Escondido CARE Youth Project

A Safe Schools/Healthy Students Initiative

Final Evaluation Report

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SUBMITTED BY:

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Executive Summary

The Escondido Union School District (EUSD) is located in the City of Escondido, a community of just under 150,000 located north of San Diego, California. The K-8 district serves approximately 19,000 students, of whom nearly 70% are Latino. EUSD applied for and received Safe Schools/ Healthy Students (SS/HS) funding in 2009, targeting the district's five middle schools and eight of its elementary schools. The district branded its program the Collaborative Agency Resources for Escondido Youth Project, or CARE Youth Project (CYP). CYP began as a partnership between EUSD, the Escondido Police Department, and several agencies serving north San Diego County, with the mission "to strengthen linkages and partnerships between youth, families, schools, and community agencies in order to support a common goal: to help grow a safer and healthier Escondido."

From the inception of CYP, EUSD has focused on systems change through the universal implementation of programs designed to (1) address school climate and safety through the introduction of school-wide violence reduction and anti-bullying programs; (2) develop a comprehensive system of student identification and referral; (3) create a comprehensive menu of prevention and intervention services both on and off campus; and (4) restructure the district's discipline policy. Adapting the Response to Intervention (RtI) model of identification and referral to a tiered system of interventions, CYP placed trained school social workers at each site to coordinate and deliver services.

Data collection for the evaluation of CARE Youth Project focused on two primary areas: documentation of numbers served and analysis of outcomes related to the services provided. The former provided ongoing information regarding who was being served, and the latter addressed the issue of how attitudes, perceptions and/or behavior (as documented through changes in attendance and discipline) changed as a result of services. In addition, data were collected as part of the Government Performance and Results Act (GPRA) that focused specifically on changes related to school violence, alcohol and other drug use, and the provision of both school-based and community-based mental health services.

Element 1: Safe School Environment and Violence Prevention Activities

Activities under Element 1 ranged from Tier 1 programs targeting environmental safety in and around the schools (e.g., Safe Walk, lunchtime safety, Peace Patrol, Season for Nonviolence, truancy/curfew sweeps) to Tier 2 programs targeting students exhibiting at-risk behaviors

(e.g., case management, mentoring, Aggression Replacement Training, Juvenile Diversion) and Tier 3 programs for students at risk for gang involvement.

Element 1 Outcomes. School-wide outcomes showed a 21% reduction in the percentage of students who reported that they failed to attend school on one or more days over the past 30 days because of feeling unsafe at school or on their way to and from school; an 11.1% increase in the percentage of students who reported that they feel "safe" or "very safe" at school; a 37% reduction in the percentage of students who report having been in a physical fight on school property in the past 12 months; and a 77.8% reduction in the number of students referred to Nicolaysen Community Day School for acts of violence. Violence-related suspension days fell by 84.1% at elementary sites and 75.2% at middle school sites, and violence-related expulsions at middle schools fell by 73.7%. During the same period, the average number of days of absence across CYP schools fell from 8.85 to 6.08. Outcomes for students receiving direct services were equally positive. Excused and unexcused absences fell for students receiving case management services and for students receiving Aggression Replacement Training who had at least one absence at baseline, as did suspensions for students with at least one suspension at baseline. Both excused absences and suspensions fell for students involved in mentoring, for students in Juvenile Diversion, and for students receiving home visits and/or parent case management services who had at least one absence and/or one suspension at baseline. Excused absences and suspensions fell for students with at least one absence or suspension at baseline who participated in the Family Intervention Team.

Sustaining Element 1 Services. While Season for Nonviolence assemblies will no longer be offered, other classroom-based activities will continue to take place, implemented by EUSD teachers. The Safe Walk Program will continue to be implemented in partnership with the Escondido Police Department through alternative grant funds, and has already expanded to five additional schools for the 2014-2015 school year. Aggression Replacement Training will continue to be offered by school social workers, who have been sustained in part through a new allocation of State funding. School social workers will continue to act as advisors for the Peace Patrol. The Escondido Police Department will conduct at least two truancy/curfew sweeps annually. The attendance intervention specialist, now funded through EUSD, will continue to conduct home visits with a team of school social work interns and school social workers at school sites. Student Attendance Review Teams are now in place at each of the district's 23 school sites. The Juvenile Diversion/Youth Court program will continue through funding from the Escondido Union School District, Escondido Union High School District and the Escondido Police Department. The Family Intervention Team will continue to work with EUSD students at risk for gang involvement through funding from the Escondido Union School District, Escondido Union High School District, and the Escondido Police Department. Guiding Good Choices will continue to be offered to families throughout Escondido on a limited basis through community agency grant funding.

Element 2: Alcohol, Tobacco and Other Drug Prevention Activities

Tier 1 services under Element 2 included the implementation of a school-wide systems change process called Positive Behavioral Interventions and Supports (PBIS) that teaches behavioral expectations and provides incentives and recognition to students who comply with the new normative standards. In addition, the Project ALERT substance abuse prevention curriculum was taught in the 7th grade, with boosters provided in 8th grade, and Club Live was implemented at middle schools. Students identified as at risk for or engaging in substance using behaviors were referred to Tier 2 ATOD (Alcohol, Tobacco and Other Drug) psycho-educational groups.

Element 2 Outcomes. School-wide evaluation outcomes showed a 40.7% decrease in self-reported 30-day alcohol use, but a slight increase (1.7%) in self-reported 30-day marijuana use on the GPRA measures associated with Element 2. However, self-reported lifetime use of alcohol dropped by 41.8%, binge drinking (5 or more drinks at one sitting) dropped by 41.4%, and being drunk or very sick from drinking in the past 30 days dropped by 48.3%. ATOD-related suspension days at CYP elementary and middle schools remained relatively unchanged, but ATOD-related expulsions at the middle schools dropped by 71.4%, and ATOD-related enrollments at the Nicolaysen Community Day School dropped by 77.4%. Students who participated in six or more ATOD-psycho-educational groups who had at least one absence or suspension at baseline showed a reduction in both excused absences and suspensions, with excused absences falling by 25.4% and suspensions by 72.7%.

Sustaining Element 2 Services. Under Element 2, Club Live Programs will continue to be implemented at identified middle schools through support from the San Diego County Office of Education. Project ALERT will continue to be implemented in 7th and 8th grades. Insight groups will be offered at middle schools. All students in grades K–8 will participate in three ATOD lessons on an annual basis as a component of Positive Behavior Interventions and Supports (PBIS) implementation at all 23 EUSD schools.

Element 3: Student Behavioral, Social and Emotional Support

Along with PBIS, Comprehensive Student Assistance Teams (CSATs) were implemented at all school sites to coordinate student identification and referral to services. Element 3 focused heavily on student involvement through CYP Student Advisory Boards, Club Live, Helping Hands, Jr. Clubs, Peer Leaders Uniting Students (PLUS), and Peace Patrol. In addition, CYP staff provided ongoing staff development across all CYP sites, and parents were offered Parent University courses designed to increase their understanding of and ability to respond to their child's social, emotional, behavioral and academic needs.

Element 3 Outcomes. School-wide outcomes showed an improvement of 16.7% at the 5th grade and 28.6% at the 7th grade in the percentage of students indicating a high level of meaningful involvement at school. The percentage of 5th grade students reporting having a caring relationship with a teacher or other adult at school rose by 8.5%, and for 7th grade

students rose by 9.1%. The percentage of elementary students placed on a district behavior contract decreased by 84.2% and for middle school students by 28.6%. During the first four years of funding, over 1,500 unduplicated students per year were reviewed by CSATs, and roughly three-quarters were linked to direct services. Tier 3 outcomes related to attendance and discipline for the students receiving community-based mental health treatment from Vista Hill showed less success than other interventions.

Sustaining Element 3 Services. Although Helping Hands, Jr. will not be sustained, the district will be able to sustain nearly every other positive and service-oriented student activity implemented under SS/HS funding for Element 3. Student Advisory Boards, facilitated by a school social worker, will continue to be implemented at all EUSD middle school sites. PLUS Programs will be available at specific middle school sites, as needed. Peace Patrol, facilitated by a school social worker, will be implemented at all EUSD elementary schools. Club Live Programs will continue to be implemented at identified middle schools through support from the San Diego County Office of Education. PBIS implementation will continue to be implemented at all 23 EUSD schools. The Comprehensive Student Assistance Team process, facilitated by a school social worker, will be implemented at all 23 EUSD schools. Middle school CSAT teams, facilitated by a school social worker, will continue to review service records of incoming 6th grade students within the first 60 days of school. Teachers and support team members will provide informal mentoring to students through the Check In/ Check Out program, coordinated by school social workers, at all EUSD school sites. A school social worker will provide staff training at all EUSD school sites. Finally, Parent University will be offered at all 23 EUSD school sites, and Guiding Good Choices will continue to be offered to families throughout Escondido on a limited basis in partnership with the Escondido Police Department and Education COMPACT through community agency grant funding.

Element 4: Mental Health Services

Tier 1 services under Element 4 focused on reducing the percentage of students who indicated on the California Healthy Kids Survey that they had thought about killing themselves in the past 12 months. Yellow Ribbon assemblies and follow-up activities took place at each middle school campus to raise awareness among both students and staff about signs of depression or other behaviors of concern that should be reported. During the 2012-2013 school year, Yellow Ribbon was replaced by Know the Signs, a program that provides both a website and a hotline for students to access, along with campus-wide activities to raise awareness. Tier 2 services focused on school-based individual and group counseling, the latter providing options for students dealing with a variety of concerns, from building social skills to anger management, grief and loss, emotion management, and impulse control. Both Tier 2 and Tier 3 also included referral to community-based services, and strengthening the information sharing that occurs between the schools and community-based providers.

Outcomes for Element 4. School-wide outcomes showed that in fact, the percentage of students indicating that they had thought about suicide in the past 12 months rose by 31.6%;

however, this may be in part attributed to the fact that Yellow Ribbon and Know the Signs are both designed to raise awareness; consequently, more students were thinking about suicide, but not necessarily with the intent of attempting suicide. Suicide assessments conducted by school social workers rose from 48 during the 2008-2009 school year (baseline) to a high of 99 in 2010-2011, dropping back over the next three years to roughly 70 annually. The number of students receiving school-based (Tier 2) mental health services rose by 55% from 2008-2009 to 2013-2014. Students receiving at least three individual mental health services who had at least one absence and/or suspension at baseline showed a 32% reduction in excused absences, a 16.4% reduction in unexcused absences, and a 65.2% reduction in suspensions. Outcomes were similarly positive for students receiving at least three direct group services and having at least one absence or suspension at baseline; excused absences decreased by 32.9%, unexcused absences decreased by 36.3%, and suspensions decreased by 83.7%. Referrals to community-based mental health services that resulted in actual service provision ("linkage") rose by 166.8%.

Sustaining Element 4 Services. Under Element 4, School social workers and school social work interns will be available at all 23 EUSD school sites to provide early intervention mental health services to students. School social workers will follow-up on all community referrals for mental health services within 30 days. School social workers and counselors will continue to implement the Know the Signs curriculum in all 6th, 7th and 8th grade classrooms at EUSD middle schools. Mental health services for uninsured and undocumented students will not be sustained, nor will referrals and linkage to community-based services be tracked.

Element 5: Early Childhood Social and Emotional Learning Program

For a number of reasons, Element 5 was in many ways the most challenging of the constellation of services provided under CYP to implement. Needs identified under this element included establishing a universal system for measuring school readiness in incoming Kindergarten students; developing a system to coordinate and track referrals for children 0 to 5 between the schools and community-based providers; and to increase the percentage of children who come to school ready to learn.

Outcomes for Element 5. CYP participated in the establishment of the Escondido Early Childhood Services Coalition; worked with Palomar Health to develop an information-sharing system and a "warm hand-off" between Palomar Health and the EUSD for children aging out of 0-5 services; offered workshops to increase the capacity of early childcare providers to enhance social-emotional and behavior skills in children ages 0-5; and worked to increase parents' knowledge of and ability to access services for children 0-5. As a result of all of these services, it was expected that the school readiness indicators for children entering Kindergarten would rise; however, due to changes in the assessment of school readiness indicators used by the district, it was not possible to compare baseline and follow-up data for this measure.

Sustaining Element 5 Services. Under Element 5, The Escondido Early Childhood Coalition will continue to meet on a quarterly basis, and will be coordinated by Palomar Health and the EUSD. The EUSD will continue to offer training related to developmental, academic, social, emotional, and behavior school readiness skills to early childcare providers as a component of common core implementation.

As discussed earlier, EUSD restructured departments within the district to ensure the sustainability of the systemic student supports (PBIS, CSAT, TIME, and the district's new, intervention-oriented discipline policy) created during the SS/HS Initiative. This included the creation of a Coordinator of Community Outreach and the Coordinator of Integrated Student Supports position. The CARE Youth Project Core Management Team partnership will continue under the new title of CARE Youth Community Advisory Board and will consist of ongoing communication between partner agencies to continue the mission and vision of the project: to create a safer and healthier Escondido.

In 2012, CARE Youth Project was selected by the California School Board Association for the 2012 Golden Bell Award, which recognizes programs that promote excellence in education by addressing students' changing needs. CARE Youth Project also received the 2012 Cities Counties Schools (CSS) Partnership Award.

Project Overview

What is the Safe Schools/Healthy Students Initiative?

The Safe Schools/Healthy Students (SS/HS) Initiative, enacted in 1999, is a partnership between the U.S. Departments of Education, Health and Human Services, and Justice. Over the past 13 years, SS/HS has provided funding for nearly 300 school districts nationwide. The Initiative promotes the use of evidence-based practices to address safety, mental health, substance abuse prevention, school readiness, and student academic and social supports in local school settings.

Each grantee is required to partner with local law enforcement, juvenile justice and mental health authorities. In addition, grantees are encouraged to involve community-based organizations and other agencies, as appropriate, in grant-related activities and services. Such partnerships are necessary to address and sustain the five Elements specified for the 2009 SS/HS cohort:

1. Safe School Environment and Violence Prevention Activities
2. Alcohol, Tobacco and Other Drug Prevention Activities
3. Student Behavioral, Social and Emotional Support
4. Mental Health Services
5. Early Childhood Social and Emotional Learning

Background

The Escondido Union School District (EUSD) is located in the City of Escondido, a community of just under 150,000 located about 30 miles north of San Diego, California. The K-8 district serves roughly 19,000 students, and is the second largest employer in the city. Latino students of any race comprise nearly 70% of the student population, followed by White, Non-Hispanic at about 20%.

EUSD applied for and received Safe Schools/Healthy Students funding in 2009, targeting the district's five middle schools and eight of its elementary schools. The district branded its program the Collaborative Agency Resources for Escondido Youth Project, or CARE Youth Project (CYP). CYP began as a partnership between EUSD, the Community Alliance for Escondido (CAFÉ), County of San Diego Health and Human Services Agency, County of San Diego Probation Department, and the Escondido Police Department. In fall 2013, Escondido Union High School District and Palomar Health joined the partnership. Each partner has a representative on the Core Management Team (CMT), the role of which has been to monitor the provision of services, plan and carry out project-related activities, and review evaluation data to make decisions about continued funding and sustainability. Over the five years of the project, the CMT met monthly. As SS/HS funding for CARE Youth came to an end, the CMT made a

commitment to continue meeting bimonthly and to continue to partner both in the provision of services to children and families through the school district and in seeking new funding streams in order to expand resources.

The project director for CARE Youth Project, a school social worker with extensive administrative experience, was appointed from within the district. In January 2010, the district contracted with Transforming Local Communities, Inc., (TLC) to provide evaluation services for the Initiative. The TLC team worked with the project director in the winter and spring of 2010 to finalize the logic model and evaluation plan for the project. During the same period, the project director began the hiring and training of project staff, which included a number of school social workers, a clinical coordinator, an intervention specialist, and a project clerk. The final logic model was submitted and approved by the federal program officer in late winter 2010. Following the approval of the logic model and the completion of Memoranda of Understanding with partner agencies, the evaluation team worked with the project director to create data collection instruments that were then submitted for Institutional Review Board (IRB) approval.

During the late summer and fall of 2010, staff received extensive training in the Comprehensive Student Assistance Team (CSAT) model and in Aggression Replacement Training. CYP was officially launched at the beginning of the 2010-2011 school year, with the mission "to strengthen linkages and partnerships between youth, families, schools, and community agencies in order to support a common goal: to help grow a safer and healthier Escondido."

A Focus on Systems Change

From the inception of CYP, EUSD has focused on systems change through the universal implementation of programs designed to (1) address school climate and safety through the introduction of school-wide violence-reduction and anti-bullying programs; (2) develop a comprehensive system of student identification and referral; (3) create a comprehensive menu of prevention and intervention services both on and off campus; and (4) restructure the district's discipline policy.

School Climate and Safety: Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. The PBIS framework introduces students to expectations for behavior; establishes and helps students understand clear and consistent consequences; and reinforces behavioral expectations with positive feedback in the form of rewards and positive statements. Classroom teachers focus their efforts on three to five behavioral expectations that are positively stated and easy to remember.

CYP schools began planning for PBIS implementation during the 2011-2012 school year as part of a district-wide plan. As of June 2014, 504 unduplicated staff members across the 13 CYP

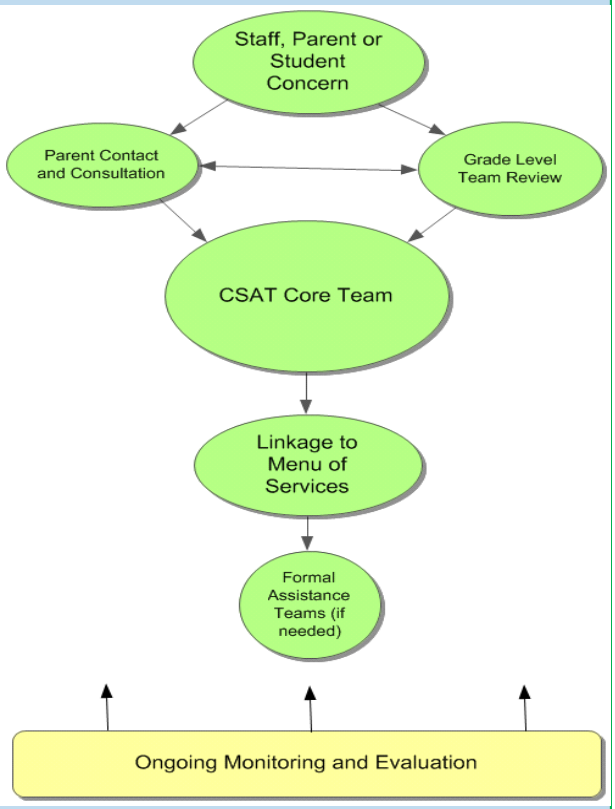
The CSAT Process

The CSAT (Comprehensive Student Assistance Team) accepts referrals from school staff, parents, community members and students. The CSAT assesses students' specific needs and provides them with support and referral to school-based or community resources. Students may be linked to a variety of Tier II or III interventions through the CYP support specialist.

The overarching goal of the CSAT process is to remove barriers to education so that a student may feel connected to and stay in school, achieve academically, and be successful. Between August 2010 and June 2013, 3,551 unduplicated students were served through the CSAT.

The graphic to the right illustrates the participation process for CSAT beginning with the identification of a student, CSAT review, connection with services, and monitoring and evaluation to provide follow-up with the student and family.

The CSAT continues to monitor students after they have been referred to services, to ensure that the intervention is successful and the student is benefitting appropriately from services.



sites had participated in at least one PBIS training session. All school sites in the district now have a trained PBIS School Team tasked with developing, teaching, and reinforcing school-wide and classroom-based behavior expectations.

Comprehensive Student Assistance Teams

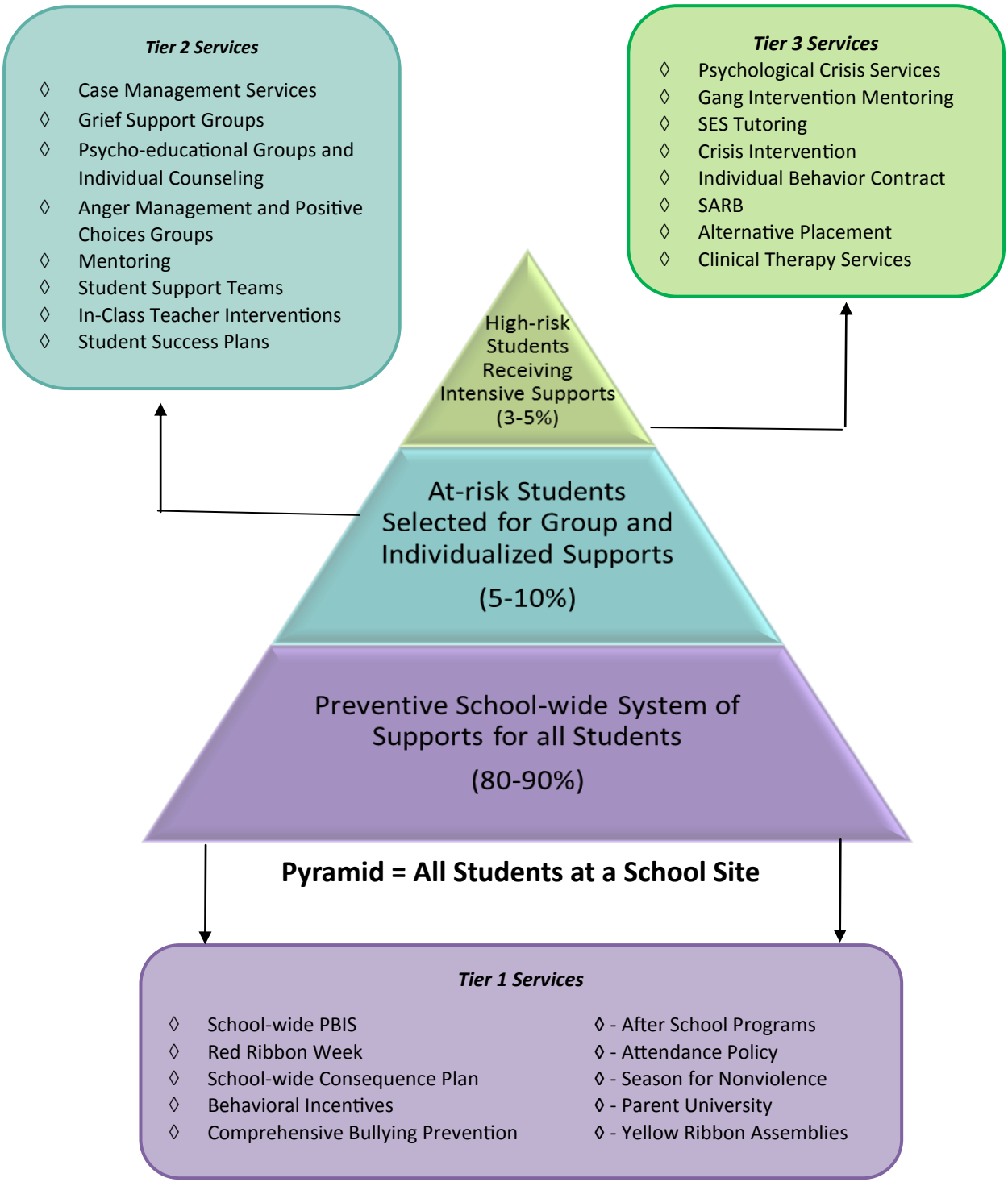
Every school in the EUSD has a CSAT, or Comprehensive Student Assistance Team, the role of which is to assess the needs of students who are facing academic, socio-emotional or behavioral difficulties, and to link them to services. The CSAT serves as the means for organizing school- and community-based services from a variety of providers, based on referrals submitted by teachers and other school staff and administrators, parents, agencies, and even students themselves.

CYP uses a wide range of prevention and intervention strategies to support students. The "pyramid" of services, based on the Response to Intervention (RtI) model (graphic on page 4), illustrates this comprehensive approach, which includes three tiers of programs and services.

Tier 1 or "universal" services are school-wide preventive programs targeted at all members of the school community. Examples of Tier 1 services include Positive Behavioral

CSAT Response to Intervention (RtI) Model

Three Tiers of Prevention and Intervention



Interventions and Supports, the Project ALERT substance abuse curriculum, and the Safe Walk Program in which parents patrol streets to and from schools at the beginning and end of the school day to keep students safe. Tier 2 and Tier 3 services focus on students who are at some level of risk and for whom group, individualized or intensive services are appropriate, with Tier 3 being the most intensive level of service. Tier 3 services might include crisis counseling, intensive case management, or therapeutic interventions.

Students are generally referred to Tier 2 and Tier 3 services through the CSAT, which monitors their progress to ensure that students improve and/or are referred on to additional services, as appropriate. The overarching goal of the entire system is to remove barriers to education so that students feel connected to and stay enrolled in school, and are able to succeed both academically and socially.

Truancy Intervention Maximizing Education (TIME)

TIME focuses on improving school attendance by keeping students connected to school through information, intervention and support. The truancy and curfew sweeps described under Tier 1 services are considered part of TIME, as is parent education, the Student Attendance Review Team (SART) at each CYP school site, home visits and case management services provided by the CYP intervention specialist, the district's Student Attendance Review Board (SARB), and the San Diego Juvenile Truancy Court. Together, these interventions form a comprehensive system of prevention, intervention, and support targeted at increasing attendance among chronically absent and truant students.

The Role of the Attendance Intervention Specialist

The Attendance Intervention Specialist (a credentialed school social worker) oversees and participates in all components of the TIME Program including developing attendance policy, training school staff on attendance reporting, SART and SARB procedures and attendance law, facilitating the district's SARB process, providing parent trainings, making home visits, and working with the court system.

Addressing absenteeism and truancy requires the help of agency partners. The Attendance Intervention Specialist works closely with:

- School Administrators and Clerical Staff
- Classroom Teachers
- Parents
- School Counselors and Social Workers
- School Resource Officers
- Community Agency Staff
- San Diego Juvenile Truancy Court Staff

The CYP intervention specialist (a licensed school social worker) and social work interns oversee and participate in all components of the TIME Program including developing attendance policy; training school staff on attendance reporting, SART and SARB procedures and attendance law; facilitating the district's SARB process; providing parent trainings and home visits; and working with the court system. Addressing absenteeism and truancy requires the help of agency partners. The intervention specialist and her team work closely with school administrators and clerical staff, classroom teachers, parents, school counselors and social workers, school resource officers, community agency staff, and staff from the San Diego Juvenile Truancy Court.

