

From: [Kalina, Brett](#)
To: [Adams, Lori M](#); [Klew, Spencer](#); [Knowland, Adam](#); [Salas, Bobby Ray C](#); [Setzler, Lynn M](#)
Bcc: [Adele Fasano](#); [Ariana Federico Mondragon](#); [Jim Mendelson](#); [MaryAnne Pintar](#); [nadia kean-ayub](#); [Robert Brown](#); [Tim Ware](#)
Subject: Media Updates 6-16-25
Date: Monday, June 16, 2025 11:08:00 AM
Attachments: [image001.png](#)

All-

Please see the recent media affecting CLERB:

State bill seeks to expand oversight access to police personnel records

<https://www.sandiegouniontribune.com/2025/06/13/state-bill-seeks-to-expand-oversight-access-to-police-personnel-records/>

Lawsuit challenging San Diego jail conditions stalls pending key rulings before trial

<https://www.sandiegouniontribune.com/2025/06/13/lawsuit-challenging-san-diego-jail-conditions-stalls-pending-key-rulings-before-trial/>

Woman dies at Las Colinas detention facility in Santee

<https://www.sandiegouniontribune.com/2025/06/14/woman-dies-at-las-colinas-detention-facility-in-santee/>

Best Regards-Brett

Brett Kalina

he/him

Executive Officer

County of San Diego, Citizens' Law Enforcement Review Board (CLERB)

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Cell: (619) 301-9212



“SERVING THE COMMUNITY AND THE JUSTICE SYSTEM”

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Bcc: [Adele Fasano](#); [Ariana Federico Mondragon](#); [Jim Mendelson](#); [MaryAnne Pintar](#); [nadia kean-ayub](#); [Robert Brown](#); [Tim Ware](#)
Subject: CLERB Annual Report - 2024
Date: Monday, June 23, 2025 3:16:00 PM
Attachments: [ANNUAL REPORT - 2024 DRAFT.pdf](#)
[image001.png](#)

Board Members –

Please see the attached draft of the Annual Report. We incorporated statistics from 2022, 2023 & 2024 in the data as there were no annual reports in 2022 or 2023.

If you have suggestions or comments, please let me know as soon as possible. It is expected this will be an agenda item for the August meeting.

Best Regards-Brett

Brett Kalina

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Subject: CLERB Rules and Regulations
Date: Monday, June 23, 2025 3:55:00 PM
Attachments: [image001.png](#)
[Rules and Regulations for 8-1-25 CLEAN.docx](#)
[CLERB Rules & Regs Track Changes to be approved by board 8-1-24.docx](#)

Board Members –

Please review the attached Rules and Regulations which include the minor changes to 9.2.f and 9.6.c. For 9.2.f we added the word “custodia” to the health care. And for 9.6.c we added “For Subjects of Investigation, including “health care providers”, CLERB will follow the same deadlines and tolling provision per 9.6(a) in compliance with applicable local, County or State Laws.”

Other than those two changes, the Rules and Regulations are exactly as voted on by the board in February. The approval of the new R&Rs will be on the agenda for the August meeting so that we can prepare a board memo for the Board of Supervisors in late August. If you have any questions or comments, please let me know.

Best Regards-Brett

Brett Kalina

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Bcc: [Adele Fasano](#); [Ariana Federico Mondragon](#); [Jim Mendelson](#); [MaryAnne Pintar](#); [nadia kean-ayub](#); [Robert Brown](#); [Tim Ware](#)
Subject: Media Update 6/29/25
Date: Sunday, June 29, 2025 10:09:00 AM
Attachments: [image001.png](#)

In San Diego's largest jail, some detainees spend out-of-cell time in small, cage-like enclosures

<https://www.sandiegouniontribune.com/2025/06/29/in-san-diegos-largest-jail-some-detainees-spend-out-of-cell-time-in-small-cage-like-enclosures/>

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Subject: Media Update 6-30-25
Date: Monday, June 30, 2025 9:55:00 AM
Attachments: [image001.png](#)

In San Diego's largest jail, some detainees spend out-of-cell time in small, cage-like enclosures

<https://www.sandiegouniontribune.com/2025/06/29/in-san-diegos-largest-jail-some-detainees-spend-out-of-cell-time-in-small-cage-like-enclosures/>

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Subject: Media Update 7/13/25
Date: Tuesday, July 15, 2025 8:24:00 AM
Attachments: [image001.png](#)

‘Elisa’s story is forcing change’: In year since \$15M jail death settlement, sheriff reforms training, medical care

<https://www.sandiegouniontribune.com/2025/07/13/elisas-story-is-forcing-change-in-year-since-15m-jail-death-settlement-sheriff-reforms-training-medical-care/>

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Subject: Probation Liaison response from June 6 meeting
Date: Tuesday, July 15, 2025 10:16:00 AM
Attachments: [image001.png](#)

Board Members-

From Probation:

Below you will find the response for Board Member Kean Ayub question.

