."* Another youth said, *"I am always able to talk to someone… anything I want to express I can talk to a therapist."* However, several youth felt mental health support was inconsistent and too brief. Some described check-ins as rushed or unreliable: *"They only come for like a second, and then they leave."* Another youth said, "*They check in every day but I feel like they should check in more cause we all need to talk and we all go through something every day so they should come a little more."* Others expressed concern that serious emotional crises were not handled with enough care: *"They just call SPY whenever someone is in a mental state… And think [the youth] will be okay, like, no, bruh, he won't be okay."*

[27] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

It's also important to note that 40%, almost half, of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time. Generally, as we continued throughout the interview, the likelihood of questions being skipped increased. This was usually due to interviews being interrupted due to time constraints.

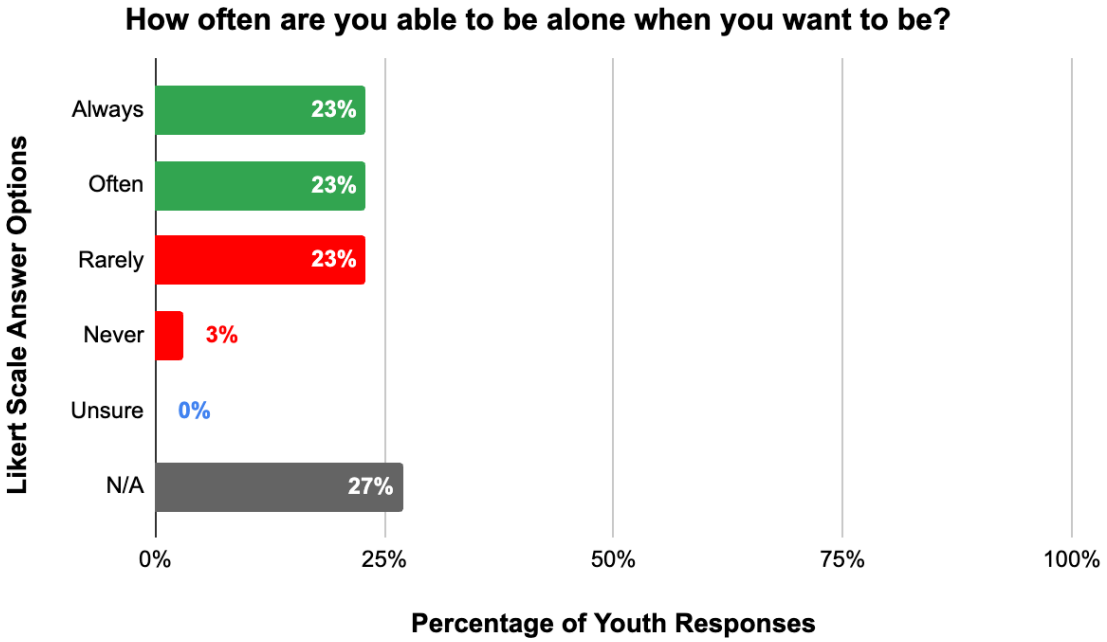
(Q4.10) What would you like to share about the health care offered here?[28]



When youth chose to elaborate on the health care offered inside the Hall, responses were predominantly negative. Some youth felt that health care was good overall and did not have strong complaints. Others described concerns with access and delays. Detailed responses highlighted a pattern of slow access to specialized care, especially for dental services and physical exams. One youth explained, *"I have a wisdom tooth problem.. It's really hard to access.. You have to complain about stuff like that [...] every single day."* Another youth described similar delays as well as staff neglect: "*I got an ear infection last year and I was telling [JJC staff] and they thought I was lying, that I was making it up. I went two weeks with this ear infection until they took me to the hospital, and I was very close to getting a bone infection, like, it was that bad. I had to take two types of antibiotics to get rid of that infection. And then, just recently, my ear started hurting, and I asked, again, for two weeks, 'Can I go downstairs? Can I go downstairs?' It took me being persistent and for me to bring up last year, for them to let me go, like, they were not trying to let me go."* Youth also made a clear distinction between immediate care and long-term medical needs. Minor injuries were addressed quickly, while more serious or ongoing issues required repeated requests and long wait times. *"If you get hurt at the gym, they'll call the nurse.. The nurses are good, but downstairs, for the medical, it takes time."*

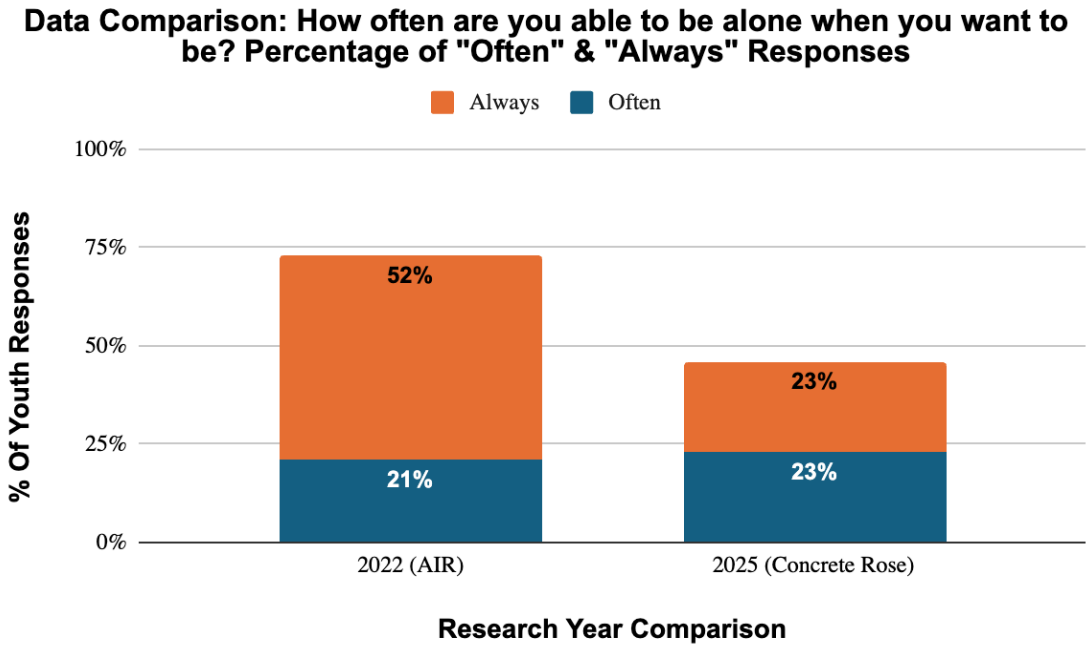
[28] This question was open-ended and not categorized by a Likert Scale format. Youth responses were coded into thematic categories during the qualitative data analysis process.

(Q4.7)[29] [30]



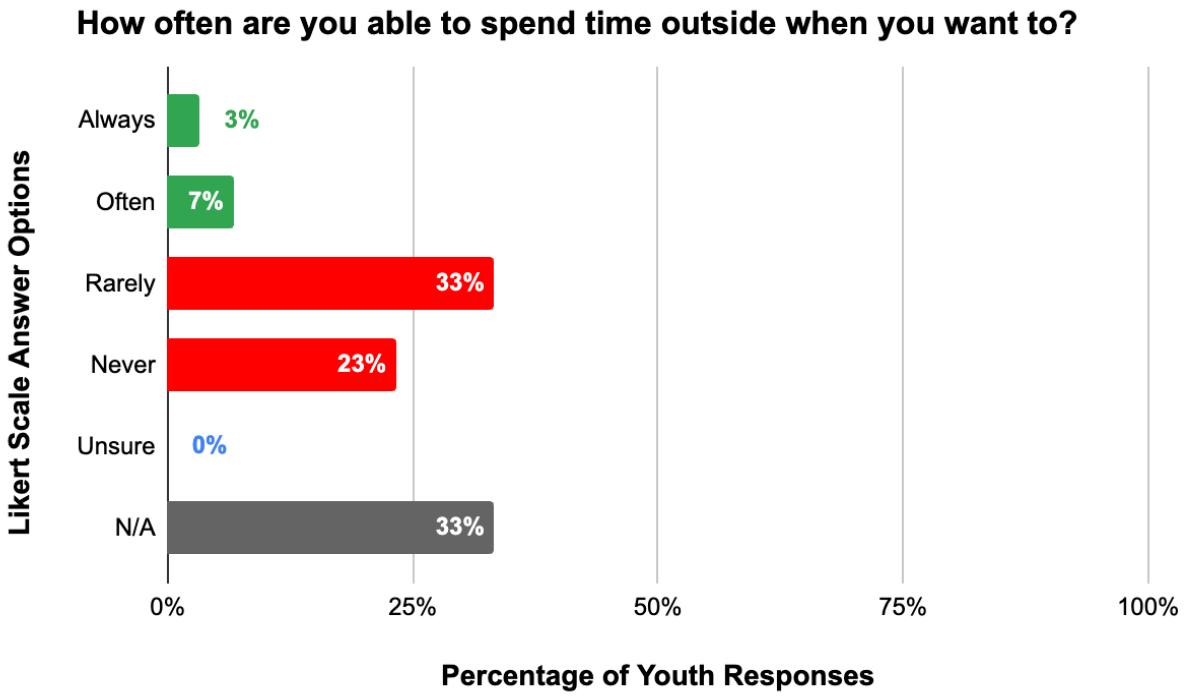
Youth experiences with privacy were highly divided, with responses evenly divided between "Often", "Always", and "Rarely". One limitation with our approach to this question is that we could have been more specific as to what we meant by "being alone when you want to be". There was a variation in how youth defined "time alone". For many youth, being alone usually meant being locked in their room/cell rather than having the opportunity to elect time for personal space. One youth explained: *"Never, really, unless you go to your room, but being in your room makes it worse."* Another youth described extended cell confinement: "*When [my friend] got injured, we all had to be inside our rooms for 5 hours. 5 hours. I only saw 4 walls and a book, but it got boring."* Some youth also reported being punished for wanting time alone. *"You get questioned for wanting to be in your cell... they dock your points."*[31]

[29] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings. Additionally, for this question, youth elaborations highlighted differences in how "being alone" was interpreted.
[30] Graph percentage totals do not add up to 100% (they total to 99%) due to the rounding of decimals.
[31] JPD has informed Concrete Rose that if a young person self-places in their room, they will not earn points for participating in programming. The Juvenile Justice Center staff must assess the young person's mental health to assure their health and safety. The SPY therapists will be contacted for support. Additionally, young people can self place during recreation time without loss of points.



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth are able to be alone when they want to be. In 2022, 21% of youth selected “Often” and 52% selected “Always” for a combined 73% which indicates that the majority of youth feel they had regular access to personal space. By 2025, that combined percentage dropped sharply to 46% with 23% selecting “Often” and 23% selecting “Always”. The data reveals a significant and concerning decline in youth access to solitude within the Hall. The most striking change is the collapse of the “Always” category, which plummeted from a majority of 52% down to just 23%. This comparison shows youth are reporting less opportunities for alone time or privacy which is a fundamental need for emotional regulation. It’s important to note that since AIR’s research in 2022, there has been increased programming offered within the Hall, and therefore, less opportunity for down time. Youth still have opportunities for down time throughout the day, although not for extended periods of time due to a structured schedule and Title 15 requirements that limit the amount of time a youth in custody can be alone in their room without supervision, which is 15 minutes.

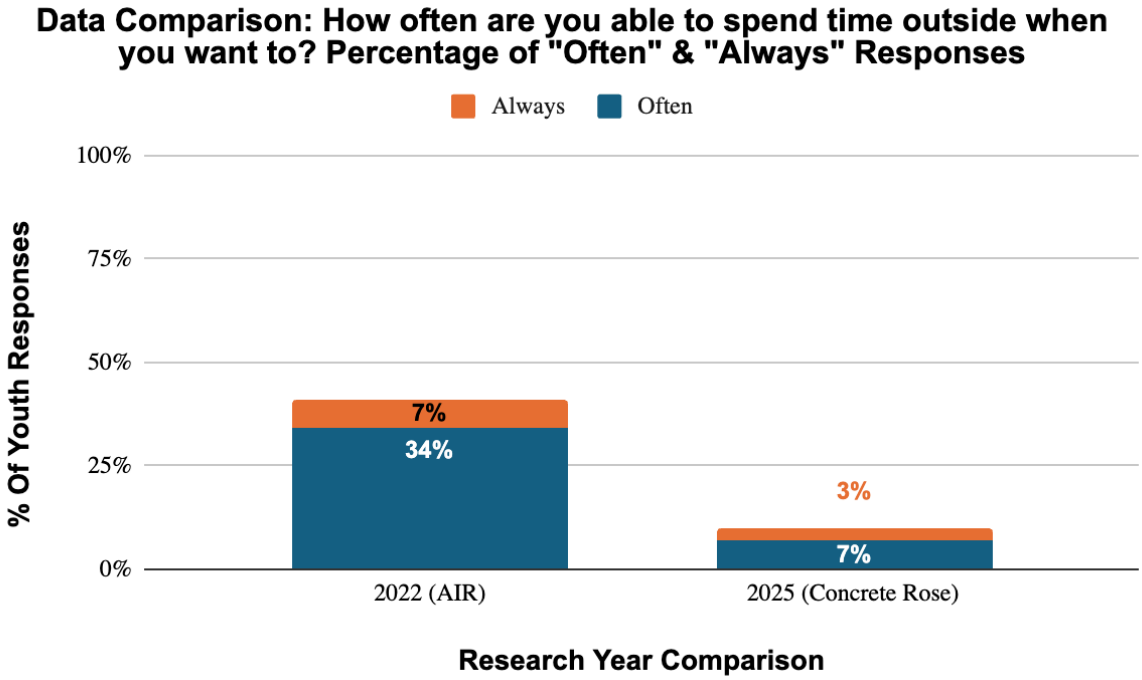
(Q4.8)[32] [33]



Again, youth definitions for "outside" varied dramatically which added another limitation to our data. Some youth interpreted "outside" as the small, cement courtyard attached to most units that typically had a basketball hoop, no greenery, and minimal direct sunlight. Some youth defined "outside" as a green space. While access to the cement courtyard was fairly common, access to green spaces was far less frequent. Youth made it clear that the cement courtyards did not feel like being truly outdoors. One youth explained: *"I want to be outside with the trees, but it's very rare."* Another youth said: *"I'd love to be outside to see the sun."* One youth shared how group punishment would often prevent the unit from accessing outdoor spaces: *"Never, really, cause it's based on the whole group's attitude. It's like, if one of us mess up it's like that for everybody, it's like, sometimes it be really nice out but we can't go 'cause of one kid. So, it's like, we rarely go outside."* 56% of youth said they "rarely" or "never" spend time outside.

It's also important to note that 33% of responses were categorized as "N/A". This category is used when youth skip a question or their response does not fit into any of the categories of the Likert Scale. Elevated N/A responses can make it more difficult to measure changes over time. Generally, as we continued throughout the interview, the likelihood of questions being skipped increased. This was usually due to interviews being interrupted due to time constraints.

[32] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[33] Graph percentage totals do not add to 100% (they total to 99%) due to rounding of decimals.



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose), when asked how often they had access to the outdoors. In 2022, 34% of youth selected “Often” and 7% selected “Always” for a combined 41% indicating some level of regular access to the outdoors. By 2025, that combined percentage plummeted to just 10%, with 7% selecting “Often” and a mere 3% selecting “Always”. The data shows a significant drop in youth access to outdoor spaces. The combined percentage of youth reporting “Often” or “Always” has decreased by 31% marking the steepest decline of all areas measured. The most concerning change is in the “Often” category which fell sharply from 34% to 7%, indicating that consistent opportunities for fresh air and green spaces have been significantly reduced. Outdoor access plays a key role in supporting youth well-being, reducing stress, and providing a break from the daily environment inside the Hall. The 2025 data findings suggest that outdoor access is not consistent or reliable. Restoring regular access to outdoor space (beyond the cement courtyards) is a crucial step towards improving daily conditions and supporting youth wellbeing and quality of life.