District Disciplinary Policy

At the beginning of the 2011-2012 school year, EUSD introduced a district-wide, systematic method of applying behavioral consequences; specifically, suspensions and expulsions. In past years, as is the case for most school districts in California, school site administrators had unilateral authority to determine how and when to suspend students. In fall 2011 EUSD established a disciplinary matrix that aligned behaviors with State of California Education Code violations and assigned specific consequences to each. Whereas in the past an EUSD administrator at one school site might assign two days of suspension for an infraction that would result in five days of suspension at another site, now all schools are bound to administer discipline in the same way for similar infractions. In addition, any student who is exhibiting behaviors that could lead to suspension must be offered intervention services before a suspension can be assigned. In large part due to Safe Schools/Healthy Students funding, EUSD has established a site-based continuum of interventions that includes services ranging from leadership training and service involvement to skills-based psycho-educational groups and intensive mental health services. Upon returning to school from a period of suspension, and depending on the nature of the infraction and the student's history of disciplinary problems, a student might be offered involvement in such diverse activities as participation in a service club like Helping Hands, social skills training, anger management group, or individual therapeutic counseling.

Project Partners

The CYP project team, 2011.

EUSD has involved a variety of key partners from outside the school community to participate both in shaping the direction of CYP activities and in direct service provision. The Core Management Team had the authority to determine how SS/HS funds were allocated and therefore which services were sustained and at what level from year to year. Ultimately the CMT made recommendations regarding the sustainability of particular programs and services when SS/HS funding was no longer available. CMT members include the EUSD CYP project director, the EUSD assistant superintendent, and representatives from San Diego County Health and Human Services, San Diego County Probation, the Community Alliance for Escondido (CAFÉ), the Escondido Police Department and, most recently, the Escondido Union High School District. While all of these organizations have longstanding relationships with the EUSD, the Escondido Police Department and CAFÉ received CYP funding for specific programs. The CMT members and other key community partners are described below (in alphabetical order).

Community Alliance for Escondido

Also known as CAFÉ, the Community Alliance for Escondido acts as a resource for information sharing between community providers in Escondido. Agencies from throughout Escondido meet twice a month to discuss issues important to the community and to share resources.

Elizabeth Hospice

Elizabeth Hospice is a San Diego-based organization that provides assistance to individuals and families at the end of life. Although it received no CYP funding, Elizabeth Hospice has provided services to students dealing with issues related to grief and loss for a number of years, primarily through group counseling sessions.

Escondido Education COMPACT

The Escondido Education COMPACT provides both case management services and service learning opportunities for youth and families in Escondido. Ed COMPACT partnered with the Escondido Police Department to implement the Juvenile Diversion Program. One Ed COMPACT case manager worked with school staff at all district schools to ensure the Juvenile Diversion contracts were linked with current interventions at school, and were completed in a timely and meaningful way by students.

Escondido Police Department

The Escondido Police Department (EPD) provides the community with a number of programs to increase youth safety, some of which pre-existed CARE Youth but were expanded under the Initiative. The Family Intervention Team (FIT) is one such service. FIT staff provide home and school-based services to students at risk for involvement in gang activity in the community. Students enrolled in the FIT program participate in weekly gang prevention groups. The Juvenile Diversion Program provides alternatives to court interventions for first time youth offenders. Students referred to EPD's Juvenile Diversion Program are reviewed either through a youth court or through a multidisciplinary team. Case management is provided for all students who are referred to Juvenile Diversion through Ed COMPACT. In addition to these services, under the Initiative EPD officers provided training to parents and school staff upon request, and implemented truancy and night curfew sweeps.

Mental Health Systems, Inc.

Mental Health Systems, Inc. provides the local probation services for Escondido which include intensive case management services; alcohol, tobacco and other drug groups; and counseling services for students who are at risk for entering the juvenile justice system.

Palomar Family Counseling Service, Inc.

Established in 1956 in North San Diego County to meet a need for professional, coordinated counseling and other therapeutic services, Palomar Family Counseling Service, Inc., (PFCS) provides clinical treatment, individual and family counseling, crisis response, community childcare coordination, early intervention, and assessment services. PFCS counselors were providing limited school-based services prior to the EUSD receiving SS/HS funding, and these on-site services were expanded under the Initiative.

Palomar Health

Palomar Health is a public health district that operates the Palomar Medical Center and Palomar Health Downtown Campus in Escondido and the Pomerado Hospital in nearby San Marcos. Palomar Health opened its newest hospital, Palomar Medical Center, in 2012. Covering 800 square miles, Palomar Health is the largest public health district by area in the state of California.

Tariq Khamisa Foundation

The Tariq Khamisa Foundation (TKF) provided mentoring services for 4th-8th grade students at risk for violence or gang involvement over the first four years of the Initiative. AmeriCorps volunteers served as adult mentors at TKF and worked with students before, during, and after school or on the weekends. Services provided by the mentors included both traditional mentoring approaches and behavior coaching, tutoring, and community services coordination. TKF also implemented one Impact Assembly for each middle school site on an annual basis.

Vista Hill

Vista Hill is a mental health provider that has been serving San Diego County since 1957. The organization provides a full continuum of acute and sub-acute private psychiatric services in San Diego, as well as group homes, public sector services, partial day treatment, and a specialty behavioral health HMO. Vista Hill provides on-site and clinic-based Tier 3 intensive mental health services for students in the EUSD.

Research Methodology

Data collection for the evaluation of CARE Youth Project focused on two primary areas: documentation of numbers served and analysis of outcomes related to the services provided. The former provided ongoing information regarding who was being served, and the latter addressed the issue of how attitudes, perceptions and/or behavior (as documented through changes in attendance and discipline) changed as a result of services.

Despite the challenges inherent in such an approach, the TLC evaluation team and the project director agreed to track both duplicated and unduplicated services in order to conduct sub-analyses that would allow the evaluation team to make statements about *dosage*—that is, the minimum number of services (e.g., support group sessions) needed to foster positive change.

This approach required all project staff to keep detailed tracking records of "meaningful interactions" with students. Six primary forms were developed for this purpose: the *Daily Contact Log* (customized for each staff member), the *Student Sign-in Sheet*, the *Parent Sign-in Sheet*, the *Staff Sign-in Sheet,* the *CSAT Log,* and the *Student/Family Referral Form*. Over time, the Daily Contact Log was made part of the ongoing documentation of the CYP social workers (called "CYP support specialists"), and the district restructured its recordkeeping system to make contact with support specialists and some providers part of the student's school record data.

The *Daily Contact Log* originally included a checklist of information regarding one-on-one interactions with students and/or the parent/guardian of a student, including the date of the interaction, student's first and last name, student's grade level, student's universal ID, modality (student, parent, or staff, and case management, counseling, etc.), reason for interaction (academic, social, behavioral, other), and length of interaction (rounded to the nearest 5 minutes). Beginning in 2011-2012, this information was tracked electronically through the district's database system (PowerSchool), and was periodically exported for analysis. The *Student Sign-in Sheet* was used whenever a group event or activity was offered to students, and included the title of the event or activity, the type of event (training, session, field trip), length of the event or activity in minutes, and space for students to provide their name, their school, and their grade in school. (Staff completed names for students in lower grades.) A clerk or the CYP support specialist added the student's universal ID number to each student's name before submitting the completed form to the evaluation team, which then entered the data into Efforts to Outcomes (ETO), an online database system that TLC had customized for use with SS/HS projects. The *Parent Sign-in* was similar to the *Student Sign-in,* but parents were asked only to indicate the school(s) their child(ren) attended. The *CSAT Log* originally documented meetings of the CSAT and provided space for team members to note the student, the school, the grade, the student's universal ID number, and the type of referral made. Like the information contained in the Daily Contact Log, these data are now tracked electronically in PowerSchool. The *Student/Family Referral Form* documented referrals made to providers of intensive, community-based mental health services; in this case, through Vista Hill. Other data collection forms were generated as needed; for example, parent sign-in sheets for Safe Walk and logs for the Escondido Police Department's Family Intervention Team (FIT).

Data collection instruments were submitted on a monthly basis to the program evaluator; electronic data were generally exported twice a year (at the end of each semester). TLC staff checked in the data, then entered the hardcopy data into ETO. Twice a year, data were exported from ETO, transferred into SPSS (Statistical Package for the Social Sciences) and merged with the district's school record data, including demographic information, and student attendance and discipline. This database was then used to analyze project outcomes.

Other data were used in assessing outcome indicators, as well. The California Healthy Kids Survey (CHKS) was administered annually, and provided longitudinal outcome data on issues related to school climate, student resilience, and student attitudes, perception and behavior

related to nutrition, ATOD (alcohol, tobacco and other drugs), and school safety. The TLC team developed and administered a Parent Survey during the first and last project years that provided a means of triangulating data from the CHKS and the CHKS (Staff) School Climate Survey related to perspectives on school safety.

Other data collection instruments used by TLC included fidelity assessments (conducted for evidence-based programs such as Project ALERT and Aggression Replacement Training). TLC offices are located approximately 235 miles from the Escondido Union School District. For this reason, in addition to reluctance on the part of the teachers' union to have strangers observing teachers, it was not feasible for TLC staff to conduct fidelity assessments for Project ALERT or Aggression Replacement Training. The clinical coordinator took on this responsibility, and reported outcomes periodically to the evaluation team.

Finally, project staff and contractors were interviewed annually regarding implementation and sustainability efforts, modifications made to program content and/or delivery, challenges and successes, and other issues. These interviews were generally audio-recorded, transcribed, and analyzed longitudinally to identify patterns and trends.

All SS/HS projects were required to collect GPRA (Government Performance and Results Act) data, in order to provide comparable data across projects nationwide. EUSD was required to collect data on the following GPRA measures:

1. The percentage of 7th grade students at CYP schools who report missing one or more days of school during the previous 30 days because they felt unsafe at school or on their way to and from school will decrease 35% from baseline, as measured by student responses to the California Healthy Kids Survey [Element 1].

2. The percentage of 7th grade students at CYP schools involved in a physical fight on school property during the just completed school year will decrease by 20% compared to baseline as measured by the California Healthy Kids Survey [Element 1].

3. The percentage of 7th grade students at CYP schools who report using marijuana on one or more occasions during the previous 30 days will decrease 35% from baseline as measured by student responses to the California Healthy Kids Survey [Element 2].

4. The percentage of 7th grade students at CYP schools who report consuming alcohol on one or more occasions during the previous 30 days will decrease by 35% from baseline as measured by student responses to the California Healthy Kids Survey [Element 2].

5. The number of Kindergarten through 8th grade students at CYP schools receiving school-based mental health services as defined below will increase by 10% from baseline, as measured by the Escondido Union School District database and mental health agency records [Element 4].

6. The number of Kindergarten through 8th grade CYP student referrals that result in mental health services being provided in the community will increase by 200% from baseline as measured by the Escondido Unified School District database and mental health agency records [Element 4].

During the first few project years, a member of the TLC team attended CMT meetings on a monthly basis. In 2012-2013, the evaluator attended six CMT meetings in person, and participated by phone in two others. In the final (extension) year of the project, the evaluator made two trips to Escondido and participated in two CMT meetings by phone. Twice annually the TLC team provided the data for Section A of the required federal performance report, and each January provided the data for Section C of the report. TLC created a series of informational and promotional brochures for the project that are still used to explain and promote CARE Youth Project. In addition, TLC staff provided regular updates to the CMT on the progress of evaluation activities, and on project outcomes as they became available.

Structure of the Report

In an effort to provide an integrated summary of the Escondido Union School District's efforts and outcomes, many of which overlap across project elements, the TLC team structured the Evaluation Report first by element and objective, and then by adapting the IOM (Institutes of Medicine) model of universal, selective and indicated (Tier 1, Tier 2 and Tier 3) services to report on school-wide and student-level outcomes. Unlike the annual progress report format, which reports individually on each project measure, this approach attempts to logically group programs and services in reporting outcomes according to the targeted population and level of intensity.

To summarize (see the model on page 4), ***universal strategies*** are by definition targeted toward an entire population (national, local community, school, neighborhood) with messages and programs aimed at preventing or delaying the abuse of alcohol, tobacco, and other drugs. In the RtI model, universal (Tier 1) approaches encompassed school safety, as well as student academic and social supports. An example of a universal strategy is Positive Behavioral Supports and Interventions, a school-wide program that addresses school climate and discipline in a consistent and proactive way that focuses on student assets. Another example of a universal program would be Project ALERT, a drug prevention curriculum delivered to all middle school students during their 6th grade year, with booster sessions provided in 7th and 8th grade.

Selective or selected (Tier 2) strategies target subsets of the total population that are deemed to be at risk (for example, for academic failure or expulsion) by virtue of their membership in that subgroup. Students who are regularly referred to the office for discipline are an example of a subgroup of students at risk for academic failure and/or expulsion due to poor social skills, an inability to manage anger, or anti-social behaviors. Social skills or anger management

groups are examples of selective strategies to address the needs of this population. Not all strategies target negative behaviors, however; for example, students experiencing the loss of a parent through death, military deployment, or divorce would be an example of a student targeted for services under selective criteria.

Under the IOM definition, ***indicated (Tier 3) strategies*** are designed to prevent the onset of substance abuse in individuals who do not meet criteria for addiction, but who are showing danger signs, such as excessive consumption of alcohol or the use of other gateway drugs. Indicated strategies in the context of the CARE Youth Project were targeted toward students with individual risk factors, such as conduct or other mental health disorders, and alienation from parents, school and positive peer groups. The ultimate goal of strategies aimed at indicated populations includes reduction in negative, anti-social or violent behaviors and/or behaviors that put students at immediate risk of substance abuse, academic failure, suspension, or expulsion.

The usefulness of the IOM model as it has been adapted for RtI in presenting outcome data is that it allows the evaluator to integrate a variety of data within and across project Elements to look at the impact of multiple programs and services on a particular population or subpopulation, and to incorporate qualitative data into the analysis.

The analysis in each section of the report is followed by "Outcomes at a Glance" which provides a brief overview of the project's success in meeting process and outcome measures.

Element 1
Safe School Environment and Violence Prevention

GOAL: To increase safety and security at CYP schools and in the community.

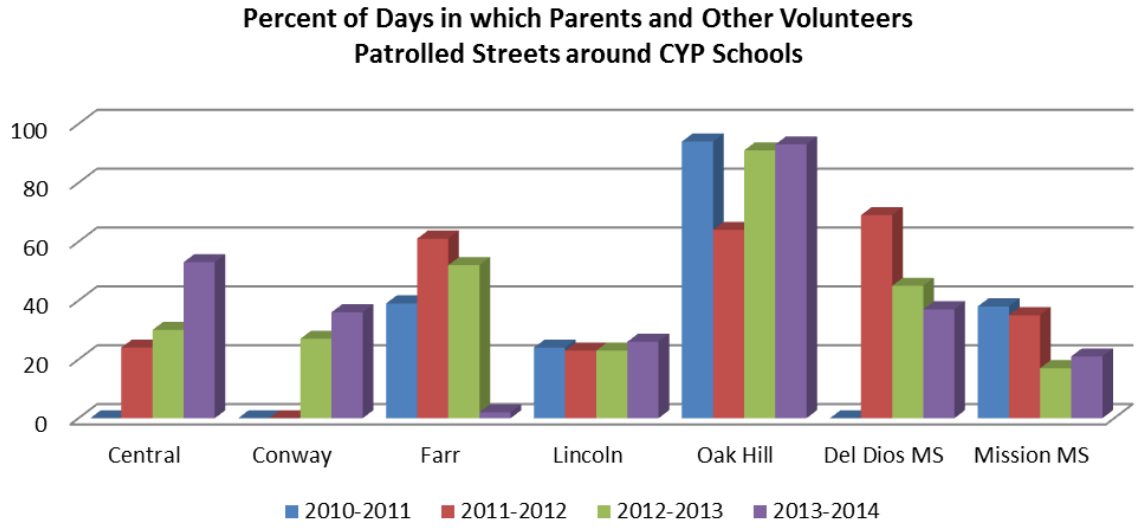
Needs identified under school safety included reducing the number of students who miss school because they feel unsafe at school or going to and from school; decreasing the number of students who report having been in a physical fight on school property in the past 12 months; reducing suspensions and expulsions related to violence; reducing days of unexcused absence; reducing self-reported gang involvement; and reducing the number of middle school students mandated to attend Nicolaysen Community Day School due to acts of violence.

Universal activities included implementing Season for Nonviolence activities; increasing supervision during lunch and recess times at CYP middle schools; providing additional supervision by parent/adult volunteers on routes to and from CYP schools; expanding Peace Patrol to all CYP elementary sites; training school staff to implement Student Attendance Review Teams (SARTs); creating and disseminating parent/guardian informational materials outlining the district's attendance policy; and having the Escondido Police Department conduct truancy sweeps. Tier 2 services under Element 1 included implementing Aggression Replacement Training, mentoring, and Juvenile Diversion; implementing Truancy Home Visits for students at risk of going before the SARB; and providing the Guiding Good Choices Program for students and families at CYP schools. Tier 3 activities included referring students at risk of gang involvement to the Escondido Police Department's Family Intervention Team.

Tier 1 (Universal) Services

Safe Walk

In the Safe Walk program, parent volunteers and community members monitor the streets around the schools in order to ensure that students are safe on their way to and from school. As of the end of the 2013-2014 school year, 180 individuals had been through a formal Safe Walk training with the Escondido Police Department. During the 2010-2011 school year, the streets leading to four schools were patrolled between 25% and 94% of the time: Farr Elementary (39%), Lincoln Elementary (24%), Mission Middle (38%), and Oak Hill Elementary 94%). (It is important to note that the Safe Walk program was launched at different times of the year: in December 2010 at three of the sites and at Oak Hill Elementary in April 2011.) In 2011-2012, the program was launched at two additional sites, Central Elementary (February)



Note: *Not every school implemented the program at the beginning of the school year, and this will have an effect on the percentages reported, as will the fact that some parents failed to sign in at the school on certain days before beginning their patrols.*

and Del Dios Middle (April), and the streets leading to the six participating CYP sites were patrolled between 23% and 69% of the time: Central Elementary (24%), Del Dios Middle (69%), Farr Elementary (61%), Lincoln Elementary (23%), Mission Middle (35%), and Oak Hill Elementary (64%). During the 2012-2013 school year, Conway Elementary School launched the program, and the streets leading to the seven participating sites were patrolled between 17% and 91% of the time; Central Elementary (30%), Conway Elementary (27%), Del Dios Middle (45%), Farr Elementary (52%), Lincoln Elementary (23%), Mission Middle (17%), and Oak Hill Elementary (91%). Data for the 2013-2014 school year show that the streets leading to six CYP sites were patrolled between 2% and 93% of the time; Central Elementary (53%), Del Dios Middle (37%), Farr Elementary (2%), Lincoln Elementary (26%), Mission Middle (21%), and Oak Hill Elementary (93%).

Safe Walk was initially funded under Safe Schools/Healthy Students at a minimal level; funding paid for training and equipment. In spring 2012, the San Diego Health and Human Services Agency, North Region, partnered with the EUSD and Escondido Education COMPACT to submit an application for funding to the Department of Public Health for the Safe Routes to School Program, targeting seven EUSD schools, five of which (Farr and Lincoln Elementary Schools and Del Dios, Mission and Hidden Valley Middle

Schools) are CYP sites. The schools were selected for inclusion in the grant based on data regarding traffic issues in and around the schools at critical hours of the day, documentation regarding pedestrian and bicycle accidents, and the readiness of the sites to expand their Safe Walk Programs. Although funding was delayed until January 2014, EUSD received the award to continue the expansion of Safe Walk.

According to the project director, this project has been instrumental in building collaboration between the EUSD and the City of Escondido Traffic Engineering Department, which determines the prioritization of pedestrian walkways, paving, and crosswalk design. The district has collaborated with Education COMPACT to conduct evaluations ("walk audits") around each school site in order to create a report that the city will use in establishing priorities around pedestrian safety in the area. The district also used this opportunity to incorporate language from Positive Behavioral Interventions and Supports into bicycle and pedestrian safety lessons for students using the routes. At the end of each school year, the district recognizes the work of the adult volunteers with a Safe Walk Breakfast, to honor their contribution to the project.

Due in large part to the momentum this high profile project garnered, in 2014 the Escondido Charitable Foundation provided additional funding to embed a youth leadership component into Safe Routes, and the San Diego Health and Human Service Agency provided two $30,000 allocations to embed an intergenerational component into the program, which will engage older adults in the community through retirement facilities to assist with the implementation of the program. The district will be looking next to apply for money through the California Department of Transportation (CalTrans) to further expand the project.

Noon Supervisors

Since 2010, CYP administrators have trained school site noon supervisors to provide active supervision and positive behavioral strategies to reduce the incidents of aggression and violence at school. Noon Supervisors receive six hours a year of direct training on supervision strategies in addition to their site–specific training. Baseline data were collected between March and May 2010, with inconsistent participation from the schools, and 123 incidents were reported, both safety-related (physical fights, bullying, threatening, weapons, throwing potentially harmful items) and non-safety-related (verbal arguments, stealing, tobacco/drugs/ alcohol, and vandalizing school property). Of the 123 incidents, 41 (33.3%) were safety-related. In spring 2011, data were collected again very inconsistently, largely due to the fact that CYP staff did not have direct supervision over the noon duty aides collecting the data. At the beginning of the 2012-2013 school year, a system of electronic documentation for behavior incidents was put into place throughout the district. Data for this measure became available to the evaluation team for the 2013-2014 school year, and while it is not appropriate to compare 2013-2014 data with baseline due to differences in data collection methodology, there is now a system in place that will allow administrators to monitor safety-related incidents at lunchtime on an ongoing basis. In 2013-2014, there were 124 total lunchtime

incidents reported at the middle schools, and 30 (24.2%) of these were safety-related. Since the data from spring 2010 cannot be compared to the data from spring 2014, progress toward this objective cannot be reported.

Peace Patrol

Peace Patrol is a school-based student leadership program facilitated by the school social worker that focuses on teaching 4th and 5th grade students strategies for identifying and responding to conflict. Skills gained by Peace Patrol members include anger management, problem solving, and conflict resolution. Peace Patrol members are encouraged to use these skills when interacting with their peers in order to create a more peaceful environment on the playground. Each year, 10 to 15 students are trained in Peace Patrol at each of the elementary sites and work with a site advisor to implement the program at recess and lunch. In 2010-2011, 165 students from seven elementary sites (Central, 17; Conway, 25; Farr, 44; Felicita, 10; Juniper, 33; Oak Hill, 22; and Rock Springs, 14) participated in Peace Patrol training. The following year, 2011-2012, 171 students from eight elementary school sites participated in training (Central, 18; Conway, 22; Farr, 14; Felicita, 41; Juniper, 22; Lincoln, 16; Oak Hill, 25; Rock Springs, 13). The number of students participating in Peace Patrol training increased to 249 in the 2012-2013 school year (Central, 24; Conway, 49; Farr, 14; Felicita, 56; Juniper, 28; Lincoln, 39; Oak Hill, 26; Rock Springs, 13). In addition, 189 students from six CYP elementary sites participated in Peace Patrol training during the 2013-2014 school year (Central, 22; Conway, 30; Farr, 15; Felicita, 62; Lincoln, 45; Rock Springs, 15). This program will be sustained beyond grant funding.

Season for Nonviolence

The Season for Nonviolence, January 30 through April 4, is a 64-day educational, media, and grassroots campaign dedicated to demonstrating that nonviolence is a powerful way to heal, transform, and empower lives and communities. Inspired by the 50th and 30th memorial anniversaries of Mahatma Gandhi and Dr. Martin Luther King, Jr., this international event honors their vision for an empowered, nonviolent world.

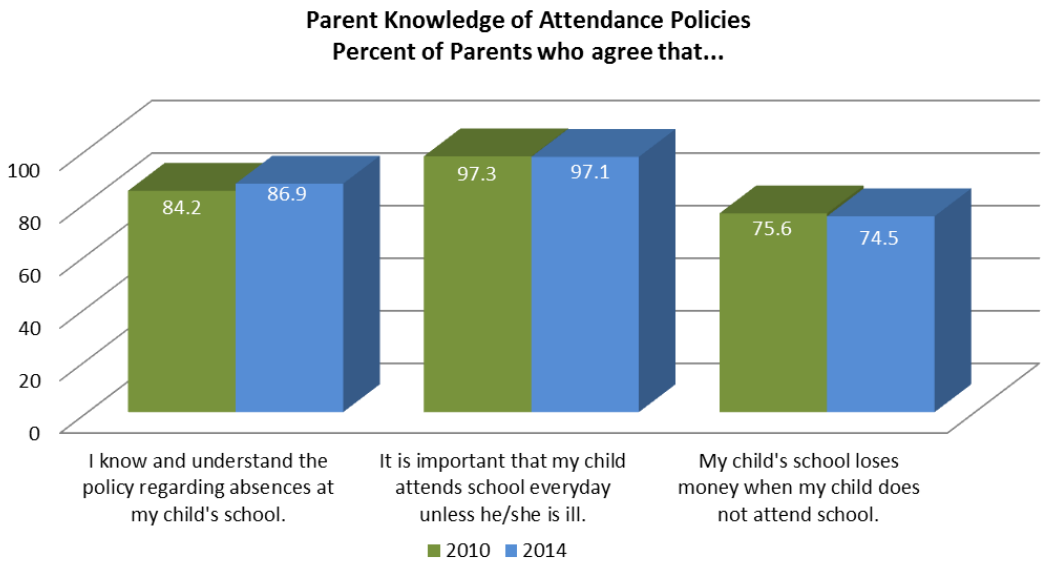
Middle schools in the EUSD participated in the Season for Nonviolence before the initiation of SS/HS funding; however, funding allowed the expansion of the program into the elementary schools, and added activities at the middle schools, including assemblies and curriculum focused on non-violent conflict resolution. Like many other activities, the Season for Nonviolence has been incorporated into the PBIS framework; students receive three lessons related to nonviolence and middle school students produce videos around what the Season of Nonviolence means to them. Other activities include peace poster competitions, morning

announcement readings related to peace and nonviolence, and a peace pinwheel ceremony. Season for Nonviolence assemblies were held annually between January 30 and April 15 for 7th grade students at CYP middle schools. The assemblies were provided by the Tariq Khamisa Foundation (TKF), one of the CYP contract providers. Four of the five middle schools offered an assembly for their 7th graders in winter 2011, winter 2012, and winter 2013. The schools that did not offer an assembly (Mission in winter 2011 and winter 2013 and Del Dios in winter 2012) did not do so because their 7th graders participated as six graders the previous year. In addition, during winter 2014, all middle school sites hosted assemblies for 7th grade students, and all students were invited to attend the Peace Begins with ME Youth Festival.

Parent Attendance Outreach

Recognizing the importance of educating parents about the significance of school attendance, the district sends out information about the district's attendance policy annually. The district's parent handbook specifies the consequences for truancy.