How the department ensures that its de-escalation practices are trauma-informed and developmentally appropriate for youth with neurological differences—especially given the department’s stated position that staff are not provided with information regarding a youth’s neurodivergent status.

The department has multiple measures in place to ensure that its de-escalation practices are trauma-informed and developmentally appropriate for youth with neurological differences, including the following:

De-escalation Practices for Neurodivergent Youth – The department recognizes the unique behavioral responses of neurodivergent youth, particularly during crisis situations where fight, flight, or freeze reactions may present. While individual neurodivergence is not universally disclosed to line staff due to confidentiality protocols, officers are trained in universal trauma-informed de-escalation techniques designed to support all youth safely and appropriately.

Training Programs and Frequency – Staff receive training in trauma-informed care, crisis intervention, motivational interviewing, and cognitive behavioral strategies. These trainings are supplemented by in-person psychoeducation provided during MDT (Multidisciplinary Team) meetings. Behavioral health staff also participate in these trainings, with specialized modules on recognizing and supporting neurodivergent behaviors. Training is ongoing, with refreshers conducted regularly and as needed in response to emerging best practices or observed trends.

Individualized Interventions and Adaptations – Youth identified as neurodivergent – through intake screening, behavioral observation, or existing documentation – receive individualized case planning. This may include behavior plans, safety plans, and sensory-aware strategies. MDTs provide the forum where officers, educators, behavioral health providers, and medical staff collaborate to align interventions with each youth’s specific needs. This ensures youth are not mislabeled as defiant when their responses are neurologically driven.

Oversight and Quality Assurance – The application of training and its effectiveness in real-time is assessed through supervisory observation, incident reviews, and MDT feedback loops. The department also leverages documentation within the PEMR and PCMS systems to track interventions and inform future care strategies.

Partnerships and Continuous Improvement – We regularly collaborate with regional centers, education agencies, and community providers to strengthen support for neurodivergent youth. Training content is reviewed annually, and updates are incorporated based on the latest research and stakeholder feedback.

How the Youth in Custody Practice Model is being adapted or expanded to include neurodivergent-specific strategies—such as individualized behavioral support plans, sensory-aware interventions, and comprehensive staff training in recognizing and responding to neurodivergent behaviors—so that such neurodivergent youth are not mischaracterized as defiant or aggressive when they are, in fact, exhibiting neurologically driven responses.

San Diego County Probation Department's service model for youth in custody includes several advances which are beneficial to neurodivergent youth including smaller living cohorts, improved staff to youth ratios which exceed national standards, a more normative environment, and individualized case plans involving a multidisciplinary team which includes behavioral health, education, and family input. The department is also in the process of refresher training and training a new cohort of personnel for the Crisis Awareness and Response (CARE) Team. The CARE Team, which includes behavioral health clinicians and trained probation supervisors, is a means to respond immediately to any developing situation and to provide a therapeutic and team approach to dealing with the youth and the issues at hand. CARE Team has the primary focus to de-escalate the situation, attempt to resolve the youth's issue or primary stressor without the need for the use of force. Communication of individual needs occurs through a variety of means including the daily huddle between the Probation supervisor, medical, behavioral health, and education staff, as well as shift briefings, pass down between shifts in the living units, and through case notes. All Probation personnel receive a basic training in neurodivergence, and we have provided 6 deliveries of a 4-hour Autism Awareness Course. Two courses on each of the following dates: 01/08, 01/09, 03/06. We have four additional classes scheduled for July 7 and 8th. Special Education classes were held on 04/7, 04/08, and 04/09. Probation has also scheduled six (6) sessions of "Autism: A Guide for Law Enforcement" which are scheduled to begin in 2025.

