

## A. The Planning Process

The planning process for the *East San Jose Safe Schools/Healthy Student Initiative* was a comprehensive, community-wide effort made possible by the active participation of a wide variety of individuals dedicated to the goals, principles and strategies outlined in the resulting plan. On-going weekly planning meetings were held, augmented by various smaller topic/issue-focuses working groups.

Quantitative data was collected from the East Side Union High School District, Franklin McKinley School District, the target school sites, City of San Jose Park, Recreation and Neighborhood Services, San Jose Police Department, and the California Department of Education. Qualitative information was gathered through a focus group process. Below is a list of the meetings held, participants involved, and focus group locations and participants.

### 1. Safe Schools/Healthy Students Planning Meetings/Work Sessions:

Developing a comprehensive plan and proposal for the Safe Schools/Healthy Initiative required a concerted and coordinated effort involving two school districts, several public agencies and community organizations, and school representatives. To accomplish this, East Side Union High School District scheduled weekly three-to-four hour work sessions designed to refine the concepts in the plan, and provide direction to the planning consultants. In addition to these meetings (listed below), key participants met separately to work on specific details and planning tasks. A list of all participants in the work sessions and these separate planning meetings follows.

#### Work Session Dates:

Friday, April 23, 1999

Friday, April 30, 1999

Friday, May 7, 1999

Friday, May 14, 1999

Friday, May 21, 1999

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#### PLANNING MEETING/WORK SESSION PARTICIPANTS:

##### East Side Union High School District

Nanci Bent, ESUHSD

Janice Bowen, Silver Creek High School

Susan Caton, Yerba Buena High School

Joann De La Rosa, Silver Creek High School

Mary Espinoza, Independence High School

Mike Gibeau, ESUHSD

Penney Kelley, Safe and Drug Free Schools Office

Linda Kennard, Independence High School

**East San Jose Safe Schools Initiative**

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**Strategic Plan**

Ramon Martinez, Director of Grants and Resource Development

Bill Mustanich, Andrew Hill High School

Francis Palcios, Overfelt High School

Linda Remley, Oak Grove High School

Linda Silvias, Overfelt High School

**Franklin McKinley School District**

Robert Dunwoody, FMSD

Dan Larion, Principal, Fair Middle School

Gary L. Montrezza, Fair Middle School Healthy Start

Susan Schneider, Sylvandale Middle School

Erin Simile, Fair Middle School

Dolores Weichenthal, FMSD

**City of San Jose**

Art Catbagan, PRNS

Lt. John Cook, Police Department

Dick De La Rosa, City of San Jose

Dick De La Rosa, City of San Jose

Todd Martin, Police Department

Sherri Millnick, Police Department

Esthu Mota, PRNS

Curt Reeves, Police Department

Neil Rufino, City of San Jose BEST

Ron Soto, Department of Parks, Recreation and Neighborhood Services (PRNS)

**Santa Clara County Probation Department**

Bob Creamer

Sue Panighetti

**School Linked Services**

Margo Maida

**Department of Mental Health**

Dinh Chu

Jaime Lopez

Nancy Pena

**Department of Alcohol and Drug Services**

Steve Lowensberg, MFT

Bob Garner, Director

**Consultants/Community Providers**

Steve Arevalo, Filipino Youth Coalition

Rose Barry, New Developments

Robert Bennett, Resource Development Associates

Ed Ferran, Resource Development Associates

Mary Elena Riddle, Bridges to Health

Shaila Simpson, Resource Development Associates

Sherri Stuart, New Developments

**Evaluators**

Dr. Peter Ellis, Community Crime Prevention Associates

Dr. Abram Rosenblatt,

**2. Agency/Policy Meetings:**

Smaller working meetings were conducted for more in-depth topics/issues. These meetings were held with the following participants.

1. *Existing/Enhancement of Services to Support Proposed Strategies*

City of San Jose Parks, Recreation and Neighborhood Services (PRNS)

Ron Soto, Superintendent, Youth Services Division PRNS

Robert Bennett, Shaila Simpson, and Ed Ferran, Resource Development Associates

2. *Intensive Intervention Strategies/Collaboration Between Agencies*

Department of Mental Health—Nancy Pena

Department of Alcohol and Drug Services—Bob Gardner

Probation Department—Bob Kramer

School-Linked Services—Margo Maida

Robert Bennett, Shaila Simpson, and Ed Ferran, Resource Development Associates

3. *Police/School Collaboration to Support Comprehensive Strategic Plan*

San Jose Police Department

Lieutenant. John Cook

Sergeant Curt Reeves, Police/School Coordinator ESUHSD

Sergeant Todd Martin

Sherri Millnick—Research and Development Department

City of San Jose Parks, Recreation and Neighborhood Services (PRNS)

Ron Soto

Resource Development Associates

Robert Bennett, Ed Ferran, and Shaila Simpson

4. *Evaluation Plan*

Dr. Abram Rosenblatt, UCSF Child Services Research Group

Dr. Peter Ellis, Community Crime Prevention Associates

Robert Bennett, Resource Development Associates

### **3. Focus Groups:**

The purpose of conducting the focus groups was to:

1. Listen to the impressions, feelings, and experiences of youth and adults who attend or work at school regarding the safety of children and youth in the community;
2. Discover what people believed were the causes of children and youth being unsafe; and
3. Discover what people believed is needed to create safer school and community environments for children and youth.

#### **Who We Talked With:**

During the planning phase of this project a total of 177 people (135 of which were students) participated in the following 8 focus groups:

<i>Group/Location</i>	<i># of Participants</i>
Students/Andrew Hill High School	35
Students/Silver Creek High School	15
Students/Independence High School	32
Students/Overfelt High School	41
Students/Yerba Buena High School	12
Parents/School Site Safety Council Meeting	12
Certificated Staff/California Teachers Association	5
Mental Health Workers/County Mental Health Department	25

These focus groups were organized utilizing a conversational format using the attached questionnaire guides. Each group's discussion centered on themes and issues they deemed important. The following summaries are organized by participant group and provide a sample of the most common responses and comments.

a. **Youth Focus Groups**

Andrew Hill High School – May 12, 1999

Independence High School – May 11, 1999

Silver Creek High School – May 11, 1999

Yerba Buena High School – May 11, 1999

Overfelt High School – May 11, 1999

### **Key Themes/Findings**

The most consistent theme which came up at each and every youth focus was the issue of respect – particularly as it relates to adults' attitudes towards students. Students had the feeling that the adults on campus – teachers, police, etc. – had a very low, even dismissive opinion of students. The adults were more interested controlling students than letting them express themselves.

Relatedly, students felt that for the most part school was boring, and that most teachers did little to make class interesting. Good teachers were identified as those who took the time to interact with students more – who seemed to care more.

A second recurring theme was the issue of the lack of activities available to students. Students did not feel connected to their schools – felt the adults disconnected, even fearful of them.

### **Summary of Responses:**

#### ***1. Do you feel safe at your school and in your community?***

- \* Yes, important to keep to yourself
- \* Not really, lots of fights
- \* Was more afraid before I came here
- \* Heard a lot of bad things about this school and was fearful the first few months here
- \* Feel safe with my crowd but keep away from other crowds and some places where they hang out
- \* Everyone's pretty cool with each other as long as you don't cop an attitude
- \* Just mind my own business
- \* No, I try to leave here as soon as the bell rings
- \* Feel safe, but see others are afraid of me
- \* Lot of gangs here, sometimes non-students are hanging out on campus, causing trouble

#### ***2. Can you think of incidents in the last year where you or people you know were frightened or hurt at school or in your community?***

- \* There are fights just about every week
- \* Last week some guns were taken from a student
- \* Some of my friends always carry (weapons) but they don't use them

- \* Student shot himself in the foot
- \* A lot of fights occur off campus directly after school
- \* A kid was shot five times in the park behind the school last night
- \* There has been someone trying to pick up girls around the school, a rapist
- \* The 'cutters' are often causing fights and other trouble
- \* 'Those Asians' group together and get into fights with us
- \* I was wearing a red shirt and was confronted by several other students
- \* A crazy man came by the school and flashed us
- \* Minor racial conflicts, usually start with a one-on-one personal beef, then their buddies come into it

**3. *What do you think should be done to insure that children and youth are safe in your school and in your community?***

- \* Adults should come on the scene more quickly when something happens
- \* Less trouble when there is a police officer around
- \* If people don't want to be here they shouldn't be made to come here; problem is those who hate school
- \* Need more activities
- \* Need to communicate better about the activities that are available, especially with the kids who need it most
- \* If we would do this more (have real discussions); our regular classes should be like this
- \* Need a basketball court
- \* Quicker response when one cuts class; have clear consequences
- \* Peer counseling
- \* Consult with students before making big decisions (for example, requiring uniforms)
- \* Involve the parents of those getting in trouble
- \* Have counselors really talk with students
- \* Don't confront people
- \* Stay away from troublemakers

**4. *What do you believe are the causes of children and youth being unsafe or at risk in your school/community?***

- \* Frustration
- \* Bad attitudes

- \* We feel boxed in a corner. Lots of rules that are meant to control behavior but it hurts and frustrates those of us who aren't in trouble.
- \* Our opinions don't matter.
- \* There are less things to do after school.
- \* If people would just mind their own business.
- \* Some of the adults are too much in our business.
- \* Environmental stuff does not get addressed
- \* They're not treating us like adults.
- \* Lack of respect
- \* School is boring; teachers don't care
- \* Adults are always suspecting us of stuff
- \* A lot of people make judgements based on the way we look

**5. *Is there a time of day when, and/or places where, kids are particularly unsafe?***

- \* After school
- \* The bathrooms are the worst
- \* Bathrooms never have paper, no doors on the stalls, urine and worse on the floors
- \* Alcoves between two buildings

**6. *What are the resources/programs that are available at your school/in your community and are particularly helpful?***

- \* Our Leadership Class
- \* "The Link Crew" is a program where upper classmen become Link Leaders and work with 10 freshmen each.
- \* National Honor Society which mentors eighth graders

**7. *What types of supports or services would you like from teachers and other staff at your school?***

- \* Open and clean the restrooms
- \* More activities to connect with the school more
- \* Sports and clubs
- \* Drama
- \* Leadership classes
- \* One teacher or adult for every single person to connect with
- \* Various activities that kids want
- \* Just play their roles; don't over-control us

- \* A boxing ring with those big gloves to settle disputes
- \* Train teachers to be more sensitive
- \* Teachers need to learn more about our backgrounds
- \* Improve the food in the cafeteria
- \* Schedule more group activities
- \* Have the short days or in-service days on Friday or Mondays
- \* Family counseling
- \* Ask students what the problems are; open up more opportunities for students to be heard
- \* Bomb awareness training

**8. *Other comments?***

- \* Counselors just focus on who is failing
- \* The health office just sends you home when you go there
- \* Start school later
- \* Have a shorter school day
- \* Focus on kids at the lower levels, that's where the problems start
- \* Train teachers to identify these kids
- \* Teachers should be a little calmer, you can't solve animosity with animosity.