A parent survey was administered at CYP schools in spring 2010 and each year thereafter that provides data on the percentage of parents who indicate that they know and understand the district's attendance policy, as well as on parents' attitude toward school attendance. The spring 2010 (baseline) and the spring 2014 surveys were administered to parents of Kindergarten through 8th grade students; however, the spring 2011 and the spring 2012 surveys were administered only to parents of 5th and 7th grade students (as part of the California Healthy Kids School Climate Survey for Parents), so findings from the 2011 and 2012 surveys cannot be compared to findings from the 2010 and 2014 surveys. Parents were asked to respond on a Likert Scale of 1 to 5, Strongly Disagree to Strongly Agree, to the statement: "I know and understand the policy regarding absences at my child's school." Only data from 2010 and 2014 are reported here. In spring 2010, 84.2% of parent respondents indicated that



they know and understand the policy, and 86.9% of parents in spring 2014 indicated that they know and understand the policy.

In addition, in 2010, 97.3% of parents agreed that it is important that their child attends school every day unless ill, a figure that declined very slightly in 2014 (97.1%). In 2010, 75.6% of parents indicated that their child's school loses money when their child does not attend school; this figure fell to 74.5% in 2014. In 2010, parents were asked to respond to the statement, "My child's school loses money when my child is 30 minutes or more tardy," and 44.9% of parents agreed. This question was not repeated in 2014.

Truancy/Curfew Sweeps

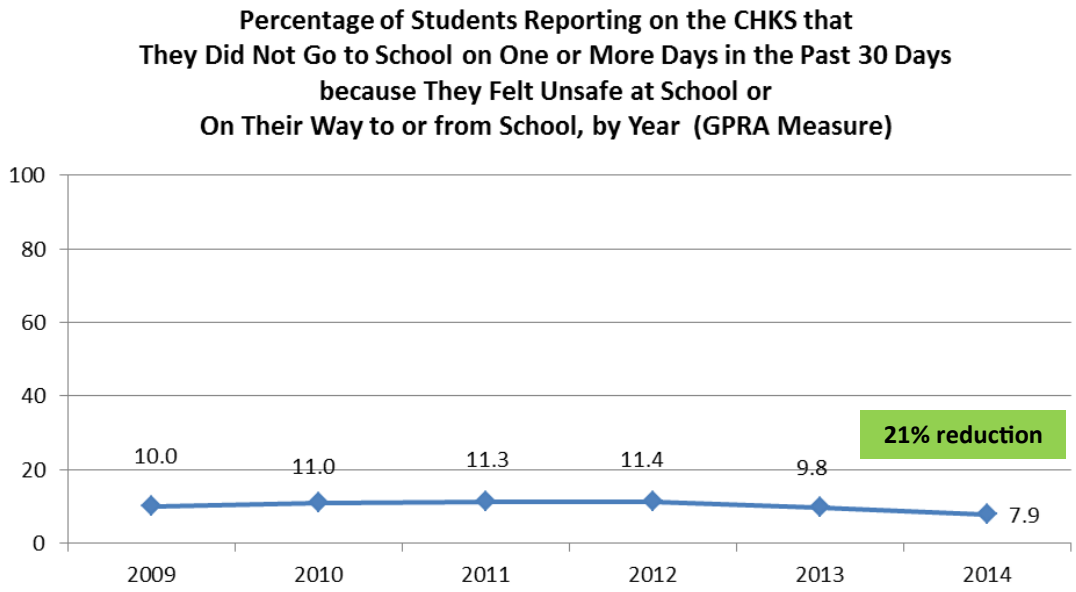
The Escondido Police Department (EPD) has conducted a number of truancy sweeps and curfew sweeps as part of its Memorandum of Understanding with EUSD under SS/HS funding. The Escondido Police Department (EPD) conducted six curfew sweeps during the 2010-2011 school year. The following year, 2011-2012, EPD conducted three curfew sweeps and three truancy sweeps. Data collected during the 2012-2013 school year show that four sweeps were conducted, two of which were truancy sweeps and two curfew sweeps. During 2013-2014, there were three sweeps; two for curfew and one for truancy.

School-wide Outcomes

Universal activities targeted at violence prevention are expected to impact school-wide outcomes related to students' perception of safety, self-reported behavior related to fighting and other acts of aggression, violence-related suspensions and expulsions, and district behavior contracts for multiple disciplinary referrals. The source for data on students' perception of safety and self-reported behavior is the California Healthy Kids Survey (CHKS), which the district administers each spring. Data on behavior contracts, suspensions and expulsions are drawn from the EUSD database, PowerSchool.

Perceptions of Safety

GPRA Measure. In March 2009, the California Healthy Kids Survey (CHKS) was administered to 1,413 7th grade students at CYP middle schools. Ten percent (10%) of 7th graders at CYP schools, or approximately 141 students, reported that they did not go to school on one or more days during the past month because they felt unsafe at school or on their way to and from school. The CHKS was administered again in spring 2010. Services commenced at CYP schools in fall 2010. A total of 1,184 7th grade students completed the CHKS survey in spring 2010, and 11% reported that they did not go to school at least once during the previous month because they felt unsafe at school or on their way to and from school. The following three years showed little variation in the percentage of students who indicated missing school one or more days because they did not feel safe at school or going to and from school; 11.3% (out of 855 respondents) in spring 2011, 11.4% (out of 900 respondents) in spring 2012, and

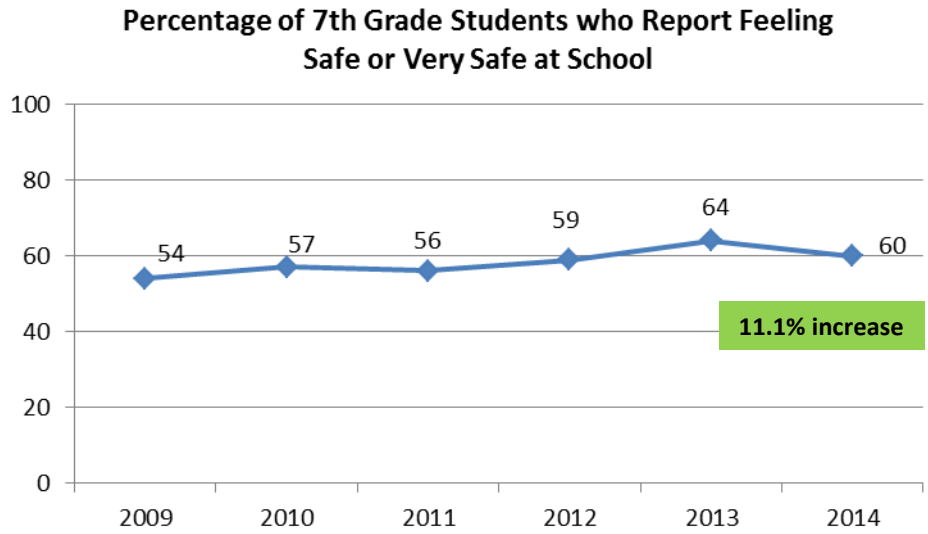


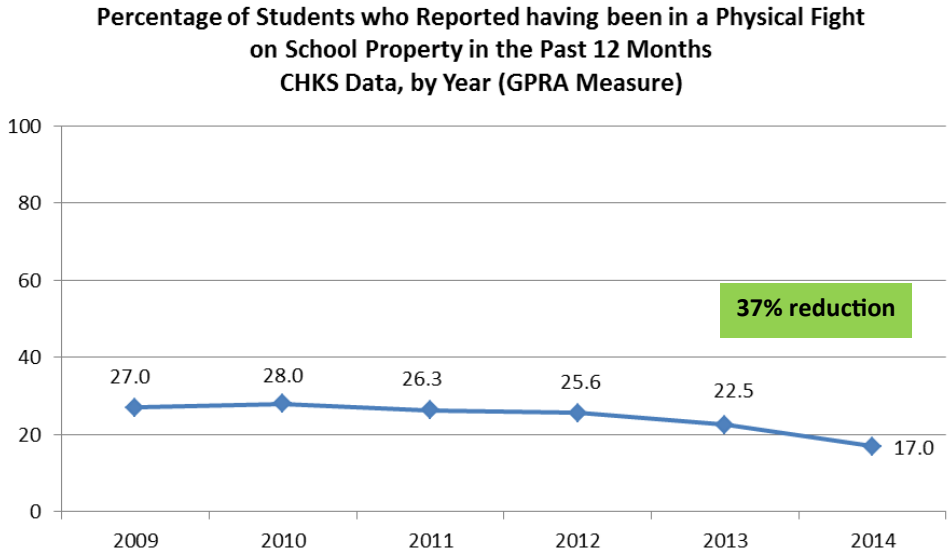
9.8% (out of 823 respondents) in spring 2013. The percentage dropped to 7.9% (out of 1,032 respondents) in spring 2014; for an overall decrease of 21% from baseline.

CHKS Data. The percent of 7th grade students who indicated that they feel safe or very safe at school increased across four years, rising from a low of 54% in spring 2009 to 60% in spring 2014, an increase of 11.1%.

Self-reported Violent Behavior

School Fights [GPRA Measure]. In March 2009, 27% of the 1,413 7th grade students at CYP schools who participated in the CHKS reported being in a physical fight on school property in the past 12 months. The term "physical fight" is defined as two or more students engaging in





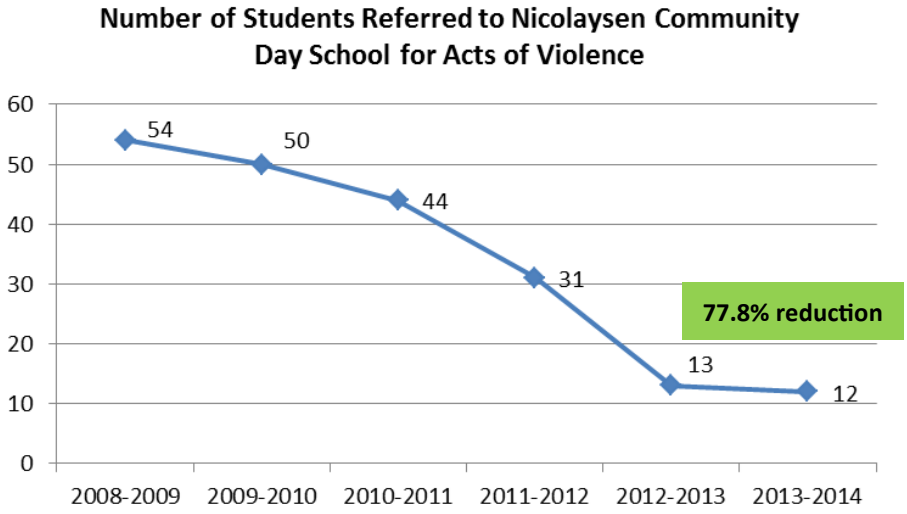
pushing, shoving, hitting, punching or other physical contact with the intention of injury. In spring 2010, of the 1,184 7th grade students who took the CHKS survey, 28% reported they had been in a physical fight on school property during the past 12 months. The next four years showed an overall downward trend in the percentage of students who provided a response to this item and responded affirmatively, with 26.3% (out of 1,177) in spring 2011, 25.6% (out of 1,135) in spring 2012, 22.5% (out of 1,276) in spring 2013, and 17% (out of 1,279) in spring 2014; for a decrease of 37.0% from baseline, exceeding the target.

Gang Involvement. In March 2009, 6% of the 1,417 7th graders who took the CHKS reported gang involvement. In spring 2010, of the 1,184 7th grade students who completed the CHKS survey, 8% reported gang involvement. In spring 2011, this percentage remained the same: 8% of the 1,147 students who responded to this item reported gang involvement. Over the next three years, there was modest variation in the percentage of students who provided a response to this item and responded affirmatively; 7% (out of 1,067) in spring 2012, 5% (out of 1,222) in spring 2013, and 6% (out of 1,207) in spring 2014, which is the same percentage as baseline.

Violence-related Discipline

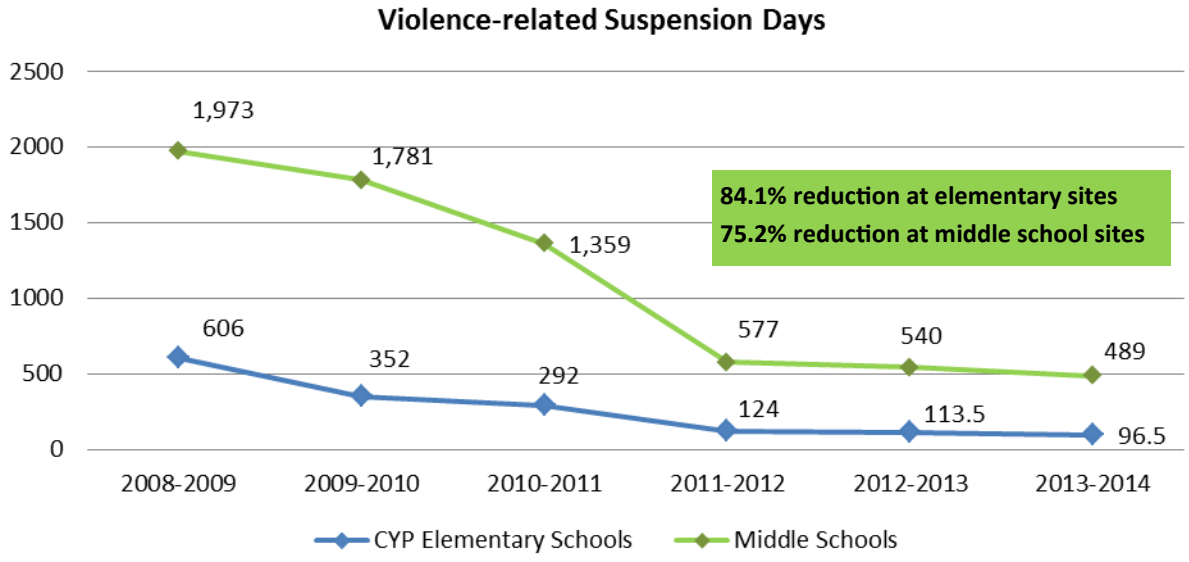
Referrals to Nicolaysen Community Day School. The number of CYP middle schools students that were mandated to attend the Nicolaysen Community Day School (NCDS) due to acts of violence dropped steadily each year since baseline (2008-2009) when 54 students were referred. In 2009-2010, 50 students were referred; 44 were referred in 2010-2011, 31 in 2011-2012, 13 in 2012-2013, and 12 in 2013-2014. This is an overall decrease from baseline of 77.8%, exceeding the target of 25%.

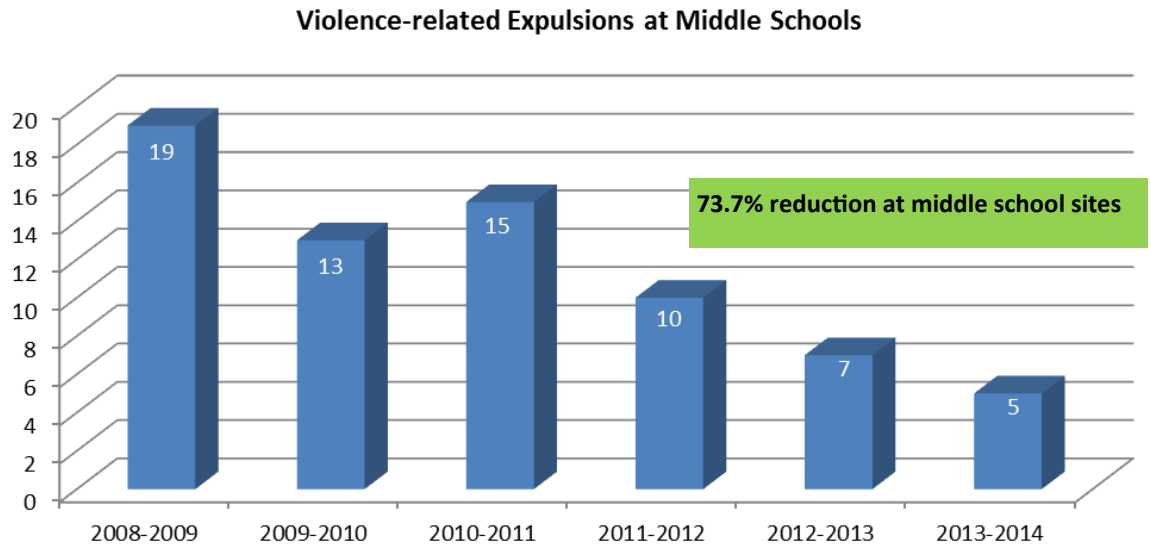
Violence-related Suspensions and Expulsions. In the 2008-2009 school year, there were 606 days of suspension related to violent behavior at the CYP elementary schools, and there was



steady improvement each year until the completion of the grant; 352 in 2009-2010, 292 in 2010-2011, 124 in 2011-2012, 113.5 in 2012-2013, and 96.5 in 2013-2014. This is an overall decrease of 84.1% in the number of violence-related suspension days at CYP elementary schools. A similar pattern was evident at the middle schools, where the number of suspension days due to violent behavior reported was 1,973 in 2008-2009; 1,781 in 2009-2010; 1,359 in 2010-2011; 577 in 2011-2012; 540 in 2012-2013; and 489 in 2013-2014; a 75.2% overall decrease from baseline, exceeding the target of 20%.

The number of expulsions related to violent behavior at the middle schools also showed overall improvement since baseline (19); 13 in 2009-2010, 15 in 2010-2011, 10 in 2011-2012, seven in 2012-2013, and five in 2013-2014; for an overall decrease of 73.7%, which exceeds the target of 35%. Expulsion data for this objective is different from previously reported data

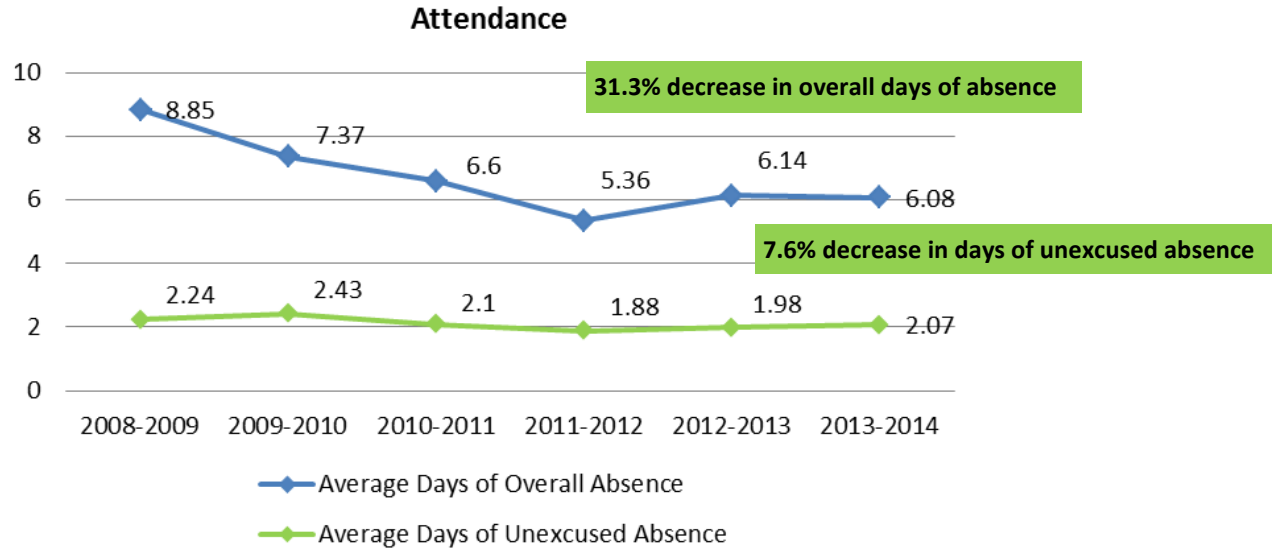




because errors were discovered in the database that was used to track expulsion information for past reports.

Attendance

During the 2008-2009 school year, students at CYP schools averaged 8.85 days of absence and 2.24 days of unexcused absence. In 2009-2010, the average number of overall days of absence at CYP sites dropped to 7.37, while the average number of days of unexcused absence per student rose slightly to 2.43, as tracked in PowerSchool. There was a decrease in both the average number of overall absences (6.60 in 2010-2011 and 5.36 in 2011-2012) and the average number of unexcused absences (2.10 in 2010-2011 and 1.88 in 2011-2012) over the next two years. Data collected during the 2012-2013 school year show an increase in the average number of overall days of absence (6.14) and the average number of unexcused



absences (1.98). During the 2013-2014 school year, the average number of overall days of absence improved slightly (6.08), while the average number of unexcused absences increased to 2.07. This is a decrease of 2.77 overall days of absence from baseline and a reduction of 0.17 days for unexcused absences.

Tier 2 (Selective) Services and Outcomes

Students who feel unsafe or are at high risk for gang involvement or school violence often have high rates of absenteeism, suspension or expulsion. These are the students targeted for prevention and early intervention services with the goal of decreasing absences and disciplinary actions and increasing attendance. As discussed in the Project Overview, EUSD has restructured its disciplinary policies to ensure that days of suspension are assigned appropriately and consistently across the district. In addition, all students who are at risk of suspension must be offered an intervention in the form of a skills-based support service or leadership development activity to reinforce positive behavior change before suspension days can be assigned. The evaluation for Tier 2 and Tier 3 services included tracking dosage for students receiving interventions (e.g., participation in individual and group counseling, FIT, intensive therapy), and examining outcomes related to attendance and discipline prior to and subsequent to the intervention.

The charts and graphs on the following pages include data for a smaller number of students than actually received Tier 2 and Tier 3 services, because some students do not have both baseline and follow-up data available. "Baseline data" include suspensions, expulsions, and excused and unexcused absences for the trimester *before* the student began receiving services. "Follow-up data" refers to the most recent school record data available for students who received services with at least one trimester of services between baseline and follow-up.

Data included in this report are for students who meet the following criteria: (1) they received Tier 2 or Tier 3 services during at least one trimester during the 2010-2011, 2011-2012, or 2012-2013 school year; (2) they have both baseline and follow-up data available; and (3) a parent did not request that the student's school records to be omitted from the evaluation.

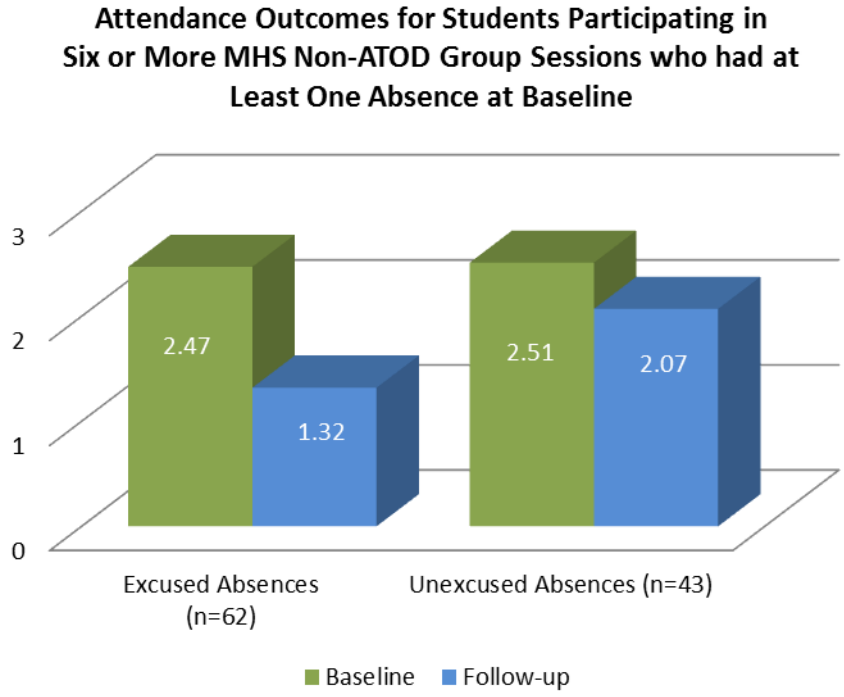
Case Management Services

Mental Health Systems, Inc. (MHS) provided case management and individual and group services to students identified and referred through the CSAT process. Absences and suspensions are reported for students who participated in psycho-educational groups, which included anger management, Boys Choices, Girls Choices, Power Hour, and Kids Choices and

Non-ATOD Psycho-Educational Group Participation			
	Number of Students	Average Sessions	Total Number of
2010-2011	108	5.2	558
2011-2012	141	5.8	811
2012-2013	84	5.4	456

Challenges. Students also participated in alcohol, tobacco and other drug (ATOD) groups; however, these are reported under Element 2, which addresses substance abuse.

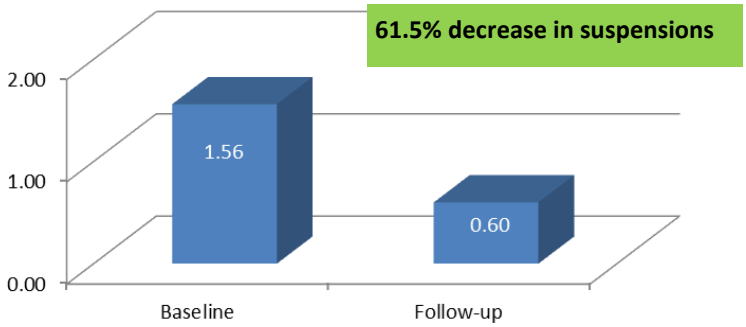
Between the 2010-2011 academic year and the 2011-2012 academic year, the number of students served by MHS in non-ATOD groups increased from 108 to 141 before dropping to 84 during the 2012-2013 academic year. The average number of sessions per student increased from 5.2 in 2010-2011 to 5.8 in 2011-2012; in 2012-2013 the average number of sessions dropped to 5.4. The table above shows the unduplicated number of students served each year, although students may be duplicated across years (that is, have received services during more than one school year). A total of 300 unduplicated students participated in non-ATOD groups across the three project years, completing in 1,825 sessions and averaging 6.1 sessions per student. SS/HS did not fund this service during the 2013-2014 no-cost extension year.



46.6% decrease in number of excused absences
17.5% decrease in number of unexcused absences

Both baseline and follow-up data for excused absences were available for 62 students who participated in six or more non-ATOD groups and had at least one excused absence at baseline. The mean number of excused absences decreased to a statistically significant degree for these students, from 2.47 to 1.32, or by 46.6% ($p<0.01$). The average number of unexcused absences also decreased from 2.51 to 2.07 for the 43 students for whom baseline and follow-up data were available, who participated in six or more non-ATOD psycho-educational group sessions and had at least one unexcused absence at baseline. This is an overall decrease of 17.5%.