- 1. A list of specific tactics and intervention methods that staff are trained to use when de-escalating situations involving neurodivergent youth in crisis.**
- 2. The names of the training programs currently in place related to de-escalation, trauma-informed care, or working with neurodivergent youth.**
- 3. How often these trainings are provided or required for staff.**
- 4. How often the content of these trainings is reviewed and updated to reflect current research and best practices.**
- 5. What tools or processes management uses to measure whether staff fully understand and can effectively apply the training in real-life situations.**

Courses related to Adolescent Brain Development, Trauma Informed Care, and Mandt. These courses are mandatory for those who work with youth. They are elective for other interested staff. Since fiscal year 2022-2023, these classes have been incorporated into our initial training at the end of JI Core. All officers who have completed JI Core since that time, have received these trainings. The courses also continue to be offered to any interested staff and as needed/required throughout each fiscal year. The Autism and Special Education courses were recently developed and provided to staff, beginning fiscal year 2024-2025. The next deliveries are scheduled for July and October 2025.

All of the aforementioned courses, except Mandt, are taught by outside providers, who are considered subject matter experts and are relied upon to update curriculum as needed to remain aligned with best practices. These courses are also reviewed, updated if needed, and recertified with the Board of State and Community Corrections on a bi-annual basis.

Trainings typically involve interactive processes that may incorporate teach-backs and scenario-based discussions designed to test the students' comprehension of the subject matter and increase retention of the content. In JI CORE, officers take multiple-choice tests and Behavioral Skills tests. While working in the institutions, new officers receive feedback from training officers who work with and observe them. New and veteran officers are observed by supervisors and routinely receive feedback from them, including post-incident debriefings. All incidents are reviewed by management, which may also result in feedback or remediation.

The following is a list of training courses related to de-escalation, trauma-informed care, and understanding, working with, and responding to neurodivergent youth. Course descriptions/objectives, which include information regarding tactics and intervention methods staff are trained to use, are included.

JI CORE:

In this course, officers are taught to recognize signs and symptoms of those affected by trauma, identify how behaviors and actions of staff may inflict trauma on individuals under their supervision or in our

custody, identify appropriate classification/housing for someone who has suffered trauma, recognize the signs and symptoms of current trauma and past trauma, identify signs of human trafficking and services available for victims, identify how to appropriately interact with offenders who have suffered trauma, and recognize barriers to reporting trauma.

Interventions and Resources

In this course, officers are taught to identify techniques for effective interviewing of clients, recognize the behavioral and verbal cues that will require mental health intervention, recognize verbal de-escalation techniques through scenarios, identify the rights of an MHBI client, determine appropriate responses when dealing with an emotionally upset person, and identify triggers of violence.

Stigma and Bias

In this course, officers are taught to recognize the stigma regarding the misconceptions around Mental Health/Behavioral Issues (MHBI), identify the factors that influence the stigma and bias we carry, recognize who is impacted by bias and/or stigma to comprehend the potential consequences of stereotyping, recognize the myths about the causes of MBHI, identify the consequences of various forms of bias, and identify what actions (informal/formal) should be taken when recognizing the elements of stigma in a professional environment.

Effective Communication

In this course, officers are taught to identify effective ways to give guidance to juveniles, identify methods for speaking to a juvenile who is not complying with directives, identify potential non-verbal cues and their possible meaning, identify types of juvenile behaviors that can be prevented or mitigated through effective interpersonal communication, identify the barriers to effective communication in a juvenile facility, identify privacy implications related to answering questions or otherwise divulging information about juveniles, identify potential problems related to communicating with fellow officers in the presence of juveniles, and identify the topics an officer should or should not discuss with a juvenile.

Autism: A Guide for Law Enforcement:

In this course students gain an understanding of the aspects, behaviors, and challenges facing individuals diagnosed with Autism Spectrum Disorder and how to effectively manage these challenges and better serve this community. Course discussion includes the clinical definition of Autism Spectrum Disorder (ASD), the broad spectrum of challenges and degree of affectation within the ASD Community, the areas most significantly impacted in individuals on the Autism Spectrum, the vital statistics nationally and globally relevant to ASD and the impact on the communities they serve, and the common characteristics and presentations of ASD to better recognize and identify autistic individuals. There is discussion on how challenges related to sensory processing challenges, rigidity/concrete thinking, communication, and self-stimulatory behavior affect the daily lives of autistic individuals, and the effects fear, stress, anxiety, and panic have on the behavior of autistic individuals. Curriculum covers the most effective strategies and tactics in approaching and communicating with autistic individuals, the most effective strategies and tactics to gain their trust and compliance, and how to identify and leverage common devices, tools, and applications used by autistic individuals in communication. The tragic consequences of misunderstanding and miscommunication with autistic individuals is also explored, as are various tools, strategies, and tactics of nonverbal communication. The course also discusses how to apply the aforementioned insights to de-escalate behavior and gain compliance during high-stress situations and how to apply them to missing person searches to maximize chances of a successful outcome. Further, the course addresses how common autistic behaviors, presentations, and challenges often mimic intoxication, drug impairment, and evasiveness, as well as how ASD affects the entire family, including caretakers of autistic individuals.