**b. Parent Focus Group**

School Site Safety Council Meeting – May 5, 1999

**1. *Do you feel that children and youth are safe in the target schools and surrounding communities?***

- \* No; feel that Independence High is fairly safe but there are a lot of weapons there.
- \* Lot of gangs at Yerba Buena now; kids bring firearms to protect themselves
- \* Lot of fights; kids are desensitized to what's going on
- \* Staff and adults would say these schools are safe, but kids tell the real story
- \* Most of the surrounding communities are unsafe, especially at night

**2. *Can you think of incidents in the last year where children and youth were frightened or hurt in these schools and the surrounding communities?***

- \* Poll of kids showed that most of them were fearful
- \* Young men at one of these schools were preparing for a fight after school
- \* School shooting incident
- \* There was a murder at a nearby liquor store

- \* Lot's of denial going on by administration regarding these problems/safety issues

3. *What do you believe are the causes of children and youth feeling/being unsafe?*

- \* Stress
- \* Lack of respect for property or people
- \* Administration doesn't care why should kids

4. *What do you think should be done to insure that children and youth are safe in the target schools/communities? What types of resources/services/supports would help?*

- \* Help kids deal with anger; conflict resolution
- \* Address 'cultural' beliefs that school does it all; involve parents more
- \* Need meaningful communications with parents; translated into appropriate languages
- \* Make schools a community resource; a safe haven
- \* Parent education programs
- \* Reach out proactively to troubled kids; bring them into a welcoming environment
- \* Involve students in school improvement planning and activities
- \* More social events
- \* Improve communications; everyone on campus should be informed
- \* Involve kids in developing safety strategies; administrators should not make any decisions without input of kids
- \* Deal with kids' stress; teach kids how to deal with stress
- \* Teach staff procedures for safety
- \* Give kids responsibility and ownership of campus cleanliness and safety
- \* Parent education programs and institutes

5. *Other comments?*

- \* Welcome real parent involvement
- \* Open up decision making
- \* Break these large high schools into smaller groups/houses
- \* Provide character-based classes; ethics

c. **Certificated Staff**

California Teachers Association – May 12, 1999

1. *Do you feel that children and youth are safe in the target schools and surrounding communities?*

- \* They don't feel safe
- \* There is a lot of gang activity
- \* Drugs and alcohol become a problem from 3-5pm

2. *What do you believe are the causes of children and youth being unsafe or at risk in these schools/communities?*

- \* Racism
- \* Disruptive minority of students causes most of the problems
- \* High turnover of administrative staff at these schools; lack of consistency of approaches

3. *What types of supports/services/programs would help children and youth feel and be safer in their schools and surrounding communities?*

- \* Build a support system for kids
- \* Deal with weapons
- \* Provide supports for teachers
- \* Improve/increase literacy and reading programs
- \* Improve communications between schools and parents
- \* Integrate Healthy Start more into the culture of the schools; don't treat it as an add-on
- \* Full-time coordinators with clerical support for these programs
- \* Site safety councils need to shift from 'reactive' to 'proactive'
- \* Link the service system to the disciplinary system; these kids need services not punishments
- \* System-wide change; systemwide coaching is needed

d. Mental Health Workers

County Mental Health Department – May 12, 1999

1. *What types of mental health issues are children and youth exhibiting?*

- \* Anxiety
- \* Depression
- \* Adjustment disorders (e.g., immigration; enculturation)
- \* Bereavement
- \* Self-injury
- \* Sexual abuse
- \* Severe mental illnesses
- \* Disruptive disorders

- \* Post-traumatic stress syndrome
- \* Attachment disorders
- \* Substance abuse
- \* 90% of these kids have multiple diagnoses

**2. At what age/grade level are these problems being noticed/identified?**

- \* Too late, especially learning disabilities
- \* 7-9 years old is when most of these things become apparent
- \* 3<sup>rd</sup> grade level
- \* Some referrals even earlier; 5-6 years old children either acting out or isolated; these problems become exacerbated in the junior/middle school years when kids begin patterns of truancy, running away and disconnection from parents
- \* Need to identify drug-affected behaviors from birth to 3 years old

**3. Are there services/resources/programs that you feel would be helpful to add or expand in the effort to prevent or intervene in the development of mental health issues?**

- \* Need assessment earlier on
- \* Teachers need better training in the elementary levels to identify warning signs and make referrals
- \* Need earlier intervention; many of these kids are being referred too far along
- \* Parent support groups
- \* Site leaders need to set a tone of welcoming/inviting parents
- \* Parent advocates and liaisons to break down the cultural barriers
- \* Family counseling
- \* Enlist parents in the classroom
- \* Increase parental involvement opportunities
- \* Provide parental education programs
- \* Bridge the gaps with teacher aides and paraprofessionals
- \* Increase positive youth activities; after-school youth centers

**4. Other comments?**

- \* The school culture tries to hide the problem to save money
- \* Language and cultural barriers get in the way; schools need to work harder to engage parents
- \* Some families are uncooperative
- \* The labels we use, e.g., "SED" tend to alienate parents

- \* Need school and law enforcement to back us up; work with us
- \* Improve the quality of the schools

## B. Problem Statement

### 1. Target Area and Target Population

Under the direction of Superintendent Joe Coto, East Side Union High School District is one of California's largest high school districts with an enrollment of over 23,000 students. The District operates ten comprehensive high schools, and an Adult Education Program. There are a total of 1,200 classroom teachers. The District covers 65 square miles, encompassing approximately 33% of the City of San Jose.

While the school reform elements of this proposal will be district-wide, the remaining strategies will be targeted to the four highest risk high schools and to their feeder elementary and middle schools within the Franklin McKinley School District.

#### *TARGET SCHOOLS*

High Schools	Middle Schools	Elementary Schools	
Independence High School	Sheppard Middle	Painter Elementary School	Stonegate Elementary School
Yerba Buena High School	Pala Middle	Chavez Elementary School	Windmill Spring Elementary School
Andrew Hill High School	Mathson Middle	San Antonio Elementary School	Santee Elementary School
Overfelt High School	Fair Middle School Sylvandale Middle	Lyndale Elementary School Miller Elementary School Shields Elementary School Franklin Elementary School	<u><i>Kennedy Elementary School</i></u> McKinley Elementary School Jeanne Meadows Elementary School

The overall target population for this project will be students attending these schools, children ages 0-5 living within the catchment areas of these schools (ZIP Codes 95111, 95112, 95116, 95121, 95122, and 95133), and their families. Within the continuum of interventions, more restricted target populations have been defined to match level of intervention to level of need:

- **School Security and Crisis Intervention:** All students in the Eastside Union and Franklin McKinley Districts.
- **Prevention:** All students in the target schools and all children ages 0-5 living in ZIP Codes 95111, 95112, 95116, 95121, 95122, and 95133, and their families.
- **Early Intervention:** All students in the target schools manifesting early evidence of one or more of the following risk factors: minor violent episodes (including verbal threatening or harassment), low educational attainment, antisocial peer attachments, mental health issues, substance abuse, episodic truancy; all children ages 0-5 in the target ZIP code who are children of teen mothers, or at risk of child abuse or mental health problems.
- **Intensive Intervention:**
  - a. **Level 1:** Students in the target schools who have two or more of the following risk factors that have persisted, or, on the basis of assessment, can be expected to persist for 12 months: educational (one grade level behind), episodic truancy (6-15 unexcused absences within one year), emotional issues (DSM IV diagnosis

with moderate impairment), verbal or minor physical violence, substance abuse (more than three drinks of alcohol weekly or weekly marijuana use, any use of other drugs).

b. **Level 2:** Students in the target schools who have two or more of the following risk factors that have persisted, or, on the basis of assessment, can be expected to persist for 12 or more months; educational (more than one grade level behind), episodic truancy (more than 15 unexcused absences within one school year), emotional issues (DSM IV diagnosis with serious impairment in at least one life domain), physical violence (battery, assault), chronic non-violent offending, substance abuse (in-school use, daily alcohol or marijuana use, any regular use of other drugs).

## 2. Characteristics and Needs of the Target Population

### a. Demographics

The target area had a total population in 1997 of 264,319 of whom 81,599 are children and youth under age 18. Hispanics comprise a majority of the population, and Asians nearly one-third; both African Americans and non-Hispanic whites comprise small minorities of the population. The Table below gives the breakdown of the population by age and ethnicity.

Age	'97 Population	% of Total	Ethnicity	'97 Population	% of Total
0-5	29,938	11%	African American	15,239	6%
6-13	36,148	14%	Asian	79,690	30%
14-17	15,473	6%	Hispanic	133,589	51%
18+	182,760	59%	Native American	1,686	1%
			White, non-Hispanic	34,115	12%

Source: *Claritas* Target Area: ZIP Codes 95111, 95112, 95116, 95121, 95122, 95133

The student population of the target schools, 20,961, is similar to the community as a whole.

Eastside Union	'97 Population	% of Total	Franklin McKinley	'97 Population	% of Total
African American	482	4%	African American	412	4%
Asian	4,185	41%	Asian	3,783	35%
Hispanic	4,439	44%	Hispanic	5,877	55%
Native American	51	1%	Native American	31	0%
White, non-Hispanic	1,023	10%	White, non-Hispanic	678	6%
<b>TOTAL</b>	<b>10,180</b>	<b>100%</b>	<b>TOTAL</b>	<b>10,781</b>	<b>100%</b>

Source: California Department of Education Ed-Data Website

The area is currently in demographic flux: it is a major destination for both Mexican and SE Asian migrants, who, to some extent, have displaced the older Hispanic community. This rich multicultural mix presents great opportunities for cultural enrichment along with frequent occasions for intercultural friction.

Language is also a major source of diversity within the target area. Only 38% of households reported to the 1990 Census that they spoke English at home, while 38% spoke Spanish, and 23% spoke one of 10 Asian languages. A major challenge of the Initiative will be to facilitate cultural and linguistic awareness as a focus of community pride and neighborhood strength, rather than as a source for conflict.

b. School Characteristics

- *Educational Risk Factors*

Within the target schools, 33.5% of the high school students, and 49.8% of the elementary and middle school students were Limited English Proficient (LEP). Target area students speak ten languages other than English, with major groups of Spanish, Filipino, Lao, Cambodian, and Vietnamese students. The burden of navigating in an unfamiliar culture with limited language skills is sharpened by the fact that children in these families are likely to be more proficient than their parents in managing in the dominant culture. This frequently leads to a role reversal in which the children become parents of their parents, while the parents increasingly surrender the roles of both parent and provider. Nor is language the only barrier faced by these students: 78% of the students come from families poor enough to qualify for free or reduced lunch, 25% of the families are on AFDC.

- *Educational Outcomes*

Facing a combination of factors including lack of belief in future economic prospects, inadequate parental support, ethnic and gender discrimination, and many other factors, students in East San Jose are at high risk for educational failure. In 1999, Eastside Union's students were truant an average of 10% of all school days. Thirty-six percent were truant frequently enough to be considered "chronic truants" under state guidelines, including 48% of all Latino students. Twenty percent missed 15% or more of all school days. Twenty seven percent of all grades received were "D"'s or "F"'s; fifteen percent were outright failures. In the lower grades, State achievement test scores reflect the same problem. In the targeted elementary schools, average percentile scores on reading, math, and language assessments were 23, 29, and 30, respectively.

Tables providing a summary of risk indicators and performance statistics are included on the next several pages.

Insert risk factors 1 here

Insert risk factors 2 here

Insert risk factors 3 here

- Youth Crime in the target schools and communities

School crime reports totaled 93 separate incidents for the 1997-98 school year. This represents, however, a considerable underreporting, since most fights are not included, nor are many more serious incidents, which the schools choose to handle through informal diversion or detention. A better measure of youth violence is San Jose Police Department arrests reports. In 1998, youth arrests in the target area totaled 132 per 1,000 youth ages 10-17, compared to 52 per 1,000 for the city as a whole. The rate of violence crimes was even more out of proportion to the city as a whole: 24.9 per 1,000 for the target area compared to 9.7 for the city as a whole.

The table on the next page provides detailed information on juvenile arrest types and trends. The map on the subsequent page details juvenile probation referrals by ZIP Code.