Suspension Outcomes for Students Participating in Six or More MHS Non-ATOD Group Sessions who had at Least One Suspension at Baseline (n=25)

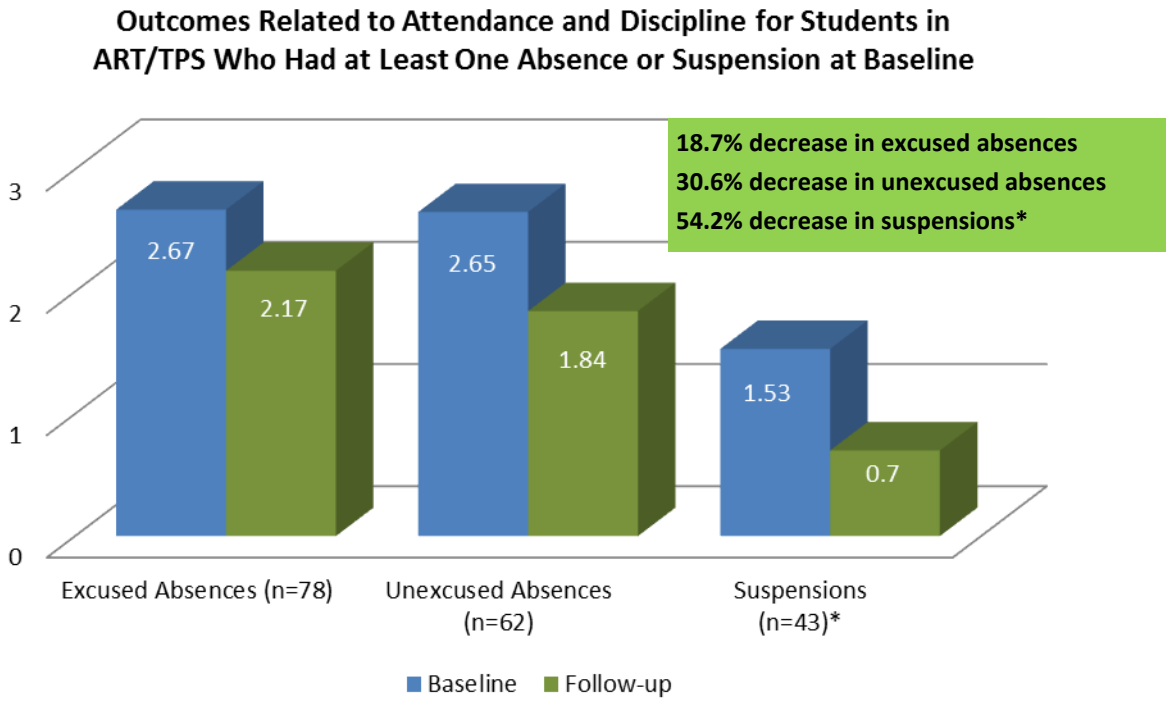


The average number of suspensions dropped for the 25 students for whom baseline and follow-up data were available, who had participated in at least six non-ATOD group sessions, and who had at least one suspension at baseline. These students showed improvement, with suspensions dropping from an average of 1.56 to an average of 0.60, or by 61.5%. The sample was too small to test for statistical significance.

Aggression Replacement Training/Teaching Pro-Social Skills

ART/TPS is an evidence-based curriculum that has been shown to promote the use of positive social skills and reduce inappropriate behavior related to anger in at-risk students. Thirty-five school social workers, counselors, and agency staff were trained in ART/TPS in September 2010. CYP support specialists (school social workers), support specialist interns and counselors implemented ART/TPS at CYP elementary and middle schools during the 2010-2011 school year. The ART/TPS curriculum is comprised of 10 sessions each of Skillstreaming, Anger Control, and Moral Reasoning. One session of each component of ART is offered on a weekly basis when the program is facilitated to fidelity; however, staff found that to pull students from the classroom three times a week to take part in the intervention was challenging. Because teachers were reluctant to have students miss so much classroom instruction, ART/TPS was not offered in fall 2011, and the staff resumed the program in spring 2012 using a modified format. Under the new framework, staff combined the Skillstreaming and Moral Reasoning sessions each week, then offered a second session focused on Anger Control.

Between August 2010 and June 2013, a total of 193 students participated in 2,618 ART/TPS sessions, averaging 5.5 sessions of Skillstreaming, 6.3 sessions of Anger Control, and 5.1 sessions of Moral Reasoning. The evaluation team examined attendance and suspensions for students who had both baseline and follow-up data available, and at least one absence or suspension at baseline. Among the 78 students with at least one excused absence at baseline,



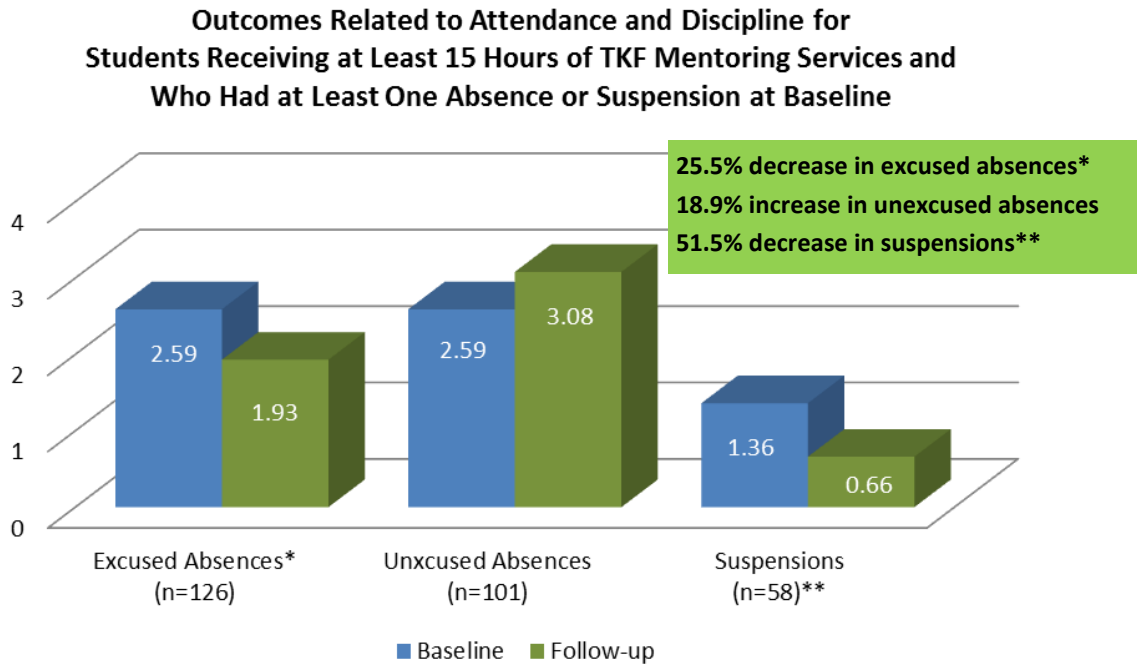
**Statistically significant, p<0.01*

the average number of excused absences decreased from 2.67 to 2.17, or by 18.7% . For the 62 students with at least one unexcused absence at baseline, and the average number of unexcused absences dropped from 2.65 to 1.84, or by 30.6%.

An indicator of positive change for students participating in ART/TPS is a decrease in disciplinary actions. For the 43 students who had at least one suspension at baseline, suspensions dropped to a statistically significant degree ($p<0.01$), from an average of 1.53 to an average of 0.70, or by 54.2%.

Violence Prevention Mentoring

Tariq Khamisa Foundation (TKF) mentors worked with students at risk for gang involvement or violence in the community. From November 2010 through September 2011, 189 students received mentoring through TKF; of these, 33 were elementary school students and 156 were middle school students. Of these students, 171 received at least 15 hours of mentoring, and 138 (73.0%) received mentoring at a middle school (36 from Bear Valley, 17 from Del Dios, 22 from Hidden Valley, 37 from Mission, 26 from Rincon). From October 2011 through September 2012, 204 students received TKF mentoring, 193 of whom received mentoring at a middle school and 11 of whom received mentoring at an elementary school. Of the students who received mentoring at a middle school, 188 (97.4%) received at least 15 hours (52 from Bear Valley Middle, 26 from Del Dios Middle, 40 from Hidden Valley Middle, 36 from Mission Middle, and 39 from Rincon Middle; five students had mentoring at two different sites). Data



**Statistically significant, p<0.05*
***Statistically significant, p<0.01*

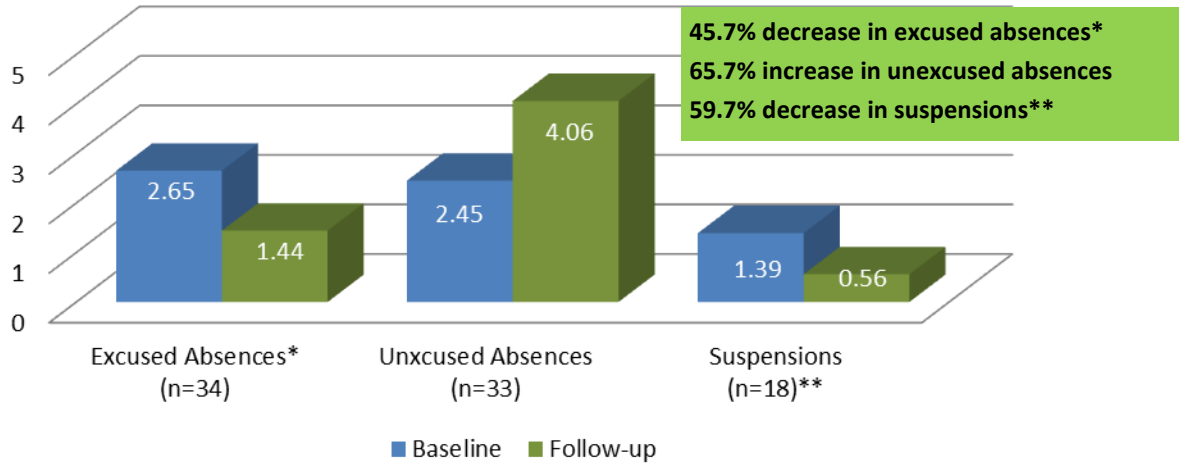
collected from October 2012 through June 2013 show that 66 students received mentoring, and of these, 59 received mentoring at a middle school and seven received mentoring at an elementary school. Of the middle school students, all received at least 15 hours of mentoring (seven from Bear Valley, 15 from Del Dios, 12 from Hidden Valley, 12 from Mission, and 13 from Rincon). SS/HS did not fund this service through TKF during the 2013-2014 no-cost extension year.

One of the goals of mentoring is to increase bonding to school, so that students *want* to come to school every day, thereby reducing absences. Baseline and follow-up data for the 126 students with at least one excused absence at baseline show a statistically significant decrease in excused absences, from 2.59 to 1.93 ($p<0.05$), or by 25.5%. For the 101 students with at least one unexcused absence at baseline, however, the number of unexcused absences increased from 2.59 to 3.08, or by 18.9%. For the 58 students who had at least one suspension at baseline, the mean number of suspensions decreased from 1.36 to 0.66, an improvement that is statistically significant ($p<0.01$).

Juvenile Diversion/Youth Court Programs

The Escondido Police Department operates a Juvenile Diversion Program for first-time youth criminal offenders. This program includes both youth court and a multidisciplinary team that focuses on linking students to community services in order to increase pro-social behaviors. The intervention specialist attends the Escondido Police Department's Multidisciplinary Team

Outcomes Related to Attendance and Discipline for Students in Juvenile Diversion Who Had at Least One Absence or Suspension at Baseline



**Statistically significant, p<0.05*
***Sample too small to test for significance*

to link middle school students to specific interventions and supports through the CARE Youth Project. In 2010-2011, 57.7% (45 of 78) of students who were referred to Juvenile Diversion were linked to services, compared to 84.5% (49 out of 58) in 2011-2012, 90.6% (29 out of 32) in 2012-2013, and 90.9% (40 out of 44) in 2013-2014.

For the 34 students in Juvenile Diversion who had at least one excused absence at baseline, excused absences decreased by a statistically significant degree ($p<0.05$), from an average of 2.65 to an average of 1.44. For the 33 students with at least one unexcused absence at baseline, unexcused absences rose from an average of 2.45 to 4.06; the change was not statistically significant. For the 18 students with at least one suspension at baseline, suspensions dropped from an average of 1.39 to 0.56; the sample was too small to test for significance.

Guiding Good Choices Parenting Program

The Guiding Good Choices Parenting Program was provided to CYP sites by Mental Health Systems and Escondido Education COMPACT beginning in January 2011. Ten families participated in Guiding Good Choices during the 2010-2011 school year, and of these, all completed at least four of five sessions of the program. During the 2011-2012 school year, eight families participated in Guiding Good Choices, and of these, six completed at least four sessions; however, only two of these families represented CYP students. One additional series of the program was conducted during the spring 2012, but no sign in sheets were submitted for this series. The project director worked closely with the providers to assure proper documentation was kept for all future sessions. In 2012-2013, 69 families participated in the program, and of these, 47 completed at least four of the five sessions. Twenty-eight of these

families represented CYP students. Four of the parents who completed four of the five sessions did not provide the name of the school their children attend. In 2013-2014, 17 families participated in the program, and all completed at least four sessions and represented CYP students.

Truancy Intervention Maximizing Education (TIME)

As discussed in the Project Overview, TIME focuses on improving school attendance through information, intervention, and support. A wide array of interventions are part of the systems-change approach, including parent education, SART, home visits and case management, SARB, and the San Diego Juvenile Truancy Court. Each of these is described in more detail below.

Parent Education. Parent University classes focused on attendance are offered at all CYP school sites. In addition, the CYP intervention specialist and other project staff attend Parent Teacher Association and English Language Advisory Committee meetings to share information regarding the importance of school attendance, the district attendance policy and TIME Program services available to support regular school attendance.

SART. Each school's Student Attendance Review Team (SART) consists of school administrators, school support team members, attendance clerks, and teachers. The SARTs meet regularly at each CYP site to address barriers to student attendance. Staff at school sites intervene with students as soon as an attendance issue is identified. A student is referred to the SART after three unexcused absences. The SART then works directly with parents to support the student's regular school attendance. Twenty-five students were referred to SART from August 2010 through June 2011, 171 students were referred to SART during the 2011-2012 year, and 178 students were referred to SART in the 2012-2013 school year. In 2013-2014, 169 students were referred to SART.

Home Visits and Case Management. The intervention specialist and her team provide home visits and case management services, key components of attendance outreach services. These outreach efforts provide an opportunity to educate parents about attendance policies and to address student attendance issues. As originally conceived, home visits were to be conducted by the CYP intervention specialist for any CYP student with three or more consecutive absences; however, between August and December of 2010, a total of 1,133 students at CYP sites had three or more absences and of these, 391 had three or more *consecutive* days of unexcused absence. It was clearly not feasible for the intervention specialist to follow up with all of these students. During the 2010-2011 school year, the intervention specialist conducted 118 truancy home visits to 45 students. Permission was sought and obtained from the Federal Project Officer to change this measure to focus on students who have progressed to SARB 3 letters due to excessive absenteeism. During the 2011-2012 school year, 30 students received a SARB 3 letter, and five (16.7%) of these students were among those who received a home visit from the intervention specialist or a member of her team; however, one of these students received a home visit after being placed on SARB contract. Data collected during the 2012-2013 school year show that 36 students received a SARB 3 letter, and six (16.7%) of these

students received a home visit prior to being referred to the district SARB. In 2013-2014, 22 students were included in the SARB 3 letter database, and of these, 12 (54.5%) students received a home visit prior to being referred to the district SARB. During fall 2013, the district combined the SARB 3 letter database with the declaration of habitual truancy letter database, and it is not possible for the evaluation team to know if students only received one or the other. For this reason, it is possible that some of the 22 students included in the analysis for 2013-2014 may have only received a declaration of habitual truancy letter and not a SARB 3 letter, which may account for the difference in percentages compared to previous years. It is also important to note that the intervention specialist may not need to make a home visit if the parents agree to meet with one of the team members at the school site, in which case the meetings are recorded by the intervention specialists as case management sessions.

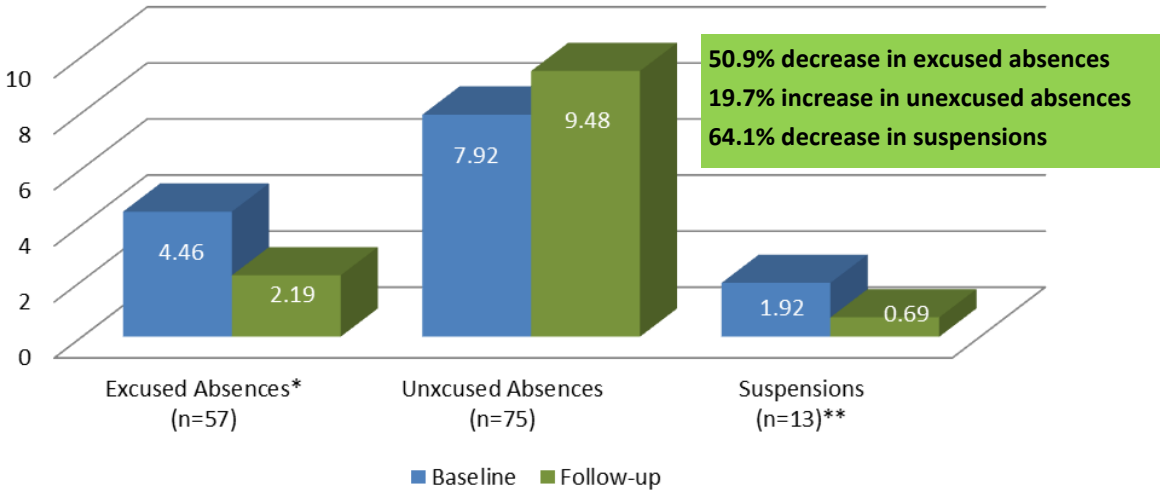
During the 2011-2012 school year, the intervention specialist team recorded 148 case management sessions with the parents of 50 students, and 44 sessions were recorded with the parents of 25 students during the 2012-2013 school year. In addition, data collected during the 2013-2014 school year, show that the intervention specialist team recorded 123 case management sessions with the parents of 49 students. A total of 138 students received home visits and the parents of 128 students received at least one case management service by TIME Program staff between September 2010 and June 2014. Staff provided an average of 2.7 home visits per student and 3.2 parent case management sessions during the four years of SS/HS funding. In total, 197 unduplicated families received services from TIME Program staff.

For the 57 students who had school record data available, who received at least one home visit or whose parents had a case management session with the TIME Program team, and had at least one absence at baseline, the mean number of excused absences improved from 4.46 to 2.19 (statistically significant, $p<0.01$), while the mean number of unexcused absences for the 75 students with at least one unexcused absence at baseline increased from 7.92 to 9.48. Suspensions decreased from 1.92 to 0.69; however, the sample was too small to test for statistical significance.

SARB. When students have been through SART and received TIME services and attendance is still an issue, the process shifts to a district-level intervention: the Student Assistance Review Board hearing. Each student who goes before the district's SARB is put on a SARB contract, which includes expectations both for student attendance and for participation in programs focused on addressing the barriers to student attendance. Failure to meet the terms of the SARB contract may result in a referral to court. The SS/HS objective related to the SARB sought to ensure that 75% of students referred to the SARB would complete the required contract.

During the 2010-2011 school year, 14 students were placed on a SARB contract, one of whom was on a contract transferred from a different school district. Two of these students were referred to Juvenile Court, and three students moved out of the district. The SARB process was completely revised at the beginning of the 2011-2012 school year, and all students started the school year with a clean record. As part of the new process, the intervention specialist

Outcomes Related to Attendance and Discipline for Students Receiving Home Visits and/or Parent Case Management Services and Who Had at Least One Absence or Suspension at Baseline



**Statistically significant, p<0.01.*
***Sample too small to test for statistical significance.*

monitors the students until they leave the district, and for this reason, there are no criteria for "completing" a contract; however, students are able to meet all the requirements of the contract by improving their attendance. Data collected during the 2011-2012 school year show that 40 students were placed on a SARB contract; however, two students moved out of the district during the school year, and one student was on probation, so he was referred to his probation officer. During the 2012-2013 school year, 39 students were placed on a SARB contract, and in 2013-2014, 27 students were placed on a SARB contract.

San Diego Juvenile Truancy Court. Students are referred to court when they have failed to successfully comply with their SARB Contract and when other efforts to ensure students attend school on a daily basis have been attempted by the TIME Program staff. Breaking the SARB contract has much greater consequences—the Juvenile Truancy Court judge may impose a fine or remand the student into custody. In 2010-2011, there were 12 students referred to court, 10 students were referred to court in 2011-2012, 14 students were referred to court in 2012-2013, and eight students were referred to court in 2013-2014.

Tier 3 (Indicated) Services and Outcomes

Students referred to Tier 3 services are students already experiencing negative consequences as a result of their behaviors. Under Element 1, students who already may have had involvement in the criminal justice system, who are exhibiting gang-related behaviors, or who come from families with gang involvement are referred to the Escondido Family Intervention Team (FIT).

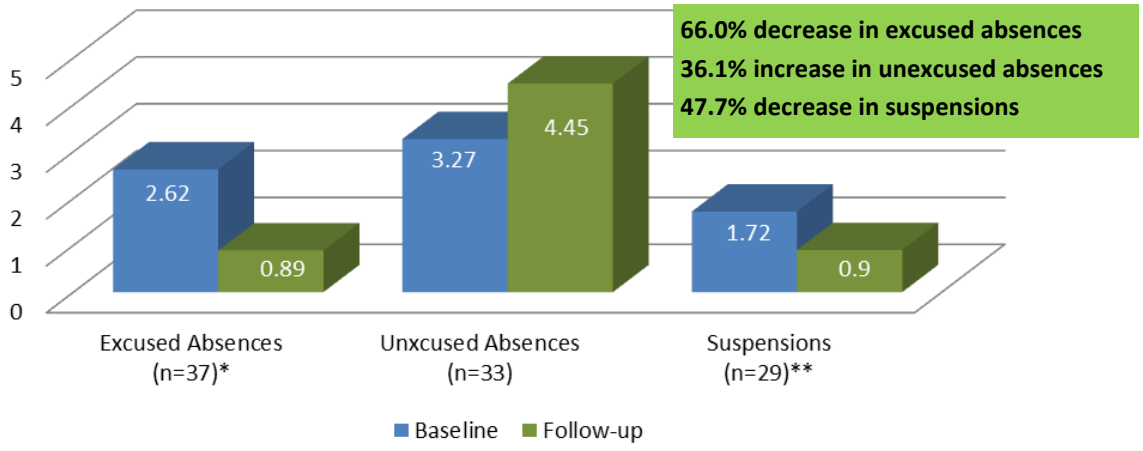
The Family Intervention Team

The FIT is based on a national model that seeks to build stronger families through a range of services that focus on the needs of young teens at risk for gang involvement. The FIT consists of a police officer, a member of the faith community and representatives from the school district, probation, child-welfare and community agencies. Middle school students are primarily referred to the FIT through the Comprehensive Student Assistance Team (CSAT) at the student's school. Students supported by the FIT attend a weekly group and participate in activities such as camping trips, trips to the beach, and a community open house. Each family receives one home visit when the student is enrolled with FIT, and they may or may not receive an additional home visit, depending on the needs of the student and family.

In 2010-2011, 24 students enrolled in a CYP site received a home visit. Data collected during the 2011-2012 school year show that 114 visits were made to the homes of 39 students; all of these students were enrolled in a CYP site when they received at least one of the visits. During the 2012-2013 school year, 85 home visits were made to the homes of 30 students, 28 of whom were enrolled at a CYP site at the time of at least one visit. Data collected during the 2013-2014 school year indicate that FIT conducted 44 home visits to the homes of 19 students, and 18 of these students were enrolled in a CYP site when they received at least one of the visits.

For the 37 students served by the FIT who had at least one excused absence at baseline, the average number of excused absences dropped from 2.62 to 0.89 (statistically significant, $p<0.01$). A total of 33 students served by the FIT had at least one unexcused absence at

Outcomes Related to Attendance and Discipline for Students Participating in FIT and Who Had at Least One Absence or Suspension at Baseline



**Statistically significant, p<0.01*
***Sample too small to test for statistical significance.*

baseline, and the average number of unexcused absences rose from 3.27 to 4.45. For the 29 students with at least one suspension at baseline, suspensions dropped from 1.72 to 0.90; however, the sample was too small to test for statistical significance.

Outcomes at a Glance: Element 1

The tables that follow provide a brief visual overview of each process measure and outcome indicator included in the original logic model under Element I: Safe School Environment and Violence Prevention Activities.

Measure	Status
A decrease of 35% of 7th grade students at CYP schools, who did not go to school on one or more days during the past 30 days because they felt unsafe at school or on their way to and from school by June 2013. **[GPRA]**	***Not achieved.*** In March 2009, the California Healthy Kids Survey (CHKS) was administered to 1,413 7th grade students at CYP middle schools. Ten percent (10%) of 7th graders at CYP schools, or approximately 141 students, reported that they did not go to school on one or more days during the past month because they felt unsafe at school or on their way to and from school. By spring 2014, the percentage dropped to 7.9% (out of 1,032 respondents) for an overall decrease of 21% from baseline.
One Season for Nonviolence assembly will take place at each CYP middle school annually.	***Partially achieved.*** Season for Nonviolence assemblies were held between January 30 and April 15, 2011 at four of the five CYP middle schools. Mission Middle School did not offer an assembly for 7th grade students since these students had attended the same assembly as 6th graders during the 2009-2010 school year. During spring 2012, four of the five middle schools held an assembly; Del Dios Middle School did not participate due to the fact that their 7th graders received the assembly as 6th graders. In spring 2013 and 2014, all middle schools participated.
80% of CYP schools will participate in activities related to the Season for Nonviolence annually.	***Achieved.*** All CYP schools implemented activities related to the Season for Nonviolence annually. Activities at the sites include peace poster competitions, morning announcement readings related to peace and nonviolence, and a peace pinwheel ceremony.
The number of lunchtime safety related incidents will decrease by 15% from the 2009-2010 baseline at CYP middle schools by June 2013.	***Unknown.*** Baseline data were collected in spring 2010, with inconsistent participation from the schools. Between March and May, 123 lunchtime incidents were reported at the CYP middle schools, of which 41 (33.3%) were safety-related. In 2012-2013, a system of electronic documentation for behavior incidents was put into place throughout the district. Data for this measure became available to the evaluation team for the 2013-2014 school year, in which there were 124 total lunchtime incidents reported at the middle schools, and 30 (24.2%) of these were safety-related. Data from 2013-2014 cannot be compared to data from spring 2010 due to differences in data collection methodology; therefore, progress toward this measure's goal cannot be reported .
Adults participating in the Safe Walk to schools program at CYP schools will patrol the streets leading to each site 80% of the school days by June 2013.	***Not achieved.*** During the 2010-2011 school year, only one school, Oak Hill, achieved or exceeded the objective of 80%, reaching 94%. In 2011-2012, no school reached 80%. In 2012-2013, Oak Hill achieved a 91% patrol rate. In 2013-2014, Oak Hill achieved a 93% patrol rate.
A decrease of 20% in 7th grade students at CYP schools who report being in a physical fight on school property in the 12 months prior to the survey by June 2013, as measured by CHKS survey . **[GPRA]**	***Achieved.*** In March 2009, 27% of 7th grade students at CYP schools reported being in a physical fight on school property in the past 12 months on the CHKS. On the spring 2014 survey, 17% of students reported involvement in a physical fight on school property during the just completed school year; a decrease of 37.0% from baseline.