Room conditions were another major concern. Youth described the rooms as dirty, stained with blood or feces, and sometimes infested with bugs or broken equipment. One youth explained: *“I get bit everywhere like on my chest… It's definitely bugs. When I get in the shower there’s spiders and flies flying around, and that shit is hella nasty.”* Another youth said: *“One time my sink broke in my room.. It flooded my whole room. I told the staff for a week and they still didn’t do shit.”* Many youth also said they were expected to clean their own rooms but were given very limited supplies, making it difficult to keep their spaces sanitary, sometimes having to use the same towels they use to dry their bodies to clean the blood and feces off the walls. *“The sleeping*

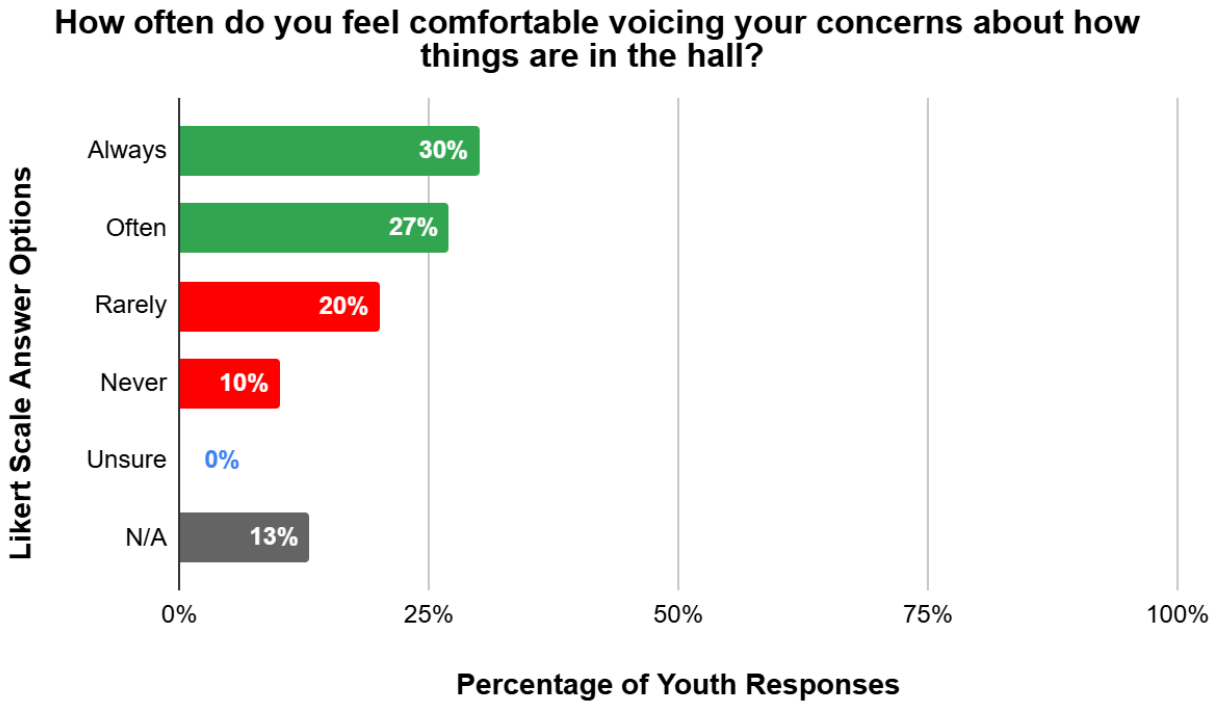
arrangement is, like, the bedding will make you break out. The rooms are unsanitary, it's stains from all the kids who have been here before. You can try to clean it up as much as you can but it's still gonna be there. Some of the rooms are just permanently stained, stuff like that. Everything is, like, stained. Mine is pretty clean. [...] People have different hygiene. When I got my room, there was toothpaste all over the sink, urine stains, hella nasty." [...] You just got to clean [the room] the best you can and you gotta use the same towels that you use [to dry your body] to clean."

Another youth mentioned how unsanitary and hazardous the cells are upon arrival to the Hall: *"This room I first got inside when I came here smelled like poop. It smelled so bad. Apparently they did it on Halloween, they pooped on the bed and everywhere. People were laughing but I told the guards to take me out of that room."*

Section 5: Rules and Grievances

In this section, we explore how youth experience rules, consequences, and the grievance process inside the Juvenile Hall. More specifically, youth discussed whether or not they feel comfortable voicing their concerns, if rules are applied fairly and consistently amongst their peers, and how efficient and effective the grievance process is when youth need to raise concerns.

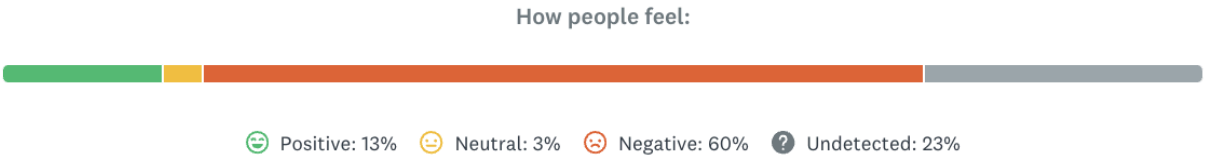
(Q5.1)[34]



[34] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

The graph above indicates that most youth (57% selecting either "Always" or "Often") are comfortable with sharing their concerns and speaking up for themselves. However, some youth expressed hesitation in voicing their concerns because they felt that writing grievances or sharing their concerns with JJC staff didn't usually lead to meaningful change. One participant shared: *"Um, I would say, I'm always confident, I know how to advocate for myself. But being in here, nothing really gets done about it. And no matter how many times you say something, nothing changes. I just, I don't have no problem saying it, I just know it's not going to get me no where. It's just, the staff are going to look at me different. They're now going to hold something against me."* Youth shared that there are often delayed follow ups from the Ombudsman[35] and sometimes there was no ostensible resolution.[36] When outcomes feel ineffective, youth willingness to share concerns is compromised, especially when they consider the possible risks of speaking up, such as differential treatment or retaliation from facility staff.

(Q5.6) If you were to file a grievance, how often do you think your concerns would be resolved quickly?[37]

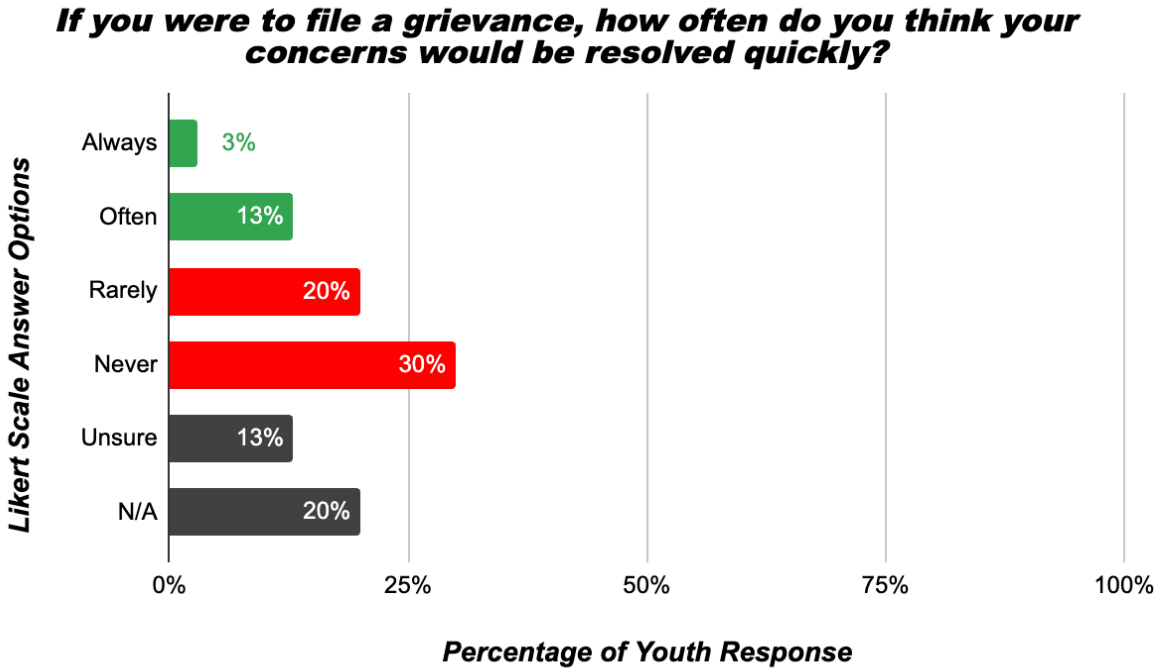


When discussing the grievance process, (Q5.2, 5.7, 5.10, 5.11) many youth reported that they have filed a grievance. Amongst those who were familiar with the process, they expressed doubt or disbelief that grievances would be resolved fast or with a fair outcome. Some youth expressed that they believe filing a grievance does not lead to changes and that they have faced backlash from JJC staff for engaging in the formal process. One youth described an experience of JJC staff retaliation: *"The first time I tried to speak up, there was a lady that works here and she told me 'Oh, you're a snitch.' [...] It's hella weird because they'll make fun of kids…"* Another youth shared: *"I usually keep it to myself, 'cause, either way, if I say something, I'm gonna be put last. So, it doesn't matter to me usually."*

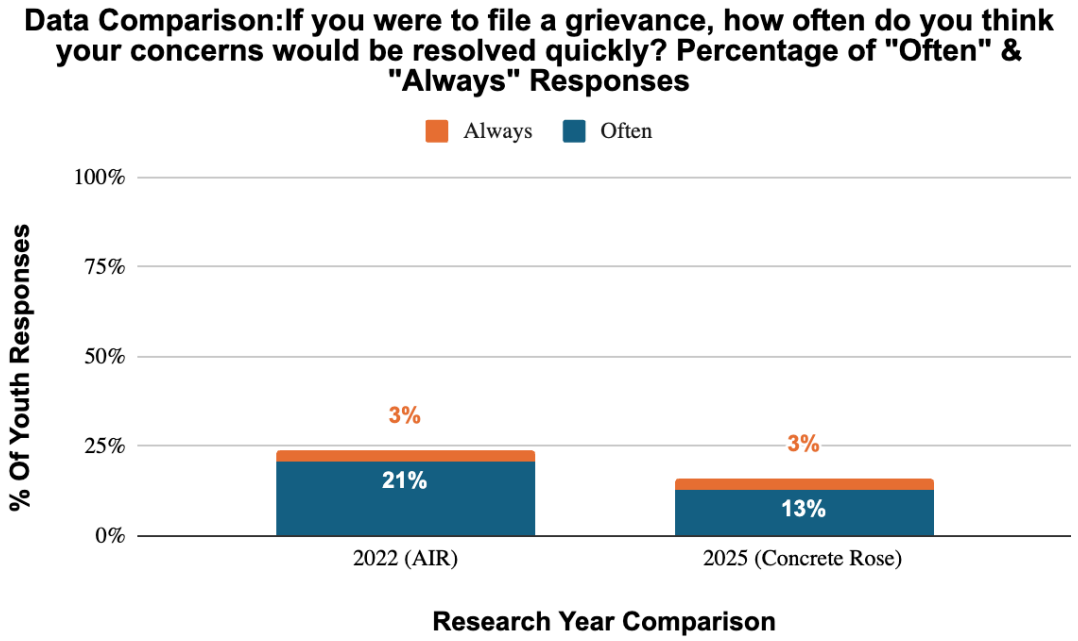
The youth who had filed grievances often described experiences with little to no follow up or resolution. One youth shared: *"Nothing happens. For them to actually do something about it, the whole unit gotta write a grievance. [...] If they don't think there's probable cause, if they can't*

[35] There is a state Ombudsman through the Office of Youth and Community Restoration (OYCR) who responds to grievances and follows their own respective policies and timelines. There's also an ombudsperson with the Juvenile Probation Department who is required to respond to youth who submitted a grievance within a 3 day timeline.
[36] JPD has informed Concrete Rose that JPD is not permitted to notify youth when there is employee discipline that results from a grievance.
[37] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

switch the OD of the unit, there's nothing they can do, they can't do shit." One youth reported staff ambivalence about youth reporting any perceived mistreatment: *"Sometimes they don't care about grievances. Like, the staff will tell us: 'Make sure you spell my name right!' They'll tell us how to spell their name. They'll just brag: 'Oh, I got twelve grievances in one day.' Like, that shit don't mean nothing. So it's just, like, sometimes it work, sometimes there's really no point. That's why I don't write 'em, unless it's, like, a big problem."*



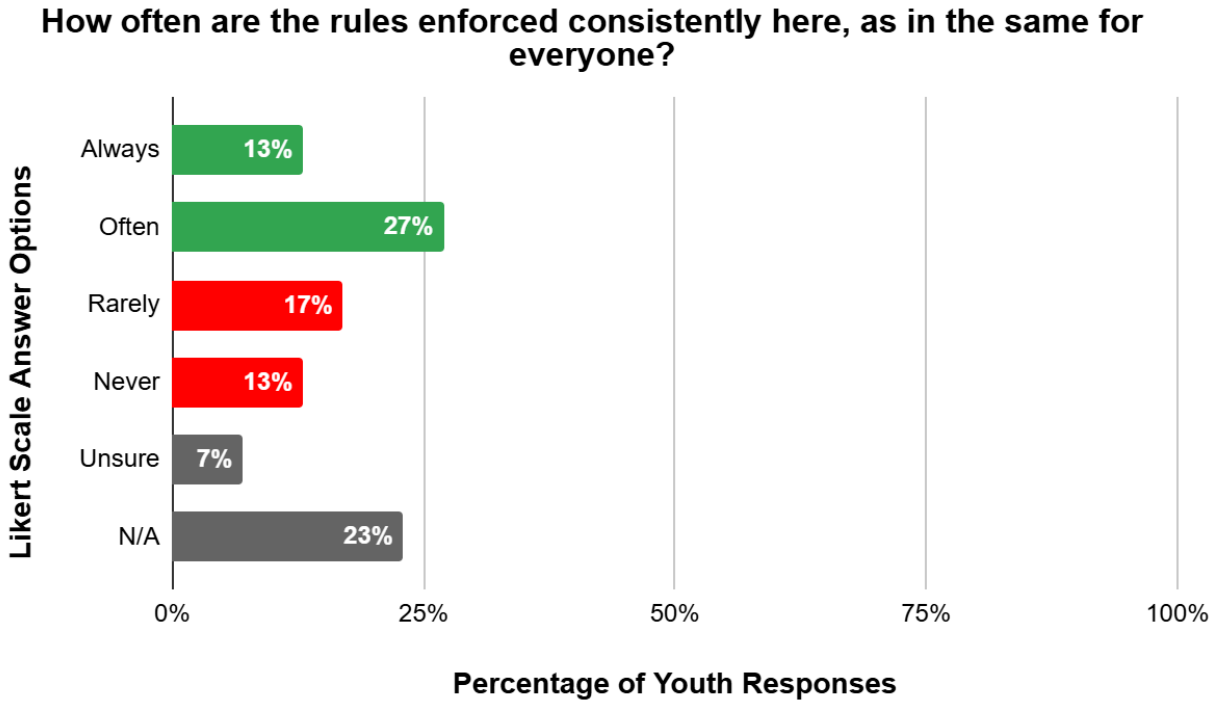
When invited to share additional questions or feedback about the grievance process (Q5.11), several youth emphasized wanting transparency when establishing ground rules, as well as consistent enforcement and follow through. Youth expressed that they wanted their concerns to be taken seriously and addressed in a manner that felt justifiable and adequate.