Insert crime chart here

Insert probation map here

c. Community Characteristics

- *Family Characteristics*

As indicated on the map on the next page, the target area for this initiative has the highest percentage of children under the age of 18 in Santa Clara County.

Half the households with children under 18 had two parents; 37% were headed by a female only, and 15% were headed by a male only. This rate points up a major asset of the Initiative: although the rate of single parent families is high by comparison with middle-class neighborhoods, it is relatively lower than that of most comparable low income communities. Moreover--largely due to the high level of arrivals from traditional cultures--the extended family tends to be strong as well, providing additional opportunities for family support of children. Conversely, births to teens are a problem in the target area. In 1996, births to teens under 18 were 61 per 1,000 live births in the target area, compared to 37 per 1,000 live births for the county as a whole. The map on the second page details births to teens by zip code.

In 1998, 8% of all children in the target area were in foster care. Given the high population of newcomers from traditional cultures, in which family problems are kept hidden, this is no doubt a disproportionately low estimate of the actual incidence of abuse in this community. On the third page that follows is a map showing child abuse reports by zip code.

Insert Births to Teens Map here

Insert CPS map here

- Economics:

Median household income in 1997 in the target area was approximately half that of the county as a whole: \$14,402 compared to \$28,561. The six zip codes in the Target Area ranked 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> among the 67 zip codes in Santa Clara County in per capita income. As in the rest of the nation, AFDC/TANF/CalWORKS rates in the target area have been falling: from 35% in 1994 to 22% in 1998. This is still among the highest rates in the county. If employment gains are to be sustained, additional support will need to be given to parents transitioning off CalWORKS into competitive employment.

Maps on the subsequent pages detail rates of AFDC and per capita income compared to the rest of the County.

- Gang Problems

Gang problems are an endemic and deeply rooted problem in the East San Jose target area. As of 1998, there were 8 active Norteño gangs, 4 Sureño gangs, 5 African American gangs, 5 Asian gangs active in the target area. Gang affiliations not only envelop the city in a network of criminal associations, these affiliations also stretch geographically into Asia and Latin America, and temporally back through parents' and even grandparents' generations.

The East San Jose Safe Schools Initiative recognizes the dilemma of many families confronting gang activity by their children. Most of the families are economically disadvantaged; many have only one parent at home. Among the Hispanic and Asian gangs, parents typically have language and cultural barriers, and find themselves increasingly estranged from children who are assimilating into society at a faster rate than they are. Youth who are at risk for gang activity tend to have a weaker family structure, lower social skills, less self-esteem, and to have experienced or witnessed violence as the principle problem-solving mechanism within their own families. They are unlikely to have high expectations for themselves or much hope for their personal future. Entry into the gang may be the first time in which they experience positive attention from a male older than they are. Thus crime activity ties directly into the weaknesses in family structure noted above. The Initiative will directly address these risk factors.

Insert afdc map here

Insert per capita map here

**d. Resources**

• **School-based Resources**

The table below gives an overview of the major services provided at each school site.

**Andrew Hill High School**

- Healthy Start Counseling Services
- School-linked Services/Bascom Mental Health Individual/Group Counseling
- Asian Americans for Community Involvement, Drug/Gang Prevention
- Asian American Recovery Services Outpatient Substance Abuse Treatment
- Center for Training and Careers – Employment Preparation and Placement
- San Jose Conservation Corps Youth Employment Program

**Independence High School**

- Catholic Charities – Individual/Support Group Counseling, Gang Awareness/Diversion
- Center for Training and Careers Employment Preparation and Placement
- Filipino Youth Coalition Support Groups/Parent Workshops
- Pathway Society Outpatient Substance Abuse Services
- Gardner Health Center Individual/Family/Group Counseling
- Asian Americans for Community Involvement Clinical Counseling

**Overfelt High School**

- Healthy Start
- Health Trust Overfelt Medical Clinic
- Asian Americans for Community Involvement Clinical Counseling
- LINKS Peer Counseling Program
- Pathways Outpatient Substance Abuse Services
- Samoan Civic Association Educational Enrichment and Support Groups

**Yerba Buena High School**

- Healthy Start
- Asian Americans for Community Involvement, Drug/Gang Prevention
- Santa Clara County Drug and Alcohol Counseling Services
- Mental Health Counseling – Individual/Group
- Catholic Charities Individual/Family/Group Counseling
- Big Brothers/Big Sisters Mentoring Program
- Center for Training and Careers Employment Prep./Placement
- Vietnamese Volunteer Foundation Youth Leadership Program/Support Groups

**JW Fair Middle High School**

- Healthy Start
- Homework Center
- Alum Rock Counseling Services
- Asian Americans for Community Involvement Clinical Counseling
- Asian American Recovery Services – Outpatient Substance Abuse
- Speak Up Leadership For Girls
- Pathways Outpatient Substance Abuse Services
- Role Models Youth Leadership/Mentoring
- Catholic Charities Pregnancy Prevention Group
- Big Brothers/Big Sisters Mentoring Program
- Planned Parenthood Teen Talk Program
- YWCA Peer Counseling Training
- Gardner Mental Health Student/Family Counseling
- California Youth Outreach Gang Intervention

**Sylvandale Middle School**

- Healthy Start
- SAGE Recreation Program
- Homework Center
- Si Se Puede Tutoring
- Alum Rock Counseling – Girls Smart Choice
- Planned Parenthood – Teen Talk
- Society of Hispanic Professional Engineers Mentoring Program
- Asian Americans for Community Involvement Support Groups & Counseling
- Catholic Charities Martial Arts & Leadership Program
- Speak Up Leadership for Girls
- Upward Bound
- Project YES
- Role Model Prog. Youth Leadership/Mentoring
- BRIDGES

**Franklin (K-6)**

- Healthy Start School-linked Services Counseling
- Catholic Youth Services Tutoring
- In-School Scouting (Girl Scouts of Santa Clara)
- Intersession After School Tutoring and Reading Program
- Families & Schools Together(FAST)/Joint Venture Program
- San Jose Police Department Challenges and Choices Program
- Project YES/LEAP Youth Development Program

**Hellyer (K-5)**

- Homework Center
- Project YES (youth leadership)
- HELP (Hellyer Extended Learning Program)
- School Counseling Outreach Project Experience – Santa Clara University
- In-School Scouting

## East San Jose Safe Schools Initiative

### Strategic Plan

- Saturday School Tutoring
- San Jose Art Program
- Families & Schools Together(FAST)/Joint Venture Program

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**Hillsdale (K-5)**

- SAGE Recreation Program
- Homework Center
- After School Tutorial Program
- Extended Day Program
- Parent Education Institute
- San Jose PD Gang Prevention Program
- San Jose PD Challenges and Choices Program
- Families & Schools Together(FAST)/Joint Venture Program
- City Year School Beautification Project

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**Kennedy (K-6)**

- Healthy Start Counseling
- SAGE Recreation Program
- Weed and Seed
- Girl Scouts
- SJPD Challenges and Choices Program
- Families & Schools Together(FAST)/Joint Venture Program
- Parent Education Institute
- Juniors for Success

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**Los Arboles (K-6)**

- Healthy Start Counseling
- Homework Center
- Project Crackdown Maintenance
- Head Start
- Village Project (Catholic Charities)
- Alum Rock Counseling Serv. Girls Smart Choices
- SJPD Challenges and Choices Program
- Girl Scouts
- San Jose Museum of Art Artists in Residence
- Adult English as a Second Language Classes
- PeaceSIGNS – Kaiser Permanente
- Americorps Educational Enrichment Program

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**McKinley (K-6)**

- SAGE Recreation Program
- Homework Center
- Familia Unidas Head Start
- Americorps Educational Enrichment Program
- Families & Schools Together(FAST)/Joint Venture Program
- Packard Foundation Peace Builders Program
- Healthy Start Counseling Services

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**Jeanne Meadows (K-6)**

- Homework Center
- STARS Tutoring Program

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**Santee (K-6)**

- Healthy Start
- SAGE Recreation Program
- Alum Rock Counseling Services
- FAST Educational Training Workshops for Parents
- Cross-Cultural Community Services Ctr Tutoring/Mentoring
- Project Crackdown Maintenance
- San Jose Museum Arts Program
- City of San Jose Americorps Tutoring Program
- SJPD Challenges and Choices Program
- Families & Schools Together(FAST)/Joint Venture Program
- Parent Education Institute
- Asian Americans for Community Involvement Support Groups & Counseling
- Santa Clara University School Counseling Program

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**Seven Trees (K-6)**

- Homework Center
- Migrant Education Program
- Musical Theater
- GATE Program
- Adult English as a Second Language Classes
- Americorps Educational Enrichment Program
- Parent Educational Institute
- Families and Schools Together (FAST)/Joint Venture Program
- SJPD Young Women's Leadership Program
- SJPD Challenges and Choices Program

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**Stonegate (K-8)**

- Homework Center
- Si Se Puede Tutoring
- Alum Rock Counseling Services Girls Smart Choice Prog.
- Boy Scouts and Girl Scouts
- San Jose Museum of Art – Artists in Residence Program
- Junior Achievement Leadership Program

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**Windmill Spring (K-8)**

- Homework Center
- Asian Americans for Community Involvement Support Groups & Counseling Services
- Santa Clara County Young Heroes Program
- Cub Scouts/Boy Scouts/Girl Scouts
- San Jose Museum of Art Artists in Residence

- Juvenile Probation Program

The table below gives an overview of the major collaborative programs operated by the Department of Probation for juveniles.

Collaborative Effort	Project Partners
Restorative Justice Project	Probation, Social Services, Mental Health, Public Health, Sheriff, City of San Jose Police and Parks and Recreation Departments, 10 Community-Based Organizations
Juvenile Drug Treatment Court	Probation, Superior Court, District Attorney, Public Defender, Department of Alcohol and Drugs, Community-Based Organizations
FOCUS Program	Probation, Catholic Charities, Eastfield Ming Quong/Giarett
VOMP (Victim Mediation)	Probation, Office of Human Relations
Project YEA	Probation, Legal Aid Society, Parents Helping Parents, Local Education Authorities
Gilroy FOCUS PO	Probation, Gilroy Unified Schools District, Gilroy Collaborative, other Community-Based Organizations
Interagency System of Care	Probation, Mental Health, Social Services, Community-Based Organizations
Wraparound	Probation, Mental Health, Social Services, Eastfield Ming Quong/Giarett, Rebekah Children's Services
School-Linked Services	Probation, Social Services, Public Health, Department of Alcohol and Drugs, School-Linked Services, Local Education Authorities
Cross Systems Evaluation Project	Probation, Mental Health, Social Services, Public Health, Department of Alcohol and Drugs, United Way, City of San Jose
Truancy Collaborative	Probation, Social Services, District Attorney, Cities
SOS Network	Probation, Social Services, Community-Based Organizations
Special Committee for the Education of the Children of the Juvenile Court	Probation, Mental Health, Social Services, County Office of Education, Local Education Authorities, Community-Based Organizations
Diversion Contracts (Sentencing Alternatives)	Probation, Healthy Start, Local Educational Authorities, Cities
Gang Unit	Probation, District Attorney, Sheriff and Police Departments
Juvenile Hall and Ranches	Probation, Mental Health, Community-Based Organizations
Children's Shelter Diversion Program	Probation, Social Services
Mayor's Gang Task Force	Probation, Mayor of the City of San Jose, City of San Jose Police and Parks and Recreation Departments, District Attorney, Public Defender, Superior Court, Sheriff, Local Education Authorities, Community-Based Organizations

- Mental Health Programs for Children and Youth

The current programs of the Family and Children Services Division of the Department of Mental Health—under the direction of Jaime Lopez, LCSW—illustrate the experience and capacity of the Department of Mental Health to be partners in the *East Side Union High School District's Safe Schools/Healthy Students Initiative* plan. These programs and collaborations are as follows:

**1. Outpatient Community Services**—county and contract operated

Outpatient services are provided by a network of agencies located throughout the four regions of the county. These programs offer a wide range of services including crisis, individual, and group therapy, medication supports, rehabilitation services, family counseling, and case management services to children and families. Services are provided in a variety of settings including home, school, clinic and community agencies. Over 32 full-time equivalent staff are out-stationed in schools throughout the county. **Annual clients served:** 3,422. **Providers:** Contract—ACHIEVE; Adult & Child Guidance Center; ALLIANCE; AACI; Community Solutions; Catholic Charities; Chamberlain's; Children's Health Council; Gardner Health Center; Giarreto Institute; Hope Counseling Center; Indian Health Center. **Providers:** County—Bascom Mental Health Center; Bascom School Linked/School Based Services; Fair Oaks Mental Health Center; Las Plumas Mental Health Center.