Measure	Status
50 middle school students will complete at least 8 of 10 sessions of each of the three components of the Aggression Replacement Training annually.	***Not achieved.*** During the 2010-2011 school year, 106 CYP students and 8 Nicolaysen Community Day School students participated in ART/TPS, but only four of the 114 students completed 8 of 10 sessions of each component. Modifications were made to the program in 2011-2012 and the criteria for completion were changed to 15 of 20 possible sessions. In spring 2012, 52 students were served, and 32 completed at least 15 sessions. In spring 2013, 17 students completed 15 sessions.
A decrease of 20% in the number of days of violence-related suspension across all CYP schools, and a decrease of 35% in the number of violence-related expulsions at CYP middle school sites by June 2013.	***Achieved.*** In the 2008-2009 school year, there were 606 days of suspension related to violent behavior at the CYP elementary schools; by 2013-2014, this figure had dropped to 96.5 days of suspension, for a reduction of 84.1% from baseline. For middle schools, the number of violence-related suspension days dropped from 1,973 in 2008-2009 to 489 in 2013-2014, or by 75.2%. Middle school expulsions dropped from 19 in 2008-2009 to 5 in 2013-2014, or by 73.7%.
Peace Patrol Program will be expanded to 7 additional schools, with 10 students trained per site annually.	***Achieved.*** In 2010-2011, seven sites trained students in Peace Patrol; between 2011-2012 and 2012-2013, all eight CYP elementary schools trained students each year, with the number of students trained per site ranging from 10 to 49 annually. In 2013-2014, six schools trained students in Peace Patrol.
A decrease of 1.0 in the average number of overall days of absence and a decrease of .25 in the average number of days of unexcused absence per student at CYP schools by June 2013, as tracked in PowerSchool.	***Partially achieved.*** At baseline (2008-2009), students at CYP schools averaged 8.85 days of absence and 2.24 days of unexcused absence. As of the 2013-2014 school year, the overall days of absence dropped to 6.08, for a decrease of 2.77 days. Unexcused absence dropped to 2.07, for decrease of 0.17 days.
75% of parents/guardians completing an annual school survey will indicate knowledge of the district's attendance policy by June 2013.	***Achieved.*** The percentage of parents reporting that they understood the district's attendance policy varied annually from a low of 83.5% in spring 2011 to a high of 87.5% in spring 2014, exceeding the target each year.
Escondido Police Department will conduct four (4) Truancy/Day Curfew Sweeps annually by June 2013.	***Partially achieved.*** The EPD conducted Curfew Sweeps and/or Truancy Sweeps six times in 2010-2011 and six times in 2011-2012. Four sweeps were conducted in 2012-2013, but only three were conducted during the 2013-2014 school year.
100% of students at CYP schools who have received a SARB 3 letter will have had a truancy home visit conducted before referral to the district SARB by June 2013.	***Not achieved.*** When students have received another form of intervention (e.g., CSAT referral), the intervention specialist generally does not add a home visit, unless requested. Data are available showing that in 2011-2012, the intervention specialist conducted home visits with 16.7% of students receiving a SARB 3 letter; in 2012-2013, the rate remained at 16.7%. The rate rose to 54.5% in 2013-2014.
SART teams will be established at 100% of CYP schools and will meet at least one time a month by 2013.	***Achieved.*** During the 2011-2012, 2012-2013, and 2013-2014 school years, documentation regarding SART meetings was received from all CYP sites, meeting the target.

Measure	Status
75% of students referred to District SARB team will complete required SARB contract by June 2013.	***Unknown.*** All students on SARB contracts were taken off SARB at the beginning of the 2011-2012 school year to give all students a fresh start under new attendance and disciplinary policies that were implemented in 2011-2012. SARB contracts are ongoing and do not end until the student matriculates from middle school.
A decrease of 35% in the number of 7th grade students at CYP middle schools reporting gang involvement by June 2013 as measured by the CHKS.	***Not achieved.*** Data from the CHKS administered in March 2009 showed 6% of 7th grade students reporting gang involvement. By spring 2014, the percentage remained at 6%.
60 students at risk for gang involvement will receive at least 15 hours of mentoring support related to gang prevention from mentors at each CYP middle school site annually.	***Partially achieved.*** The Tariq Khamisa Foundation Mentoring Program was funded through the 2012-2013 project year. In 2010-2011, TKF provided 15 hours or more of mentoring to 156 middle school students. In 2011-2012, 193 middle school students received at least 15 hours of mentoring; however, in 2012-2013, 59 students received at least 15 hours of mentoring, missing the target by one student.
70% of students at CYP middle schools referred to Juvenile Diversion/Youth Court programs in the community will be linked to services by June 2013.	***Partially achieved.*** In 2010-2011, 58% (45 of 78) of students who were referred to Juvenile Diversion were linked to services, compared to 84.5% (49 out of 58) in 2011-2012, 90.6% (29 out of 32) in 2012-2013, and 90.9% (40 out of 44) in 2013-2014. Results exceeded the target three of the four years.
A minimum of 25 families will receive two home visits from the FIT Team annually.	***Partially achieved.*** This objective was modified due to the fact that the FIT generally only makes one home visit for each student in the program. In 2010-2011, 24 CYP students received a home visit as part of FIT services; in 2011-2012, 39 CYP students received a home visit. In 2012-2013, 28 CYP students received a home visit, and in 2013-2014, 18 CYP students received a home visit.
At least 10 families of children enrolled in CYP schools will complete at least 80% of the *Guiding Good Choices* Program annually.	***Partially achieved.*** During the 2010-2011 school year, 10 families of CYP students completed 80% of the program. In 2011-2012, only two families of CYP students completed 80% of the program. In 2012-2013, 28 CYP families completed 80% of the program, and in 2013-2014, 17 families completed the program.
The number of CYP middle school students mandated to attend Nicolaysen Community Day School due to acts of violence will decrease by 25% from baseline by June 2013.	***Achieved.*** The number of CYP middle schools students that were mandated to attend the Nicolaysen Community Day School (NCDS) due to acts of violence dropped steadily each year since baseline (2008-2009; 54); 50 in 2009-2010; 44 in 2010-2011; 31 in 2011-2012; 13 in 2012-2013; 12 in 2013-2014. This is an overall decrease from baseline of 77.8%, exceeding the target.

Element 2
Alcohol, Tobacco and Other Drug Prevention Activities

GOAL: To decrease the number of youth who report using alcohol, drugs, or tobacco.

Needs identified under alcohol, tobacco and other drug (ATOD) prevention activities included reducing the percentage of 7th grade students who report using alcohol and/or marijuana in the past 30 days; decreasing days of suspension related to drug use or possession; decreasing the number of expulsions due to drug use or possession; and decreasing the number of middle school students enrolled in Nicolaysen Community Day School due to use of tobacco, alcohol or other drugs at school. Universal activities funded through SS/HS included strengthening the evidence-based Positive Action 5th Grade Drug Program by ensuring the fidelity of program implementation; implementing the Project ALERT substance abuse prevention curriculum in the middle school grades; and expanding Club Live to all CYP middle schools. The district ended the implementation of Positive Action at the end of the 2010-2011 school year in favor of adopting the Positive Behavioral Interventions and Supports (PBIS), which is described under Element 1 and discussed more comprehensively under Element 3. Tier 2 services included implementing on-site alcohol, tobacco and other drug (ATOD) psycho-educational or Insight Groups based on the San Diego County Office of Education Ready to Learn Model. Tier 3 services are not specified under Element 2, as it is rare to find students at the middle school level fully engaged in addictive behavior; however, such students are referred to intensive mental health counseling through Vista Hill. Vista Hill's program is described under Element 4.

Tier 1 Services

Positive Behavioral Interventions and Supports (PBIS)

After teachers reported that the Positive Action 5th Grade Drug Program was outdated and ineffectual in addressing the needs of Escondido students, CYP staff researched and recommended the adoption of Positive Behavioral Interventions and Supports (PBIS), a school-wide systems change process that teaches behavioral expectations in the same way that other core curricula are taught. Organized and implemented by a team that represents classified staff, as well as administrators and teachers, PBIS asks schools to focus on three to five behavioral expectations that are positively stated and easy to remember. Staff are trained school-wide in the implementation of the program, which includes "customizing" the positive messages about behavioral expectations to every area of the school campus and providing

Project ALERT

Project ALERT, a curriculum developed by the Rand Corporation over a 10-year period, has been shown in research studies to reduce the experimental and continued use of drugs among young adolescents. According to the Project ALERT website, the program "motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips teens with the skills and strategies they will use to resist drugs." Project ALERT is usually taught in the 7th grade with a booster in the 8th grade.

In studies conducted nationwide with students from different ethnic and socio-economic backgrounds and from both rural and urban environments, outcomes included:

- 40% drop in students already experimenting with cigarettes in becoming regular smokers;
- 24% lower alcohol misuse score;
- 20% reduction of highest-risk early drinkers;
- 20% to 25% decrease in cigarette use during the past month;
- 33% to 55% decrease in regular and heavy usage of cigarettes; and
- 60% decrease in current marijuana use.

Club Live (A Component of Friday Night Live)

The California Friday Night Live (FNL) Program was developed in 1984 in Sacramento by the California Department of Alcohol and Drug Programs (ADP) and the California Office of Traffic Safety. It began as a pilot program dedicated to reducing the number of deaths and injuries caused by teen motorists driving under the influence of alcohol and other drugs. During the first years of the program, the youth involved were organized into high-school-based student action groups, later renamed FNL Chapters. The success rate was so great that in 1977, ADP established a statewide office to facilitate the expansion of the program to youth throughout California. By 1980, the number of counties with the FNL Program had increased 300% and the main focus began to shift from one of preventing drinking and driving among teens to one of promoting healthy lifestyles free of alcohol, tobacco, or other substance abuse among youth.

Due to the overwhelming success of Friday Night Live, a middle/junior high school component was developed in 1988 by the Tulare County Office of Education (TCOE). By 1991, this component had been expanded statewide by ADP and named Club Live. In 1990, TCOE developed the Friday Night Live Kids (FNL Kids) Program, which focused on youth in the 4th through 6th grades. By 1994, 48 counties had implemented Club Live and/or the FNL Kids Program. The chapter locations had also broadened from schools to recreation facilities, housing projects, youth centers, and youth in detention centers, reaching nearly one million youth throughout California. In 1998, a mentoring model was introduced to the program, in which high school students are trained to mentor younger students.

The primary focus of all components of FNL is to form youth/adult partnerships, provide programs rich in opportunities and support, so that young people will be less likely to engage in problem behaviors, more likely to achieve in school, and more likely to attend higher education or secure a full-time job. [Adapted from the FNL Website: www.fridaynightlive.org.]

incentives and recognition to students who comply with the new normative standards. By linking the functions of PBIS with the Comprehensive Student Assistance Team (CSAT), schools in the Escondido Union School District are able to provide an array of services extending from the universal (behavioral expectations), to the selective (the identification and linkage of at-risk youth to appropriate services), to the indicated (intensive services for students already on the path toward addiction and otherwise at risk for dropping out or school failure).

Project ALERT

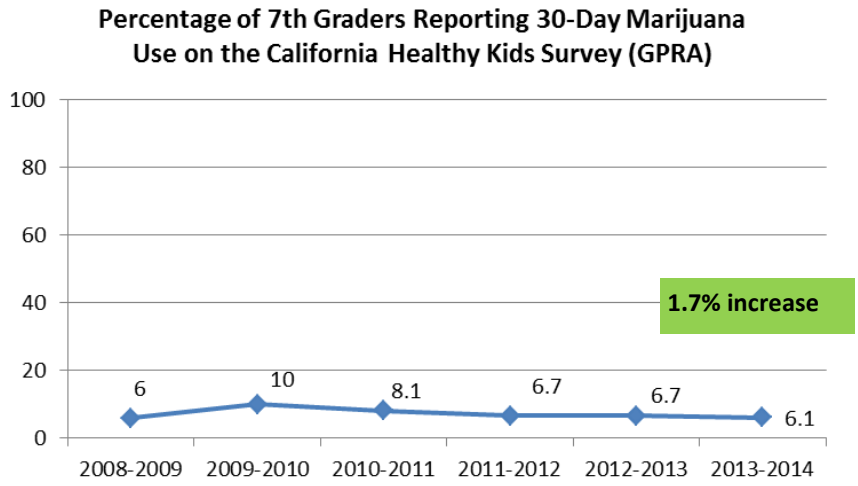
Project ALERT is an evidence-based ATOD prevention curriculum designed to teach 7th and 8th grade students the insight, understanding, and skills to resist substance use. This program was funded through an alternative grant program, and was implemented during the 2010-2011 school year at the 7th grade level. Booster sessions began for 8th grade students during the 2011-2012 school year. The CYP clinical coordinator conducted fidelity assessments in 13 classrooms across four middle schools (Bear Valley, Del Dios, Hidden Valley, and Mission) and Nicolaysen Community Day School during spring 2011. Fidelity ranged from a low of 50% to a high of 100%. The overall rating across all five sites was 85.4%. The program continues to be implemented in 7th and 8th grade classrooms throughout the district.

Club Live

Club Live, a component of California's Friday Night Live that targets middle school students, is a positive alternatives program that encourages healthy lifestyles free of alcohol, tobacco and other drugs, through the promotion of ATOD-free social activities and community service projects. Club Live was expanded from Mission Middle School to three of the four additional CYP middle schools in fall 2010. During the 2010-2011 school year, a total of 316 students participated in Club Live activities (22 from Bear Valley, 36 from Del Dios, 53 from Hidden Valley, 136 from Mission, and 69 from Rincon). A total of 157 students participated in Club Live activities during the 2011-2012 school year (35 from Del Dios, 54 from Hidden Valley, 42 from Mission, and 26 from Rincon). During the 2012-2013 school year, 83 students participated in Club Live activities (14 from Del Dios, 14 from Hidden Valley, and 55 from Mission). In 2013-2014, 35 students from Hidden Valley participated in Club Live activities. While Club Live remains popular among students, the CYP project director reported that it has been increasingly difficult to find staff who will make the substantial commitment of time required to serve as advisors for the program; consequently, the continuity of the program is in question going forward.

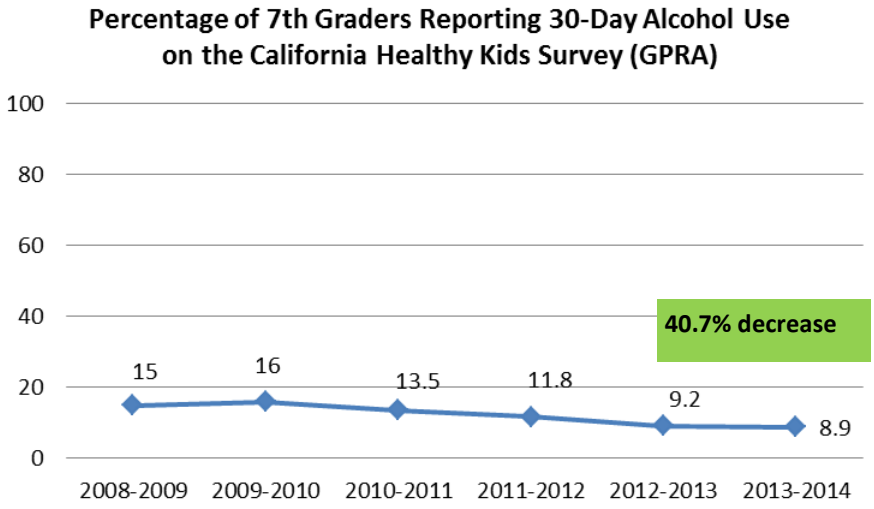
School-wide Outcomes

Universal activities in Element 2 were designed to address the GPRA measures of reducing current (30-day) marijuana and alcohol use, and to decrease the number of days of ATOD-related suspensions and expulsions.



Current ATOD Use

Marijuana Use [GPRA Measure]. One of the two GPRA measures under Element 2 which all SS/HS funded sites must address is current (past 30-day) use of marijuana. EUSD proposed to reduce 30-day marijuana use by 35% among 7th graders taking the CHKS. In March 2009, 6% of 7th grade students taking the CHKS reported current (30-day) use of marijuana. In March 2010, of the 1,184 7th grade respondents, 10% reported using marijuana during the previous month—a significant increase. The percentage dropped over the next two years to 8.1% of 1,198 (spring 2011) and to 6.7% of 1,276 (spring 2012) students who provided a response to this item. No change was shown in spring 2013, with 6.7% out of 1,335 students reporting 30-day use. Modest improvement was shown in the spring 2014, when the percentage dropped slightly to 6.1% of the 1,354 students who provided an answer to this item; nevertheless, this was a slight increase from baseline (1.7%) in the percentage of 7th graders who reported using marijuana in the past 30 days.



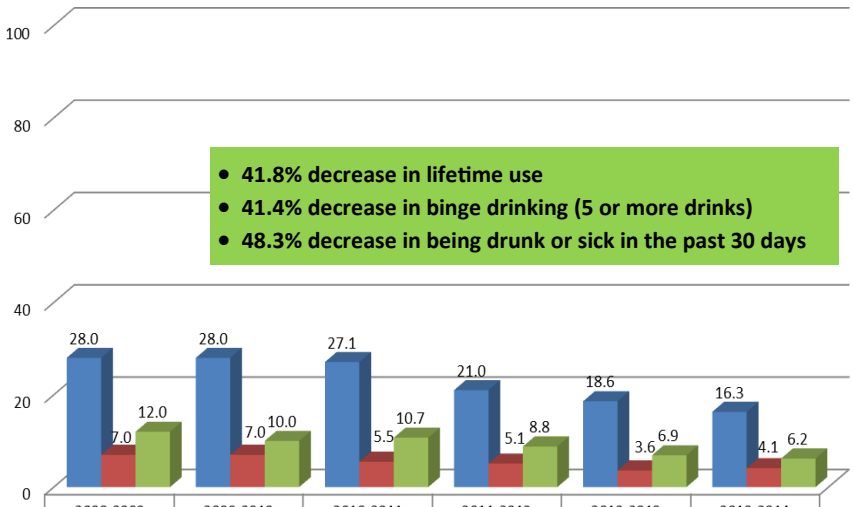
Alcohol Use [GPRA Measure]. EUSD proposed to reduce 30-day alcohol use by 25% among 7th graders by June 2013. On the CHKS administered in March 2009, 15% of CYP 7th grade students (approximately 212 of the 1,413 7th graders who took the survey) reported current (30-day) alcohol use. In the 2010 administration of the CHKS, reported use among 7th graders rose slightly, to 16% of the 1,184 who completed the survey. Over the next three years consistent improvement was shown in the percentage of students who reported having had a drink of alcohol on at least one day; 13.5% of 1,199 students in spring 2011, 11.8% of 1,265 students in spring 2012, and 9.2% of 1,347 in spring 2013. Results from the spring 2014 survey showed a slight decline from the previous year, with 8.9% of the 1,353 students who responded to this question reporting alcohol use during the past 30 days; however, this is still a 40.7% decrease from baseline, exceeding the target.

Other Indicators Related to Alcohol Use

The California Healthy Kids Survey asks a series of questions to 7th graders related to behaviors around alcohol use, including whether the student has ever had at least one drink of alcohol, ever been very drunk or sick from drinking alcohol, or had five or more drinks at one sitting (binge drinking). Data from the survey show a downward trajectory in all three areas from baseline, supporting the 30-day use data showing an overall reduction in reported use.

The percentage of 7th grade students who reported ever having had at least one drink of alcohol decreased from 28% in 2008-2009 to 16.3% in 2013-2014, a decrease of 41.8%. The

Alcohol Use Patterns of 7th Grade Students, as Reported on the California Healthy Kids Survey



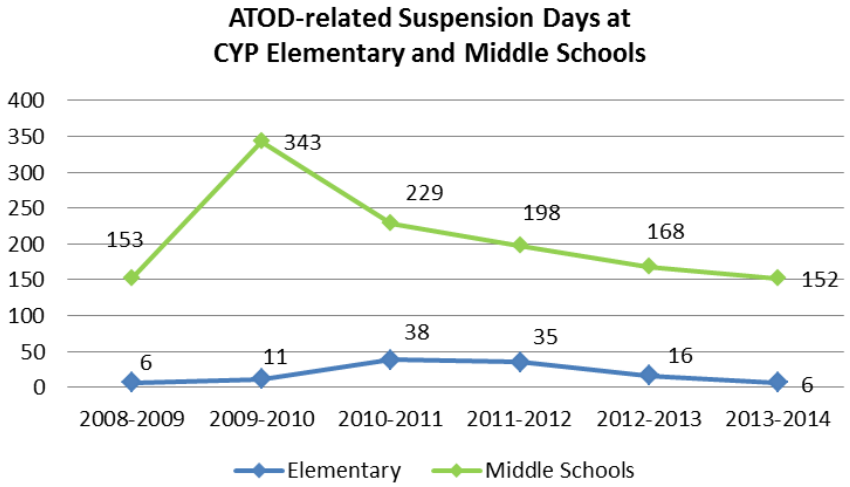
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Have you ever had at least one drink of alcohol?	28.0	28.0	27.1	21.0	18.6	16.3
In the past 30 days, have you had five or more drinks of alcohol in a row, that is, within a couple of hours?	7.0	7.0	5.5	5.1	3.6	4.1
Have you ever been very drunk or sick after drinking alcohol?	12.0	10.0	10.7	8.8	6.9	6.2

percentage of 7th grade students who reported having had five or more drinks of alcohol in a row within the past 30 days decreased from 7% in 2008-2009 to 4.1% in 2013-2014, or by 41.4%. Finally, the percentage of 7th grade students who indicated that they have been very drunk or sick after drinking alcohol dropped from 12% to 6.2%, or by 48.3%.

ATOD-related Discipline

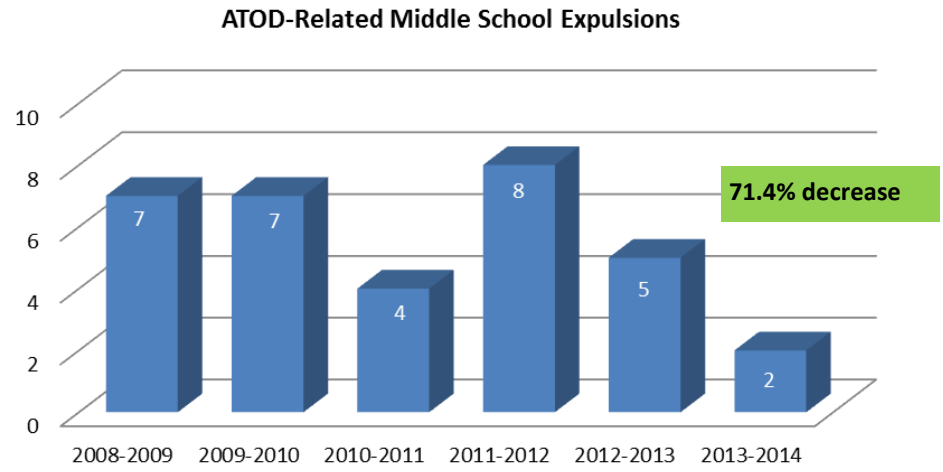
Suspensions. In 2008-2009, the year in which baseline data were gathered, CYP elementary schools reported just six days of suspension for ATOD-related issues, while CYP middle schools reported 153 days of suspension. EUSD proposed to lower the number of elementary days of suspension for ATOD use by 50% and the number of middle school days of suspension for ATOD use by 35%.

In 2009-2010, the year before full implementation of CARE Youth Project, the number of days of suspension for ATOD-related issues at elementary sites rose from 6 to 11, and in 2010-2011 it more than tripled, rising to an all-time high of 38 before dropping to 35 in 2011-2012. In 2012-2013, days of suspension dropped to 16, while in 2013-2014, days of suspension dropped back to baseline level, at 6. The target of a 50% reduction in elementary ATOD-related suspensions was not met.



Middle school ATOD-related suspension days showed a jump in 2009-2010 and then a progressive decline. The number of ATOD-related suspension days was 153 at baseline (2008-2009), increasing sharply to 343 the following year (2009-2010), but decreasing each year after: 229 in 2010-2011, 198 in 2011-2012, 168 in 2012-2013, and 152 in 2013-2014. The 2013-2014 figure represents an overall decrease of 0.7% from baseline; consequently the 35% target for reduction was not met.

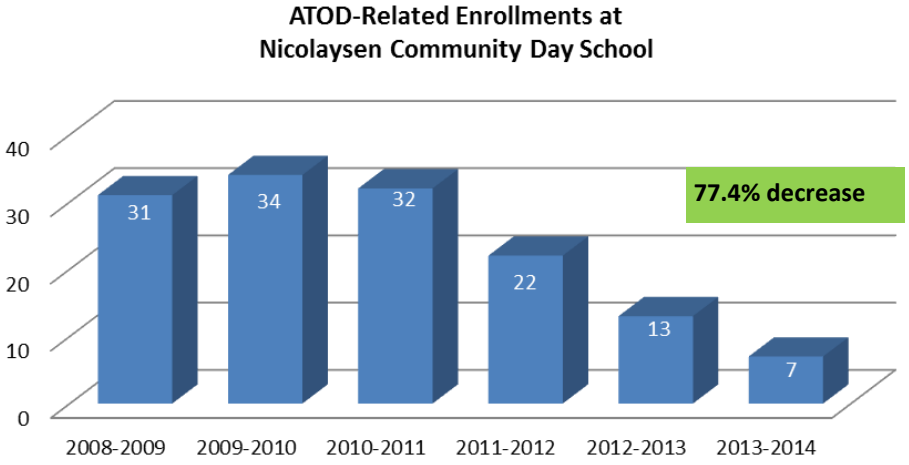
Expulsions. The number of ATOD-related expulsions varied during the life of the grant; seven in 2008-2009 and in 2009-2010, four in 2010-2011, eight in 2011-2012, five in 2012-2013, and



two in 2013-2014, which is an overall decrease of 71.4% from baseline. Expulsion data for this objective is different from previously reported data because discrepancies were discovered in the database that was used to track this information. The target of 60% was met for the expulsion portion of this measure.

Referrals to Nicolaysen Community Day School (NCDS)

The number of CYP middle school students enrolled in NCDS due to use of tobacco, alcohol or other drugs at school increased from 31 at baseline (2008-2009) to 34 during the 2009-2010 school year. This figure showed continual improvement over the next four years; 32 in 2010-2011, 22 in 2011-2012, 13 in 2012-2013, and seven in 2013-2014; an overall decrease of 77.4% from baseline.