Mandt: Juvenile Justice Relational/Conceptual:

The Mandt System ® is a comprehensive, integrated approach to preventing, de-escalating, and, if necessary, intervening when the behavior of an individual poses a threat of harm to themselves and/or others. The focus of the Mandt System® is on building healthy relationships between the stakeholders in human service settings in order to facilitate the development of an organizational culture that provides the emotional, psychological, and physical safety needed to teach new behaviors to replace behaviors that are labeled “challenging.” Upon completion of this course students should be able to identify how RADAR assists staff in choosing interactions or interventions that best meet the needs of our clients,

explain how Maslow's Hierarchy and the Crisis Cycle are related and why developing positive communication, whether verbal or nonverbal, is important to build relationships, identify how stress affects communication, and identify the effects of trauma and factors that influence resilience to trauma.

Special Education:

This interactive course on Special Education is designed to equip participants with the knowledge needed to understand and supervise youth with learning disabilities. Participants explore the various types of disabilities, including learning, intellectual, and emotional that make up the eligibility categories for special education. The course addresses legal considerations, such as the California Education Code, Individuals with Disabilities Education Act (IDEA), and county policies. The connection between special education and mental health are explored, including highlighting resources available for staff and youth. Through case studies and interactive discussions, participants will gain a deeper understanding of the challenges youth in the special education program face.

Aiding and Abetting Adolescent Brain Development/Adolescent Brain Development:

The purpose of this course is to provide participants an overview of adolescent development and typical behaviors associated with developmental changes. Specifically, participants become familiar with changes linked to biology, cognition, and social and emotional development. These concurrent changes during this critical developmental period can make youth more vulnerable to engage in risky behaviors and make them resistant to rules and authority. Environmental factors such as exposure to substance use, trauma, poverty, and inadequate parenting can make adolescents more susceptible to poor outcomes, adversely affecting their development. Strategies for implementing effective behavior management to promote positive youth development within juvenile justice settings are discussed. These strategies include skills to create psychological safety and improve communication (which promotes overall safety), increase early intervention and de-escalation, and increase youth skill acquisition.

Trauma Informed Care in Juvenile Justice Systems:

This course familiarizes attendees with types of trauma and toxic stress experienced by populations served, as well systemic trauma that can exacerbate trauma reactions. Additionally, the course reviews how trauma and toxic stress affects normal development and manifests socially, physically, cognitively, behaviorally, sexually, and emotionally. The role trauma plays in developing survival coping behaviors and how such behavior becomes a response to ongoing trauma reminders is also discussed. The course reviews how staff can minimize trauma reminders and facilitate more adaptive coping responses and emotional awareness skills to minimize trauma impact and promote healing. Becoming a more trauma-informed organization involves a parallel process in which youth and staff alike feel safe, heard, and empowered. Attending to trauma exposure and stress experienced by staff, with ways to counter them, is an important part of the organization's ability to provide quality service to youth.

Best Regards-Brett

Brett Kalina

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Subject: SDSO Response to Letter of Concern re BWC
Date: Friday, July 18, 2025 1:09:00 PM
Attachments: [Letter of Concern BWC.pdf](#)
[Signed response letter to CLERB for BWC 7.18.25.pdf](#)
[SDSO BWC Training Bulletins Redacted.pdf](#)
[image001.png](#)

Board Members –

Please see the attached response and attachments to CLERB's Letter of Concern regarding BWC violations.

Best Regards-Brett

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Subject: SDO response to board member questions
Date: Friday, July 18, 2025 2:45:00 PM
Attachments: [MSD.N.4 Healthcare Record Documentation.pdf](#)
[image001.png](#)

Below is Commander Johns' response to the follow-up questions that CLERB had that he could not answer the night of his presentation. I have also attached the MSD policy related to nurse contact charting. If we missed anything, please let me know. Thanks.