**2. JPD Specialized Programs**—county and contract operated

These specialized services were developed in FY93 to address the unique needs of youth involved in the Juvenile Justice System, and in response to the alarming number of youth—particularly ethnic minority youth—demonstrating serious emotional disturbances, who were incarcerated. The service model has been the focus of a national research project which measures the impact of two treatment models (intensive case management and clinical outpatient) on juvenile justice recidivism, treatment outcome, and cost effectiveness. **Annual clients served:** 512. **Providers:** Contract—Alum Rock Counseling; Mekong; Ujima; Catholic Charities; Giarreto; Gardner Health Center; Las Plumas In-Home.

**3. Juvenile Hall and Ranch Services**—county operated

The Mental Health Clinic at Juvenile Hall Program provides crisis evaluation, medication, brief treatment and referral to community services to youth placed in Juvenile Hall or ranch programs. Services are available seven days a week, 24 hours a day. **Annual clients served:** 958. **Provider:** Mental Health Clinic at Juvenile Hall.

**4. Children's Shelter Services**—county operated

This program provides mental health crisis, medication, and brief treatment services to children and adolescents who are placed in the county Children's Shelter. Mental Health staff work closely with Shelter social workers, school staff and child care counselors to provide comprehensive services for children placed in temporary custody. Services are provided on weekdays, 8:00am to 10:00pm. **Annual clients served:** 440. **Provider:** Children's Shelter Mental Health Program.

**5. Day Treatment Services**—contract operated

School day treatment programs are located in both public and non-public school settings in collaboration with the County Office of Education and local school districts. Currently there are eight programs funded, with one for high school-age and seven for elementary and middle school-age children. All programs are open to Special Education students classified as Seriously Emotionally Disturbed (SED). The Department has collaborated with representatives from each of the seven Special Education Local Planning Area (SELPAs) and the County Office of Education to

review and plan changes which will best meet the needs of both education and mental health. **Annual clients served:** 298. **Providers:** Chamberlain's; ACHIEVE; Eastfield Ming Quong.

**6. Residential Day Treatment**—contract operated

Intensive day treatment and outpatient services are provided to youth placed in group homes licensed to serve SED youth, through joint planning and oversight by the Social Services Agency, Juvenile Probation, and Mental Health. All youth referred to these programs are referred and authorized through protocols established by the Interagency Placement Review Committee. **Annual clients served:** 170. **Providers:** Alliance for Community Care; Rebecca Children's Home; Eastfield Ming Quong.

**7. Wraparound Services**—contract provided

This program was implemented in FY95 as a collaboration between the Social Services Agency and Mental Health. The program, through a state waiver is funded with foster care funds to provide intensive alternative services for youth who would otherwise be placed in institutional placement. The intent is to allow children and adolescents to remain in their natural or foster home placements, with services “wrapped” around the child and family. Services are “decategorized” in order that essential services, regardless of type of service, be available to these families. The Mental Health contract pays for critical Mental Health case management and treatment services. All children in the Program, meet the criteria for intensive group home placement. **Annual clients served:** 125. **Provider:** Contract—Eastfield Ming Quong.

**8. State Hospital Diversion**—contract operated

This program offers the most intensive level of community care for youth available outside a hospital setting. The Department funds intensive mental health day and outpatient services for up to four youth who would otherwise be placed in a state hospital. All youth referred are reviewed and approved by the Interagency Placement Review Committee. Non-mental health residential costs are paid through AFDC Foster Care funds administered through the Social Services Agency. **Annual clients served:** 5. **Provider:** Contract—Seneca.

**9. Subacute Residential**—provider to be determined

For FY99 funding was approved to create a safe and secure/locked intensive treatment facility to serve SED youth in need of sub-acute care and services. This budget augmentation will provide 16-20 beds of intensive care for youth who do not meet medical necessity for acute locked psychiatric care but require services which exceed the programming available in community-based group home settings, Juvenile Hall, or the Children's Shelter. Designed in collaboration with Social Services, Probation, and Alcohol and Drug Services, the program will provide intensive treatment intended to address behaviors and emotional problems which prevent youth from being placed successfully in the community.

Additional collaborative efforts of the Department of Mental Health include the *Child and Adolescent Placement Review Committee*, an interagency committee comprised of members from Mental Health, Social Services, Juvenile Probation, Public Guardian, and

Strategic Plan

contracted intensive group home providers. This committee oversees the placement of the county's most seriously disturbed court wards and dependents, and Special Education youth. The committee approves placements, monitors service quality, and facilitates special case reviews on youth with special individual needs.

The Department has an established linkage with the East Side Union High School District—including *Safe Schools/Healthy Student Initiative* target schools—through the *School Linked Services System*. This effort is a collaboration of county Health, Probation, and Social Services agencies in partnership with schools and city police and youth services.

In collaboration with the Social Services Agency (SSA) Family Preservation Program, the Department has one full-time mental health staff person stationed at each of the SSA Family Resource Centers—Nuestra Casa, the Asian Pacific Family Resource Center, and the Ujima Family Resource Center.

## C. Goals and Objectives

**Goal 1: Every child will be safe and will feel safe in all areas of the school.**

Objective 1.1: Violent incidents on school grounds will decrease by 10% per year during each year of the project, as measured by incident reports mandated by the California Office of Education. (*Baseline will be established by a retrospective study in the first three months of the evaluation.*)

Objective 1.2: Violent crimes with youth victims occurring between 7:30-8:30 AM and between 2:30-3:30 PM will decrease by 7% per year during each project year, as measured by SJPD incident reports. (*Baseline will be established by a retrospective study in the first three months of the evaluation.*)

Objective 1.3: In each project year, a higher percentage of youth than in the previous year will report a greater feeling of safety on the school campus and on the way to and from school as measured by an annual school climate survey. (*Baseline will be established by a baseline survey conducted in target schools in the first three months of project implementation.*)

**Goal 2: Every child will have the educational capacity, social skills, and emotional resiliency to be successful and happy in school, home, and community.**

Objective 2.1: Ninety percent of youth in each grade will show a statistically significant increase in level of conflict resolution skills as measured by pre- and post-test results.

Objective 2.2: Ninety percent of youth in each grade will show a statistically significant increase in level of multicultural awareness and acceptance as measured by pre- and post-test results.

Objective 2.3: Ninety percent of youth in middle schools will show a statistically significant increase in understanding of appropriate gender roles and strategies to address coercion and violence in relationships, as measured by pre- and post-test results.

Objective 2.4: An annual confidential survey of middle and high school students in the target area will show annual declines in the following:

- Frequency of drug use, alcohol use, and binge drinking;
- Fewer risk behaviors (including smoking, drunk driving, and unsafe sex);
- Fewer incidents of suicide, suicidal gestures, and suicidal ideation;
- Fewer experiences of victimization in relationships, as victim or perpetrator.
- Fewer criminal acts and fewer violent acts.

Objective 2.5: The percentage of youth reading below the 20<sup>th</sup> percentile on state standardized achievement tests will decrease by 5% per year in each of the project. The percentage of LEP youth reading below the 20<sup>th</sup> percentile will decrease by 7% per year.

Objective 2.6: Mean number of unexcused absences per student will decrease by 7% per year in each project year.

**Goal 3: Every at-risk child and his/her family will be provided with needed resources and support to live and learn in the least restrictive possible environment.**

Objective 3.1: The number of chronic truants (those with six or more unexcused absences per

year) will decrease by 25% in the elementary grades by the end of the third project year, by 10% in the middle grades and 5% in grades 9 through 12. (*Baseline will be established through a retrospective analysis of school automated attendance records.*)

Objective 3.2: 75% of at-risk students served in the Intensive Intervention component of this project will show a statistically significant improvement in life skills within the first twelve months of services, as measured by the CAFAS (Child and Adolescent Functioning Assessment Scale) administered at intake and at 12 months.

Objective 3.3: Compared to a comparison group selected from children outside the target area, youth in the Intensive Intervention component will:

- Experience fewer arrests and arrests for less serious offenses;
- Experience fewer school suspensions;
- Experience better grades, fewer truant days, and a lower dropout rate.

**Goal 4: Schools and community members will hold themselves jointly accountable for the success of every child.**

Objective 4.1: The numbers of parents and community members participating in school-related activities will increase by 30% between project year one and project year three.. (Baseline survey to be completed in project year one, and followed up in every subsequent year.)

Objective 4.2: Ninety percent of parents participating in parent education classes will show an increase in parenting skills.

## D. Design of Proposed Strategy

### 1. Introduction

ESUHSD and the City of San Jose have a well-established track record of working together toward the mutual goals of enhancing school safety and providing student support services to advance educational achievement. One such project that has evolved into a model district-wide safety system a response protocol is the *Safe School Campus Initiative* (SSCI). The SSCI will now provide a foundation from which Safe Schools strategies can be implemented at school site levels while being integrated within district-wide policy and safety plans. The SSCI is a comprehensive system of protocols and resources. One of the tools of the SSCI is a Memorandum of Agreement between schools, law enforcement agencies, and other gang specialists that enables them to collaborate as a Multidisciplinary Team with the legal parameters of the state Welfare and Institutions code in preventing, intervening, and suppressing youth violence in and around school campuses. Pursuant to the Welfare and Institutions Code, Multidisciplinary Team Members may share confidential information regarding juveniles for the prevention, identification, and control of juvenile crime. The ESUHSD system also has:

- Established a communication system that specifies single points of contact for efficiently activating the response system within an MDT.
- Established a crisis response protocol for violent or potentially violent incidents on their campuses. Crisis responses are classified into categories (potential violence, violence imminent, violence taking place) that identify the nature of the crisis and in turn direct the appropriate response and resources.
- Implemented a system of aftercare following an incident of violence to prevent further escalation of violence and to restore a safe, calm school climate.

The SSCI was piloted in 1996-97 and is now fully implemented. During the last school year, the SSCI was activated 150 times, and—as the system has proved its usefulness—utilization continues to increase.

In addition the City of San Jose Departments of Parks, Recreation, and Neighborhood Services funds and operates a wide range of school linked youth services, homework centers and afterschool recreation programs within the Eastside Union and Franklin McKinley School Districts. The County of Santa Clara, through its Departments of Mental Health, Drug and Alcohol Services, Public Health, Juvenile Probation, Social Services Agency, and District Attorney's office also provide a broad range of student and family services.