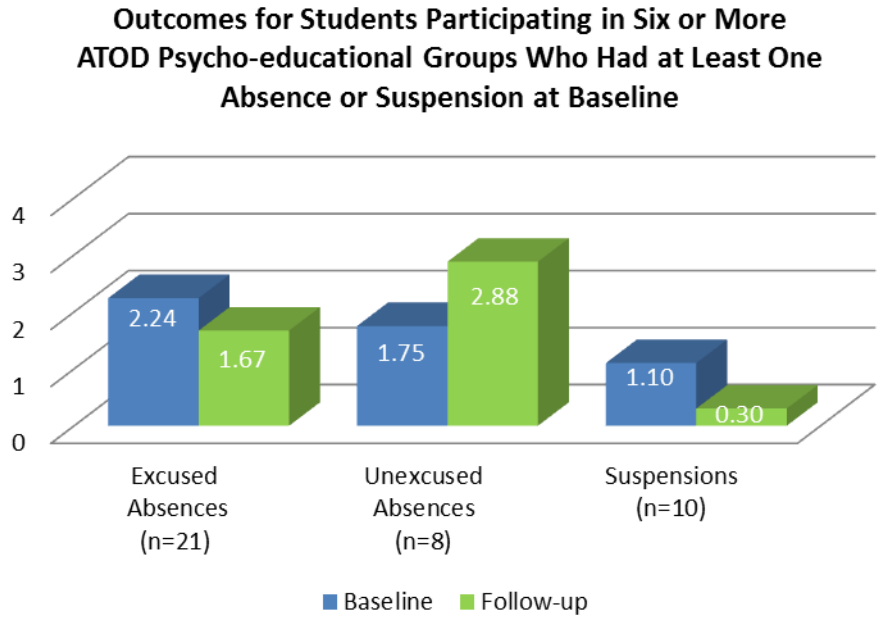


Tier 2 Services and Outcomes

ATOD Psycho-educational Groups

While students of all ages who were identified as at risk for alcohol or drug use were able to participate in Insight Groups at school led by support specialists, students also could be referred to alcohol, tobacco and other drug (ATOD) psycho-educational groups conducted by Mental Health Services, Inc. (MHS). During the 2011-2012 school year, 74 students participated in ATOD groups; in 2011-2012, this figure dropped to 28, and in 2012-2013 dropped again to 15, for a total of 112 students served over the three-year period, averaging 5.1 sessions per student. The evaluation team analyzed outcomes related to absences and discipline for students participating in at least six sessions of the ATOD psycho-educational groups who had at least one absence or suspension at baseline.

Among the 21 students with an excused absence at baseline, the average number of excused absences decreased from 2.24 to 1.67; however, for the eight students with at least one unexcused absence at baseline, the average number of unexcused absences rose from 1.75 to 2.88. A total of 10 students who participated in at least six psycho-educational groups and who had at least one suspension at baseline showed improvement in discipline, with the average number of suspensions dropping from 1.10 to 0.30. None of these samples were large enough to test for statistical significance.



Outcomes at a Glance: Element 2

The charts that follow provide a brief visual overview of each process measure and outcome indicator included in the original logic model under Element 2: Alcohol, Tobacco, and Other Drug Prevention Activities.

Measure	Status
A decrease of 35% of 7th grade students at CYP schools who report current (30-day) marijuana use by June 2013. **[GPRA]**	***Not achieved.*** In March 2009, 6% of 7th grade students reported current (30-day) use of marijuana. In spring 2014, 6.1% of 7th graders taking the CHKS indicated they had used marijuana in the past 30 days, an increase of 1.7%.
A decrease of 25% of 7th grade students at CYP schools who report current (30-day) alcohol use by June 2013 as measured by CHKS. **[GPRA]**	***Achieved.*** The percent of students reporting 30-day alcohol use on the CHKS has decreased from 15% at baseline in spring 2009 to 8.9% in spring 2014, or by 40.7%, exceeding the target.
Club Live will be implemented at four additional middle school sites, with 15 students per site participating in planning and implementing activities annually.	***Partially achieved.*** Club Live was implemented at all five CYP middle schools during the 2010-2011 school year, with an average of 63 students per site participating in activities. During the 2011-2012 and 2012-2013 school year, the number of participants per school site ranged from a low of 14 to a high of 136. However, in 2013-2014, only Hidden Valley offered Club Live, with 35 students participating in the program over the course of the school year.
80% of identified classrooms at CYP middle schools will implement the Project ALERT curriculum with fidelity by June 2013.	***Achieved.*** Project ALERT was implemented at all five of the district's middle schools during the 2010-2011 school year. The CYP project director conducted fidelity assessments in 13 classrooms across four middle schools and Nicolaysen Community Day School in spring 2011. Fidelity ranged from a low of 50% to a high of 100%, with an average of 85.4% district-wide. The program continues to be implemented in 7th and 8th grade classrooms throughout the district.
20 students will complete at least 80% of the ATOD Psycho-educational Group or Insight Group curriculum across all CYP middle schools annually.	***Not achieved.*** In 2010-2011, none of the 13 students who participated in Insight Group sessions completed 80% of the curriculum (seven sessions), but 21 middle school students completed at least seven sessions of the ATOD psycho-educational groups offered by MHS. During the 2011-2012 school year, nine middle school students completed at least seven sessions of ATOD groups. In 2012-2013, eight middle school students completed at least seven sessions, and in 2013-2014, two students completed at least seven sessions.
80% of 5th grade classrooms at CYP schools will implement the Positive Action Drug Curriculum with fidelity by June 2013.	***Not achieved.*** Positive Action is not being implemented at CYP sites, for reasons discussed in the Project Overview. Positive Behavioral Interventions and Supports is being offered in its stead. PBIS addresses risk factors for ATOD use, but does not have a specific curriculum for ATOD.

Measure	Status
A decrease of 50% in the number of days of ATOD-related suspensions at CYP elementary schools, and a decrease of 35% in the number of days of ATOD-related suspensions and 60% in the number of expulsions at CYP middle schools by June 2013.	***Partially achieved.*** At baseline in 2008-2009, CYP elementary sites documented six ATOD-related suspension days; this figure rose to a high of 38 in 2010-2011, before dropping back down to 6 days in 2013-2014. At baseline in 2008-2009, middle schools reported 153 ATOD-suspension days, a figure that rose to a high of 343 in 2009-2010 before dropping back to 152 in 2013-2014; this was an overall decrease of 0.7% from baseline. At baseline in 2008-2009, seven students were expelled for ATOD-related infractions; by 2013-2014, only two students were expelled for ATOD-related infractions, a decrease of 71.4%.
A decrease of 25% in the number of CYP middle school students enrolled in NCDS due to use of tobacco, alcohol or other drugs by June 2013 as tracked in district database.	***Achieved.*** ATOD-related enrollments at Nicolaysen Community Day School dropped from 31 at baseline in 2008-2009 to seven at follow-up in 2013-2014, an overall decrease of 77.4%.

Element 3
Student Behavioral, Social and Emotional Supports

GOAL: To improve the behavioral, social and emotional supports available to all students.

Needs identified under this Element include increasing resiliency indicators among students, improving the percentage of students who report meaningful involvement at school and increasing the percentage of students who report having a caring relationship with a teacher or other adult at their school. Other objectives include reducing the number of students on a behavior contract due to disciplinary referrals and decreasing absenteeism.

Universal activities included establishing CYP Student Advisory Boards at each middle school, establishing Helping Hands Clubs at all CYP schools, expanding Peer Leaders Uniting Students (PLUS) to all five middle schools, expanding Peace Patrol to all CYP elementary schools, expanding Club Live to all middle schools, implementing Positive Behavioral Interventions and Supports (PBIS) at all CYP sites, establishing Comprehensive Student Assistance Teams at all CYP sites, offering ongoing staff development to school site staff, and offering Parent University courses to parents at CYP sites. Tier 2 services include linking at-risk students to services through the CSAT, offering students mentoring from trained school staff and community volunteers, and offering *Guiding Good Choices* to families of students enrolled in CYP schools. No Tier 3 services were specified under Element 3; however, students identified as being in need of intensive services were referred to counseling through Vista Hill or to FIT for gang intervention training and support.

Tier 1 Services

Positive Behavioral Interventions and Supports (PBIS)

As discussed briefly in both Elements 1 and 2, PBIS is a research-based systems approach to enhancing the capacity of schools to educate all students, including those with challenging social behaviors. “Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible” (www.pbis.org). The PBIS website stresses that PBIS is not “a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all

students. The framework emphasizes the use of data for decision-making, measurable outcomes supported and evaluated by data, practices with evidence that outcomes are achievable, and systems that efficiently and effectively support implementation of these practices."

All CYP schools began planning for PBIS implementation during the 2011-2012 school year as part of a district-wide plan, with the objective of having 80% of classrooms at CYP schools implement PBIS strategies in the classroom by June 2013. As of June 2014, 504 unduplicated staff members across the 13 CYP sites had participated in at least one PBIS training session. All CYP school sites now have a trained PBIS School Team that develops, teaches, and reinforces school-wide and classroom-based PBIS behavior expectations.

Comprehensive Student Assistance Team (CSAT)

The San Diego County Office of Education spearheaded the original Student Assistance Programs movement with Ready to Learn, an extensive core team training series that assists schools in developing Comprehensive Student Assistance Teams (CSATs). CSATs identify students who are exhibiting academic needs and/or at-risk behaviors, and refer students to intervention services, with the goal of improving attendance, behavior and/or academic achievement. The CYP support specialist facilitates the CSAT process. CSAT is composed of a support specialist, an administrator, and other school staff (such as a counselor, school psychologist, and/or teacher), as appropriate. Parents are an important part of a successful CSAT process. Depending on a student's needs, the support specialist will refer students to a continuum of services. Some services, like psycho-educational groups, help students develop social skills, manage anger, and deal with problems like grief and loss. Other programs build leadership skills, with the goal of building positive self-esteem and a sense of personal empowerment.

In August 2010, 90 school staff and administrators and 15 community agency staff attended Comprehensive Student Assistance Team Training. As a result of the success of the CSAT Process at CYP schools during the 2010-2011 school year (see Tier 2 services below), by October 2011, all 23 schools in the Escondido Union School District had a trained CSAT Team linking students with support services at school and in the community. The project director and clinical coordinator visited sites to provide feedback to the teams through the fall 2012. CSAT training is now a regular part of support team and administrator meetings.

CYP Student Advisory Boards

Student Advisory Boards were established in May 2011, with participation from 36 students across the five middle schools (Bear Valley - 6; Del Dios - 11; Hidden Valley - 4; Mission - 8; and Rincon - 7); however, since the Boards were established toward the end of the school year, no Board met more than once in 2010-2011. During the 2011-2012 school year, 58 students participated in Student Advisory Board meetings, and five participated in at least five meetings (4 from Bear Valley, 1 from Rincon). In 2012-2013, 43 students participated in at least one

Student Advisory Board meeting, and of these, eight participated in at least five meetings (2 from Bear Valley, 6 from Rincon). Data collected during the most recently completed school year, 2013-2014, show that 54 students participated in at least one Student Advisory Board meeting, and 20 of these students participated in at least five meetings (10 from Del Dios, 10 from Rincon).

Club Live

As described in Element 2 (pages 38 and 39), Club Live is a positive alternatives program that encourages healthy lifestyles free of alcohol, tobacco and other drugs (ATOD) through the promotion of ATOD-free social activities and community service projects. A division of California's Friday Night Live Program at high schools, Club Live targets students in middle school.

Helping Hands, Jr.

Helping Hands, Jr. is an off-shoot of Helping Hands, a teen service club for high school youth in Escondido that encourages service learning, addressing civic and social needs, and developing relationship and leadership skills among youth. A service learning coordinator contracted through the Escondido Education COMPACT works with middle school students at all five CYP middle schools. A total of 76 students participate in Helping Hands, Jr. during the 2010-2011 school year; this number rose to 195 during the 2011-2012 school year. In both 2012-2013 and 2013-2014, 54 students participated in Helping Hands activities.

Peer Leaders Uniting Students (PLUS)

PLUS is a program that recruits and trains peer leaders from diverse student groups to develop and implement activities to engage students at school and in the community. The stated goal of PLUS is to "create safe and supportive schools by building a community of kids who take care of kids" who are "empowered to engage in discussions, bond with one another, and identify the critical issues that are impacting their campus climate" (www.plusprogram.org). Students problem-solve ways to address the issues they identify as negatively impacting school climate.

Peer Leaders Uniting Students (PLUS) advisors from all five middle schools attended a one-day training by the program creator in September 2010 to begin the process of creating a district-wide program. Advisors meet at least monthly with students to plan and execute activities related to developing peaceful relations among students at school. These include the implementation of student forums (student-led discussions) on various topics and student activities during lunch time. During the 2010-2011 school year, 275 students from four middle schools participated in PLUS activities (53 from Bear Valley, 78 from Del Dios, 86 from Hidden Valley, and 58 from Rincon). Data collected during the 2011-2012 school year show that 138 students from three middle schools participated in PLUS activities (26 from Del Dios, 54 from Hidden Valley, and 58 from Rincon). In 2012-2013, 79 students from Hidden Valley (8), Mission

(17), and Rincon (54) participated in PLUS activities. In addition, during the 2013-2014 school year, 71 students from Mission (9) and Rincon (62) participated in PLUS activities.

Peace Patrol

As described under Element 1 (page 16), Peace Patrol is a school-based peer mediation program that focuses on teaching conflict resolution skills to selected 4th and 5th grade students. These trained Peace Patrol members monitor the playground on a daily basis to ensure students are acting in a safe, respectful, and responsible manner. CYP support specialists facilitate the Peace Patrols at each site.

Staff Development

Staff mini-trainings were first offered in February 2011 as part of regularly scheduled staff meetings. Most staff attending these meetings are certificated administrators, teachers, and special education teachers. Preschool teachers often attend, as well. Training topics have included "Building a Positive Relationship with Students," "Suicide Prevention," "Effects of Trauma on Learning," and "Behavior Management in the Classroom." During the 2010-2011 school year, 276 staff members participated in the mini-trainings; 218 staff members participated in mini-trainings during the 2011-2012 school year; 131 staff members participated in mini-trainings during the 2012-2013 school year; and 110 staff members participated in at least one mini-training during the 2013-2014 school year.

Parent University

Parent University is a series of school-based parent education courses and classes designed to increase a parent's understanding of and ability to respond to their child's social, emotional, behavioral or academic need to support their learning. Parent University training sessions were first offered in November 2010, when 341 parents participated in at least one training session. In 2011-2012, the number of parent participants increased to 639. During the 2012-2013 school year, 460 parents participated in at least one Parent University training session, followed by a sharp increase (to 1,223) in the number of participants during the 2013-2014 school year.

School-wide Outcomes

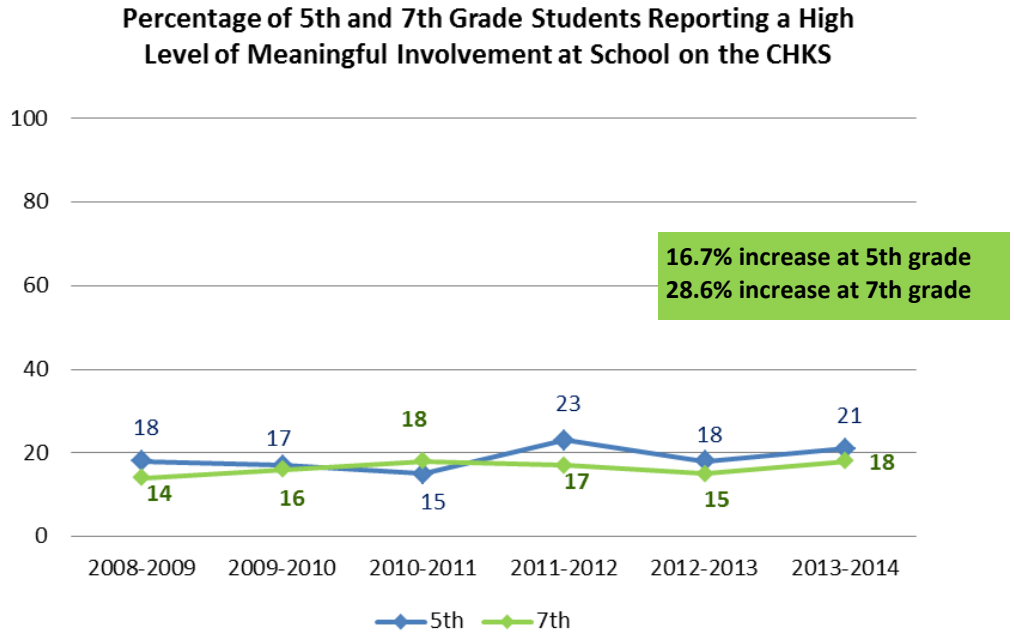
Outcomes for universal activities under Element 3 include addressing characteristics of school connectedness measured by items on the California Healthy Kids Survey (CHKS): increasing the percent of 5th and 7th grade students who report high levels of meaningful participation at school and increasing the percent of 5th and 7th grade students who report having a caring relationship with a teacher or other adult at school. They also include reducing the number of district behavior contracts.

How Trustworthy are the CHKS Data?

Parents often question the validity and reliability of CHKS data. In other words, can we trust the data? CHKS survey questions have been studied and refined over many years, in order to ensure that the questions are truly measuring what we want them to measure. Among the most important factors affecting the quality of survey results is the level of student participation. If the student response rate is at least 60%, the survey results are generalizable. This means that we can trust that these findings are presenting a true picture of what is happening in a particular school or district. If fewer than 60% of eligible students take the survey, the results are true only for the students who took the survey, and cannot be generalized to the school or district as a whole. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior. In each year between 2010-2011 and 2012-2013, the sites have exceeded the minimum 60% response rate, at the 5th grade level ranging from a low of 64% in 2010-2011 to a high of 74% in 2011-2012, and at the 7th grade level ranging from a low of 64% in 2009-2010 to a high of 78% in 2012-2013.

Meaningful Involvement at School

Students who are meaningfully involved at school and who feel as though they can make a difference to the people around them are less likely to engage in high risk behaviors and are more likely to develop strong resilience. The percentage of 5th grade students who reported having a high level of meaningful participation at school varied over the years; 18% in spring 2009, 17% in spring 2010, 15% in spring 2011, 23% in spring 2012, 18% in spring 2013, and 21% in spring 2014; an overall improvement of 16.7% from baseline. The percentage of 7th graders who reported having a high level of meaningful participation at school showed less



variation, with 14% at baseline (spring 2009), 16% in spring 2010, 18% in spring 2011, 17% in spring 2012, 15% in spring 2013, and 18% in spring 2014; for an overall increase of 28.6% from baseline.

Presence of a Caring Teacher or Other Adult at School

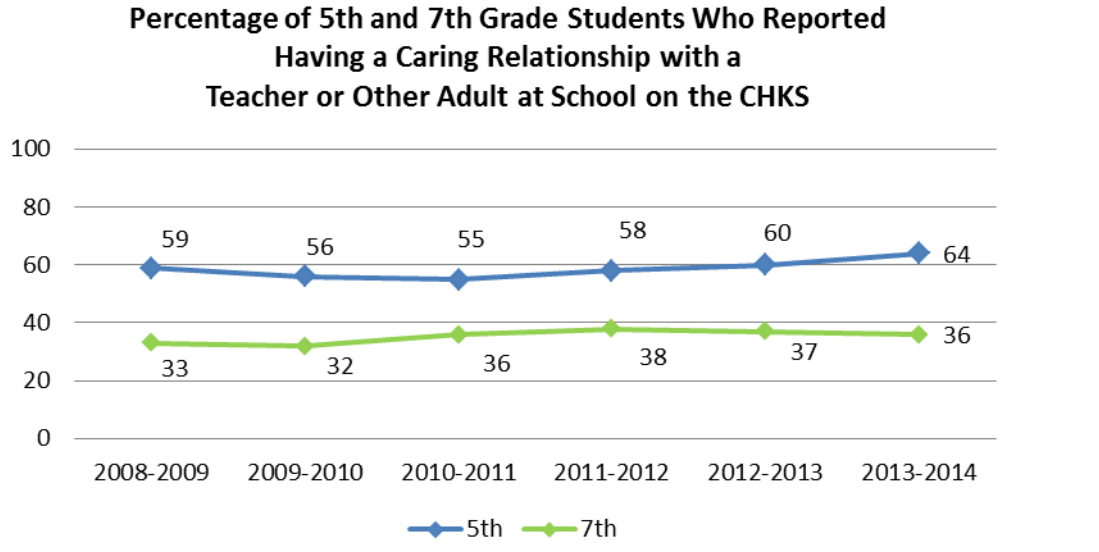
Students who feel connected to school are more likely to attend school, stay in school, achieve academically, and graduate successfully. The CHKS includes a question about students' perception that they have a caring relationship with at least one teacher or other adult at school.

In spring 2009, 59% of 5th grade students reported the presence of a caring teacher or other adult at school ("At my school, there is a teacher or adult who really cares about me"). The percentage decreased to 56% in spring 2010, and decreased once more in spring 2011 to 55%; however, it improved over the next three years, moving from 58% in spring 2012 to 60% in spring 2013 and to 64% in spring 2014. This is an overall improvement of 8.5% from baseline.

For 7th graders, the percentage of students who reported having a caring relationship with a teacher or other adult at their school fluctuated over the years; 33% in spring 2009, 32% in spring 2010, 36% in spring 2011, 38% in spring 2012, 37% in spring 2013, and 36% in spring 2014; a 9.1% overall increase from baseline.

District Behavior Contracts

Students in EUSD who have multiple behavioral referrals are put on a district behavior contract. Failure to meet the requirements of the contract can mean that the student is removed from a regular education site and sent to Nicolaysen Community Day School. Under



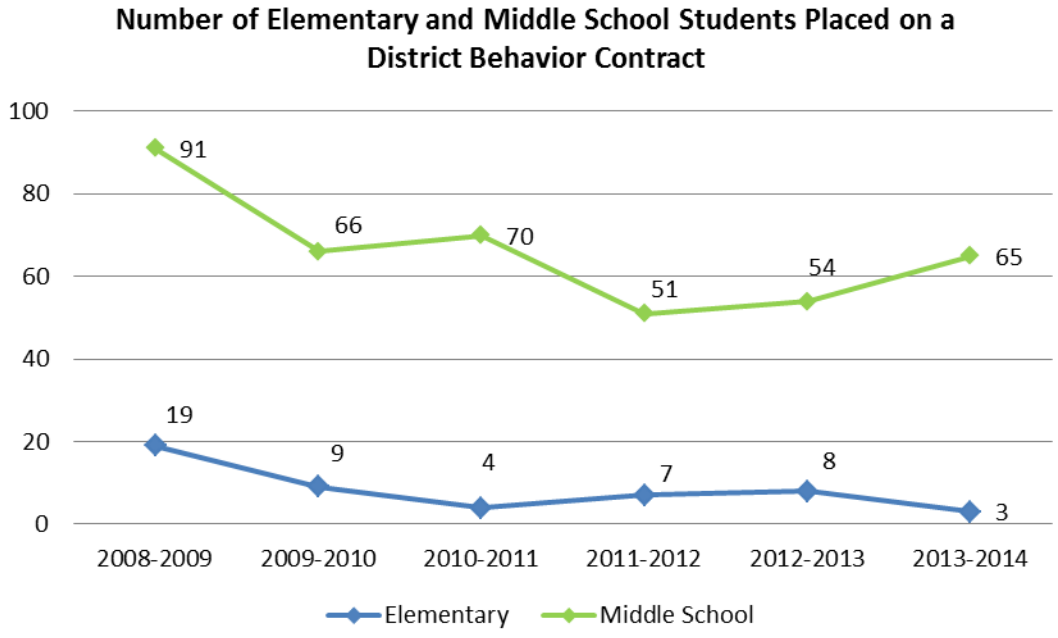
8.5% increase at 5th grade
9.1% increase at 7th grade

Element 3, EUSD sought to reduce the number of students put on behavior contract due to disciplinary referrals.

At CYP elementary schools the number of students who were placed on a district behavior contract dropped from 19 at baseline to 9 in 2009-2010. This figure decreased once more in 2010-2011 to four, but increased over the next two years to seven and eight, respectively. In 2013-2014, the number of students who were placed on a district behavior contract dropped to three; an 84.2% overall improvement from baseline. The number of students who were placed on a district behavior contract at the middle schools also fluctuated; 91 students in 2008-2009, 66 students in 2009-2010, 70 students in 2010-2011, 51 students in 2011-2012, 54 students in 2012-2013, and 65 students in 2013-2014; for an overall decrease of 28.6% from baseline.

Tier 2 Services and Outcomes

Tier 2 services for Element 3 include linking students with identified needs to appropriate school- or community-based services, having school staff and community volunteers offer mentoring, and offering *Guiding Good Choices* to the parents of high-need students.



84.2% decrease for elementary students
28.6% decrease for middle school students.

Linking Students to Services

CSATs at each CYP site began reviewing student cases immediately after Core Teams were established and trained in September 2010 and school staff were introduced to the procedures for identifying and referring students to CSAT. During the 2010-2011 school year, 1,553 students went through the CSAT process. Of these, 1,181 (76%) were linked to a behavioral, social, or emotional intervention. Data collected during the 2011-2012 school year show that 1,543 students were reviewed by CSAT, and of these, 1,165 (75.5%) were linked to a behavioral, social, or emotional intervention. During the 2012-2013 school year, 1,520 students were reviewed by CSAT, and of these 1,100 (72.4%) were linked to services, and in 2013-2014, 860 of the 1,323 (65.0%) students who were reviewed by CSAT were linked to services. It should be noted that both the number of students reviewed by CSAT and the percentage of those students receiving SS/HS services were collected differently and analyzed differently in the last year; consequently, they should not be compared to previous years. The table on page 55 displays numbers and percentages by school site.

In addition to processing referrals that are made continuously over the course of the school year, Core Teams at middle school sites are responsible for reviewing the service records of all 6th grade students identified as at-risk by elementary school CSATs. The purpose is to identify as quickly as possible those students who may need additional support to be successful in their transition from elementary to middle school. During the course of the SS/HS Initiative, a new protocol was implemented in which all middle schools use their first two CSAT meetings of the new school year going over the at-risk list from the articulation meeting the spring prior. Not all students who went through CSAT in 5th grade are reviewed by the team in 6th grade, but those who are deemed at-risk are reviewed in the first few weeks of their 6th grade year.

Mentoring by Staff and Community Members

Check In/Check Out mentoring is a type of informal mentoring that was launched at all the CYP schools as of September 2013. Training of PBIS Team leads was offered in September 2013, and now there are programs in place at all of the CYP sites where teachers serve as mentors for students' behavioral and/or academic issues; however, no data are available on the exact number of hours of mentoring provided to each student.