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth believed their concerns would be resolved quickly, if they filed a grievance. In 2022, 21% of youth selected "Often" and 3% selected "Always", for a combined 24% expressing confidence in the grieving process. By 2025, that combined percentage decreased to 16%, with 13% selecting "Often" and 3% selecting "Always". The data indicates decreased trust in the systems meant to provide youth a safe and effective platform to voice concerns. This suggests that the current grievance process is not being experienced as reliable, safe, or effective.[38] It's important to note that the grievance process is not only about the procedure or policy in place, it's about trust. Given these data findings, it will be important to rebuild trust between youth and staff so that youth feel safe enough to voice concerns when they arise and feel confident enough that their concerns will be taken seriously and responded to promptly. Given current policy and privacy constraints, youth may not be given all the sensitive information about the actions taken in response to their grievance. However, youth should be receiving responses rooted in restoration and resolution. There should be a collaboration between the youth who filed the grievance and the staff responding, so that the resolution reaches mutual satisfaction, as much as possible. Rebuilding youth trust requires more than having a system in place, it requires youth's full understanding of that system, and sufficient evidence that the system is effective and safe for them to engage with.

[38] The San Francisco Juvenile Probation Department has informed Concrete Rose that, as of Fall 2025, the Department transitioned to a new Ombudsman and implemented key procedural changes, including in-person interviews with young people and faster follow up timelines.

(Q5.3)[39]

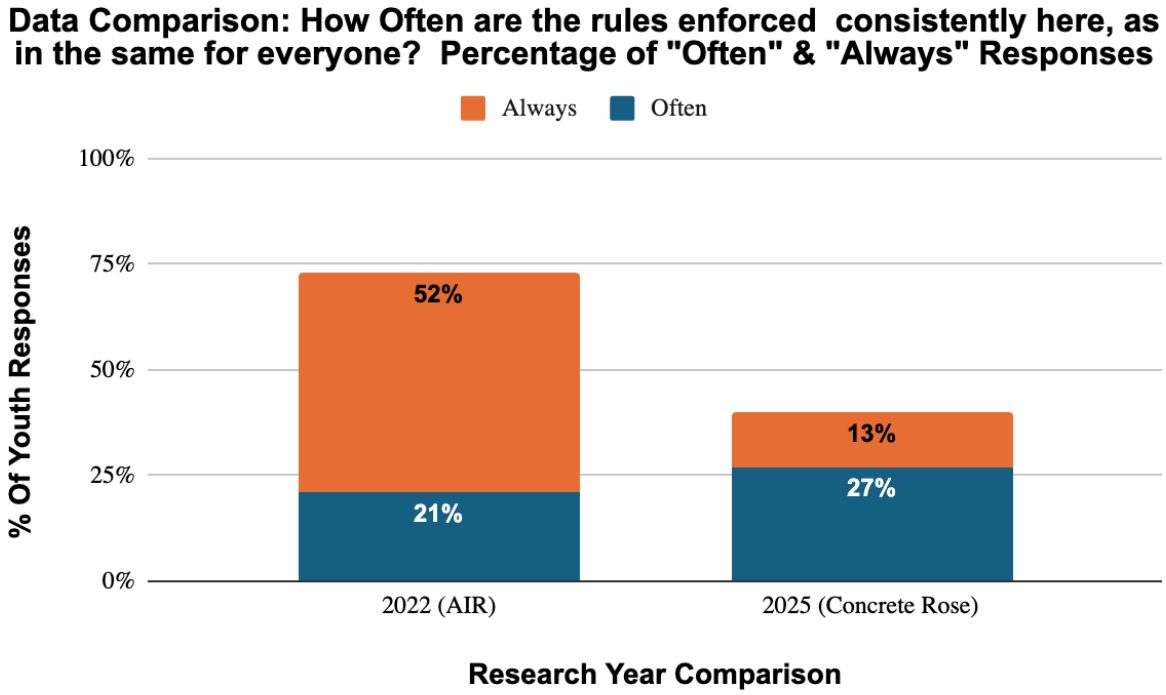


Youth shared diverse perspectives on how consistently rules are enforced within the Hall. Many youth described inconsistencies in rule enforcement that seemed largely dependent on the JJC staff on duty, the individual unit culture, or the duration the youth had been in the Hall. 40% of youth report that rules are consistently enforced (combining "Always" and "Often" responses). One youth explained: *"It's never consistent... no, sometimes it is consistent but it depends on what staff it is because some staff do have favoritism and they choose whether to enforce the rules or not. [...] For example, with one staff, we have 15 minutes a day for phone call. That's by the book. And she said that if you call and it hangs up, that was your phone call. And then a girl came here last week and when she came here, it was multiple phone calls, multiple times a day, it was two hours... and then obviously she had to allow that for everybody but it wasn't allowed before she got here. We also have rules about taking showers. Showers are mandatory. If you don't take a shower for a day, they'll let it go the first time it happens, they'll let it go. But if you go more than 2 days without showering, they're gonna make you take a shower. And this girl was going a long time without showering. And she was still going about her day, nobody said nothing to her. But if it was anybody else in that situation, they would've told us to take a shower. It's favoritism. That's all it is, simply favoritism."*

[39] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

When asked how they learned about the rules, the Youth Bill of Rights, and the grievance process (Q5.4-5.7), youth described learning through a combination of posted materials, informal conversations in group settings, staff explanations, and legal advocates. Youth noted that while information was documented and available, it was not always clearly explained, or consistently enforced, leading to confusion about their Title 15 rights.

Youth reported a range of consequences for rule violations (Q5.9). Most commonly mentioned consequences were 1) being sent to their rooms as a form of punishment, 2) losing points through the Hall's point-based discipline system[40], and 3) having basic rights or privileges removed. A recurring concern reported by youth was the use of group punishment, where all youth on a unit experienced consequences for the actions of one or a few.[41] Youth report that collective punishment was especially frustrating when it resulted in the loss of phone call time with their loved ones or legal advocates.



[40] JPD has informed Concrete Rose that in the Spring of 2026, the Juvenile Justice Center completed the facility-wide implementation of a trauma-informed Positive Behavior Development Program called RISE (Restoration, Improvement, Success, and Elevation), which includes restorative justice components. RISE has been operating on secure track units since April of 2025. RISE has levels and a point-based system, but points are earned and never taken away. The RISE committee reviews all points and sanctions in order to ensure policies are followed and to prevent arbitrary staff discretion and bias. The RISE committee includes a community-based Credible Messenger Life Coach.

[41] JPD has informed Concrete Rose that the Juvenile Justice Center does not permit collective punishment. If there is a fight or safety risk, all the youth must go to their rooms until the fight is cleared and programming can resume. JPD acknowledges that this could feel like a group consequence, but that it's a safety measure.

This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often the rules are enforced consistently for all youth. In 2022, 21% of youth selected "Often" and 52% selected "Always" for a combined 73% indicating a high level of perceived fairness. By 2025, that combined percentage dropped significantly to 40% with 27% selecting "Often" and only 13% selecting "Always". This data shows a sharp and concerning degradation in youth perception of fairness within the facility, a foundational value at the core of any safe communal space. The data implies that youth's sense of fairness and consistent boundary setting is diminishing or becoming unreliable.

When young people feel that expectations won't be consistently communicated and fairly enforced for everyone, it is more difficult for them to engage, grow, and take their rehabilitation process seriously. Strengthening this ostensible erosion in trust will require more than policy alone. Consistent and uniform rule enforcement from all staff, clear communication, and equitable accountability practices will improve youth understanding of expectations. When expectations are clear and understood, youth trust in staff's ability to coordinate an equitable and fair environment for youth can be restored over time.

Section 6: Phone Calls & Visits in Juvenile Hall

This section focuses on youth access to phone calls and visits with loved ones as well as any perceived barriers that affect these connections. Youth consistently emphasized the importance of staying in touch with their family and loved ones on the phone. Youth described varied experiences with access to phone calls. Some youth were able to make calls regularly, while others reported limited access.

Additionally, many youth reported structural barriers that limited their ability to communicate with their support system. The most common structural barriers mentioned are outlined below:

1. **Short call durations**

"We used to get a few calls a day but now we only get one call a day. I feel like that's not fair, too, 'cause we wanna say goodnight too, not just good morning. [...] Sometimes staff will say, 'Oh, I'm feeling nice today, so you guys can get two calls today.' And then one of us will ruin it and then they're like, 'You only get one phone call.' And that's not fair, 'cause we wanna talk to our moms, our brothers, our sisters…"

2. **High demand for shared phone calls**

"Well, yeah, usually when there's more than two of us, we'll only have about 25 or 30 minutes each. Or sometimes they'll end our call early because another kid needs to be on."

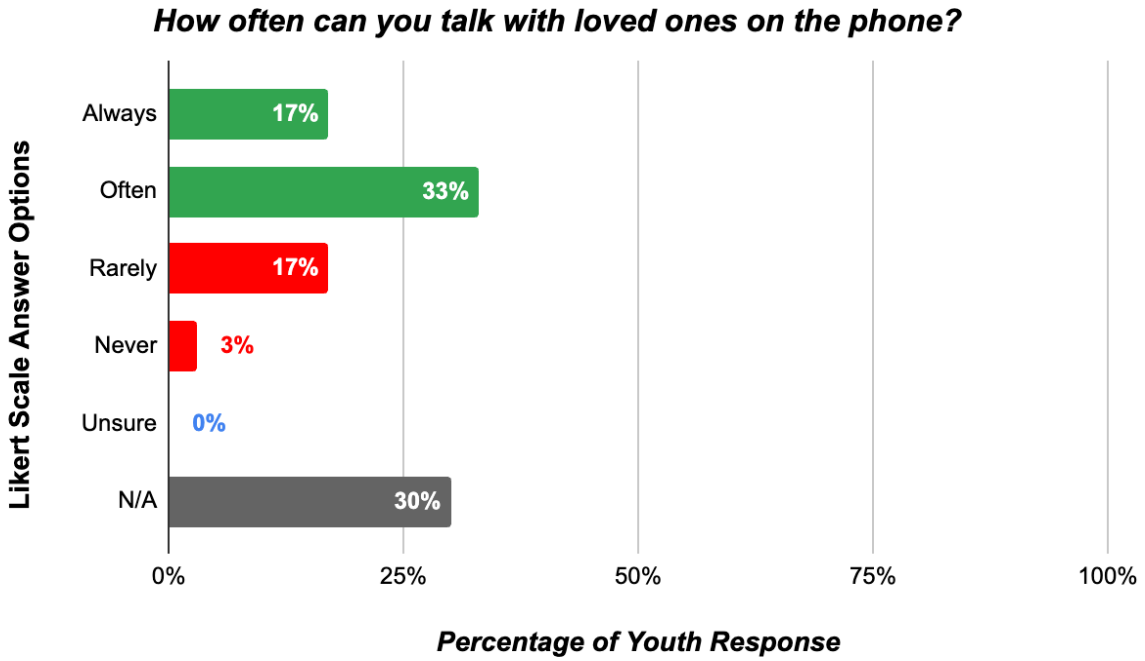
"I barely can talk to my mom because they don't want me talking to my mom. I just be asking and they say no because they think I'm lying. Because some people be lying to get a phone call so they can talk to their girls. I just want to talk to my family."

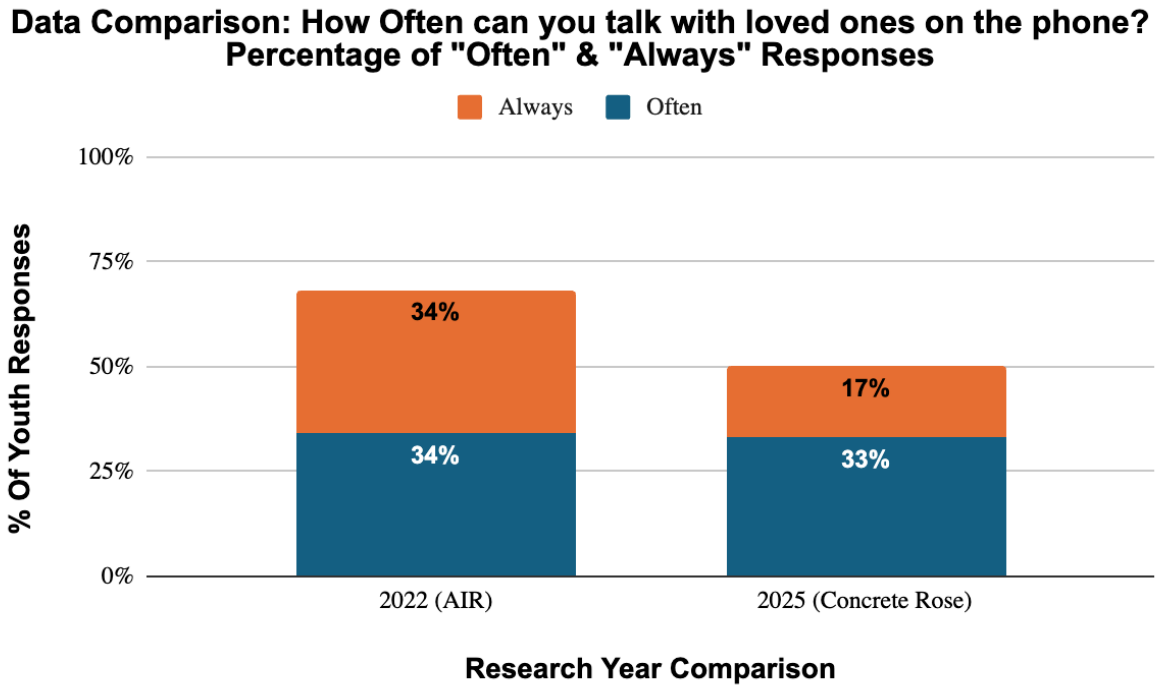
"It depends how many kids are in the unit. If there's 10 kids, and an hour of rec time, they'll divide the time evenly, but if there's 13, there's less time."

3. **Point-based restrictions**

"If you on platinum, you get like a 15, 20 minute phone call. It's cool, but at the same time, it's like, you earned your way to get that long of a phone call. But it's, like, they be treating people unfair. If you only have 5 minutes and he got 20 minutes. If it's someone's first time coming in here and they're like, 'Why does he get like, 20 minutes on the phone, and I only get 5?'"

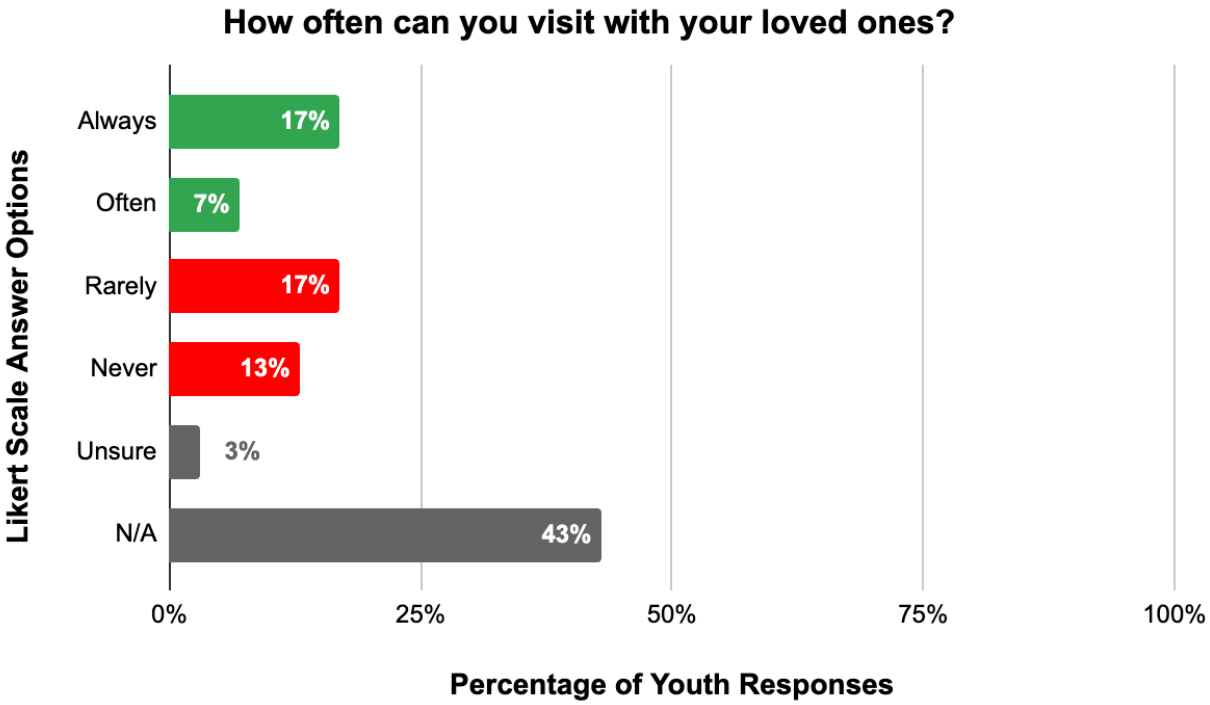
"[Time on frozen] could be longer if you keep getting in trouble. But you get two phone calls a week and you got to take it up early. That's frozen. And, like, you're last to shower, last to get your food, last about everything."