### 3. School Security

#### a. Campus Security:

Focus groups held with students during the planning period revealed a strong desire to be included in school site safety planning. Students felt that they not only had a great deal of insight into safety issues, but that a student-led approach would be more effective than a staff-driven approach. A particular area of concern was bathrooms: students felt

that the uncleanliness and disrepair of many bathrooms indicated a lack of respect for the students that created an negative climate. As part of the East San Jose Initiative, site coordinators will form a Campus Safety Council composed of students at each middle and high school. Councils will work with District Resource Officers to survey students and inspect the campus for environmental security issues. Each Campus Safety Council will be given a budget of \$10,000 to address identified environmental issues that relate to safety. Expenditures may include such things as minor construction to alter sight lines or improve lighting, speedy repainting of walls marked with graffiti, installation of recessed soap dispensers, mark-proof bathroom stalls, or even more frequent bathroom cleaning, in addition to more traditional security improvements. With guidance from staff, students will be responsible for identifying problems, planning strategies to address these problems, and overseeing implementation of these plans. Students will be stipended for their work on the Councils, as part of the youth leadership development component of this program.

b. *Crisis Intervention/Prevention*

As discussed above, the Safe School Campus Initiative provides highly effective school crisis prevention and intervention services to Eastside Union High School District. SSCI services are available to provide crisis counseling, violence mediation (both gang-based and non gang-based), and response planning for high schools that are experiencing violence or have credible belief that a violent incident is about to occur. This team coordinates closely with the Police Department, school security personnel, juvenile probation, and non-profit agencies operating on campus. This Initiative will add a second crisis intervention team to expand operations into the middle schools in the target area who do not have a team assigned to them.

## 4. Prevention

a. *Building Resiliency and Fostering Prosocial Life Skills*

Participants in the planning process emphasized the need for a developmentally appropriate, multidimensional curriculum that is consistent across grades and uniform across the target area. With the extremely high mobility rates in the target districts, it is particularly important that students continue to receive the same content and skill-building curriculum even when they transfer to a new school.

Research into the area of violence-reduction suggests that effective programs must go beyond simple knowledge transfer to provide children and families with an opportunity to understand and practice a broad range of cognitive and social skills. The East San Jose Safe Schools Initiative will contract with PeaceBuilders® to provide a proven violence prevention curriculum at all elementary and middle schools in the target area.

PeaceBuilders is a systematic program designed to increase primary school children's cognitive, social and imitative competencies using scientifically proven procedures. PeaceBuilders provides a matrix of prevention, self-efficacy and resiliency strategies. At the same time, PeaceBuilders builds upon recognition of risk factors that may encourage or foster antisocial behaviors and highlights positive protective factors that will reduce or obviate antisocial behaviors. The aim is to build resiliency skills in all

personnel involved in the organizational setting. In the school context, the program involves all members of the school community - staff, students, parents, support staff, community members - in developing resiliency skills.

The PeaceBuilders program has nine core strategies including a common structured language, symbolic and live models, environmental cues and alterations, role plays, 'new way' replays, group rewards and individual recognition, threat reduction, self-monitoring, peer-monitoring and generalization.

A study by the US Center for Disease Control and Prevention (1996) found that there were 15% fewer visits to the school nurse in schools that had started PeaceBuilders and an 8% decrease in fighting. For the same period there was a 56% increase in fighting in the control schools. After a year of using PeaceBuilders, teacher reports on several thousand students indicate that a school will have twice as many children doing preferred behaviors (e.g. good work habits, completing assignments, cooperative, etc), which translate into a 10% to 30% increase in time for teaching. Several other studies with historical comparisons found similar results.

Since PeaceBuilders does not at this time have a high school curriculum, the Initiative will implement the Partners in Learning curriculum in the high schools. Partners in Learning is a project of Educators for Social Responsibility. It offers a one-year program which will be implemented in all four target high schools in the first project year. The Partners in Learning program focuses on developing a vision to improve school climate and integrating conflict resolution, social and emotional learning, and diversity education into daily classroom practice and management. It works with participants to develop an implementation plan for each school and advises district participants on methods to institutionalize activities and policies.

#### **b. Involving Parents and the Community**

Research documents that when parents have high expectations for their children, create a home environment that supports learning, and become more involved in their children's schools, their children are more likely to achieve academically and less likely to become involved in antisocial behaviors such as substance abuse or delinquency. Elements of the Initiative's Community Mobilization strategy include:

1. *Training*: The Parent Institute for Quality Education (PIQE) is a community-based organization that works with school districts to increase parental involvement in the education process. Through a ten-week training course (available in ten languages), PIQE trains low income, ethnically diverse parents how to become more involved in their children's education. Over 160,000 parents have graduated from the program since its inception in 1989. An independent evaluation of PIQE found that:

- Fewer children of PIQE graduates were involved in disciplinary actions;
- Truancy rates of children of PIQE graduates were reduced;
- PIQE graduates had more frequent contacts with teachers;
- PIQE graduates had more regular involvement with their children's homework, better understood their educational responsibilities toward their children, and felt that their children were motivated to go to college.

2. Outreach: Dedicated outreach workers at each target site will identify volunteer opportunities at the school and will work to recruit parents to participate. As children graduate into middle or high school, the outreach worker will contact the parents to welcome them, orient them to the new school, and encourage them to become involved as volunteers.
3. Governance: As described below, parents will also be involved in program design and oversight through participation in the School Safety Councils at each site. Studies clearly show that community participation in safety programs at all levels, including governance, are a key to success.

## 5. Early Intervention

The Initiative will implement a range of early interventions targeted to the developmental needs of children and youth.

### a. Perinatal through Preschool Interventions

- **Early Parenting Program**: The Initiative will replicate the Elmira Prenatal/Early Infancy Project. This program was established in 1970 to identify and help change factors in the family environment which affect maternal health, infant care giving, employment, education and family planning. The program was based on the premise that many of the most pervasive, intractable and costly health problems faced by high-risk women and children are a consequence of poor maternal health, dysfunctional infant care-giving and stressful environmental conditions which interfere with individual and family functioning. The program was designed to begin during pregnancy and continue until the child was two years of age. The focus of the program was a series of home visits, conducted by nurse home visitors, providing parent education, enhancing social support by family and friends and linking the family with other health and human services.

In an experimental, longitudinal evaluation of this program, home visited mothers showed an 82% increase in the number of months they were employed, a reduction of 43% in subsequent pregnancies during the four years after the delivery of the first child, an improvement in diet, less punishment of their children, less child emergency medical care during the first two years of life and less incidence of physical abuse or neglect.

In the San Jose Project, Public Health Nurses will be engaged to visit and work with all pregnant teens and teen mothers in the EUHSD, and with other families referred as a result of the other preschool initiatives described below. Research has documented the high risks faced by children of teen mothers for educational failure, behavioral problems, and delinquency. Through this program, the Initiative seeks to interrupt an intergenerational cycle of poverty and neglect. PHN's will visit regularly with the family through the first two years of the child's life. She/he will assess the family's needs and make referrals to appropriate agencies. Nurses will also provide parenting education to improve the parenting skills of this population, and will provide a positive role model and caring presence for the mother. A minimum of 40 unduplicated clients per year will be served.

- **Family Strengthening** – The City of San Jose will select through RFQ a non-profit agency to implement the *Families and Schools Together (FAST)* family-strengthening program. This program will be provided to all pregnant and parenting teens in the Eastside Union High School District, and a minimum of 50 additional high-risk families will be served through referral from preschools, elementary schools, and social service agencies. FAST was selected because of the strong research-validated results and because it is appropriate for younger children than alternative models investigated. After referral, parents who have graduated from FAST make home visits to invite a child and his or her whole family to participate in the program. Families are clustered in groups of 10 to 12 according to where their children attend school, and then attend eight weekly sessions of highly interactive and fun activities run by a team of professionals from the community. Following this initial phase, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed. FAST strengthens communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program. Of families who come to one FAST meeting, over 80 percent remain at least to the end of the initial eight-week phase. Over the following two years, schools report dramatic increases in parental involvement (75 percent) and self-referral to family counseling (26 percent) and substance abuse treatment (8 percent). In scientific studies, teachers and parents have reported behavior improvements among referred youth, increases in family cohesion, and decreases in social isolation.

b. Elementary School Strategies

- **Family Strengthening:** See pre-school.
- **Reading and Literacy Programs:** The planning process reinforced the need to reach out to those students who are in serious academic difficulty in early elementary. To address this issue, the Initiative will expand the Reading Recovery Program currently operating in two of the schools. Reading Recovery is a program developed to assist children in early elementary who are having difficulty learning to read. These children are identified by their classroom teachers as being the lowest in reading acquisition. The program moves these children from the bottom of their class to the average, where they can profit from regular classroom instruction. A specially trained teacher provides the one-to-one tutoring of children five days per week, 30 minutes a day for an average of 12-20 weeks. At the end of the program, the child has developed a self-extending system that uses a variety of strategies to read increasingly difficult text.

Few educational programs have had their results as thoroughly validated as has Reading Recovery. Numerous studies have shown that the program can raise students reading in the bottom 20% of their class up to grade level in 10-20 weeks. Moreover, these results have been shown to be retained throughout elementary school.

The Franklin-McKinley District already has a Reading Recovery master teacher. As part of this Initiative, we will add six additional FTE's of dedicated

Reading Recovery Teachers. This will provide enough capacity to serve the bottom fifteen percent of first grade readers. Additional help will be available to less severely impacted children through City of San Jose-funded afterschool homework centers.

- **Early Truancy Prevention Program** – The San Jose Police Department participates in the School Habitual Absentee Reduction Program (SHARP), a collaborative effort to improve school attendance for grades K-8. The students referred to SHARP have a history of long term and habitual absences with significant family dysfunction. SHARP served 1,233 students, grades K-8 in 1997-98. The Police Department has Police/School Coordinator positions that are dedicated full-time at the schools through the Safe School Campus Initiative. The roles and responsibilities of this initiative are detailed in an existing memorandum of understanding between the school districts and the Police Department. The Safe Schools Initiative will provide for enhanced coordination between this officer and the Site Coordinators to be hired through this proposal. It will help to strengthen crime and violence prevention activities by ensuring that programmatic resources are tapped.

c. Middle and High School Strategies

- **Truancy Prevention – Truancy Intervention Project:** The newly formed Truancy Intervention Project (TIP) has successfully filled the gaps in services and delivered the individual and/or family services that are needed at the Eastside San José Truancy and Burglary Suppression Program (TABS). TIP consists of a range of San José B.E.S.T. service providers who have the capacity to provide specialized truancy intervention/case management services to truant youth and their families referred by the TABS Center. The City of San Jose has established agreements with five (5) San Jose B.E.S.T. Service Providers for the TIP. The goal of the pilot project is to create measurable improvements in school attendance and performance for youth with problems including patterns of absenteeism, truancy, and related behavioral problems.

ESUHSD has approved the addition of two Summer School Classes exclusively for up to 60 TIP clients. Two high school instructors have been identified to provide the classes under the direction of the Cross-cultural Community Service Center. Clients will have the opportunity to receive 10 credits and will participate in a reading and writing intensive curriculum authorized by ESUHSD.

- **Gang Intervention:** Through the BEST (Bringing Everyone's Strengths Together) program, the City of San Jose, Department of Parks, Recreation and Neighborhood Services allocates \$2 million annually to community-based organizations to provide a continuum of prevention and intervention services. Today the BEST Program consists of 32 service provider agencies working together to support the healthy development of the youth of San Jose. B.E.S.T. uses a thorough evaluation process on an annual basis to measure program performance and activity, resource expenditure, and service outcomes. As measured in this on-going evaluation process, San Jose B.E.S.T. has decreased juvenile and gang-related arrests by 26%.