Guiding Good Choices

As described under Element 1 (page 28), the Guiding Good Choices Parenting Program was provided to CYP sites by Mental Health Systems and Escondido Education COMPACT beginning in January 2011. Documentation is available showing that during the 2010-2011 school year, 10 CYP families completed 80% of the curriculum; this was true for two CYP families in 2011-2012, for 28 CYP families in 2012-2013, and 17 CYP families in 2013-2014. Due to incomplete documentation, it is likely that numbers are underreported.

Students Reviewed by CSAT								
	2010-2011 School Year		2011-2012 School Year		2012-2013 School Year		2013-2014 School Year	
	Number of Students Reviewed by CSAT (n=1,553)	Percent of CSAT Students Receiving SS/HS Services	Number of Students Reviewed by CSAT (n=1,543)	Percent of CSAT Students Receiving SS/HS Services	Number of Students Reviewed by CSAT (n=1,520)	Percent of CSAT Students Receiving SS/HS Services	Number of Students Reviewed by CSAT± (n=1,323)	Percent of CSAT Students Receiving SS/HS Services±
Elementary Sites								
Central	93	62.4	58	79.3	81	58.0	45	100.0
Conway	106	88.7	124	71.8	94	60.6	100	57.0
Farr	74	70.3	94	79.8	74	83.8	129	87.6
Felicita	114	80.7	148	54.1	131	49.6	135	48.9
Juniper	85	84.7	107	80.4	117	62.4	73	46.6
Lincoln	53	94.3	78	91.0	73	82.2	71	56.3
Oak Hill	127	58.3	90	63.3	78	82.1	37	51.4
Rock Springs	82	80.5	77	80.5	68	83.8	88	93.2
Middle School Sites								
Bear Valley	169	76.3	175	86.3	144	76.4	103	65.0
Del Dios	135	79.3	143	79.0	144	72.2	109	78.9
Hidden Valley	168	63.7	133	68.4	165	78.8	142	56.3
Mission	137	76.6	152	75.0	133	80.5	121	66.9
Rincon	159	79.2	164	79.3	195	72.8	170	52.9
Community Day School								
Nicolaysen*	51	96.1	0	0.0	23	95.7	n/a	n/a

*Numbers for 2011-2012 for Nicolaysen may be inconsistent because students were enrolled at a different site at the end of the year.

±Data for 2013-2014 were collected and analyzed differently than in previous years; consequently, these numbers should not be compared to other years.

Tier 3 Services and Outcomes

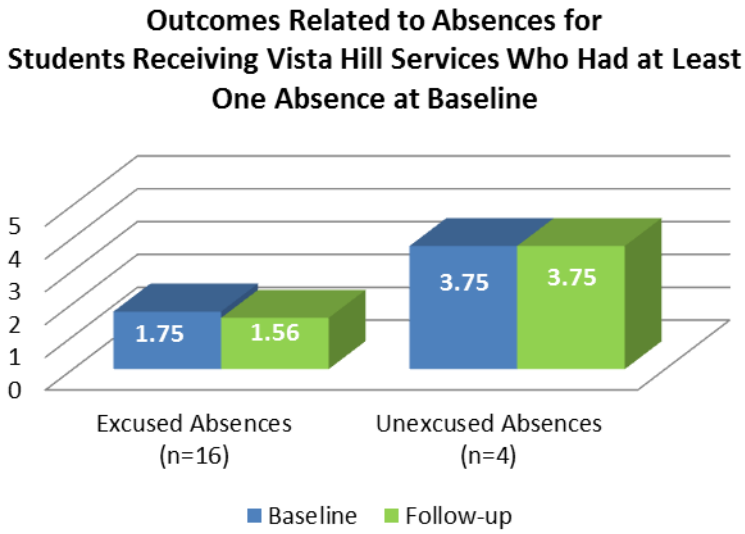
Vista Hill

Vista Hill is a private non-profit based in San Diego County that provides a spectrum of mental health treatment services from brief intervention to acute psychiatric care. The Vista Hill staff provides individual, group, family therapy, behavior support, case management, and psychiatric consultation by a licensed clinician or medical doctor. Students enrolled in SS/HS-funded Vista Hill services had to have a medical diagnosis and no other feasible options for mental health services in the community, due to their lack of insurance or residency status. In addition to SS/HS-funded services, the Vista Hill Learning Assistance Center program provides hundreds of students in EUSD with mental health services through the Medi-Cal Early Periodic Screening Detection and Treatment (EPSDT), Mental Health Services Act (MHSA) and EUSD Special Education funding.

In 2010-2011, a total of 27 students received services provided by Vista Hill through SS/HS funding, and these students received a total of 349 hours of service. The following year, 32 students received a total of 517 hours of service. In 2012-2013, 14 students were served, and they received 219 hours of service. Finally, in 2013-2014, nine students received 118 hours of service. Since fall 2010, 62 students have received a total of 1,220 hours of service.

Student Outcomes

A total of 31 out of the 62 students served received at least three direct services from Vista Hill and had both baseline and follow-up school record data available. Of these, 16 students had at least one excused absence at baseline and excused absences for these students dropped from an average of 1.75 to 1.56, or by 10.9%. Just four students had unexcused absences at baseline, and the average number of unexcused absences for these students remained the same. Only one student had a suspension at baseline, and this student had no



suspensions at follow-up (not shown). These samples were too small to test for statistical significance.

Outcomes at a Glance: Element 3

The charts that follow provide a brief visual overview of each process measure and outcome indicator included in the original logic model under Element 3: Student Academic, Social and Emotional Supports.

Measure	Status
Increase of 40% among 5th grade students and 7th grade students at CYP schools reporting high levels of meaningful participation at school by June 2013.	***Not achieved.*** At baseline in spring 2009, 18% of 5th graders taking the California Healthy Kids Survey (CHKS) reported having a high level of meaningful participation at school. This percentage rose to 21% by spring 2014, an overall improvement of 16.7%. At baseline in spring 2009, 14% of 7th graders taking the CHKS reported a high level of meaningful participation at school. This rose to 18% by spring 2014, for an overall increase of 28.6%.
15 students at each CYP middle school will participate in at least five Student Advisory Board meetings annually.	***Not achieved.*** Student Advisory Boards were established in May 2011, and over the next three years, 191 students participated in the meetings; however, only 43 participated in five or more meetings, and not every school had 15 students on their Student Advisory Board every year.
20 students will participate in "Helping Hands" clubs at CYP schools annually.	***Achieved.*** Helping Hands, Jr., clubs were established at all five CYP middle schools during the 2010-2011 school year and 76 students participated in activities that year. In 2011-2012, 195 students participated. In both 2012-2013 and 2013-2014, 54 students participated.
30 7th and 8th grade students will participate in PLUS Program activities (organizing cultural diversity activities, community service activities) at each CYP middle school site annually.	***Partially achieved.*** PLUS was established at four of the five CYP middle schools during the 2010-2011 school year, and at the fifth site during the 2011-2012 school year; however, not every school participated in the program every project year. In 2010-2011, 275 students participated at four sites; in 2011-2012, 138 students participated at three sites; in 2012-2013, 79 students participated at three sites; and in 2013-2014, 71 students participated at two sites.
Peace Patrol will be implemented at 7 additional CYP sites, with 10 students trained at each CYP elementary school annually.	***Achieved.*** In 2010-2011, seven sites trained students in Peace Patrol; between 2011-2012 and 2012-2013, all eight CYP elementary schools trained students each year, with the number of students trained per site ranging from 10 to 56 annually. In 2013-2014, six schools trained students in Peace Patrol.

Measure	Status
Club Live will be implemented at 4 additional middle school sites, with 15 students participating in planning and implementing activities (bingo nights, school dances) annually.	***Partially achieved.*** Club Live was implemented at all five CYP middle schools during the 2010-2011 school year, with an average of 63 students per site participating in activities. During each subsequent year through the 2012-2013 school year, the number of participants per school site ranged from a low of 14 to a high 136. However, in 2013-2014, only Hidden Valley offered Club Live, with 35 students participating in the program over the course of the school year
Increase by 20% the 5th graders and 30% of 7th graders at CYP schools reporting high levels of caring relationships with a teacher or adult at their school by June 2013, as measured by the CHKS.	***Not achieved.*** In spring 2009, 59% of 5th grade students and 33% of 7th grade students taking the CHKS reported a caring relationship at school with a teacher or other adults. By spring 2014, this percentage had increased to 64% for 5th graders, an overall improvement of 8.5% from baseline; for 7th graders it had increased to 36%, for an overall increase of 9.1% from baseline.
80% of classrooms at CYP schools will implement the Positive Action curriculum with fidelity by June 2013.	***Not achieved.*** Positive Action is not being implemented at CYP sites, for reasons discussed in the Project Overview. Positive Behavioral Interventions and Supports is being offered in its stead.
80% of classrooms at CYP schools will implement SWPB strategies in the classroom by June 2013.	***Achieved.*** PBIS is being implemented currently in CYP classrooms, with all school sites and over 80% of classrooms participating.
At least 75 staff from CYP schools will be trained in the CSAT process by June 2013.	***Achieved.*** As of June 2014, 90 staff and administrators and 15 agency representatives had been trained in the CSAT process.
At least 25 students at each CYP school will receive behavioral, social, and emotional interventions through the CSAT process annually.	***Achieved.*** As shown on the chart on page 55, hundreds of students across the 13 CYP school sites received interventions through the CSAT process annually.
Within 60 days of the start of the school year, the middle school CSAT Team will review service records of all 6th grade students identified as at risk by elementary school CSAT teams.	***Achieved.*** During the course of the SS/HS Initiative, a new protocol has been implemented in which all middle schools use their first two CSAT meetings of the new school year going over the at-risk list from the articulation meeting the spring prior. Not all students who went through CSAT in 5th grade are reviewed by the team in 6th grade, but those who are deemed at-risk are reviewed in the first few weeks of their 6th grade year.
By the 2012-2013 school year, 15 students at each CYP school will receive 20 hours of mentoring support from teachers or community members annually.	***Not achieved.*** Check In/Check Out mentoring is a type of informal mentoring that was launched at all the CYP schools as of September 2013. Training of PBIS Team leads was offered in September 2013, and now there are programs in place at all of the CYP sites where teachers serve as mentors for students' behavioral and/or academic issues; however, no data are available on the exact number of hours of mentoring provided to each student.

Measure	Status
75% of staff at CYP sites will participate in at least five mini-trainings during scheduled staff meetings annually.	***Not achieved.*** During the 2010-2011 school year, 276 staff members participated in the mini-trainings, 218 staff members participated in mini-trainings during the 2011-2012 school year, 131 staff members participated in mini-trainings during the 2012-2013 school year, and 110 staff members participated in at least one mini-training during the 2013-2014 school year. No staff members have completed five mini trainings in any one school year.
District behavior contracts due to multiple disciplinary referrals will decrease by 50% at CYP elementary schools and by 25% at CYP middle schools by June 2013 as measured by district database.	***Achieved.*** The number of elementary students placed on district behavior contract due to excessive disciplinary referrals dropped from 19 for the 2008-2009 school year to 3 for the 2013-2014 school year, for an overall decrease of 84.2%. The number of middle school students placed on district behavior contract dropped from 91 in 2008-2009 to 65 in 2013-2014, for an overall decrease of 28.6% from baseline.
At least 100 parents will attend one Parent University training session at CYP school sites annually.	***Achieved.*** Parent University training sessions were first offered in November 2010, when 341 parents participated in at least one training session. In 2011-2012, the number of parent participants increased to 639. During the 2012-2013 school year, 460 parents participated in at least one Parent University training session, followed by a sharp increase (to 1,223) in the number of participants during the 2013-2014 school year.
At least 10 families of children enrolled in CYP schools will complete at least 80% of the *Guiding Good Choices* Program annually.	***Partially achieved.*** During the 2010-2011 school year, 10 families of CYP students completed 80% of the program. In 2011-2012, only two families of CYP students completed 80% of the program. In 2012-2013, 28 CYP families completed 80% of the program, and in 2013-2014, 17 families completed the program.

Element 4
Mental Health Services

GOAL: To increase access to mental health services for all students at CARE Youth Project schools.

Needs identified under mental health services included expanding school-based mental health services to students who are not Medi-Cal eligible; expanding off-site referrals to mental health services in the community, as appropriate; and decreasing the percentage of middle school students who indicated they had thought about killing themselves. Universal services included implementing the Signs of Suicide Program at CYP middle schools; implementing Yellow Ribbon Awareness Program for 6th and 8th grade students; and conducting follow-up activities with 6th and 8th grade students after Yellow Ribbon assemblies. Selected (Tier 2) services included expanding school-based early intervention mental health services (e.g., counseling groups, social skills training, family psycho-education) and implementing school-based mental health treatment services (e.g., individual and family therapy, medications management) for uninsured and undocumented students at CYP schools. Indicated (Tier 3) services included creating a consistent process for tracking referrals for mental health services in the community, and creating a process for following up with students from CYP schools who are referred to mental health providers in the community.

Tier 1 Services

Yellow Ribbon Assemblies

The original logic model for the SS/HS Initiative included the implementation of Signs of Suicide (SOS), an evidence-based suicide prevention program. It was decided early in 2010-2011 that SOS was redundant, in that the district had adopted and implemented the Yellow Ribbon suicide prevention program, that was also being implemented in the Escondido Union High School District. The project director sought and received permission from the SS/HS federal project officer to substitute the Yellow Ribbon Assemblies and follow-up activities in place of SOS.

The Yellow Ribbon Suicide Prevention Program is a community-based program design to reduce adolescent and young adult suicide through public awareness, education and training. As implemented in the EUSD, Yellow Ribbon included an assembly in which students were taught the signs of suicide and how to respond if they identified the signs in themselves or a friend, followed by classroom discussions carried out by the teacher. Teachers were trained

not only in how to generate guided discussion, but also how to respond should a student exhibit signs that might suggest he or she was at risk.

In spring 2011 (May), all 6th and 8th graders from the middle school sites and Nicolaysen Community Day School participated in Yellow Ribbon assemblies, and follow-up activities were conducted after the assemblies. During fall 2011 and fall 2012, Yellow Ribbon assemblies and follow up discussions were implemented for all 6th and 8th grade students at CYP middle schools. Teachers facilitated structured post-assembly discussion groups in 6th and 8th grade classrooms after students participated in the Yellow Ribbon assemblies. CYP staff was available to support teachers who indicated that they were uncomfortable in facilitating the follow-up activities. Sixth and 8th grade students at middle school sites also participated in follow-up activities during fall 2011 and fall 2012. These activities included receiving Yellow Ribbon bracelets and participating in awareness campaigns.

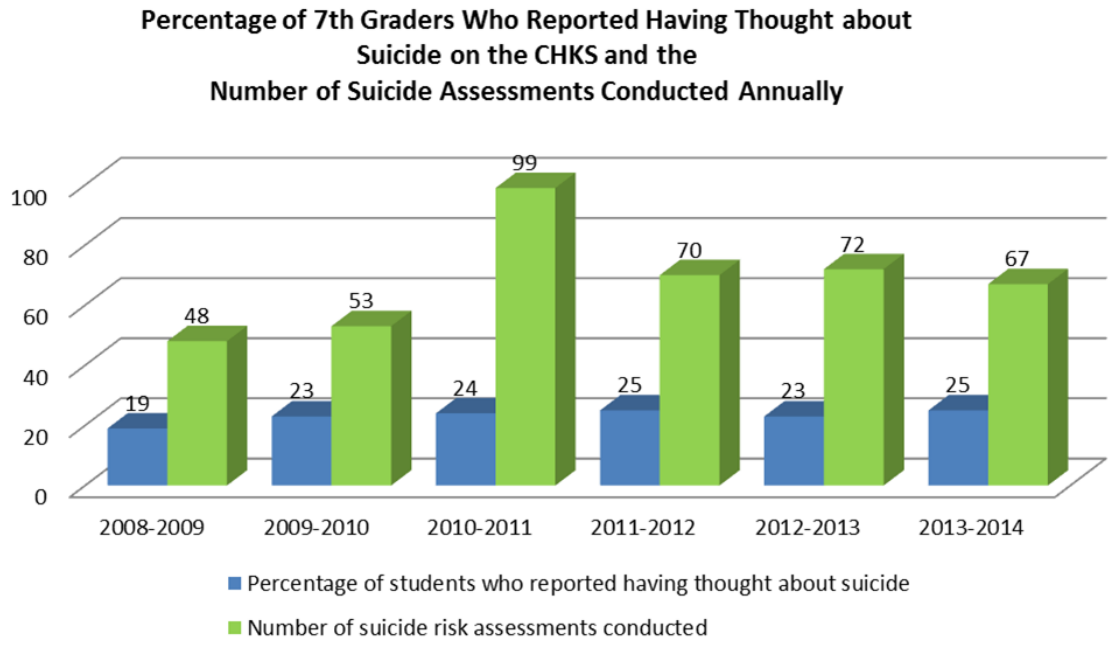
Know the Signs

During the 2012-2013 school year, the project director requested permission to replace Yellow Ribbon with the web-based Know the Signs Program. A state-funded, county-approved program, Know the Signs provides not only a website where students can access information, but also a county hotline students can use to report a concern about themselves or someone else. Signs are now posted in the bathrooms at the middle schools, providing information about the program and who to call, and students were issued wristbands that have the crisis hotline number. Based on student and staff reactions during the 2013-2014 pilot, the district decided to continue using Know the Signs, and will sustain the program indefinitely. Staff cited the depth of information and interaction with the students around this difficult topic as the reason they wanted to continue using it.

School-wide Outcomes

Suicide Awareness and Intervention

In March 2009, 19% of 7th grade students at CYP middle schools reported having thought about killing themselves during the past 12 months on the CHKS. During the 2008-2009 school year, EUSD school staff conducted 48 suicide risk assessments at CYP middle schools. The percentage of students reporting having thought about killing themselves rose on the 2009-2010 administration of the CHKS to 23%, an increase of 21%. This rise is reflected in the number of suicide assessments conducted during the 2009-2010 school year (53). Results from the spring 2011 survey revealed little change from the previous year, with 24% of 7th grade students reporting having thought about killing themselves in the previous year. During the 2010-2011 school year, 99 suicide assessments were completed. Results from the 2012 survey showed a slight increase once again; 25% of 7th grade students reported that they thought about killing themselves during the previous 12 months. In 2011-2012, 70 suicide assessments were conducted. In spring 2013, the percentage of 7th grade students reporting having thought about killing themselves decreased slightly to 23%, but in spring 2014 the percentage



rose once again to 25%. There were 72 suicide assessments conducted during the 2012-2013 school year and 67 during the 2013-2014 school year. In interviews, project staff attributed the increased percentage of students indicating having thought about suicide in part to raised awareness coming from the implementation of suicide prevention programs. Having a system in place to identify and assess potential risk was an important component of program implementation.

Tier 2 Services and Outcomes

Expanding School-based Early Intervention Mental Health Services

As discussed in the Project Overview and also under Element 1, the Comprehensive Student Assistance Team (CSAT) Response to Intervention (RtI) model is the cornerstone of the CARE Youth Project, and the placement of school social workers (CYP "support specialists") at each school site is key to its ongoing implementation. Support specialists coordinate the CSAT at each school, review referrals of students who are failing to thrive either behaviorally or academically, and based on an assessment of the student's strengths and needs, determine an intervention strategy.

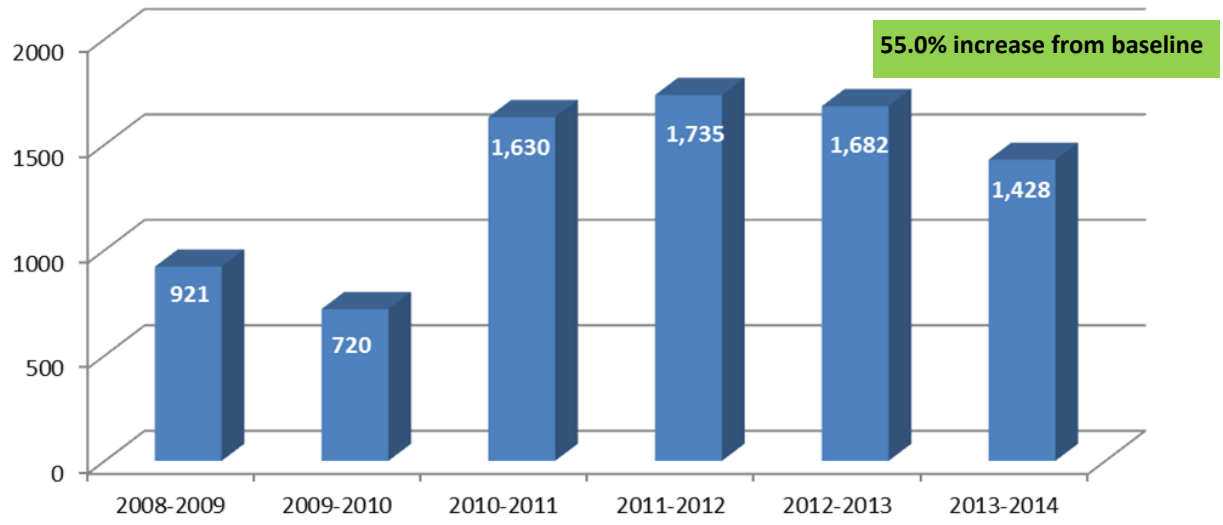
The support specialists also provide direct services to students, staff and families. Direct services include individual counseling, family counseling, teacher consultation, and psycho-educational groups (e.g., social skills, anger management, grief and loss, impulse control, emotion management). In addition, the support specialists work with community partners to identify the most appropriate program or service to meet a student or family's needs outside the school setting.

Indirect services provided by the CYP support specialists include consultation with parents, teachers, or agency representatives; home visits; case management services; classroom observations; and advocacy and support on the Student Attendance Review Team (SART), the Student Study Team, and other formal intervention teams at the school. Whether a teacher is looking to connect a student with counseling services or a parent is looking for a positive activity for her child in the community, the support specialist can be the critical link to ensure all students and families are connected to services that promote school and personal success.

Through direct individual and group counseling, CYP support specialists have significantly expanded the availability of on-site early intervention mental health services at CYP schools. Between August 2010 and June 2014, support specialists at CYP schools provided 11,573 hours of direct individual and group services to 2,925 unduplicated students.

At baseline in 2008-2009, two years before the SS/HS Initiative was implemented, a total of 921 students received school-based mental health services at CYP sites in the Escondido Union School District. In 2009-2010, this figure dropped to 720 students. This drop reflected changes in district-funded services, which had been negatively impacted by cutbacks in state and federal funding. While the district had four interns in the 2008-2009 school year, it received only one in 2009-2010. SS/HS-funded school-based mental health services commenced in fall 2010. At the commencement of SS/HS-funded services during the 2010-2011 school year, 1,630 K-8th CYP students received school-based mental health services. In 2011-2012, the number rose to 1,735. In 2012-2013, 1,682 students received school-based mental health services, and during the 2013-2014 school year, 1,428 students received school-based mental health services. This is an overall increase of 55.0% from baseline.

Number of Kindergarten through 8th Grade Students at CYP Sites Who Received School-based Mental Health Services



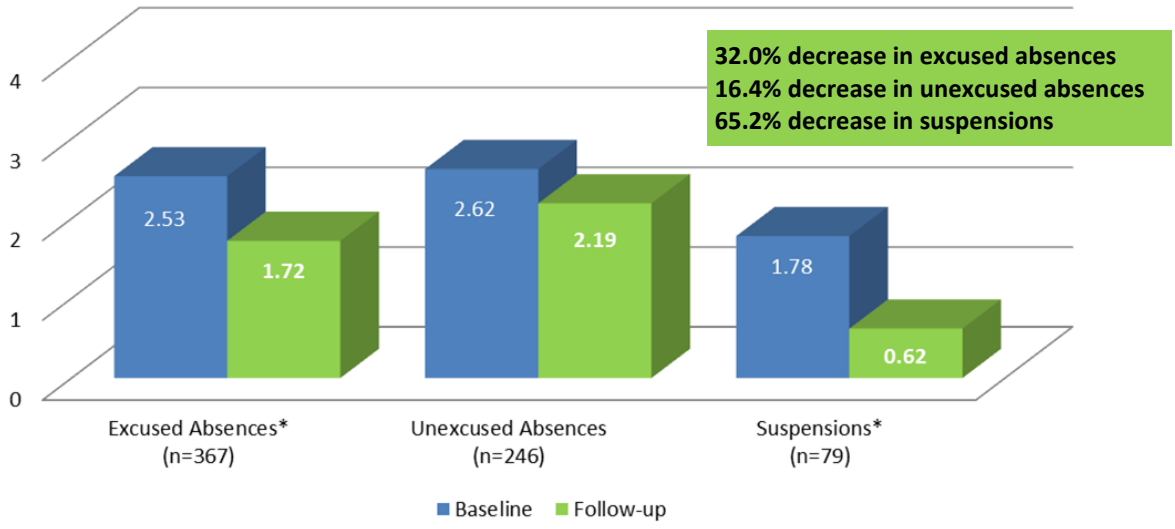
Number of Middle School Students Receiving School-based Early Intervention Mental Health Services				
School Site	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Bear Valley	154	198	144	172
Del Dios	162	175	168	170
Hidden Valley	126	147	158	127
Mission	151	144	142	192
Rincon	142	163	211	131
TOTAL	**735**	**827**	**823**	**792**

Another objective of the SS/HS Initiative was to provide a minimum of 60 students at CYP middle schools with early intervention mental health services annually. Working collaboratively, CYP support specialists and contracted mental health service providers served 735 students during the 2010-2011 school year, 827 students during the 2011-2012 school year, 823 students during the 2012-2013 school year, and 792 students during the 2013-2014 school year—far exceeding the target. (It is important to note that some of these students may have received services in more than one year.)

Individual Services

The evaluation team analyzed attendance and disciplinary data for students who received at least three direct, individual services from the CYP support specialists and had an absence or a suspension at baseline. For the 367 students who received at least three direct individual

Outcomes Related to Attendance and Discipline for Students Receiving at Least Three Direct Individual Services and Having at Least One Absence or Suspension at Baseline



*Statistically significant ($p<0.01$)

services, had both baseline and follow-up data available, and had at least one excused absence at baseline, the mean number of excused absences decreased from an average of 2.53 to an average of 1.72 (statistically significant, p<0.01); this was an overall decrease of 32.0%. For the 246 students with at least one unexcused absence at baseline, unexcused absences decreased from an average of 2.62 to an average of 2.19, an overall decrease of 16.4%. For the 79 students with at least one suspension at baseline, suspensions fell from an average of 1.78 to an average of 0.62 (statistically significant, p<0.01), an overall decrease of 65.2%.