This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth felt able to talk with loved ones on the phone. In 2022, 34% of youth selected "Often" and 34% selected "Always", for a combined 68% indicating strong and reliable access to family and support systems. By 2025, that combined percentage dropped to 50% with 33% selecting "Often" and 17% selecting "Always". This data indicates a decline in how consistently young people feel connected with their support system while in custody, something that plays a central role in their emotional stability, which in turn impacts every aspect of their behavior and wellbeing. The most striking change is the drop in the "Always" category, which fell from 34% to 17%. This data comparison reflects a growing uncertainty among youth about whether or not they will be able to reach their families consistently. That kind of reliability matters deeply in an isolating environment where outside connection to loved ones is often a lifeline. Overall, fewer young people report consistent access to communication, which suggests that phone contact has become less dependable and more difficult to count on. Based on youth elaboration, these calls are not seen by youth as routine privileges, they are seen as absolutely essential connections that provide young people with the strength to get through their harsh circumstances and are often the singular bright light of their day. Overall, the decline from 68% to 50% signals a weakening of one of the most important protective factors for this population: connection to family and trusted adults on the outside. Strengthening this area is not simply about improving logistics—it is about preserving relationships that directly support rehabilitation, emotional well-being, and long-term success beyond the Hall.

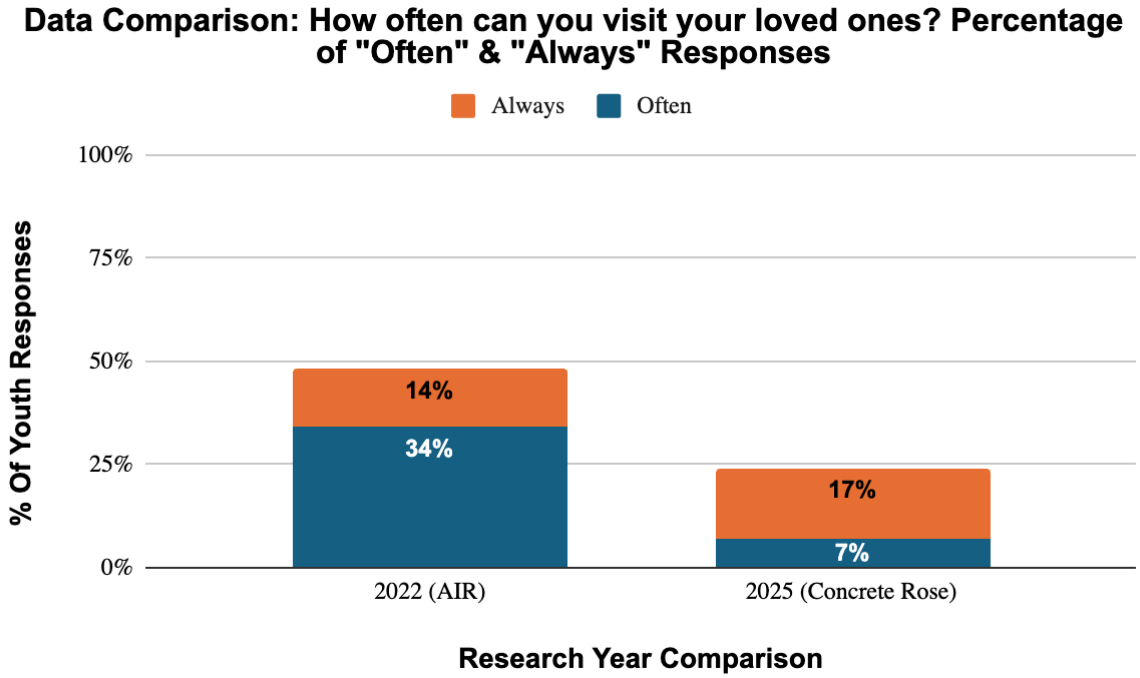
(Q6.2)[42]



Youth described phone calls as a privilege rather than a guaranteed right, which often meant access could be reduced or removed as a punishment for rule violations, even if individual youth were not directly involved in the violation. Youth also reported challenges related to visiting loved ones. While some youth had access to in-person visits, others described inconsistent availability across units due to staff shortages or scheduling conflicts with their loved ones' schedules.[43] Several youth reported barriers for making phone calls, even to their legal team regarding their case. Youth expressed that being on 'Frozen' would limit the frequency of phone calls, sometimes to just twice a week, causing stress and concern to their guardians who don't hear from them and have no way to contact them. One youth reported: *"If you not on frozen, [you can call] every day after 3:30 on weekdays. And, I'm on frozen, I can't really talk to my mom. Only on Wednesdays and Sundays, that's all. They need to fix that, that's how I feel. My mom is stressed out, I don't like that."* Another youth shared barriers in contacting family located internationally: *"When there are no staff who speak Spanish, they say I can't call. They say, 'No*

[42] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.
[43] JPD has informed Concrete Rose that the Juvenile Justice Center meets the requirements of the Youth Bill of Rights Sections (h) and (r) and Title 15 § 1350 Admittance Procedures and § 1376 Telephone Access. JPD has reported that they exceed these requirements by providing daily phone access to most young people. Youth who have seriously violated the rules (fights, contraband, assaults) may be limited to two five-minute phone calls per week, respecting the minimum regulatory and legal requirements. Access to additional calls are privileges awarded above the baseline that is provided to all young people, and may be reduced.

phone call to Honduras.' because they claim there aren't enough staff to transfer the call.[44] *They only allow calls to numbers already in the computer. If I give a different number, like for my sister in Seattle, they won't call it."*



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth felt they were able to visit their loved ones. In 2022, 34% of youth selected "Often" and 14% selected "Always" for a combined 48% indicating somewhat access to in-person visits. By 2025 that combined percentage dropped significantly to 24% with only 7% selecting "Often" and 17% selecting "Always". The most significant shift is the sharp drop in the "Often" category, which falls from 34% to just 7%. That decline signals that the experience of regular visitation has declined for most youth. In-person contact with loved ones plays a pivotal role in emotional regulation, accountability and hope. When in-person connection is reduced, the experience of confinement becomes more isolating. Strengthening access to family visits is not simply about improving logistics, it is about protecting relationships that are critical in a young person's rehabilitation.

[44] JPD has informed Concrete Rose that, for the safety of youth in detention and the community at large, Probation Officers must approve all callers. Approved callers are tracked in the Department's case management system to enable efficient information sharing with the Juvenile Justice Center staff. Youth are allowed to make a minimum of 2 calls per week. Placing international calls requires assistance from the Admissions Office at the Juvenile Justice Center. If staff are not available to assist, especially if there is a high volume of international calls, delays can occur.

Section 7: Staff Treatment and Safety

This section discusses youth perceptions of staff treatment, care, respect, fairness, and safety in the Hall. When asked whether or not youth feel that the staff care about them (Q7.1), many of them described having a positive relationship with at least one staff member. One youth described helpful staff behavior: *"They really do try to help you, they don't take their break so you can join programs. They give out an extra hand when they don't need to. So, they care about the kids for sure."* Another youth said: *"And some staff really care about us. Like, [a staff member] really cares about our feelings and us as people. I like how they actually treat us like kids instead of grown adults sometimes. I love how certain staff treat us."*

Youth perception of staff treatment was very polarized, more so than other sections of our research. The majority of youth describe a clear divide between staff who seem to genuinely care about youth wellbeing and other staff who clearly express their harmful intentions towards youth.

Several youth mention how staff treatment towards them depends on a lot of factors, including the youth's display of obedience, how long they've been in custody, or whether the youth has taken it upon themselves to build a relationship with a staff member: "*Certain staff care about you, I feel like they do, but sometimes you gotta build a connection with them. You got to know them or at least be on their good side for you to feel like they care about you. 'Cause like, when you're in here, you don't really have nobody but your people on the outs."* Another youth echoed this sentiment by saying: *"[Staff] be like 'you gotta give respect to get respect'"*.

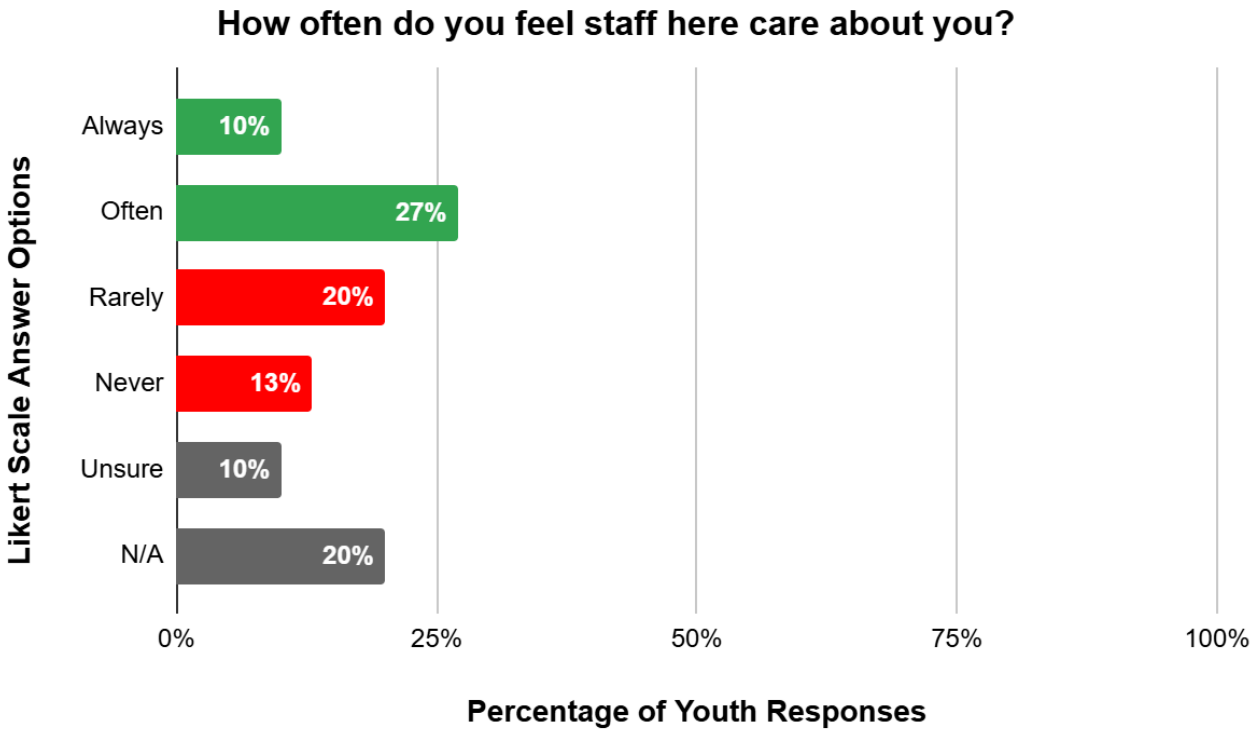
Many young people also reported individual staff who showed consistent misconduct and abuse of their power. Some youth reported experiencing racism, discrimination, and sexual harassment from staff which gravely impacted their wellbeing. One youth reported staff making threats towards the youth, "*There has been female staff making threats saying they're gonna bring their daughters up here and what not, to fight."*

A youth shared, *"There's a male staff that just started working here recently, and he made kind of a rude comment towards me, like, I was pulling my shirt down because I had just got up from the couch, and I walked over to get some water, and he told me, 'Oh, don't be touching yourself like that around me.' [...] there was another girl around who was like 'What?' and we were just confused because I wasn't touching myself no type of way, I don't know why you're looking at me like that... and I just kind of didn't say nothing. And the [other] staff didn't do anything about it. And that's just how it is most of the time. There's another staff that came in here, [...] we just noticed that every time he did work in this unit, he would just stare at us. We were all uncomfortable. We made multiple remarks, we told the staff we're uncomfortable, and then we tried to call him out for it, like, [telling other staff], 'Oh, please officer, please, it's making us uncomfortable.' and the staff were like 'Oh, well we didn't see nothing so we can't do anything*

about it.' So we were just like, oh, does somebody have to get touched for you to do something about it?"

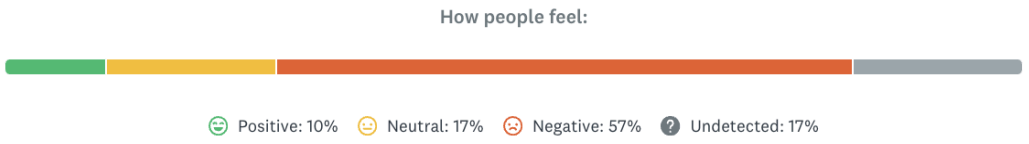
It's important to note that this question (Q7.1) had a significant percentage of N/A responses, 20%. N/A responses can happen when a youth skipped the question during the interview or when their answers did not fall clearly into any of the Likert Scale options (Always, Often, Rarely, Never, Unsure). When this happens, it can be more difficult to measure changes over time. Moving forward, it would be important to examine why or how this question may not have been accessible or improve the methodology so that interviewers procure clearer responses from youth that fit within the Likert Scale model.

(Q7.1)[45]



[45] This question was closed-ended through a Likert Scale format. However, many youth chose to elaborate beyond the Likert Scale. This provided us with additional, qualitative insights that contributed to our key data findings.

(Q7.1) How often do you feel staff care about you?[46]



Some youth reported feeling uncomfortable when it came to their personal safety and privacy. Some youth reported feeling disrespected or dismissed by certain staff members, particularly during moments of conflict or stress. Youth emphasized that the quality of their experiences in the Hall largely depended on which staff members were working that day. One youth shared: *"I would change some of the staff that gets hired because the staff that have been getting hired, [...] they don't have any experience with working with kids. They don't understand where we're coming from and they just, kind of, hold that against us. [...] I don't think no type of training is going to change your personality. And most of it comes down to your personality here. Like, you have to have a type of personality to, for one, not let these kids walk over you, but at the same time understand where they're coming from, you can't treat kids how some of the staff be treating kids. I noticed, now that I'm a little older and more mature, I hear the stuff staff be saying and I see how it be affecting these kids, but they don't see it. These staff are bullying these kids. These kids don't know what to do about it."*

Youth shared varied perceptions of physical and emotional safety in the Hall. One youth reported concerns about protocols for life-threatening situations, such as earthquakes and fire drills: *"Only thing I don't feel safe about if there was an earthquake.[47] Last time, I was in my room, there was an earthquake and I was on frozen. They didn't let me out of my room to hide under a table and I told the staff from the door. Staff told me to stay in my room and just went under the table to save themselves. Not to open my door to get out of the thing, that shit was mainy."* Regarding emotional safety, however, some youth felt that they could express themselves while others described feeling unable to fully share their emotions due to fear of increased monitoring, lack of trust, and/or lack of privacy.

When asked to reflect more deeply on their experiences with staff and safety, youth described both supportive and harmful interactions. Some youth emphasized the importance of staff responsiveness and fairness, but youth also described encountering the opposite with experiences

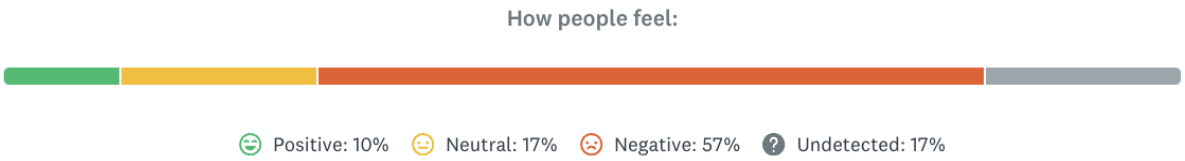
[46] While this is the same question displayed in 7.1, this visual on "How people feel" represents the emotions depicted from the additional insights gleaned from youth's Likert Scale responses.
[47] JPD has informed Concrete Rose that the Juvenile Justice Center follows an emergency response plan. According to policy, the only reason when a youth would be confined to their room would be for safety reasons. The San Francisco Probation Department implements policy that complies with state room confinement regulations.

of perceived bias and differential treatment based on 1) race and discrimination, 2) language barriers, and 3) favoritism.