## 6. Intensive Interventions

### a. Existing Continuum of Care

Eastside Union High Schools and their Franklin McKinley Feeder Schools already have a rich mixture of services for at-risk children and youth:

- As discussed above, the City of San Jose funds 32 non-profit agencies providing counseling, recreation, education, mentoring, and family support services. These services are described more fully in the *Comprehensive Plan* provided in Appendix 2.
- The County of Santa Clara also funds a broad range of mental health, physical health, and alcohol and drug services for youth. These services are described more fully in the *Comprehensive Plan* provided in Appendix 2.
- Santa Clara County Mental Health Services Division has a strong System of Care for Youth with Serious Emotional Disabilities. This System is built on Wrap-Around principles, including individualized and tailored care, family involvement, flexible funding, consumer oversight, and a commitment to systemwide outcome objectives.
- For juvenile offenders, Santa Clara County has one of California's strongest restorative justice programs, featuring community service, restitution, and victim-witness reconciliation.
- Eastside has avoided the "out of sight, out of mind" attitude that accompanies expulsion in many school districts. Except for those students whose level of risk is so high that they require a special secure environment, all students are given in-school suspensions to an alternative school operated within each high school. This allows students to continue their education, and schools to exercise effective oversight over students who have been suspended.
- Each school in the initiative, from elementary through high school operates a special assessment and case management team for at risk students, called the "Multidisciplinary Team" (MDT) in middle and high schools, and "Student Study Team" (SST) in elementary schools.

### b. Safe Schools Initiative Integrated System of Care

The role of the East San Jose Safe Schools Initiative will be to integrate this rich mixture of services into an integrated continuum with strong assessment, individualized and tailored care, and a well-articulated system of referral and follow-up. This system will have two major pillars:

- An integrated system of care for all at-risk youth infused with wrap-around principles and based upon strong assessment;
- For youthful offenders, a system of graduated sanctions and intensive supervision based upon restorative justice principles.

To accomplish this:

1. Within the first project month, SST/MST staff will be brought together to clearly

articulate a range of age appropriate risk guidelines that will be consistent across grades and schools. Guidelines will be provided to teachers in both written and oral form to assist them in making accurate identification and referral of youth at-risk. The goal of the guidelines is not to limit referrals to rigid categories, but to help ensure that at-risk youth are identified and referred.

2. Two FTE's of mental health staff and one substance abuse counselor, all funded by the grant, will be available to the SST's and MST's to provide assessments of youth who appear to have mental health or substance abuse issues. Youth referred will receive the battery of Youth Performance Outcome System Assessments mandated for California Systems of Care.
3. SST's and MST's will receive training in strength-based assessment and case planning from the mental health clinicians. While we do not believe that full Wrap-Around planning can be provided to every at-risk student, the goal will be to operate all case planning with a strengths-based, family empowerment approach.
4. Youth with severe mental health issues will be referred to the System of Care for a full Wrap-around assessment. This is described in detail in the Attached Comprehensive Plan and in the Referral MOU, also attached.
5. The City of San Jose will vendorize a broad range of its support service providers. These providers will agree to provide services on demand at an agreed hourly rate. The SST's and MST's will be able to access this service array to implement their case plans, after exhausting other funding resources. The System of Care will also be able to access these services for that proportion of youth who are not eligible for EPSDT-funded services.
6. A pool of flexible funding will also be available for specialized needs for all youth in the intensive intervention component.
7. For youth who are not just at-risk but who have actually offended, two probation officers (one funded under the case and one provided as in-kind) will provide intensive supervision and restorative justice services for the most high-risk youth. (These officers will also coordinate with the Crisis Intervention Teams.)

East San Jose Safe Schools Initiative Matrix of Strategies

	Preschool	Elementary School	Middle School	High School
<b>School Security</b>				
Environmental Design				
Staff Training/Deployment				
Crisis Prevention/Intervention				
<b>Prevention</b>				
Peace Builders				
Partners in Success				
Parent Institute for Quality Ed.				
Community Outreach				
<b>Early Intervention</b>				
Early Parenting Program				
Families and Schools Together				
Reading Recovery				
Truancy Intervention				
Gang Interventions				
<b>Intensive Interventions</b>				
SST/MST				
Wrap-Around Planning				
Individual/Tailored Care				
Restorative Justice				

Insert conceptual overview here

## E. Evaluation Plan

### 1. Goals of the Local Evaluation

The proposed project will support and augment the national evaluation by

- Assuring that all outcome measurement data required by the national evaluation are accurately collected and delivered in a timely manner
- Measuring outcomes that are unique to the project site, providing detailed real-time feedback to the System of Care that will support continuous improvement and refinement of the interventions.
- Conducting an ongoing process evaluation to support effective and timely implementation of the project and to support quality assurance.
- Involving consumers in oversight of the evaluation.

### 2. Overview of the Evaluation Strategy

The evaluation will have both outcome and process components:

#### a. Outcome Evaluation

Strategies are divided in the strategic plan into three levels: (1) Prevention, (2) Early Intervention, and (3) Intensive Intervention. Each of these levels has a specified target population, and will have an outcome evaluation approach appropriate to the nature of the intervention. The table below presents the general characteristics of the outcome evaluation.

Level of Intervention	Target Population	Comparison Methodology	Level of Aggregation
Prevention	All Students	Historical	District and School
Early Intervention	"At-Risk" Youth and Families	Pre- and Post-Test	Individual
Intensive Intervention	"High-Risk" Youth and Families	Comparison Group of Students in non-target schools	Individual

#### b. Process Evaluation

In addition to the outcome evaluation, we will conduct an in-depth process evaluation for each of the major project components, to assess the quality and design of program activities relative to the desired outcomes. This process evaluation will document how program designs were translated into action and how environmental forces shaped program implementation. These process data will be important in the interpretation of results. Process data will focus on the following program elements:

- The context of the program, including school characteristics and indicator trends;
- The methods for identifying eligible participants, including selection, responsibility for referrals, and the process for referral;
- The specific intervention, including service descriptions, and the process by which individual case plans were developed;

- The organizational linkages that either helped or hindered program implementation; and
- The goals of the program and the criteria for determining success in meeting these objectives.

The process evaluation protocol will be individually tailored to each program component to ensure that subtle nuances and unique features of each program have been thoroughly assessed.

### 3. Data Collection

The following data sources will be used:

- Automated data from the Eastside Union High School District, Franklin-McKinley District, Santa Clara Department of Probation, Santa Clara Department of Mental Health, and San Jose Police Department.
- Client service reports from non-profit contractors.
- Assessment and intake information from SST's, MST's and Wrap-around Teams.
- State automated Foster Care, Mental Health, and Department of Education data.

The following table outlines the nature and frequency of the data collection by objective

Objective	Nature of data	Frequency	Comparison Type
<i>Objective 1.1:</i> Violent incidents on school grounds will decrease by 10% per year.	California Department of Education mandated school safety reports/	Monthly	Historical, by school; three year retrospective baseline.
<i>Objective 1.2:</i> Violent crimes with youth victims occurring between 7:30-8:30 AM and between 2:30-3:30 PM will decrease by 7% per year	San Jose Police Department Automated Incident Reporting System	Quarterly	Historical, by school catchment area, three year retrospective
<i>Objective 1.3:</i> In each project year, a higher percentage of youth than in the previous year will report a greater feeling of safety on the school campus and on the way to and from school.	School climate survey	Annual	Historical, by school, one year retrospective
<i>Objective 2.1:</i> Ninety percent of youth in each grade will show a statistically significant increase in level of conflict resolution skills.	Pre and Post Test	Ongoing	None
<i>Objective 2.2:</i> Ninety percent of youth in each grade will show a statistically significant increase in level of multicultural awareness and acceptance.	Pre and Post Test	Ongoing	None
<i>Objective 2.3:</i> Ninety percent of youth in middle schools will show a statistically significant increase in understanding of appropriate gender roles and strategies to address coercion and violence in relationships	Pre and Post Test	Ongoing	None
<i>Objective 2.4:</i> An annual confidential survey of middle and high school students in the target area will show annual declines in the following: <ul style="list-style-type: none"> <li>• Frequency of drug use, alcohol use, and binge drinking;</li> </ul>	School climate survey	Annual	Historical, by school, one year retrospective

<ul style="list-style-type: none"> <li>• Risk behaviors;</li> <li>• incidents of suicide, suicidal gestures/ideation;</li> <li>• victimization in relationships, as victim or perpetrator.</li> <li>• Fewer criminal acts and fewer violent acts.</li> </ul>			
<i>Objective 2.5:</i> The percentage of youth reading below the 20 <sup>th</sup> percentile on state standardized achievement tests will decrease by 5% per year in each of the project. The percentage of LEP youth reading below the 20 <sup>th</sup> percentile will decrease by 7% per year.	State Department of Education Records.  For children in Reading Recovery: individual test scores	Annual	Historical by school; 1 year retrospective; For reading recovery: comparison group outside target area.
<i>Objective 2.6:</i> Mean number of unexcused absences per student will decrease by 7% per year in each project year.	District automated attendance records	Quarterly	Historical by school; one year retrospective
<i>Objective 3.1:</i> The number of chronic truants (those with six or more unexcused absences per year) will decrease by 20% in the elementary grades by the end of the third project year, by 10% in the middle grades and 5% in grades 9 through 12.	District automated attendance records	Quarterly	Historical by school; one year retrospective
<i>Objective 3.2:</i> 75% of at-risk students served in the Intensive Intervention component of this project will show a statistically significant improvement in life skills within the first twelve months of services.	CAFAS Scores	At intake, exit, and every 12 months	Matched comparison group outside the target area
<i>Objective 3.3:</i> Youth in the Intensive Intervention component will experience fewer arrests and arrests for less serious offenses; fewer school suspensions; better grades, fewer truant days, lower drop-out rate.	Juvenile Justice case records;  School district automated student files.	Annual	Matched comparison group outside the target area
<i>Objective 4.1:</i> The numbers of parents and community members participating in school-related activities will increase by 30% between project year one and project year three.	Volunteer logs	Quarterly	Historical; baseline over first three months of project.
<i>Objective 4.2:</i> Ninety percent of parents participating in parent education classes will show an increase in parenting skills.	Pre and Post Test	Ongoing	None

#### 4. Management and Oversight

The Initiative is very fortunate to have Dr. Abram Rosenblatt of the University of California, San Francisco, Child Services Research Group (CSRG) as Principal Investigator. Dr. Peter Ellis, who is currently the local evaluator for many of the County and City agencies participating in this project, will assist CSRG on the local level. The organizational capacity, and individual resumes of principal evaluation staff are included below.

The Evaluation will be overseen by an Evaluation Committee, which will be a standing committee of the School Safety Oversight Council. Among its members, it will have a minimum of three parent/community representatives, who will be stipended for their participation.

#### 5. Reporting

The evaluation team will prepare quarterly reports to assist the Director in monitoring implementation, providing quality assurance, and revisiting potential changes

in the model. An annual report will present detailed data on both process and outcome objectives.

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## E. Management and Organizational Capability

### 1. Description of Relevant Experience of the applicant organization and collaborating agencies, and Description of organizational structure of each partner in Comprehensive Plan.

#### a. East Side Union High School District—Local Education Authority Applicant District

Under the direction of Superintendent Joe Coto, East Side Union High School District is one of California's largest high school districts with an enrollment of over 23,000 students. The District operates ten comprehensive high schools, and an Adult Education Program. There are a total of 1,200 classroom teachers. The District covers an area of 65 square miles, encompassing approximately 33% of the geographic area of the City of San Jose and is located in six of the City's police districts

East Side Union High School District is dedicated to providing the opportunity for academic, personal, and social success within its eleven high schools. Among efforts to ensure school safety at the District's schools are a District Director of Safety who has provided leadership and helped establish three district-wide working groups that have enabled the District to develop a comprehensive school community violence prevention program. There is an established District Safety Coalition consisting of school staff, police, probation and community members. The Scholastic Crime Stoppers Youth Board meets regularly to provide youth leadership and involvement. The Parent Safety Council meets quarterly and consists of District parents who seek to develop grass roots parent leadership and parent education activities related to school community violence prevention.