1. Asking about requirements of nurses to document their contact with IPs. Specifically, do we document every contact with an IP in Techcare?

I have attached policy MSD.N.4, Healthcare Record Documentation, as it will best address this question (see attached). Some notable highlights are, "all health information relative to each incarcerated person will be recorded in their health record including health record including health records from outside sources" and "Health staff will record concise and relevant information in a timely, sequential, and permanently retrievable manner."

A nurse may not document every contact with an IP. For example, if an IP has a relatively simple or general question, a nurse might not document that interaction (i.e., if a patient asks a question about their medication). This is much different than a request for medication, which is documented, and a response is provided.

2. Percentage of the budget that goes into mental health services broken down by DSB and SO wide?

The percentage of the Medical Services budget that goes into mental health services is 18%.

The total MSD appropriations are \$180,103,172

\$31,722,300 is the estimated total designated for mental health services

Total Appropriations		\$180,103,172
Mental Health Services		Percentage of Budget for MHS
Sheriff Staffing:	16,097,638	18%
Naphcare Staffing:	9,212,689	
Medications:	3,606,146	
JBCT Program:	2,178,942	
UNI Temp. Mental Health Staffing:	626,885	
Total Cost:	\$ 31,722,300	

The NaphCare costs are estimates based on the information we have available. The contract is at a fixed price, which makes it difficult to know what Naphcare designates to mental health services only. Naphcare states their employee salaries are proprietary information and they will not release them.

3. How many QMHPs work for the Sheriff's Office and how many are at each facility, broken down per shift?

There are 113 Qualified Mental Health Professionals who work across the 7 facilities. Below is a spreadsheet breakdown by facility and shift.

	SDCJ	VDF	LCDRF	GBDF	RMDF	EMRF	SBDF	Totals
Day (FT)	14	10	13	17	1	0	0	55
Day (PT)	8	6	5	5	0	1	1	26
Mid day (FT)	7	1	1	3	0	0	0	12

Mid day (PT)	0	0	0	0	0	0	0	0
Evening/night (FT)	4	6	3	2	0	0	0	15
Evening/night (PT)	0	2	1	2	0	0	0	5
Total	33	25	23	29	1	1	1	113

Best Regards-Brett

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Cc: [Adams, Lori M](#); [Klew, Spencer](#); [Knowland, Adam](#); [Salas, Bobby Ray C](#); [Setzler, Lynn M](#)
Bcc: [Adele Fasano](#); [Ariana Federico Mondragon](#); [Jim Mendelson](#); [MaryAnne Pintar](#); [nadia kean-ayub](#); [Robert Brown](#); [Tim Ware](#)
Subject: Media Update - 7/28/25
Date: Monday, July 28, 2025 11:27:00 AM
Attachments: [image001.png](#)

‘Deputies told me there was nothing they could do’: Weeks of suffering preceded man’s gruesome jail death, 3 men say

<https://www.sandiegouniontribune.com/2025/07/19/deputies-told-me-there-was-nothing-they-could-do-weeks-of-suffering-preceded-mans-gruesome-jail-death-3-men-say/>

Crucial hearing on state of jails nears

https://enewspaper.sandiegouniontribune.com/infinity/article_popover_share.aspx?guid=5940e45b-efee-43dd-a525-e9a158ae5089&share=true

Federal judge hears arguments in San Diego jail deaths class action lawsuit

https://youtu.be/qo5D_YZ2Klw

San Diego County Sheriff stops by NBC to talk about jail safety, immigration and more

<https://youtu.be/jKO8cDk9fNE>

Best Regards-Brett

Brett Kalina

he/him

Executive Officer

County of San Diego, Citizens' Law Enforcement Review Board (CLERB)

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“SERVING THE COMMUNITY AND THE JUSTICE SYSTEM”

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Subject: Media Update 7-29-25
Date: Tuesday, July 29, 2025 10:08:00 AM
Attachments: [image001.png](#)

Six-hour SWAT standoff in Santee ends when deputies fatally shoot armed man

<https://www.sandiegouniontribune.com/2025/07/28/police-investigating-fatal-shooting-of-man-by-deputies-in-santee/>

Best Regards-Brett

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