These experiences with perceived bias and differential treatment contributed to feelings of frustration, anger, and distrust with staff and protocols. When invited to envision changes they would make if they were in charge (Q7.8), youth commonly emphasized the need for hiring staff who have relevant training and have experience working with this population of youth, and can balance empathy and fairness in both protocol and practice. One youth shared: *"I would for surely only hire people who have good on their papers. These kids are troubled kids. If you feel you have a short temper or won't be able to repeat yourself, this job won't be for you. You can be patient and understand to take their time and be strict of their rules. If they can't handle it, this isn't the place for them. These are not kids who want to do what they're told."* Several youth reported a need for body cameras for staff to ensure staff accountability and youth safety, respectful communication, reinforcement of rules, and cultural responsiveness.[48] One youth shared: *"I want them to stop being racist to everyone in here. Just because someone is Latino and doesn't speak the language doesn't mean they need to treat them any different. Even if they're brown or Samoan. doesn't mean they need to be talked to differently."*

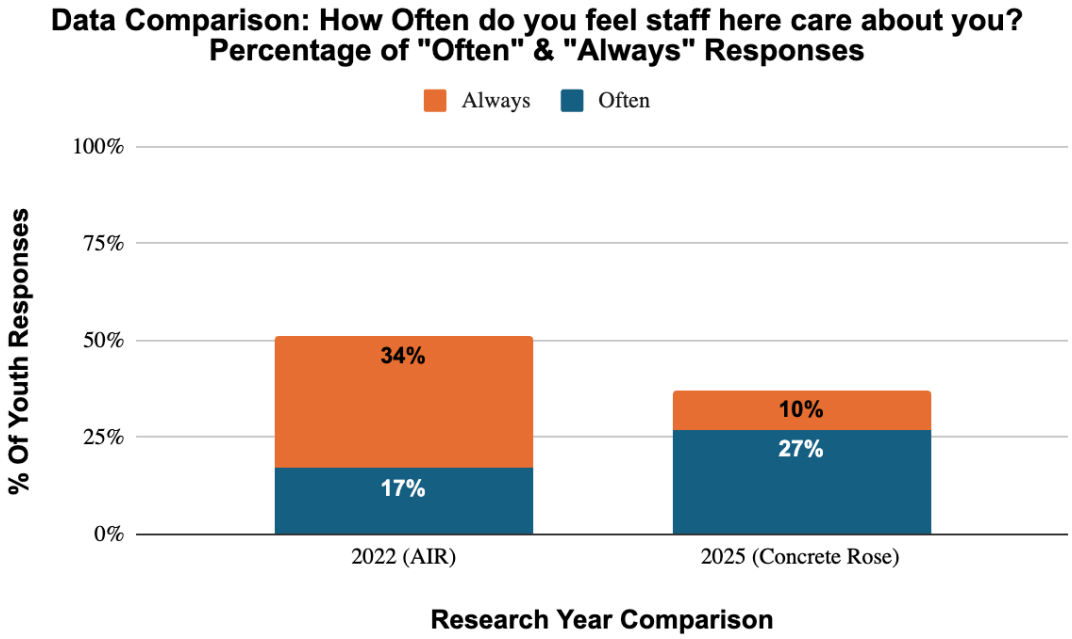
Finally, when given the opportunity to share any additional feedback (Q7.10), youth emphasized wanting their voices to be heard and valued. Many expressed that meaningful improvement would require genuinely listening to youth experiences and intentionally incorporating youth perspectives into the Juvenile Probation Department's decision-making process.

(Q7.5) Can you tell me more about your experience with the staff here?[49]

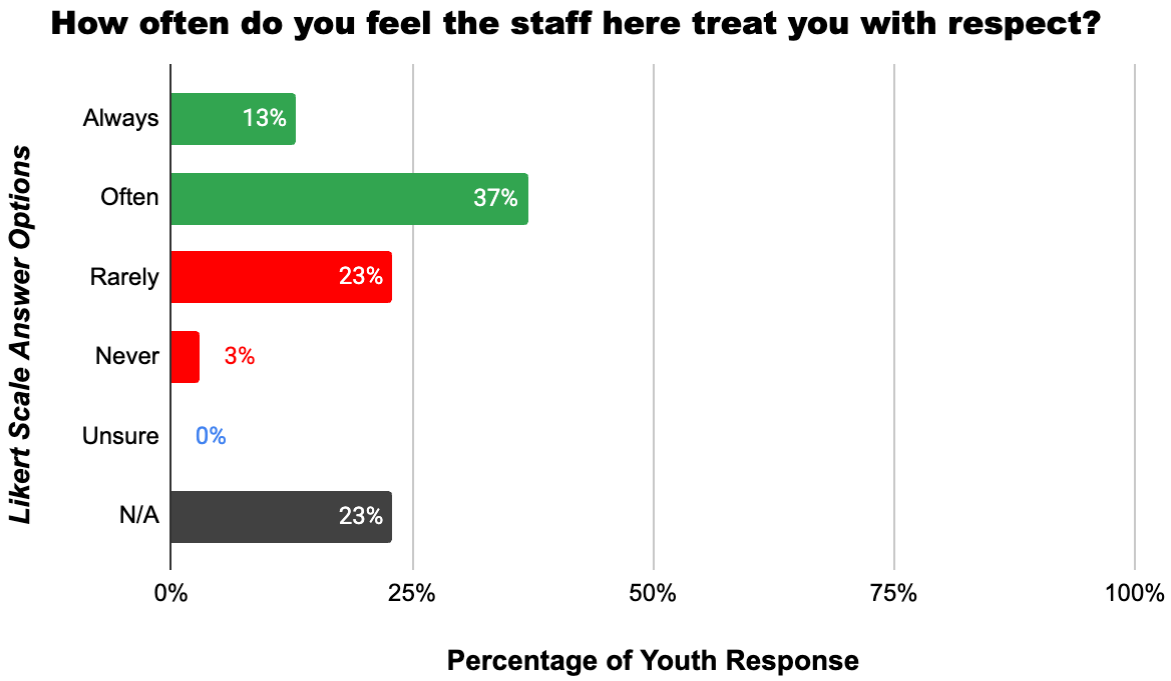


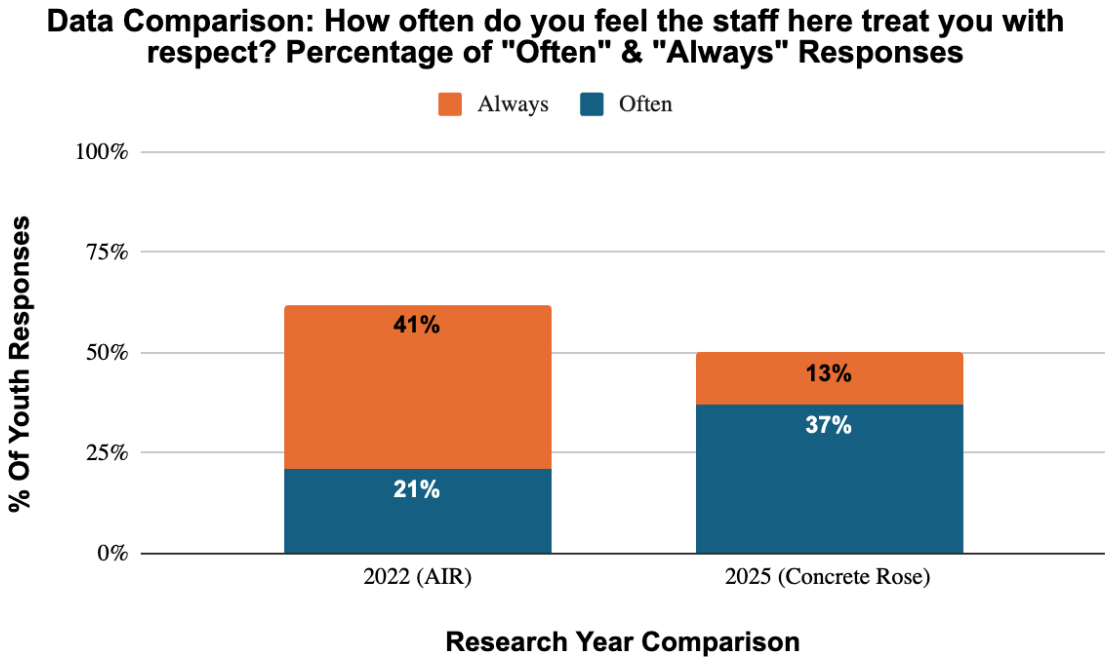
[48] JPD has informed Concrete Rose that the Juvenile Justice Center counselors complete a 168 hour core course of Juvenile Corrections Officer training, within one year of hire, assignment, or promotion, as required by California Code of Regulations Sections 169-185. The core course covers a wide range of topics including Title 15. The Course Manual is included on the Board of State and Community Corrections of California website.

[49] This question was open-ended and not categorized by a Likert Scale format. Youth responses were coded into thematic categories during the qualitative data analysis process. For this data visual, the overall emotion depicted in their responses was represented.



This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth feel that the staff care about them. In 2022, 17% of youth selected “Often” and 34% selected “Always” for a combined 51%. By 2025, that combined percentage decreased to 37%, with 27% selecting “Often” and 10% selecting “Always”. The drop in the "Always" category from 34% to 10% is significant. It shows a decline in the number of youth who feel steady, reliable support from staff on a consistent basis. When that kind of consistency fades, it changes everything. Trust may not disappear all at once, but it does erode when support feels unreliable. Moving forward, this data indicates a need for stronger investment in JJC’s hiring and staff development process. Staff need the training and support to show up fully and appropriately, not just as authority figures, but as consistent, grounded sources of guidance, who share lived experiences, and are culturally and linguistically representative of the youth they are serving. When staff are supported and carefully selected, they are able to offer the patience, empathy and relevant expertise that young people require during rehabilitation. Fundamentally, this is about rebuilding trust between youth and adults. These relationships are not secondary to a young person’s growth, they are the foundation of their rehabilitative process.





This graph compares youth responses from 2022 (AIR) and 2025 (Concrete Rose) when asked how often youth feel the staff treat them with respect. In 2022, 21% of youth selected “Often” and 41% selected “Always” for a combined 62% indicating a baseline of respectful treatment. By 2025, that combined percentage fell to 50% with 37% selecting “Often” and 13% selecting

“Always”. There is a clear drop in the “Always” category falling from 41% down to 13%. When young people don’t feel respected, youth can shut down or disengage. Some youth stop trying to communicate altogether. This data implies that the Hall’s ability to cultivate genuine connections rooted in mutual respect is becoming less consistent. In the place of respect, control and punishment can dominate. Staff behavior that is consistently respectful requires a culture and values shift that centers compassion, patience, and maturity. These values are essential to sustain an environment for true rehabilitation. As grown adults, staff should be exemplifying these values.

Discussion

Programs

Young people described the programs offered within the Hall as one of the few opportunities to feel emotional relief and a sense of purpose while in custody. Youth shared that programs helped them learn emotional regulation, reflect on their experiences, and feel hopeful about their future. Youth often described programs as motivation for self-improvement and a reason to get through each day. As one young person explained: *"They help you understand that life gets difficult, but you can achieve anything."* Youth described programs as meaningful, especially since youth felt program facilitators treated them with respect and allowed space for honest conversation. Youth emphasize the genuine and respectful interactions they have with program facilitators. Youth consistently distinguished program facilitators from the JJC staff, describing program facilitators as consistently fair, supportive and genuinely invested in their growth. As one youth shared: *"Programs staff treat everyone equally. They're better than the staff that work here."*

Young people also described challenges in how programming is scheduled, explaining that consecutive, lecture-style programs are often scheduled immediately after a long day at school. The prolonged duration of sedentary activities makes it difficult to engage and enjoy program content. Youth also noted that access to some programming often depended on unit and facility schedule rather than individual interest or need. Several youth shared frustration that certain programs only serve specific units, meaning that some young people felt excluded from opportunities they wanted to participate in. One youth explained: *"Some programs only go to certain units.. If it was fair for all the units, we'd have more access to them."*[50] Some youth also described feeling forced to repeat the same programming, which felt redundant over time.

Several youth shared that they felt forced to participate without fully understanding the program's purpose, and that opting out could result in losing points, privileges, or negatively impact how they would be treated by JJC staff. One youth explained: *"if you don't participate, they take away your points and it gives you a lower rank,"* suggesting that their participation in programming can feel obligatory.

Overall, young people's experiences indicate the success and value of the programs offered, not just as ways to pass the time, but as some of the only spaces where they feel emotionally supported and truly seen. Programming creates moments of connection, reflection, and growth inside a system that is predominantly built around control and restriction. At the same time, youth are clear about the limitations they experience relating to the programs offered; the lack of youth autonomy, scheduling, as well as not being allowed to design and lead programs themselves, prevents programs from reaching their full potential.

[50] JPD informed the Concrete Rose team that the range of programming offered is also impacted by California regulations such as Title 15 Article 6 and laws such as WIC 875. Some programs are specifically offered to Secure Youth Track Facilities (SYTF) as they are designed for youth who are committed for longer terms.

Education

Young people described education in the Hall as something that could either support them or push them further away from learning, depending largely on who was teaching and how the classroom environment was structured. Many youth spoke about positive relationships with teachers, especially high school teachers, and emphasized how much it mattered when educators treated them with respect and care. Youth appreciated teachers who brought creativity into lessons, connected materials to current events and students' cultures, and showed that they genuinely cared about the young person's academic and personal growth. Conversely, youth report accessibility challenges relating to language barriers and neurodivergence. Youth reported JJC staff interference, collective punishment and unfair treatment, especially when they were removed from class for things they didn't do.[51] Over time, this made school feel unpredictable and out of their control, limiting how consistently they could engage and focus in the classroom.

Young people who didn't speak English as a primary language said they depended on bilingual teachers or other youth to understand what was happening in the classroom. When no one could translate, youth reported that they felt completely excluded and unable to understand the material. Moments like this make youth feel invisible and undervalued and they are less likely to ask for help. Even with all of these challenges, most youth still said they wanted to learn and are consistently retaining information. They felt more motivated when the teacher took time to explain concepts and activities in detail, treated them with respect, and created a calm and engaging classroom environment. Youth also want the curriculum to feel useful for reentry into society and their lives outside the Hall. One young person said, *"The core classes here aren't preparing you for anything in real life… we need more classes on how to be an adult, how to get a job."* Overall, experiences with education in the Hall were varied, where some youth are accessing learning environments where they feel supported and capable, while other youth felt their education was inaccessible or irrelevant.

Conditions

When young people talked about daily life in the Hall, most of what they described came down to feeling uncomfortable, tired, hungry, and unhappy. It wasn't about one big thing; it was the small, everyday things that added up and had lasting impacts on their wellbeing. Many youth shared that inadequate sleep, food, personal hygiene, physical healthcare, time in nature, and personal space were all daily factors that negatively impacted their wellbeing day to day.

Sleep was one of the most challenging aspects of their time in custody. Some youth said they managed to sleep most nights, but many said they rarely felt rested. Mattresses are thin and

[51] JPD has informed Concrete Rose that the Juvenile Justice Center's policy does not permit collective punishment. If there is a fight or safety risk, all the youth must go to their individual rooms until the fight is cleared and programming can resume. JPD acknowledges that this could feel like a group consequence, but that it's meant to be a safety measure.

uncomfortable, the rooms are cold, and the fluorescent lights are left on.[52] Youth report that JJC staff were loud and disruptive, and the nights felt long. Being tired all the time made everything feel heavier and gravely impacted their mood and behavior during the day, especially when youth did not or could not take medication every night to help them sleep.