These District-wide efforts are complimented by school-site level strategies. The Associate Principal for Administrative Services (APA) leads the school Discipline Team—Student Advisors; Home School Liaison, and the Safety Team—Discipline Team; Multi-Service Team Coordinator; Counselors; area Police and Probation Officers). The Director of School Safety meets monthly with APA's to discuss school climate across the district, coordinate communication with city-wide police and probation personnel, and to develop, implement, assess and improve each School Safety Plan. Currently the safety plans are not as well developed as the District would like, and at this point the Director of Safety and the APA's feel enhancement is needed. *The East Side Union High School District' Safe School/Healthy Student Initiative* will work to expand and enhance the school safety plans as part of the comprehensive strategic approach.

The San Jose Police Department provides the District and Schools with crime statistics reports of 62 types of crime in school neighborhood beat building blocks. These statistics provide information on the community climate in which students live. This partnership will be enhanced by the Initiative through increased communication between the schools and the police via the grant hired Site Coordinators and the existing San Jose Police/School Liaison for East Side Union High School District.

East Side Union High School District is actively committed to the belief that in order to ensure the opportunity for success and safety of youth, efforts must go beyond the school and the school district. The District has an extensive history of collaboration between school, law and juvenile justice agencies, City and County treatment providers,

community-based providers, in working to provide the necessary environments at school, home, on the streets and in the neighborhoods to ensure positive individual learning and growth experiences. Many of these collaborative partnerships are illustrated in the collaborative partner descriptions below.

East Side Union High School District was leader in the development the 21<sup>st</sup> Century Educational Work Force Program with the San Jose B.E.S.T. program (see description under City of San Jose below) Evaluation Consultants in an effort to recapture youth who are not attending school. The unique feature of the program is that students are served off campus in small alternative community based school sites. The school district and the community-based organization share revenue generated by the recaptured ADA generated by youth now attending school. The program is supported by the City of San Jose B.E.S.T. program.

**b. Franklin McKinley School District**

The Franklin McKinley School District is an elementary school district, and is the feeder district to the East Side Union High School District. The Superintendent of Franklin McKinley School District is Larry Aceves. All schools are on a year-round schedule. There are nine elementary schools (K-6), two K-8 schools, and two middle schools (7-8). A third K-8 school is scheduled to open in the summer of 1999. Current enrollment is 10,725.

In 1989 the new District Service Center opened to house District administration and to provide major office space for community-based organizations serving students and their families. The neighborhoods are enriched and challenged by the culturally diverse population. Parents are generally supportive of the schools. A small business community, owned and operated by representatives of many cultural backgrounds, is thriving. Many neighborhood multilingual and cultural groups and religious institutions are providing community outreach programs, meal programs, and religious education and youth groups. There are four Head Start programs in the District and there are plans for three more to open.

The Franklin McKinley School District has far reaching partnerships among community-based organizations, governmental agencies, local businesses and community members, and has demonstrated expertise and effectiveness in collaboration with a variety of partners. The District has recently submitted a proposal to the U.S. Department of Education, under the GEAR Up project, to establish community learning centers at three of the District's schools. Franklin McKinley will act as fiscal and administrative lead in this collaborative effort with East Side Union High School District, San Jose State University, Communities in Schools and many community-based agencies.

Numerous collaborative efforts are currently in place throughout the community which are seeking solutions to specific challenges. Examples of collaborations of which Franklin McKinley School District is part of include the Mayor's Gang Task Force, the San Jose Schools and City Collaborative, the Violence Prevention Council, and the Adolescent Pregnancy Prevention Network.

Franklin McKinley and East Side Union High School Districts continuously work collaboratively on projects and efforts to address the needs of their students. Through reform efforts on the part of both school districts there have been many opportunities for collaboration between school staffs. At least once per year the teaching staffs of both the middle schools and their partner high schools spend a day designed to allow academic departments to meet and dialogue about common challenges as well as grade level standards and expectations for students. Other ongoing committees have been formed to formalize standards for each academic area so that all teaching staff at either elementary, middle or high school level will have common reference to what a given student has been exposed to in a given course at a particular grade level.

Andrew Hill High School and Sylvandale Middle School have a shared Healthy Start Grant which has helped to establish many programs that are offered to the students and families of their shared community. Together they participate with the Santa Clara County Office of School Linked Services that allows them to offer student and parent services from the County Mental Health Office, County Drug and Alcohol Services, County Probation Department and the County Department of Social Services. Each campus provides office space and access to students for representatives of each of these County Departments. The shared service of workers from each of these departments provides a continuity of service delivery to students (i.e. A Spanish speaking County Mental Health Worker often sees siblings at both the high school and middle school in the course of her work on both campuses during the week). Each campus has a Multi-Service Team that oversees this direct referral and delivery of service to students.

Recreation programs offered on each campus are available to all students. High school students are available to middle school students as tutors, mentors, and a support system for students affiliated with many community-based agency programs. Catholic Charities conducts activities as part of its “Wellness Village” project on both campuses. Additionally, a Coed Teen Pregnancy Prevention Program sponsored by the Economic and Social Opportunities Organization brings together mentors from Andrew Hill High School and matches them with students from Sylvandale Middle School. They meet weekly to discuss teen issues, as well as to participate in other supervised activities.

#### c. City of San Jose

The East Side Union High and Franklin McKinley School Districts and the City of San Jose have a long history of collaboration. The City funds a variety of services including homework centers at many of the District schools including J.W. Fair, Sylvandale, and Windmill Springs Schools. An after school recreation program is funded for Sylvandale and an after school Teen Center is likewise provided to J.W. Fair.

Programs in prevention, intervention and suppression of gang and drug activities are provided by the Mayor’s Gang Task Force, a national model for collaborative service planning, funding and more importantly, the implementation of targeted direct services. The City of San Jose has also formed a San Jose Schools and City Collaborative to oversee implementation of a variety of collaborative recommendations from the City sponsored Education Summit II. The City is also engaged in several other major community empowering and physical development efforts in targeted areas throughout the community.

The San Jose Police Department participates in the School Habitual Absentee Reduction Program (SHARP), a collaborative effort to improve school attendance for grades K-8. The students referred to SHARP have a history of long term and habitual absences with significant family dysfunction. SHARP served 1,233 students, grades K-8 in 1997-98. The Police Department has Police/School Coordinator positions that are dedicated fulltime at the schools through the Safe School Campus Initiative. The roles and responsibilities of this initiative are detailed in an existing memorandum of understanding between the school districts and the Police Department. Through this effort, one fulltime officer for the East Side Union High School District. The *East Side Union High School District's Safe Schools/Healthy Students Initiative* will provide for enhanced coordination between this officer and the Site Coordinators to be hired through this proposal. It will help to strengthen crime and violence prevention activities by ensuring that programmatic resources are tapped. Additionally, the Site Coordinators will be able to connect SHARP officers to services that will work to address the needs of referred youth and their families.

Through the San Jose B.E.S.T. (Bringing Everyone's Strengths Together) program, the City of San Jose, Department of Parks, Recreation and Neighborhood Services, Youth Service Division allocates \$2 million annually to community-based organizations to provide a continuum of prevention and intervention services throughout the City of San Jose. Between 1991 and 1997 the B.E.S.T. Program has received eleven million dollars in funding from the City of San Jose. B.E.S.T. Program partners work together to insure that the City's efforts to support and nurture youth, and to reduce violence and gang related behavior, are based on a comprehensive continuum of services that are pro-active and collaborative.

Today the San Jose B.E.S.T. Program consists of 32 service provider agencies working together to support the healthy development of the youth of San Jose. The collaborative partners funded through B.E.S.T. offer a continuum of services incorporating prevention, intervention, and suppression for at-risk, high-risk, and gang-involved youth. The B.E.S.T. Program is dedicated to promoting integrated and comprehensive community services that forge new collaborative partnerships for problem solving and service delivery by City and non-City agencies, contributing to a community-building process. B.E.S.T. uses a thorough evaluation process on an annual basis to measure program performance and activity, resource expenditure, and service outcomes of the B.E.S.T. Service Providers. The results of these evaluations contribute insights that are utilized by policy-makers, managers, and staff to change program resources, activities, and/or objectives to improve short and long-term performance and outcomes.

As measured in this on-going evaluation process, San Jose B.E.S.T. has decreased juvenile and gang-related arrests by 26%. The average cost per hour of client direct service over the last four years is \$2.64. During the 1997-98 contract year, a total of 17,642 unduplicated clients were served.

The San Jose B.E.S.T. Programs Cycle VII Evaluation Report (June 1998) noted that the capacity of this collaboration of governmental and community agencies to work with at-risk, high-risk and gang involved youth has increased over the history of the program. This is demonstrated in the increased number of local, state and national projects and programs directed at the target population, and the increased utilization of

the B.E.S.T. allocation process to allocate funds in Cycle VII.

The Evaluators, Community Crime Prevention Associates, concluded that B.E.S.T. funds to develop direct services for at-risk, high-risk and gang involved youth were well spent and cost effective. Additionally, a review of national, state and local juvenile reports indicates that the B.E.S.T. Program is implementing the “best practices” and recommendations offered on the national, state and local levels.

The B.E.S.T. Program has received over eleven million dollars of funding from the City of San Jose between 1991 and 1998. This funding has been allocated through a Request for Qualifications (RFQ) process to service providers. Available funds and matched dollars have continued to increase throughout the program’s history. All expectations are that this success and increased capacity to serve the City’s youth will continue to increase.

San Jose B.E.S.T. provider agency services currently being provided to the East Side Union High and Franklin McKinley School District schools which are being targeted for intensive intervention through this Initiative are as follows.

*Alum Rock Counseling Center*

JW Fair Middle School

Services—Counseling Services

Santee Elementary School

Services—Counseling Services

*Asian Americans for Community Involvement*

Yerba Buena High School

Services—Youth Support Groups, Drug/Gang Prevention

Andrew Hill High School

Services—Youth Support Groups, Drug/Gang Prevention

*Asian American Recovery Services*

Andrew Hill High School

Services—Outpatient Substance Abuse

JW Fair Middle School

Services—Outpatient Substance Abuse

*Big Brothers/Big Sisters*

Yerba Buena High School

Services—Mentoring for Teens

*Catholic Charities:*

Independence High School

Services—Individual and Support Groups, Gang Awareness, Gang Diversion, Crisis Response

Yerba Buena High School

Services—Individual & Family Support, Support Groups, Gang Awareness/Gang Diversion