Food was almost always a huge talking point when the youth discussed conditions within the facility. Most youth shared strong dissatisfaction with the meals offered. They described the food as repetitive, low quality, not satiating, flavorless, moldy, and sometimes so unappetizing that they chose to skip meals. They also mentioned finding hairs in their food and unsanitary food handling practices. Several youth offered a solution to increase programming that centers cooking which would not only offer youth more hands-on experience, life skills, and a creative outlet, but nourish and sustain them with food they enjoy and aligns with their cultural background.

Hygiene products were another struggle. Some youth said the products were satisfactory but many felt they were low quality or even harmful to their skin and hair. Youth talked about their skin breaking out, hair falling out and not having access to basic needs like deodorant. Several youth mentioned that certain staff sometimes bought them higher quality products with their own money. Most youth felt the Hall's standard hygiene products are not suitable for all skin types and hair textures.

Healthcare was one of the areas in our research where youth reported more positive experiences, especially with mental healthcare. Regarding physical healthcare, minor injuries such as scrapes were usually treated quickly, but anything more serious took a long time to be addressed, even when young people were enduring chronic pain or discomfort. Youth talked about waiting weeks or even months for dental care, ear infections, and severe back pain. Some youth also said the JJC staff's attitudes and perceived disregard toward their pain discouraged them from speaking up about their health.

Mental health support is widely cherished by youth. Young people appreciated having someone to talk to when feeling overwhelmed. The mental healthcare staff are so well received by youth and they request more consistent access to this resource. Some youth felt the mental healthcare in the Hall was rushed or inconsistent and requested more frequent and consistent check-ins with mental health professionals. One youth said: *"They only come for like a second and then they leave."* Some felt that serious emotional situations weren't handled with enough care by JJC staff.

[52] JPD has informed Concrete Rose that lights are required to be on at all hours by state law as outlined in Title 24 1230.2.6 Lighting.

Privacy was another concern. Young people felt that time alone equated to when they were locked in their cell. Some youth described instances where they were confined in their cell for hours at a time as punishment. Some even said they were punished for electing to be in their cell when they desired personal space. *"You get questioned for wanting to be in your cell… they dock your points."* Access to green spaces is rare; most youth said they were hardly ever allowed to go outside when they wanted. And when they did, it was usually the unit's courtyard which is a small space (~150 square feet) with a cement floor and four cement walls, with no trees or no grass, and little direct sunlight.

When the youth described unit conditions, a lot of them talked about unsanitary cells where they experience stains, fecal matter, urine, and blood from previous youth, poor maintenance, and pests. Youth reported that they suffered from insect infestations that would leave irritating bites on their skin. Youth reported that they were expected to clean their own spaces but often didn't have the supplies to clean and sanitize them adequately. Having to sleep, go to the bathroom, and sit alone for long periods of time in cells with unsafe and unsanitary conditions is frustrating, uncomfortable, and lonely, especially for young people who are already separated from their families and communities.

Rules and Grievances

Young people described rules and grievances in the Hall as something that could either help to address minor issues or gravely worsen situations. Youth experience feelings of powerlessness with the current grievance process. Even though most youth said they felt confident speaking up, especially when they had built relationships with specific JJC staff who treated them with respect, that did not mean they believed their concerns would be taken seriously or be resolved. For these youth, advocating for themselves felt possible but not always impactful or beneficial. They shared that even when they spoke up, nothing seemed to change. Youth felt that complaints were delayed, ignored, or dismissed which eroded their trust in the grievance process. Furthermore, youth mentioned that speaking up can prove to be more of a risk than a benefit since the process cannot guarantee anonymity and staff will hold grudges against them for raising their concerns. Instead of feeling supported to use their voice and advocate for their needs, youth felt judged, mocked, or punished. Over time, this made many youth stop submitting grievances altogether.

Rules in the Hall were described as inconsistent and unpredictable. Youth said that enforcement depended largely on which staff member was working, rather than on clear or fair standards. Many youth felt this led to favoritism, especially towards certain individuals based on race and gender. One youth explained how their access to phone calls often depends on how the staff are feeling that day. Another shared how rules were ignored for some but strictly enforced for others. *"It's never consistent… some staff choose whether to enforce the rules or not, it's favoritism."* For many youth, this created frustration and distrust toward JJC staff. They felt like the rules

were flexible for some people but rigid for others, ultimately depending on the unpredictable moods, preferences, and personalities of the JJC staff working that day.

Youth described confusion around how they learned about the rules, their rights, and grievance process. While information was recently posted inside units, many youth said it was not clearly explained or consistently reinforced. As a result, youth were often unsure about what was allowed, what their rights were, or how to report problems safely. This lack of clarity made the system feel overwhelming and difficult to navigate especially for those who were new to the Hall.

Overall, rules and grievances in the Hall felt inconsistent or unfair. Youth most commonly described being sent to their rooms, losing points, or having privileges or rights taken away. A recurring issue raised was the use of group punishment, where everyone on a unit was punished for the actions of one or a few.[53] Youth said this felt unfair and demoralizing especially when it sometimes resulted in losing phone calls with family. For many, loss of contact with loved ones was one of the most painful consequences. It made them feel isolated.

Even with all of these challenges, youth shared clear ideas about what they wanted for change. They wanted transparency when the rules were created, consistency in how they were enforced and impactful follow up when concerns were raised. Most of all, they wanted to feel taken seriously. Youth do not expect perfection, they want honesty, empathy, respect, and staff accountability. Whether the rules felt fair depended less on the policies themselves and more on JJC staff discretion. When youth feel ignored or punished for expressing themselves, silence becomes the safer option.

Phone Calls & Visits

Young people described phone calls and visits in the Hall as the most important way they stayed connected to the outside world and received emotional support. Being able to hear a loved one's voice helped youth feel less alone. Phone calls and visits are a vital source of stability in an otherwise unpredictable environment.

Many other youth described access to phone calls as limited, inconsistent, and stressful. Youth explained that calls were often very brief (2-5 minutes), depending on unit density and staff availability or discretion. Some youth said they had to rush through important conversations because time was cut short or because someone else was waiting. Others shared that their access depended on the reward or point system, which made phone calls feel more like a privilege than

[53] JPD has informed Concrete Rose that the Juvenile Justice Center's policy does not permit collective punishment. If there is a fight or safety risk, all the youth must go to their individual rooms until the fight is cleared and programming can resume. JPD acknowledges that this could feel like a group consequence, but that it's meant to be a safety measure.

a right. When youth lost points or were placed on restrictions, supplemental phone calls were often the first thing to be revoked.[54]

Youth also spoke about being placed on "Frozen" status, the lowest level of the Hall's point-based discipline system which severely limits their ability to contact loved ones beyond the minimum state requirements. While on Frozen, youth said they could not make phone calls more than twice a week, had shorter call times (5 minutes), and were often not told how long their Frozen status would last.[55] Many youth felt confused and frustrated by this, especially when new arrivals to the Hall had to start out on Frozen.[56] This made youth feel singled out and treated unfairly. For some, being on Frozen meant losing significant access to emotional support and connection to their community.

Visits with loved ones were described in similar ways.[57] Some youth were able to receive in-person visits and said these moments help them feel grounded and motivated. Being able to see family reminded them that people still cared about them and were waiting for them on the outside. However, many youth described barriers to visits, including staff shortages, scheduling issues and conflicts with their family members' work schedules. Youth shared concerns about limited privacy and meaningful connection during visits given that they weren't allowed to embrace their loved ones and that some staff could listen to conversations, which made them uncomfortable sharing personal information. Youth explained that trying to maintain relationships under these conditions was exhausting, especially when they were already struggling so much mentally and emotionally. Given the limited visiting schedule (only two days a week) some youths' guardians were unable to ever visit given their work schedule or living very far from JJC with no means of transportation.[58]

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[54] JPD has informed Concrete Rose that they meet the requirements of the Youth Bill of Rights Sections (h) and (r) and Title 15 § 1350. Admittance Procedures and § 1376. Telephone Access. JPD has reported that they exceed these requirements by providing daily phone access to most young people. Youth who have seriously violated the rules (fights, contraband, assaults on staff) are limited to two five-minute phone calls per week, respecting the minimum regulatory and legal requirements. Access to additional calls are privileges awarded above the baseline that is provided to all young people, and may be reduced.

[55] JPD has informed Concrete Rose that youth who violate a rule should receive a notice of rule violation from staff that outlines how long they are restricted to the phone call minimum, which is 2 phone calls a week, each lasting no more than 5 minutes.

[56] JPD has informed Concrete Rose that it is not protocol to start youth on Frozen status when admitted to the Juvenile Justice Center.

[57] JPD has informed Concrete Rose that there are three ways families can visit: 1) virtual visits, 2) in-person visitation during scheduled hours, and 3) special family visits outside of scheduled hours which can be requested by contacting the Deputy Probation Officer.

[58] JPD has informed Concrete Rose of the following: although there are signs that prohibit touching for safety reasons, staff will allow families to hug; staff are required to maintain sight and sound, and visual observation of visits; staff are posted within the room and not directly beside families; visits are 1 hour long; and the Department will offer special visits or transportation assistance, if needed.

Overall, youth described phone calls and visits as essential to their wellbeing. Opportunities to connect with loved ones had the power to bring youth much needed comfort and hope. When youth were able to stay connected to their loved ones consistently, they felt stronger and more motivated to keep going. When those connections were limited or taken away from youth, being in custody felt even more isolating and hopeless.

Staff Treatment and Safety

Young people described staff treatment in the facility as something that could either make them supported or powerless, largely depending on which staff was working in the unit that day. Many youth shared that they had a positive relationship with at least one staff member who showed genuine care, checked in on them, and treated them like a human being. These staff made youth feel seen and valued. Genuine staff support created moments of calm and connection in an otherwise stressful environment. Many youth described harmful and troubling experiences with staff. Some youth reported excessive force, disrespect, neglect, racist or sexual remarks, complete apathy, as well as staff ignoring the basic needs of youth out of spite. For example, a few youth shared that some staff will take away or eat their food, leaving youth without proper nourishment. Others described feeling uncomfortable with how staff disrespect their personal space and privacy.[59] These experiences made youth feel frustrated, unsafe, and dehumanized. Instead of feeling respected and supported, youth often felt dismissed or targeted.

When reflecting more deeply on staff interactions, youth described patterns of unfair treatment based on race, language and gender. Some felt that they were spoken to more harshly, disciplined more often or not taken seriously because of the identities they carry. These experiences led to feelings of anger, sadness, and deep mistrust. Youth explained that when staff showed bias or favoritism, it didn't just impact individual moments, it eroded their capacity to trust or respect staff.

When asked what they would change if they were in charge, youth had clear ideas. They called for better staff training focused on respect, empathy, youth development practices, fairness, and cultural understanding. Some youth strongly suggested unit surveillance and body cameras to ensure youth safety, staff accountability, and consistent enforcement of rules and rights. Youth emphasized the importance of staff communicating calmly, listening without judgement and treating youth with dignity instead of suspicion. Overall, youth want their voices to be heard and taken seriously. Real change will only happen if young people's lived realities are validated and included in the decision-making processes within the facility. This could look like the Office of Youth and Community Restoration (OYCR) working with JPD to implement a Youth Advisory Board or Committee that will help to amplify and advocate for youth voices within the Hall.

[59] JPD informed Concrete Rose that they follow regulations that require staff to supervise youth, even while taking showers or using the restroom. The facility attempts to mitigate issues of privacy by attaching modesty blocks for private areas when showers while maintaining visual observation, as required.

Further details on our recommendations for sustainable, positive change are outlined below in our Recommendations section.

Youth Recommendations

This section lists the recommendations our research team developed based on our data findings collected from our interviews with young people in custody within the San Francisco Juvenile Justice Center. It is important to note that even if a policy is implemented, that doesn't necessarily mean the policy will be consistently enforced by JJC staff. Policy does not always reflect practice. In order to implement sustainable changes, we recommend that JPD leadership work more closely with JJC staff to ensure clear understanding of all policies, monitor their ability to enforce policy consistently, and implement appropriate consequences when JJC staff neglect to follow policies.

1. Shift from Punitive Control to Youth-Centered Rehabilitation

a. **Codify a developmentally appropriate, trauma-informed care standard** that limits punitive responses to youth behavior and instead prioritizes skill-building, emotional regulation, and restorative justice.[60]
   i. Youth repeatedly reported the point-based discipline system as unfair, that it worsens emotional distress, undermines youth voices and their educational learning.

b. **Redesign the discipline system** to remove:
   i. Group punishment[61]
   ii. Arbitrary staff discretion and bias
   iii. Points and status levels that determine youth access to phone calls, visits, or any basic right
   iv. Room confinement as punishment or for any other reason besides safety, not just in policy but in practice.[62]

c. **Require transparent, written justification for any point loss,** not just in policy but in practice.
   i. Youth report that discipline outcomes vary depending on staff, not youth behavior, eroding trust and efficacy.

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[60] JPD has informed Concrete Rose that in Spring 2026, the Juvenile Justice Center completed the facility-wide implementation of a trauma-informed Positive Behavior Development Program called RISE (Restoration, Improvement, Success, and Elevation), which includes restorative justice components. RISE has been operating on secure track units since April 2025. Through this points and levels program, points are earned, but never taken away. The RISE committee reviews all points and sanctions in order to ensure policies are followed and to prevent arbitrary staff discretion and bias. The RISE committee includes a community based Credible Messenger Life Coach.

[61] JPD has informed Concrete Rose that group punishment is not within the Juvenile Justice Center's protocol; however, there are times when all youth must be placed in their rooms following an incident until safety is reestablished.

[62] JPD has informed Concrete Rose that through targeted and/or unannounced inspections from BSCC and OYCR, the Juvenile Justice Center was found in compliance with state Room Confinement regulations.

ii. Youth reported favoritism, racial and cultural bias, and inconsistency tied directly to facility staff discretion.

d. **Require restorative justice practices for rule violations**, with consistent documentation and oversight.
   i. Adolescent brain development and trauma exposure (from ACEs and/or events that occur within the Hall) render punitive discipline practices ineffective and harmful to youth, negating rehabilitative success.
e. **Separate incentives from access to rights and basic needs.**
f. **Conduct consistent racial equity audits of discipline outcomes.**

2. Expand Youth Choice & Leadership in Programming

a. **Mandate the centering of youth voice and autonomy:** Youth emphasized that programs are usually designed and implemented by adults without youth input.[63] Youth recommended that facility staff actively consult the youth about what types of programming they want to experience, how programs should be scheduled to maximize engagement, rather than making assumptions about youth needs.
   i. Increase opportunities for youth to lead and facilitate programs through peer-to-peer engagement to foster an increased sense of ownership and agency within programmatic implementation.
b. **Increase job readiness, skill building, and reentry programs**: Youth want hands-on job training and reentry-focused services.[64]
   i. Fund more vocational training (barbering, trades, culinary arts).
   ii. Expand gender-responsive programming (especially for girls).
c. **Increase physical, interactive, & outdoor activities:** Youth described long stretches of lecture-style programming as overwhelming, especially after sitting in school all day. Youth request more physically engaging, hands-on, and interactive programs, especially programs that can be implemented outdoors.[65]
d. **Prioritize creative expression and joy**: Youth emphasized that programs should not only focus on self-awareness and emotional regulation, but also enjoyment, play, and creative expression.

3. Ensure the Grievance Process is Safe & Effective for All Youth[66]

[63] JPD has informed Concrete Rose that JPD regularly solicits youth input in the development of its programming. SFJPD has brought in the following programming requested by youth: cooking, pet therapy, game night, crafts, and career technical education.

[64] JPD has informed Concrete Rose that, in August 2025, JPD launched an outdoor urban agricultural career technical education program. In January 2026, JPD launched a culinary career technical education program.

[65] JPD has informed Concrete Rose that JPD currently provides physical education programs such as basketball, soccer, tennis, and yoga.

[66] JPD has informed Concrete Rose on the two grievance processes available to youth within the Juvenile Justice Center: 1) Grievance Forms are available in every unit and youth can submit their form in a locked grievance box. The Juvenile Justice Center's Ombudsperson is to respond to grievances within two business days. 2) Anyone can

a. **Enhance the current grievance protocol with a confidential, independent, youth-accessible complaint mechanism** that prevents facility staff retaliation and ensures sufficient and efficient investigation and problem solving.
    i. Establish an outside, youth-led advisory service that will support OYCR's Ombudsperson Division in the decision-making process that addresses grievances and other areas of concern.
    ii. Provide ongoing multilingual support and youth advisory services for youth interested in filing a grievance.
b. **Prioritize youth safety and confidentiality** by ensuring grievances bypass facility staff, as much as possible.
    i. Youth fear retaliation, report being called "snitches" by staff for advocating for their rights.
    ii. Youth reported that grievances rarely result in resolution, which discourages youth from reporting in the future.[67]

4. Reform Education Policies to Protect Youth Access & Equity

a. **Guarantee every youth uninterrupted access to education** by prohibiting youth removal from class as a disciplinary measure.[68]
    i. Youth reported being frequently removed from class and confined to their cell within the unit, creating a barrier to accessing their right to education.
    ii. Limit facility staff presence and interference inside classrooms.[69]
b. **Require tailored curriculum plans, language access, and learning support.**
    i. Many youth requested 1:1 support from teachers especially for those who struggle with focus, have different learning styles, or language barriers.
    ii. Youth reported the school curriculum to be repetitive, unchallenging, and inaccessible for English-learners and neurodivergent youth.
c. **Expand and diversify the curriculum in partnership with ongoing youth input.**
    i. Youth reported that some classes rely on movies and worksheets, which makes learning boring and unproductive. Youth recommended more

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contact OYCR's Ombudspersons if they believe a young person's rights have been violated or ignored or if they are concerned about the condition of a facility. Youth can call OYCR directly and OYCR checks phone lines to ensure young people can call directly.

[67] JPD has informed Concrete Rose that grievances may result in staff discipline. In respect to personnel and employment rules, this is confidential information that cannot be shared with youth.

[68] JPD has informed Concrete Rose that according to Juvenile Justice Center's protocol, if a youth is asked to leave class, they have an opportunity to continue their education in the refocus room in the Educational Center. If that remains an issue, they are allowed to continue their learning on the unit. They will only be placed in their room if they present a safety issue. Youth are to be reassessed after each class period to see if they can resume learning in the classroom.

[69] JPD has informed Concrete Rose that facility staff are required to directly supervise youth when they are in classrooms.

hands-on, creative, and varied learning activities, reporting that they learned better when they could move around instead of sitting for long periods.

ii. Youth emphasized wanting to learn how to prepare for re-entry as it relates to their education and career trajectory.

iii. Youth requested more consistent use of computers and educational tools.

5. Improve Living Conditions as a Matter of Health and Human Rights

a. Consider food quality, hygiene products, sleeping conditions, and sanitation as non-negotiable health standards.

i. Youth report moldy food, inadequate meal portions, unsanitary rooms, harmful hygiene products, and reliance on sleep medication due to poor conditions.[70]

ii. Youth requested better tasting meals, more protein, larger portions and more variety. Several youth request that basic health and sanitation standards are upheld by kitchen staff such as wearing gloves, hair nets,[71] and ensuring food has not already expired before serving.

b. Establish unannounced external inspections for food, sanitation, hygiene, and facility compliance to living condition standards.

i. Youth reported insect infestations which caused bug bites and skin irritation.[72]

ii. Youth stated that blankets and towels are not cleaned sufficiently forcing them to reuse dirty items.

c. Provide safe, culturally appropriate hygiene products for all youth.

i. Youth requested better shampoo, soap, toothpaste and grooming tools, noting that current products are poor quality, harmful to their skin type and hair texture, and affect self-esteem.[73]

d. Replace mattresses and provide clean, climate-appropriate bedding.[74]

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[70] JPD has informed Concrete Rose that, in April 2025, SFJPD hired a new Food Service Manager Administrator assigned to revise menus based on youth input, in compliance with state nutrition requirements.

[71] JPD has informed Concrete Rose that their protocol requires all kitchen staff to wear hair nets at all times.

[72] JPD has informed Concrete Rose that JPD quickly responds to reports of pests through professional pest inspections and additional cleaning. JPD has passed its annual state inspection.

[73] JPD has informed Concrete Rose that in Spring 2026, the Juvenile Justice Center completed the facility-wide implementation of a trauma-informed Positive Behavior Development Program called RISE (Restoration, Improvement, Success, and Elevation), which includes restorative justice components. RISE has been operating on secure track units since April 2025. Through the RISE program, all youth can now select personal hygiene products.

[74] JPD has informed Concrete Rose that, since 2024, JPD has been advocating for updated regulations regarding mattresses for youth in locked residential facilities in order to provide more comfortable bedding. Per the State Fire Marshal, mattresses in detention facilities must meet the specifications outlined in 16 CFR 1633 and Title 24 California Code of Regulations, Part 9, Chapter 8, section 805.3.2.2.1. Title 24 specifically states that mattresses must conform to Technical Bulletin 129. These two standards ensure that material meets fire-resistive requirements to not maintain or contribute to further combustion in locked residential facilities.

i. Youth reported pain and discomfort from thin mattresses and requested thicker cleaner bedding for improved sleep and health.

e. **Expedite healthcare access and improve quality of healthcare services.**
   i. Youth described long waits for medical and dental care even for serious issues, often due to facility staff not believing that they were in pain or needed medical attention.
   ii. Youth reported access to sufficient mental health support as inconsistent depending on facility schedules and unit density.

f. **Increase outdoor access that include green spaces for all youth.**
   i. Youth consistently expressed wanting more access to the outdoors, fresh air, sunlight, trees, and green spaces.
   ii. Youth report being limited to indoor gym spaces and tiny, cement courtyards.

6. Strengthen Staff Hiring, Training, & Accountability

a. **Implement mandatory hiring standards, continuous tailored training, and independent oversight for all Juvenile Probation staff**, beyond current minimal training requirements, especially facility staff working directly with youth.
   i. Youth report racism, verbal abuse, favoritism, intimidation, and excessive force (including illegal chokeholds)[75] from various facility staff.
   ii. Youth emphasize that a positive attitude, empathy skills, and experience working with systems-involved youth, and thorough knowledge on Title 15 rights should be requirements for staff working directly with youth in the Hall.
   iii. Require trauma-informed, anti-racist, youth development training before staff begin their work at the JJC, and continue periodic training throughout their duration in their position. There should be zero tolerance for racism and discrimination, not just in policy, but also in practice.[76]

b. **Create an independent oversight body with youth participation and enforcement power, such as a Youth Advisory Council**

[75] JPD has informed Concrete Rose that JPD investigates all use of force incidents. By law and Department policy, JPD staff are not allowed to use chokeholds. Investigations have been led by OYCR and JPD to understand allegations, more details can be found in the Mandated Reporting section of this report.

[76] JPD has informed Concrete Rose that all reports of racist conduct are investigated and handled through the Juvenile Probation Department's personnel processes. All Juvenile Justice Center counselors complete a 168-hour core course of Juvenile Corrections Officer training, within one year of hire, assignment, or promotion, as required by California Code of Regulations Sections 169-185. The core course covers a wide range of topics including Title 15. JPD also requires all staff to complete racial equity training and Rewire Cognitive Behavioral Theory training, a trauma-informed approach to working with high risk young people.

i. Youth reported that when they do speak up about perceived mistreatment, they feel that staff are rarely held accountable for their actions[77] and youth feel they are not believed or taken seriously. Youth participation in ensuring staff accountability will help ensure that youth voices are heard and respected.

ii. Youth participating in an independent oversight body do not have to be young people currently in custody. Young people with lived experience being systems-involved, who are not currently in custody, could be contracted to oversee the grievance processes and other decision-making processes within the Juvenile Justice Center to ensure that there is proper representation within the decision making processes that directly impact the wellbeing of the youth population in this facility. The decision-making power that impacts a specific population should be shared with representatives of that specific population, in this case, systems-impacted youth.

c. Complete eradication of sexual abuse and harrassment, not just in policy, but in practice.

i. Youth, especially within the girls unit, uplifted ongoing sexual harassment from male staff. Other youth described staff forcing youth to strip naked on command to inspect their private areas, for no ostensible reason. There should be zero tolerance for sexual abuse.[78]

7. Guarantee Youth Rights to Family Contact

a. Establish minimum guaranteed phone and visit access that cannot be revoked through point-based discipline or staff discretion to ensure sufficient time for youth to speak with loved ones.[79]

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[77] JPD has informed Concrete Rose that they are not able to report to youth about how individual personnel matters are investigated and that while some reports may lead to discipline or termination, youth are not informed of this outcome.

[78] JPD has informed Concrete Rose that searches may include Scan Search, Pat Search, and Physical Body Cavity Search by a medical professional. Searches are not to be used as a form of harassment or discipline but to ensure safety and security of the facility and require prior approval by a supervisor, as well as required documentation. Juvenile Justice Center staff must start at the least intrusive type of search reasonable for ensuring safety. JJC staff must comply with the restrictions of searches in CA PC 4030. Any staff who violates CA PC 4030 is subject to termination and being guilty of a misdemeanor.

[79] JPD has informed Concrete Rose that they meet the requirements of the Youth Bill of Rights Sections (h) and (r) and Title 15 § 1350. Admittance Procedures and § 1376. Telephone Access. JPD has reported that they exceed these requirements by providing daily phone access to most young people. Youth who have seriously violated the rules (fights, contraband, assaults on staff) are limited to two five-minute phone calls per week, respecting the minimum regulatory and legal requirements. Access to additional calls are privileges awarded above the baseline that is provided to all young people, and may be reduced. Phone calls and visits are not supposed to be revoked as a form of punishment.

i. Increase weekly minimum of two 5 minute calls per week to a minimum of two 5 minute calls **per day**.
ii. Youth describe phone calls being treated like privileges rather than rights. Restrictions increase stress, family anxiety, and emotional harm, especially for youth on "Frozen" status.

b. Prohibit group punishment[80] or point loss that limits family or legal contact.

c. Ensure language-accessible calling options (including international and Spanish-speaking families).

8. **Continue to support the implementation of youth-led research in the Hall to monitor changes over time**
    a. Offering a peer-led model for youth to share their authentic experiences has been a powerful way to amplify youth voices in this Juvenile Hall.
    b. Through Concrete Rose programming, youth began to use the program as a way to safely report concerns and grievances, indicating that youth felt Concrete Rose was a safer, more efficient, and effective option than the current grievance process.

Broader Recommendations

This section lists broader, community-informed recommendations relating to diversion, non-institutional detention, and community alternatives. The first two recommendations are based on a previous initiative, the Close Juvenile Hall Work Group. The third recommendation is based on Concrete Rose's experiences with the mandated reporting process. These recommendations relate to the San Francisco Juvenile Justice Center because this facility, like all correctional facilities, is directly impacted by state and county regulations.

1. **San Francisco should implement a community-based intake and connection facility that includes schools, parents, and service providers as an alternative to an arrest-first or post-arrest diversion model (NICJR & BI 2001).**
    a. This diversion pathway does not rely on or engage with law enforcement and instead applies a holistic approach to support young people and their families in meeting their basic needs. Youth are connected to culturally representative community advocates who can assess wellbeing and offer navigation services without youth being arrested and subsequently becoming justice-involved.
    b. This diversion pathway should implement a wellbeing-centered assessment that measures individualized needs and services and their respective accessibility. This assessment should provide a step by step process to reach youth and family stability and wellbeing.

[80] JPD has informed Concrete Rose that group punishment is not within the Juvenile Justice Center's protocol.

2. **San Francisco should implement a collaborative leadership approach between Community-Based Organizations and the Juvenile Probation Department regarding the development and operation of a non-institutional detention center (NICJR & BI 2001).**
    a. CBOs and JPD share executive management of operations, ensuring the incorporation of community and youth voice during the rehabilitation process.
    b. CBOs are culturally representative of the youth population in custody and lead management of operations based on the wisdom acquired through their lived experiences within the criminal justice system.
3. **San Francisco should update local standards and policy for mandated reporting to include specific guidance for reported incidents in county-run facilities such as juvenile detention centers.**
    a. During the Concrete Rose research collection process, researchers were required to complete 2 mandated reports to the Human Services Agency (HSA) according to state-wide mandated reporter protocol. However, guidance from HSA was inconsistent between reports regarding proper protocol for making a mandated report about an incident in a county-run facility, as this is out of HSA's jurisdiction.
    b. The Office of Youth and Community Resources (OYCR) is a relatively new branch of government that oversees and investigates grievances regarding juvenile detention facilities. OYCR should be clearly identified in local (city and/or statewide) mandated reporter training as an appropriate agency to receive and investigate alleged abuse and misconduct in juvenile detention centers.

Future Directions

In conclusion, there are areas this facility has met youth needs, especially in programming and mental health services. There are also many opportunities for this juvenile facility to better serve the young people it detains, especially regarding staff treatment, facility culture, and conditions. A more intentional approach towards the centering of youth voices and experiences can be achieved through our recommendations. Continuing to foster youth-led research within the Hall such as Concrete Rose will help to continue to improve not just their policies, but the integrity of facility practice and culture. The San Francisco Juvenile Probation Department should focus on implementing changes that are truly rehabilitative and developmentally appropriate, **by ensuring policies are being upheld in practice and culture**. If they are understaffed, underfunded, and unequipped to serve young people in achieving effective rehabilitation, this facility will continue to experience high recidivism rates and perpetuate insidious systemic cycles of poverty, racism, and oppression. The Concrete Rose report makes one thing unmistakably clear: **young people know what harms them and what helps them heal**. Effective policy must move beyond symbolic reform, and enforce youth rights, accountability, and genuine rehabilitation in real time—with youth as partners, not subjects. The Concrete Rose team is forever grateful for this opportunity to facilitate positive and sustainable change by amplifying the voices of young people in custody. We strongly recommend the continued implementation of youth-led research within the San Francisco Juvenile Justice Center, and other juvenile halls throughout the state, to measure changes over time and to enact youth-informed improvements.

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Appendix A: Interview Protocol (English)

1. Introductory Questions

1.1. When did you begin your stay here?

1.2. Have you been in this, or any other, juvenile hall before?

1.3. How was your experience transitioning into this juvenile hall?

1.4. How would you rate your experience here from 1-10, 10 being the best, 1 being the worst? 1.5. If you were not at juvenile hall, what would you be doing right now?

2. Programs in Juvenile Hall

I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure. Never meaning 0 times. Rarely meaning occasionally when the opportunity arises. Often meaning most times the opportunity arises. Always means every time the opportunity arises. If you are unsure, you can say you don't know.

2.1 How often are the programs offered here of interest to you?	Never	Rarely	Often	Always	Unsure
2.2 How often are you able to access any of the programs offered here?	Never	Rarely	Often	Always	Unsure

Tell me more about your experience with these programs.

2.3 How did you hear about these programs?

2.4 Are there barriers to participating in the programs you're interested in?

2.5 What impact do the programs offered have on your experience here?

2.6 Are there services or programs you wish were here? If so, what are these services or programs?

2.7 Is there anything you would share about your experience with program staff here?

2.8 If you were in charge, what changes would you make to improve the programs here?

3. Education in Juvenile Hall

3.1 Do you take classes here? If so, we'd like to know more about your experience.

I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure.

3.2 How often do you feel like you are retaining information in your classes?	Never	Rarely	Often	Always	Unsure
3.3 How often do you feel engaged in your classes?	Never	Rarely	Often	Always	Unsure
3.4 How often do you feel like the teachers are invested in your learning?	Never	Rarely	Often	Always	Unsure

Tell me more about your experiences in classes.

3.5 Is there anything that you would like to share about your experience with the teachers here?

3.6 What about your experience makes you feel like you are learning?

3.7 What about your experience makes you feel like you are not learning?

3.8 If you were in charge, what changes would you make to improve the classes here?

4. Conditions in Juvenile Hall

I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure.