*Center for Training and Careers*

Independence High School

Services—Educational Enrichment/Employment Preparation and Placement

Andrew Hill High School

Services—Educational Enrichment/Employment Preparation and Placement

Yerba Buena High School

Services—Educational Enrichment/Employment Preparation and Placement

*Cross-cultural Community Services Center*

Santee Elementary School

Services—Tutoring/Mentoring

*California Youth Outreach*

JW Fair Middle School

Services—Youth Gang Intervention

*Healthy Start*

JW Fair Middle School

Services—Counseling, Educational Enrichment, Youth Intervention

*Filipino Youth Coalition:*

Independence High School

Services—Intervention Support Groups, After School Clubs, Parent Workshops

*Pathway Society, Inc.*

Independence High School

Services—Outpatient Substance Abuse Services, Educational Presentations

Overfelt High School

Services—Outpatient Substance Abuse Services, Educational Presentations

JW Fair Middle School

Services—Outpatient Substance Abuse Services, Educational Presentations

*Role Model Program:*

JW Fair Middle School

Services—Youth Leadership/Mentoring

Sylvandale Middle School

Services—Youth Leadership/Mentoring

Samoan Civic Association

Overfelt High School

Services—Educational Enrichment, Support Groups

San Jose Americorps Program

McKinley Elementary School

Services—Educational Enrichment

Los Arboles

Services—Educational Enrichment

Seven Trees

Services—Educational Enrichment

San Jose Conservation Corp

Andrew Hill High School

Services—Educational Enrichment, Youth Employment

Vietnamese Volunteer Foundation

Yerba Buena High School

Services—Support Groups/Youth Leadership

These San Jose B.E.S.T. agencies will continue to provide the above detailed services to these schools in conjunction with East Side Union High School District's *Safe Schools/Healthy Students Initiative*. Increased and/or expanded services will be provided by San Jose B.E.S.T. provider agencies through this Initiative as well. A pool of flexible funding is being established to contract with San Jose B.E.S.T. provider agencies for services as deemed necessary for high-risk youth. Additionally, San Jose B.E.S.T. agencies will be contracted with to provide Parent Education services to the targeted school sites. (See attached written agreement including the City of San Jose, Department of Parks, Recreation and Neighborhood Services, Youth Service Division and additional Memorandums of Understanding with B.E.S.T. service providers)

**d. Santa Clara County Probation Department**

The mission of the Santa Clara County Probation Department, as an integral part of the criminal justice system, is to reduce crime and protect the community by providing prevention, investigation, and supervision services and safe custodial care for adults and juveniles. The Department is committed to restoring the loss to victims of crime and the public through innovative programs that stress offender accountability and development of competency skills. An integral goal of the Department emphasizes the dedication to partnership and collaboration. It states that, "It is the department's goal to develop and

implement prevention programs in partnership with the community and other criminal justice agencies to help reduce crime.”

The Department believes that it is crucial that Probation actively partner with cities, community-based agencies, and other County Departments to offer the best possible services to our clients. The Probation Department is committed to playing a leadership role in fostering collaboration, which is reflected in the numerous recent collaborative ventures in the juvenile justice continuum of services.

The Department has recently received funding through the California Board of Corrections Juvenile Challenge Grant II to implement its Juvenile Justice Action Plan. This plan was the result of a comprehensive community assessment and planning process, and calls for the continued mobilization of the community to develop a continuum of services to build the capacity to reduce juvenile delinquency through prevention, early intervention, intervention, supervision, treatment, incarceration and community reintegration programs. The Department and its collaborative partners have committed themselves to reducing the risk factors and increasing the protective factors associated with juvenile crime and violence. In designing the Juvenile Justice Action Plan, the Juvenile Justice Coordinating Council adopted the general principles recommended in the *Guide for Implementing the Comprehensive Strategy for Serious Violent and Chronic Juvenile Offenders* by the U.S. Department of Justice—including supporting core social institutions, such as schools, religious institutions, community-based organizations, and public service organizations, to develop pro-social behavior in the County’s youth.

*East Side Union High School District’s Safe Schools/Healthy Students Initiative* will expand and strengthen many of the elements addressed in the Juvenile Justice Action Plan, including:

*Broad Continuum of Program/Services*—expanded/strengthened range of services available to youth/families from prevention, intervention, supervision, treatment and incarceration, with the goal of reducing the penetration by youth into the juvenile justice system, through introducing pro-social law abiding behavior at an early stage;

*Swift and Certain Sanctions—Immediate Interventions*—existing collaboration through the Crisis Response Team will be expanded to include the target middle schools as well as the high schools where it is currently operating. Currently the Crisis Response Team operates as a highly effective collaborative team of representatives of the Police Department, the school sites’ Multi-Service Teams, school security personnel, juvenile probation, and non-profit agencies operating on campus. The team is made available to schools to provide crisis counseling, gang mediation, and response planning for schools that are experiencing violence or have credible belief that a violent incident is about to occur.

*Case Management/Monitoring*—Joint case assessment, management and planning for at-risk youth in the Initiative’s target schools will be facilitated by the addition of 1 FTE to the Department’s Maximum Risk Staff, and the provision of two case loads focused on the target schools of the project.

Restorative Justice—the Santa Clara County Restorative Justice Program—which embodies the balanced and restorative justice concept of focusing on community protection, offender accountability, and competency development, based on the theory that the best method to reduce crime and violence is to build the capacity of the community, its youth and the victims of crime—will be an integral part of the continuum of sanctions to be included in the Safe Schools/Healthy Students Initiative.

The Department is organized into Adult and Juvenile Divisions. The programs that comprise the Juvenile Division Programs—the division most actively involved in *East Side Union High School District's Safe Schools/Healthy Students Initiative*—are as follows: Detention; Diversion; Traffic; Placement; Screening Intake; Screening; Electronic Monitoring and Community Release Program; First Offender Close-Up Services; Juvenile Treatment Court; Court Unit; Restorative Justice Program; Victim-Offender Mediation Program; Gang Violence Suppression Unit; and Geographical Investigation/Supervision Units.

Support services provided to minors while they are in-custody include the following:

Mental Health—licensed clinicians are available to in-custody minors who require mental health services;

Religious Services/Counseling;

Medical Clinic;

Osborne School—on-site school provides regular curriculum of Math, English and electives, as well as various health, anti-gang, and legal issues programs;

Court Work Program—including landscaping, general maintenance, and other related tasks;

Career Exploration;

SERA Anger Management;

Omega Boys Club—volunteers speak with males about impact of delinquency on self, family and community;

Mexican American Community Service Agency—education for males regarding responsibility and teenage pregnancy prevention;

Planned Parenthood;

Los Lupenos de San Jose—provides instruction of Mexican folkloric jazz dance and choreography;

Zohar Dance Company—instruction for all minors to learn jazz dance and choreography;

Voices—Friends and Family of Victims—friends and family of victims share the effects serious crime had on them;

Foster Grandparent Program—elder volunteers from the community visit with the minors to provide comfort, guidance, individualized attention, and role models;

The Place—Asian American Recovery Services—provides an educational program emphasizing anti-gang, anti-drugs, and anti-alcohol classes; and

Girl Scouts of Santa Clara County—provides females with self-esteem, relationships, and life planning courses.

**e. Department of Mental Health**

The Santa Clara County Mental Health Department—under the direction of Mental Health Director Allan Rawland—provides services for county residents experiencing mental illness and/or serious emotional disturbance through an array of county-operated and contracted programs ranging from case management and consultation to long term hospital care. The Department of Mental Health programs create a System of Care for clients of all ages experiencing mental health problems. Services are provided in several languages by staff skilled at using the individual's culture as a foundation for service delivery. This System of Care contains specialized services developed for three age groups: 1) Children, adolescents and their families, 2) Adults, and 3) Older adults.

The mission of the Department of Mental Health is to enable individuals in the community affected by mental illness and serious emotional disturbance to achieve the highest quality of life. To accomplish this, services must be delivered in the least restrictive, most accessible environment within a coordinated system of care respectful of a person's family, language and culture.

The Department of Mental Health consists of county operated services and contract services provided by both non-profit and for-profit corporations. The Department's goal is to create a "best practice" service delivery model for Mental Health, within available budget resources. Central to the Department's commitment is honoring the vision and strategic planning recommendations of collaborative planning efforts of the past several years. The Department believes it is equally important to ensure that Mental Health providers, consumers and their families, and the Mental Health Board and other community advocates have a role as partners and stakeholders in a joint commitment to address community health and human services needs. Critical components of the system include:

- Cultural competence throughout the system;
- Age appropriate services for children, adults, seniors;
- A single point of coordinated care for each client;
- Client and family involvement in service planning;
- Geographically accessible community-based service;
- A full array of service options;
- Patient's Rights advocacy and protection;
- Inter-Agency cooperation; and
- Effectiveness, efficiency, and outcomes.

The Department of Mental Health, as a partner in the *Safe Schools/Healthy Students Initiative*, will provide comprehensive assessment and case planning for youth in need of intensive mental health services. One full-time Mental Health Worker will be dedicated to children and youth referred from the targeted school sites.

**2. Description of the qualifications of and relevant experience of the project director and other key staff**

The *East Side Union High School District's Safe Schools/Healthy Students Initiative*'s Project Director is Dr. Ramon Martinez. Dr. Martinez is the Director of Grants and Resource Development for the East Side Union High School District. He has been an active leader in the reform efforts taking place in East Side Union High School District, as well as participating in the many collaborative ventures involving East Side Union's feeder districts, and other community efforts supporting the safety and healthy development of children and youth. Dr. Martinez played an integral leadership role in the comprehensive, community-wide planning process that has resulted in *East Side Union High School's Safe Schools/Healthy Students Initiative* strategic plan.

Dr. Martinez has worked in instructional and administrative capacities throughout San Jose School Districts since 1971. He served as Principal in the Berryessa Union School District from 1980-1987. In 1987 he moved to the East Side Union High School District as Associate Principal, Special Services at Andrew Hill High School. He has been in his current position at the District since 1991. Dr. Martinez has tremendous experience and capability to direct the implementation of *East Side Union High School District's Safe Schools/Healthy Students Initiative*.

A project organization chart is included on the next page.

Insert org chart here

**3. Description of quality improvement mechanisms the applicant will use for ensuring feedback and continuous improvement in the operation of the strategy.**

Evaluation is a critical component of the *East Side Union High School's Safe Schools/Healthy Students Initiative* strategic plan, and will rigorously support the project's quality improvement efforts. Local evaluators have established an evaluation plan that will support East Side Union High School District's reform efforts. Clear outcome objectives and measures for evaluation have been described throughout the comprehensive plan and proposal. As detailed in the Agency Agreement, all collaborating partners have agreed to common data-sharing procedures that will help facilitate the data collection and analysis essential to evaluation and quality improvement.

As part of the comprehensive plan, a *School Safety Coordinating Council* has been established to provide oversight and direction for implementation of the project outlined in the comprehensive plan. East Side Union High School will provide staffing and representation to the Council, and each collaborating partner will provide a representative to this oversight body. Monthly meetings of the *School Safety Coordinating Council* will ensure feedback and on-going improvement of project implementation, and will support district-wide policies regarding school safety and supportive learning environments.

In addition to this oversight body, *Safe Schools Subcommittees* of the existing *School Site Councils* will support project implementation at each of the target schools. These local school site *Safe Schools Subcommittees* will include representatives of the following stakeholder groups: Youth; Parents; School staff (including Site Coordinators to be hired through this Initiative, both certified and non-certified staff, security); Community-based service providers; Community members, etc. The *Safe Schools Subcommittees* will be an integral component to ensuring quality implementation and project improvement.

**4. Description of the proposed project timelines and staffing patterns.**

A detailed timeline is provided on the following pages.

Insert plan page 1 here

Insert plan page 2 here

Insert plan page 3 here

**5. Description of the relevant resources available (e.g. computer facilities).**

All participating agencies involved in the East Side Union High School District's Safe Schools/Healthy Students Initiative are acutely aware that successful project implementation depends on having adequate resources and available facilities. Both school districts are committed to providing space at the school sites for the implementation of the various activities. All target schools currently have Student Study Teams or Multi-Service Teams housed on-site. These teams are integral to the assessment, referral and enhanced intensive services outlined in the plan. Additionally, target schools have computer facilities. Classroom space exists for After School programs and community-based service provider-run activities. Where additional space and resources are needed, East Side Union and Franklin McKinley are committed to ensuring they are made available to this effort. Both East Side Union High and Franklin McKinley School Districts have well established database management systems and staff housed at their District offices who will provide support to the project.