4.1 How often are you able to get a good night's sleep here?	Never	Rarely	Often	Always	Unsure
4.2 How often are you satisfied with the food here?	Never	Rarely	Often	Always	Unsure
4.3 How often are your dietary needs respected such as allergies or religious requirements?	Never	Rarely	Often	Always	Unsure

4.4 How often are you satisfied with the hygiene products such as shampoo or soap?	Never	Rarely	Often	Always	Unsure
4.5 How often are you satisfied with the physical health care here?	Never	Rarely	Often	Always	Unsure
4.6 How often are you satisfied with the mental health care here?	Never	Rarely	Often	Always	Unsure
4.7 How often are you able to be alone when you want to be?	Never	Rarely	Often	Always	Unsure
4.8 How often are you able to spend time outside when you want to?	Never	Rarely	Often	Always	Unsure

4.9 What would you like to share about your experience with the conditions here, such as the food, hygiene products, and sleeping arrangements?

4.10 What would you like to share about the health care offered here?

4.11 If you were in charge, what would you change about the conditions here?

5. Rules & Grievances in Juvenile Hall

I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure.

5.1 How often do you feel comfortable voicing your concerns about how things are in the hall?	Never	Rarely	Often	Always	Unsure
5.2 If you were to file a grievance how often do you think your concerns would be resolved quickly?	Never	Rarely	Often	Always	Unsure
5.3 How often are the rules enforced consistently here, as in the same for everyone?	Never	Rarely	Often	Always	Unsure

5.4 How did you learn about the rules here?
5.6 How did you learn about the Youth Bill of Rights in the hall?
5.7 How did you learn about the process of filing a grievance here?
5.8 How consistently are the rules enforced here, in your experience?
5.9 What are the consequences when a rule is broken?
5.10 Have you ever filed a grievance here?
Probe: If yes, how was your experience filing a grievance?
5.11 What questions do you have about the grievance filing process?
Probe: Did things change the way you had hoped?
Probe: Did anything else happen after you filed the grievance(s)?

6. Phone Calls & Visits in Juvenile Hall

Thinking of your loved ones, please share your thoughts on how often the following things happen.
I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure.

6.1 How often can you talk with loved ones on the phone?	Never	Rarely	Often	Always	Unsure
6.2 How often can you visit with your loved ones?	Never	Rarely	Often	Always	Unsure

6.3 Regarding phone calls is there anything that keeps you from being able to talk to loved ones on the phone as much as you want?
6.4 Regarding visits, is there anything that keeps you from being able to visit with loved ones as much as you want?

7. Staff Treatment & Safety

In this last section I will ask some questions about safety treatment and safety.Remember there are no right and wrong answers. As a reminder you can always skip a question if you don't feel comfortable answering. I am now going to ask you a set of sliding scale questions where you can rate your experience. There are 5 options: Never, Rarely, Often, Always, and Unsure.

7.1 How often do you feel the staff here care about you?	Never	Rarely	Often	Always	Unsure
7.2 How often do you feel the staff here treat you with respect	Never	Rarely	Often	Always	Unsure

7.3 How often do you feel physically safe here?	Never	Rarely	Often	Always	Unsure
7.4 How often do you feel emotionally safe here?	Never	Rarely	Often	Always	Unsure

7.5 Can you tell me more about your experience with the staff here?
7.6 Can you tell me about your experience with physical and emotional safety here?
7.7 Can you tell me more about how others are treated by staff?
7.8 If you were in charge what changes would you make regarding staff?
7.9 Out of everything we have discussed, what change do you think would make the biggest difference?
7.10 Are there any questions I have asked you or any other feedback you want me to share about your experience here at juvenile hall?

Closing

Thank you very much for sharing your experiences with me.Those are all the questions I have for you. As a reminder, nothing you shared today will be linked to you. This data will be analyzed and included in a report that will be shared with the Juvenile Probation Department and the public. Even if you are no longer here when changes are made, your participation will help contribute to making this space a better environment for youth people.

Appendix B Interview Questions (Spanish)

1. Preguntas Introductorias

1.1. ¿Cuando empezaste tu estancia aqui?

1.2. ¿Has estado antes en esta o en cualquier otra correccional de menores?

1.3. ¿Como fue tu experiencia de transicion a esta correccional de menores??

1.4. ¿Como calificas tu experiencia aqui del 1 al 10 siendo 10 la mejor y 1 la peor?

1.4. Si no estuvieras en la correccional de menores .¿Que estarias haciendo ahora?

2. Programas En la Correccional de Menores

Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones Nunca,Raramente, A menudo, Siempre, No tengo la cereza Nunca significa 0 veces Rara vez significa ocasionalmente cuando urge la opportunitdad A menudo significa que la mayoria de las veces que surge la oportunidad Siempre significa cade vez que surge la oportunidad. Si no tienes la certeza puedes decir que no sabes.

2.1 ¿Con que frecuencia te interesan los programas que se ofrecen aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
2.2 ¿Con que frequencia puedes acceder a alguno de los programas que se ofrecen aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza

Cuentame mas sobre tu experiencia con estos programas.

2.3 ¿Como conosise estos programas?
2.4 ¿Existen obstaculos para participar en los programas que te interesan?
2.5 ¿Que impacto tienen los programas ofrecidos en tu experiencia aqui?
2.6 ¿Hay servicios o programas que desearias que estuvieran aqui? Si es asi ¿cuales son estos servicios o programas?
2.7 ¿Hay algo que te gustaria compartir sobre tu experiencia con el personal del programa aqui?
2.8 Si estuvieras al mando ¿ que cambios harias para mejorar los programas.?

3. La Educacion en la Correctional de menores

3.1 ¿Tomas clases aqui? Si es asi nos gustaria saber mas acerca de tu experiencia

Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones Nunca,Raramente, A menudo, Siempre, No tengo la cereza.

3.2 ¿Con que frequencia te parece que estas reteniendo infomacion en tus clases?	Nunca	Rarament e	A menudo	Siempre	No tengo la ceteza/No lo se
3.3 ¿Con que frequencia te sientes parte de tus clases?	Never	Rarament e	A menudo	Siempre	No tengo la ceteza/No lo se
3.4 ¿Con que frequencia sientes que los profesores se interesan por tu aprendizaje?	Never	Rarament e	A menudo	Siempre	No tengo la ceteza/No lo se

Cuentame mas sobre tus experiencias en las clases.

3.5 ¿Hay algo que te gustaria compartir sobre tu experiencia con los profesores aqui?
3.6 ¿Que aspectos de tu experiencia te hacen sentir que estas aprendiendo?
3.7 ¿Que aspectos de tu experiencia te hacen sentir que no estas aprendiendo?
3.8 Si estuvieras al mando ¿Que cambios harias para mejorar los programas ?

4. Las condiciones en la correccional de menores

Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones: Nunca, Raramente, A menudo, Siempre, No tengo la cereza

4.1 ¿Con que frequenica puedes dormir bien aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.2 ¿Con que frequencia te satisface la comida aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.3 ¿Con que frequencia se respetan tus necesidades dieteticas como alergias o requisitos religiosos?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.4 ¿Con que frequencia te satisfacen los productos de higiene como el shampoo o el jabon?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.5 ¿Con que frecuencia te satisface la atencion de salud fisica que recibes aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.6 ¿Con que frecuencia te satisface la atencion de salud mental que recibes aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.7 ¿Con que frecuencia puedes estar a solas cuando lo deseas?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
4.8 ¿Con que frecuencia puedes pasar el tiempo al aire libre cuando lo deseas?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza

4.9 ¿Que te gustaria compartir sobre tu experiencia con las condiciones aqui, como la comida, los productos de higiene y la organizacion para dormir ?

4.10 ¿Que te gustaria compartir sobre la atencion sanitaria que se ofrecen aqui?

4.11 Si estuvieras al mando ¿Que cambios harias a las condiciones de aqui?

5. Normas y Quejas en la Correccional de menores

Ahora te pregunare por las normas y por como se gestionan los problemas en la correccional. Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones Nunca,Raramente, A menudo, Siempre, No tengo la cereza

5.1 ¿Con que frecuencia te sientes a gusto expresando tue preocupaciones sobre como estan las cosas en la correccional?	Nunca	Rarame nte	A menudo	Siempr e	No tengo la cereza
5.2 Si fueras a presentar una queja ¿Con que frecuencia crees que tus preocupaciones se resolvieron rapidamente?	Nunca	Rarame nte	A menudo	Siempr e	No tengo la cereza
5.3 ¿Con que frecuencia se aplican aqui las normas de forma choerente, es decir igual para todos?	Nunca	Rarame nte	A menudo	Siempr e	No tengo la cereza

5.4 ¿Como conociste las reglas aqui?
5.6 ¿Como conociste la declaracion de derechos de los menores en la correccional?
5.7 ¿Como conociste el proceso de presentar una queja aqui?
5.8 ¿En que medida se applican las normas aqui de forma coherente, segun tu experiencia?
5.9 ¿Que consecuencias tiene el incumplimiento de una norma?
5.10 ¿Has presentado alguna vez una queja aqui?
Probe: Si es asi, ¿Como fue tu experiencia al presentar una queja?
5.11 ¿Que preguntas tines acerca del processo de presentacion de quejas?
Probe:¿Han cambiado las cosas de la forma que esperabas?
Probe: ¿Sucedio algo mas despues de que presentaste las quejas?

6. Llamadas Telefonicas y Visitas en la Correccional de menores

Pensando en tus seres queridos comparte tus opiniones sobre la frequenica con la que sucedian las siguientes cosas.
Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones Nunca,Raramente, A menudo, Siempre, No tengo la cereza.

6.1 ¿Con que frecuencia puedes hablar por telefono con tus seres queridos?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
6.2 ¿Con que frecuencia puedes visitar con tus seres queridos?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza

6.3 En cuanto las llamadas telefonicas ¿Hay algo que te impida poder hablar por telefono con tus seres queridos tanto como quisieras?
6.4 En cuanto a las visitas ¿Hay algo que te impida poder visitar con tus serers queridos tando como quisieras?

7. Tratamiento del Personal y Seguridad

En esta ultima seccion te hare unas preguntas acerca del tratamiento del personal y la seguridad. Recuerda que no hay respuestas correctas o incorrectas. Como recordatorio siempre puedes satarte una pregunta si no te sientes bien conestando.

Ahora te voy a hacer una serie de preguntas de escala variable en las que puedes calificar tu experiencia. Hay 5 opciones Nunca,Raramente, A menudo, Siempre, No tengo la cereza

7.1 ¿Con que frecuencia sientes que el personal se preocupa por ti?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
7.2 ¿Con que frecuencia sientes que el personal te trata con respeto?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
7.3 ¿Con que frecuencia te sientes a salvo aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza
7.4¿Con que frecuencia te sientes a slavo emocionalmente aqui?	Nunca	Raramente	A menudo	Siempre	No tengo la cereza

7.5 ¿Puedes contarme mas sobre tu experiencia con el personal aqui?
7.6 ¿ Puedes contarme mas sobre tu experiencia con la seguridad fisica y emocional aqui?
7.7 ¿Puedes contarme mas sobre como el personal trata a los demas?
7.8 Si estuvieras al mando ¿Que cambios harias con respecto al personal?
7.9 De todo lo que hemos comentado ¿Que cambios cres que marcaria la mayor diferencia?
7.10 ¿Hay algunas preguntas que te hubiera gustado que te hubieras hecho o algun otro comentario que quieras compartir sobre tu experiencia aqui en la correccional de menores?

Cierre

Muchas gracias por compartir tus experiencias conmigo. Esas son las preguntas que tengo para ti. Como repaso nada de lo que hayas compartido hoy se vinculara a ti. Estos datos se analizaran y se incluuran en un informe que se compartira con de Departamento de Libertad conditonal Juvenil y el publico. Auque ya no estes con nosotros cuando se realizen los cambios tu participacion contribuira a hacer este espacio un entorno mejorado para los jovenes.

Appendix C: Descriptive Statistics for Closed-Ended Survey Questions

This appendix presents raw data of youth responses to closed-ended survey questions. Each exhibit reflects key areas of daily life and development in the Hall.

Exhibit B1: Close Ended Questions: Programs

This exhibit shows the raw data from youth responses about their access to programs and whether those programs are meaningful and engaging.

2.1 How often are the programs offered here of interest to you?	Never 3	Rarely 6	Often 9	Always 8	Unsure 4	N/A 0
2.2 How often are you able to access any of the programs offered here?	Never 0	Rarely 2	Often 11	Always 13	Unsure 4	N/A 0

Exhibit B2: Close Ended Questions: Education

This exhibit focuses on youth experiences in the classroom, including whether they feel engaged and whether they are retaining information

3.2 How often do you feel like you are retaining information in your classes?	Never 2	Rarely 3	Often 13	Always 6	Unsure 1	N/A 5
3.3 How often do you feel engaged in your classes?	Never 2	Rarely 3	Often 13	Always 7	Unsure 0	N/A 5
3.4 How often do you feel like the teachers are invested in your learning?	Never 1	Rarely 3	Often 12	Always 5	Unsure 2	N/A 7

Exhibit B3 Closed Ended Questions: Conditions

This exhibit captures youth experiences related to sleeping arrangements, food, hygiene, healthcare, personal space, and time outdoors.

4.1 How often are you able to get a good night's sleep here?	Never 5	Rarely 6	Often 12	Always 3	Unsure 1	N/A 3
4.2 How often are you satisfied with the food here?	Never 11	Rarely 8	Often 7	Always 1	Unsure 0	N/A 3
4.3 How often are your dietary needs respected such as allergies or religious requirements?	Never 0	Rarely 2	Often 7	Always 9	Unsure 2	N/A 10
4.4 How often are you satisfied with the hygiene products such as shampoo or soap?	Never 6	Rarely 6	Often 6	Always 4	Unsure 0	N/A 8
4.5 How often are you satisfied with the physical health care here?	Never 2	Rarely 3	Often 11	Always 5	Unsure 1	N/A 8
4.6 How often are you satisfied with the mental health care here?	Never 2	Rarely 3	Often 6	Always 6	Unsure 1	N/A 12
4.7 How often are you able to be alone when you want to be?	Never 1	Rarely 7	Often 7	Always 7	Unsure 0	N/A 8
4.8 How often are you able to spend time outside when you want to?	Never 7	Rarely 10	Often 2	Always 1	Unsure 0	N/A 10

Exhibit B4: Closed ended Question-Rules and Grievances

This section examines whether youth feel comfortable speaking up, use and trust the grievance process, and believe rules are enforced consistently.

5.1 How often do you feel comfortable voicing your concerns about how things are in the hall?	Never 3	Rarely 6	Often 8	Always 9	Unsure 0	N/A 4
5.2 If you were to file a grievance how often do you think your concerns would be resolved quickly?	Never 9	Rarely 6	Often 4	Always 1	Unsure 4	N/A 6
5.3 How often are the rules enforced consistently here, as in the same for everyone?	Never 4	Rarely 5	Often 8	Always 4	Unsure 2	N/A 7

Exhibit B5: Closed-Ended Questions: Phone Calls and Visits

This section focuses on access to loved ones, highlighting how often youth are able to speak with or visit their loved ones.

6.1 How often can you talk with loved ones on the phone?	Never 1	Rarely 5	Often 10	Always 5	Unsure 0	N/A 9
6.2 How often can you visit with your loved ones?	Never 4	Rarely 5	Often 2	Always 5	Unsure 1	N/A 13

Exhibit B6 Closed Ended Questions: Staff Treatment & Safety

This final exhibit centers on relationships and safety, showing how youth perceive staff care, respect, and their own physical and emotional safety in the Hall.

7.1 How often do you feel the staff here care about you?	Never 4	Rarely 6	Often 8	Always 3	Unsure 3	N/A 6
7.2 How often do you feel the staff here treat you with respect	Never 1	Rarely 7	Often 11	Always 4	Unsure 0	N/A 7

7.3 How often do you feel physically safe here?	Never 1	Rarely 2	Often 9	Always 9	Unsure 2	N/A 7
7.4 How often do you feel emotionally safe here?	Never 3	Rarely 3	Often 8	Always 9	Unsure 1	N/A 6