Group Services

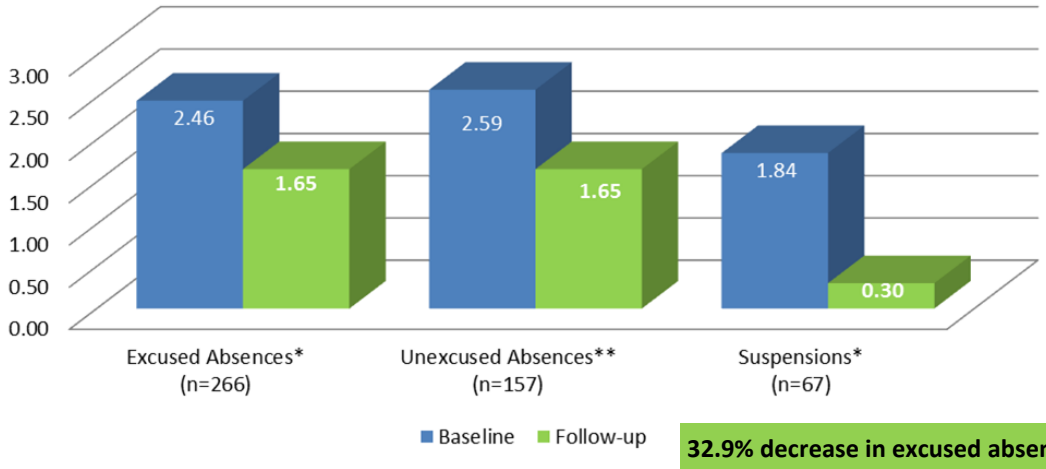
For the 266 students who received at least three direct group services, had both baseline and follow-up data available, and had at least one excused absence at baseline, the mean number of excused absences decreased from an average of 2.46 to an average of 1.65 (statistically significant, p<0.01); this was an overall decrease of 32.9%. For the 157 students with at least one unexcused absence at baseline, unexcused absences decreased from an average of 2.59 to an average of 1.65, an overall decrease of 36.3% (statistically significant, p<0.05). For the 67 students with at least one suspension at baseline, suspensions decreased from an average 1.84 to an average of 0.30 (statistically significant, p<0.01), for an overall decrease of 83.7%.

Tier 3 Services and Outcomes

Community-based Mental Health Services

An objective of the SS/HS Initiative was to increase the percentage of Kindergarten through 8th grade student referrals that resulted in community-based mental health services (e.g., individual, group, family counseling; medication management by a licensed mental health

Outcomes Related to Attendance and Discipline for Students Receiving at Least Three Direct Group Services and Having at Least One Absence or Suspension at Baseline



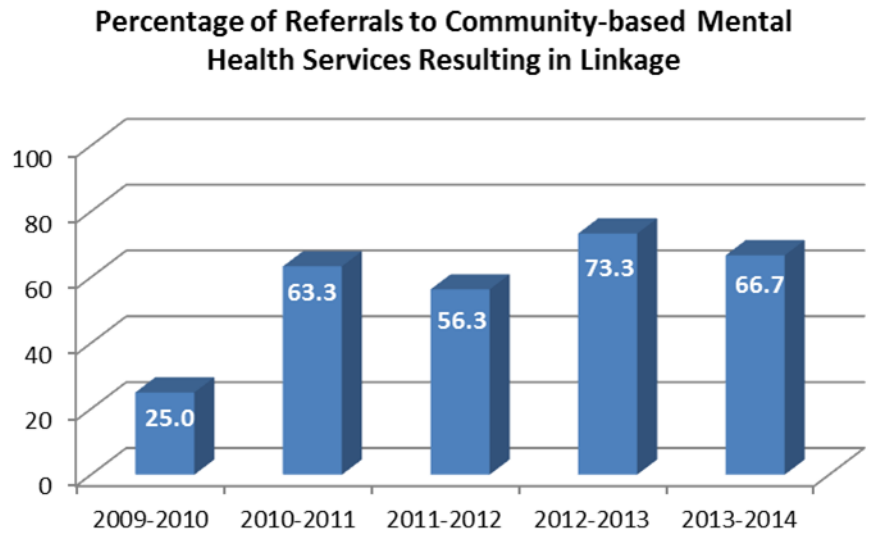
32.9% decrease in excused absences
36.3% decrease in unexcused absences
83.7% decrease in suspensions

*Statistically significant (p<0.01)
**Statistically significant (p<0.05)

professional). However, while sites were often aware when students were receiving community-based services (for example, they might be receiving medication management), there was no system in place to document the total percentage of referrals that were being made from the school sites that actually resulted in services being provided.

In April 2010, the CYP project staff and local mental health providers created a form and established a process for documenting and reporting students referred for and linked to mental health services in the community. As a result, students referred to community-based services are more consistently tracked, and the results of those referrals are more consistently reported to the district. CSAT members are now charged with following up with every referral for community-based mental health services coming out of the CSAT process at CYP sites to determine whether linkage has been made. These follow-up contacts are supposed to occur within 30 days of the referral. In 2010-2011, school social workers followed-up within 30 days on 27 of the 49 (55.1%) referrals made, but three of the students' follow-up information was unavailable. Data collected during the 2011-2012 school year show that the social workers followed-up within a month with 21 (65.6%) of the 32 referrals that were made. In 2012-2013, social workers followed up on 13 of the 30 (43.3%) referrals made within a month, and the percentage increased to 66.7% (14 out of 21) in 2013-2014.

During the 2009-2010 school year, project staff had school sites track mental health referrals for the months of May and June to establish a baseline to determine the actual rate of linkage to services. Only 5 of the 20 students referred for services in May and June of 2010 actually received services, for a linkage rate of 25%. In large part due to the proactive role of the CYP support specialist in working with parents to access services, the percentage of referrals resulting in actual linkage to community-based mental health services increased to 63.3% (31 out of 49) during 2010-2011. It then decreased slightly to 56.3% (18 out of 32) in 2011-2012, only to increase once more to 73.3% (22 out of 30) in 2012-2013. During the final year of the



CYP support specialists (school social workers).

program, 2013-2014, the percentage of referrals resulting in community-based mental health services was 66.7% (14 out of 21), which is a 166.8% increase from baseline.

School-based Services for Uninsured and Undocumented Students

Another objective focused on the needs of uninsured and undocumented students at CYP schools, with the target of 30 students who would otherwise being ineligible for services receiving school-based mental health treatment (that is, intensive services: individual therapy, family therapy, or psychiatric services) annually through Vista Hill (see Element 3, page 56). In 2010-2011, a total of 25 uninsured or undocumented students at CYP schools received school-based mental health treatment services; in 2011-2012, 32 uninsured or undocumented students received services. Over the next two years, due to funding cuts, the number of students served decreased—to 14 in 2012-2013 and to nine in 2013-2014. It should be noted, however, that uninsured and undocumented students continued to receive site-based early intervention services through the CYP support specialists and other contracted providers.

Outcomes at a Glance: Element 4

The charts that follow provide a brief visual overview of each process measure and outcome indicator included in the original logic model under Element 4: Mental Health Services.

Measure	Status
A 10% increase in the number of K-8 students at CYP schools receiving school-based mental health services (individual, group, family counseling, med management by a mental health professional) by June 2013. **[GPRA]**	***Achieved.*** In 2008-2009, a total of 921 students received school-based mental health services at CYP sites. In the first year of SS/HS-funded services (2010-2011), the number rose to 1,630. In 2011-2012, 1,735 students received services, and in 2012-2013, 1,682 students were served. In the final year of funding (2013-2014), 1,428 students received school-based mental health services.
An increase of 200% in the number of Kindergarten – 8th grade student referrals from CYP schools that result in mental health services (individual, group, family counseling, med management by a mental health professional) being provided in the community by June 2013, as measured by the EUSD database and mental health agency records. **[GPRA]**	***Not achieved.*** Project staff had school sites track mental health referrals for the months of May and June 2010 to establish a baseline for this measure. Only 5 of the 20 students referred for services actually received services, for a linkage rate of 25%. The percentage of referrals resulting in community-based mental health services increased to 63.3% (31 out of 49) during 2010-2011 and decreased slightly to 56.3% (18 out of 32) in 2011-2012, only to increase once more to 73.3% (22 out of 30) in 2012-2013. During the final year of the program, 2013-2014, the percentage of referrals resulting in community-based mental health services was 66.7% (14 out of 21), which is a 166.8% increase from baseline.
60 students at CYP middle schools will receive school-based early intervention mental health services (ie. counseling groups, social skills training, family psycho-education) at CYP middle schools annually.	***Achieved.*** During the 2010-2011 school year, 735 middle school students received school-based early intervention mental health services; in 2011-2012, this rose to 827 students. During the 2012-2013 school year, 823 students received services, and in 2013-2014, 792 middle school students received services.
30 uninsured or undocumented students at CYP schools will receive school-based mental health treatment services (e.g., individual, family therapy, psychiatric) annually.	***Partially achieved.*** In 2010-2011, a total of 25 uninsured or undocumented students at CYP schools received school-based mental health treatment services. This number rose to 32 students in 2011-2012, but due to a reduction in funding, the number dropped to 14 in 2012-2013 and nine in 2013-2014.
A referral and data management process will be developed to track referrals for mental health services in the community by April 2010.	***Achieved.*** In April 2010, the CYP project staff and local mental health providers created a form and established a process for documenting and reporting students referred for mental health services in the community. Students referred to the community are more consistently tracked, and the results of those referrals are more consistently reported to the district since this form was implemented.
School Social Workers will follow up within 30 days on 100% of referrals from CYP schools sent to mental health service providers in the community in order to confirm linkage and address any challenges in student access to services annually.	***Not achieved.*** In 2010-2011, school social workers followed-up within 30 days on 27 of the 49 (55.1%) referrals made, but three of the students' follow-up information was unavailable. Data collected during the 2011-2012 school year show that the social workers followed-up within a month with 21 (65.6%) of the 32 referrals that were made. In 2012-2013, social workers followed up on 13 of the 30 (43.3%) referrals made within a month, and the percentage increased to 66.7% (14 out of 21) in 2013-2014.

Measure	Status
A 30% decrease in the number of 7th grade students at CARE Youth Project Middle Schools reporting thinking of killing themselves during the past 12 months as measured by CHKS by June 2013.	***Not achieved.*** The percentage of 7th grade students reporting on the CHKS that they had thought about killing themselves during the past 12 months rose from 19% in spring 2009 to 23% in spring 2010, then to 24% in spring 2011. In spring 2012, 25% of 7th grade students reported having thought about killing themselves during the past 12 months; this figure decreased to 23% in spring 2013 but rose again to 25% in spring 2014, for an overall increase of 31.6%.
80% of identified 6th, 7th and 8th grade classrooms at CYP middle schools will implement the Signs of Suicide program with fidelity by June 2013.	***Not applicable.*** Due to the fact that the EUSD was already committed to the Yellow Ribbon suicide prevention program, the decision was made and approved by the FPO to drop the SOS program, due to its redundancy; however, in the 2013-2014 school year the transition was made to Know the Signs, a free statewide suicide prevention program. Know the Signs was presented to all 6th, 7th, and 8th grade students in their classrooms by school social workers and counselors between November 2013 and January 2014.
One Yellow Ribbon assembly per grade level will take place at each CYP middle school for 6th and 8th grade students annually.	***Achieved.*** In spring 2011 (May), all 6th and 8th graders from all the middle school sites and Nicolaysen Community Day School participated in Yellow Ribbon assemblies, and follow-up activities were conducted after the assemblies. During fall 2011 and fall 2012, Yellow Ribbon assemblies and follow up discussions were implemented for all 6th and 8th grade students at CYP middle schools. In 2013-2014, the district transitioned to Know the Signs, which was presented to all 6th, 7th, and 8th grade students.
80% of 6th and 8th grade classrooms at CYP schools will participate in follow up activities after the Yellow Ribbon assembly.	***Achieved.*** Teachers facilitated structured post-assembly discussion groups in 6th and 8th grade classrooms after students participated in the Yellow Ribbon assemblies. CYP staff was available to support teachers who indicated that they were uncomfortable in facilitating follow-up activities.

Element 5
Early Childhood
Social and Emotional Learning Programs

GOAL: To increase school readiness skills in children ages 0-5 in Escondido**.**

Needs identified under this element included establishing a universal system for measuring school readiness in incoming Kindergarten students; developing a system to coordinate and track referrals for children 0 to 5 between the schools and community-based providers; and increasing the percentage of children who come to school ready to learn. Activities carried out under Element 5 fell exclusively under Tier 1 (universal) services. These included participating in the establishment of the Escondido Early Childhood Services Coalition, developing an information-sharing system between providers of early childhood services and the schools; increasing the capacity of early childcare providers to enhance social-emotional and behavior skills in children ages 0-5; and increasing parents' knowledge and ability to access services for children 0-5. As a result of all of these services, it was expected that the school readiness indicators for children entering Kindergarten would rise.

Tier 1 Services

The Escondido Early Childhood Services Coalition

One of the objectives under Element 5 was the establishment of a coalition of early childhood services. The Escondido Early Childhood Services Coalition began meeting in April 2010, and is composed of Palomar Health's Healthy Development Services (HDS), Health and Human Services, Head Start, State Preschool, and some private preschool representatives, as well as First 5 of California and other organizations serving the needs of preschool-aged children. This group met on a quarterly basis facilitated by both Palomar Health and the CARE Youth Project. Two Early Childhood Coalition Meetings were held during spring 2012 (March and June), and 31 preschool and childcare providers participated in the meetings. Additionally, two meetings were held during the fall 2012 (September and December) during which a total of 26 preschool and childcare providers participated, and one was held in the spring 2013 (March) in which there were 24 participants. To further the partnerships and assure a regular focus on early childhood issues in the community, Escondido early childhood providers had a representative assigned to the CARE Youth Project's CMT beginning in January 2013.

Universal Tracking and Coordination of Services

Palomar Health's Healthy Development Services (HDS), the major early childhood provider in Escondido, developed a system to ensure children receiving services through HDS are referred

to continuation services in the public schools after they turn five. The team lead at EUSD met with the team lead at HDS to share information on transitioning students for the first time in September 2013; this transition meeting will now be held at the beginning of each new school year. As a CMT partner, Palomar Health has committed to working with the information sharing agreement forged by the CMT partners through its system. In the meantime, a process has been created to gather parent consent to ensure the continuity of services through CYP for the students aging out of 0-5 services.

Training of Preschool and Childcare Providers

Two Kindergarten Readiness Workshops for preschool and childcare providers took place in April and May of 2012, and a total of 39 individuals representing preschool and childcare providers in Escondido participated. As of 2013-2014, these trainings are now offered through the EUSD Education Services Department, allowing the service to be sustained.

Parent Outreach

An objective of the CYP was to increase parents' knowledge of services available in the community for children ages 0-5. A Kindergarten preschool history survey was administered in the fall 2010, and then again in fall 2011 and fall 2012 to parents of incoming Kindergarten students at the eight CYP elementary sites. A total of 651 completed surveys were returned in fall 2010; 621 completed surveys were returned in 2011, and 693 completed surveys were returned in fall 2012. Parents were asked to indicate whether they had received information about services available in the community to help their child come to school ready to learn. About a third (35.0%) of the parents indicated they had received such information during the fall 2010, and similar percentages reported that this was the case the following two years (fall 2011, 32.0%; fall 2012, 32.5%).

Kindergarten Readiness

Until fall 2011, when the EUSD established the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a universal assessment for incoming Kindergartners, the district did not have a universal assessment tool used across all school sites to measure the *school readiness* of incoming Kindergartners. In the absence of any other assessment, the evaluation team requested and received first trimester report card data from the district, and used this to establish a baseline for school readiness. The district changed the Kindergarten report cards in the fall of 2012 to align with curriculum changes; consequently, comparative data are not available across school years.

Outcomes at a Glance: Element 5

The charts that follow provide a brief visual overview of each process measure and outcome indicator included in the original logic model under Element 5: Early Childhood Social and Emotional Learning Programs.

Process Measure	Status
A 20% increase over baseline in the number of incoming Kindergarten students at CYP schools meeting Kindergarten readiness criteria by June 2013.	***Unknown.*** In the absence of a formal assessment instrument, the evaluation team requested and received first trimester report cards for incoming Kindergarten students to create a baseline for school readiness. In fall 2011, the EUSD established the DIBELS as a universal assessment for incoming Kindergartners. The district changed the Kindergarten report cards in the fall of 2012 to align with curriculum changes; consequently, baseline data cannot be compared to subsequent years.
An Escondido Early Childhood Services Coalition will be established by June 2011.	***Achieved.*** The Escondido Early Childhood Services Coalition began meeting in April 2010, and is composed of Health and Human Services, Head Start, State Preschool, and some private preschool representatives, as well as First 5 of California and other organizations serving the needs of preschool-aged children.
By September 2011, a universal tracking and coordination system will be created between providers for children ages 0-5 access developmental, behavioral and school readiness services in the community.	***Achieved.*** Palomar Health, Escondido's primary early childhood provider, developed a system to ensure that children receiving services through its Healthy Development Services (HDS) Department are referred to continuation services in the public schools after they turn five. A process has been created to obtain parent consent to ensure the continuity of services through CYP for the students aging out of HDS services.
By June 2013, the percentage of Kindergarten students performing at grade level in capital letter recognition, letter sound recognition, and basic mathematics will increase by 20%.	***Unknown.*** Because of changes in the assessment system used to measure student performance, data from baseline cannot be compared to data from subsequent years. Consequently, it is not possible to determine whether there has been an increase in student performance.
75% of parents of Kindergarten students will report having received information regarding school readiness services in the community before Kindergarten entry by June 2013.	***Not achieved.*** The Kindergarten preschool history survey was administered in the fall 2010, fall 2011, and fall 2012, in which parents of incoming Kindergartners at CYP elementary sites were asked about whether they had received information about school readiness prior to enrolling their child in school. About one-third of parents answered in the affirmative each year the survey was administered.
At least 50 preschool and childcare providers will receive training on developmental, social-emotional and behavior skills to enhance school readiness in children ages 0-5 annually.	***Not achieved.*** Two Kindergarten Readiness Workshops for preschool and childcare providers were offered in April and May of 2012, and 39 individuals representing preschool and childcare providers in Escondido participated. As of 2013-2014, these trainings are now offered through the Education Services Department, and will be sustainable.

Conclusions

The Focus on Systems Change

As discussed in the Project Overview, from the inception of the CARE Youth Project, the Escondido Union School District focused on systems change in four key areas: (1) creating a school climate that reinforces the adoption of positive behavioral norms, (2) adopting a system of student identification and referral that promotes early intervention; (3) creating a comprehensive menu of accessible prevention, early intervention and treatment services both on and off campus; and (4) a restructuring of the district's discipline policy.

The choice to focus on systems change has offered the Escondido Union School District the possibility of sustaining many of the programs and services funded under the SS/HS Initiative by institutionalizing the role of the support specialists and attendance intervention specialist (all school social workers). Positive Behavioral Interventions and Supports has provided a proactive, team-based framework for creating and sustaining safe and effective schools through the creation and reinforcement of behavioral expectations. Comprehensive Student Assistance Teams now assess the needs of students facing academic, socio-emotional or behavioral difficulties, and link them to services both on and off campus. TIME (Truancy Intervention Maximizing Education) has focused on improving school attendance through information, intervention, and support, and has leveraged the resources of the Escondido Police Department, Education COMPACT, and the San Diego Juvenile Truancy Court in creating a continuum of services. Changes in the district's disciplinary policy now ensures that students receive interventions before being suspended from school, and ensures that suspensions are applied consistently and fairly across all 23 school sites.

A brief summary of the outcomes achieved by CARE Youth Project over the course of SS/HS funding is provided below.

School-wide and Student-Level Outcomes by Element

Element 1: Safe School Environment and Violence Prevention Activities

Activities under Element 1 ranged from Tier 1 programs targeting environmental safety in and around the schools (e.g., Safe Walk, lunchtime safety, Peace Patrol, Season for Nonviolence, truancy/curfew sweeps) to Tier 2 programs targeting students exhibiting at-risk behaviors

(e.g., case management, mentoring, Aggression Replacement Training, Juvenile Diversion) and Tier 3 programs for students at risk for gang involvement.

School-wide outcomes showed a 21% reduction in the percentage of students who reported that they failed to attend school on one or more days over the past 30 days because of feeling unsafe at school or on their way to and from school; an 11.1% increase in the percentage of students who reported that they feel "safe" or "very safe" at school; a 37% reduction in the percentage of students who report having been in a physical fight on school property in the past 12 months; and a 77.8% reduction in the number of students referred to Nicolaysen Community Day School for acts of violence. Violence-related suspension days fell by 84.1% at elementary sites and 75.2% at middle school sites, and violence-related expulsions at middle schools fell by 73.7%. During the same period, the average number of days of absence across CYP schools fell from 8.85 to 6.08.

Outcomes for students receiving direct services were equally positive. Excused and unexcused absences fell for students receiving case management services and who had at least one absence at baseline dropped by 46.6% and 17.5%, respectively; similarly, suspensions for students having at least one suspension at baseline dropped by 61.5%. Outcomes were positive for students receiving Aggression Replacement Training who had at least one absence or suspension at baseline, as well. Excused absences decreased by 18.7%, unexcused absences decreased by 30.6%, and suspensions decreased by 54.2% (statistically significant, $p<0.01$). Both excused absences and suspensions fell for students involved in mentoring who had at least one absence or suspension at baseline, by 25.5% for excused absences (statistically significant, $p<0.05$) and by 51.5% for suspensions (statistically significant, $p<0.01$). For students in Juvenile Diversion who had at least one absence or suspension at baseline, excused absences dropped by 45.7% (statistically significant, $p<0.05$) and suspensions dropped by 59.7%. For students receiving home visits and case management services and who had an absence or suspension at baseline, excused absences dropped by 50.9% (statistically significant, $p<0.01$) and suspensions dropped by 64.1%. Excused absences and suspensions also fell for students with at least one absence or suspension at baseline who participated in the Family Intervention Team; excused absences fell by 66.0% and suspensions by 47.7%.

Element 2: Alcohol, Tobacco and Other Drug Prevention Activities

Tier 1 services under Element 2 included the implementation of the school-wide systems change process called Positive Behavioral Interventions and Supports. In addition, the Project ALERT substance abuse prevention curriculum was taught in the 7th grade, with boosters provided in 8th grade, and Club Live was implemented at middle schools. Students identified as at risk for or engaging in substance using behaviors were referred to Tier 2 ATOD (Alcohol, Tobacco and Other Drug) psycho-educational groups.

School-wide evaluation outcomes showed a 40.7% decrease in self-reported 30-day alcohol use, but a slight increase (1.7%) in self-reported 30-day marijuana use on the GPRA measures associated with Element 2. However, self-reported lifetime use of alcohol dropped by 41.8%,

binge drinking (5 or more drinks at one sitting) dropped by 41.4%, and being drunk or very sick from drinking in the past 30 days dropped by 48.3%. ATOD-related suspension days at CYP elementary and middle schools remained relatively unchanged, but ATOD-related expulsions at the middle schools dropped by 71.4%, and ATOD-related enrollments at the Nicolaysen Community Day School dropped by 77.4%.

Students who participated in six or more ATOD-psycho-educational groups who had at least one absence or suspension at baseline showed a reduction in both excused absences and suspensions.

Element 3: Student Behavioral, Social and Emotional Support

Along with PBIS, Comprehensive Student Assistance Teams (CSATs) were implemented at all school sites to coordinate student identification and referral to services. Element 3 focused heavily on student involvement through CYP Student Advisory Boards, Club Live, Helping Hands, Jr. Clubs, Peer Leaders Uniting Students (PLUS), and Peace Patrol. In addition, CYP staff provided ongoing staff development across all CYP sites, and parents were offered Parent University courses designed to increase parents' understanding of and ability to respond to their child's social, emotional, behavioral and academic needs.

School-wide outcomes showed an improvement of 16.7% at the 5th grade and 28.6% at the 7th grade in the percentage of students indicating a high level of meaningful involvement at school. The percentage of 5th grade students reporting having a caring relationship with a teacher or other adult at school rose by 8.5%, and for 7th grade students rose by 9.1%. The percentage of elementary students placed on a district behavior contract decreased by 84.2% and for middle school students by 28.6%. During the first four years of funding, over 1,500 unduplicated students per year were reviewed by CSATs, and roughly three-quarters were linked to direct services.

Element 4: Mental Health Services

Tier 1 services under Element 4 focused on reducing the percentage of students who indicated on the California Healthy Kids Survey that they had thought about killing themselves in the past 12 months. Yellow Ribbon assemblies and follow-up activities took place at each middle school campus to raise awareness among both students and staff about signs of depression or other behaviors of concern that should be reported. During the 2012-2013 school year, Yellow Ribbon was replaced by Know the Signs, a program that provides both a website and a hotline for students to access, along with campus-wide activities to raise awareness. Tier 2 services focused on school-based individual and group counseling, the latter providing options for students dealing with a variety of concerns, from building social skills to anger management, grief and loss, emotion management, and impulse control. Both Tier 2 and Tier 3 also included referral to community-based services, and strengthening the information sharing that occurs between the schools and community-based providers.

School-wide outcomes showed that in fact, the percentage of students indicating that they had thought about suicide in the past 12 months rose by 31.6%; however, this may be in part attributed to the fact that Yellow Ribbon and Know the Signs are both designed to raise awareness; consequently, more students were thinking about suicide, but not necessarily with the intent of attempting suicide. Suicide assessments conducted by school social workers rose from 48 during the 2008-2009 school year (baseline) to a high of 99 in 2010-2011, dropping back over the next three years to roughly 70 annually. The number of students receiving school-based (Tier 2) mental health services rose by 55% from 2008-2009 to 2013-2014. Students receiving at least three individual mental health services who had at least one absence and/or suspension at baseline showed a 32% reduction in excused absences, a 16.4% reduction in unexcused absences, and a 65.2% reduction in suspensions. Outcomes were similarly positive for students receiving at least three direct group services and having at least one absence or suspension at baseline; excused absences decreased by 32.9%, unexcused absences decreased by 36.3%, and suspensions decreased by 83.7%. Referrals to community-based mental health services that resulted in actual service provision ("linkage") rose by 166.8%.

Element 5: Early Childhood Social and Emotional Learning Program

Needs identified under Element 5 included establishing a universal system for measuring school readiness in incoming Kindergarten students; developing a system to coordinate and track referrals for children 0 to 5 between the schools and community-based providers; and to increase the percentage of children who come to school ready to learn.

CYP participated in the establishment of the Escondido Early Childhood Services Coalition; worked with Palomar Health to develop an information-sharing system and a "warm hand-off" between Palomar Health and the EUSD for children aging out of 0-5 services; offered workshops to increase the capacity of early childcare providers to enhance social-emotional and behavior skills in children ages 0-5; and worked to increase parents' knowledge of and ability to access services for children 0-5. As a result of all of these services, it was expected that the school readiness indicators for children entering Kindergarten would rise; however, due to changes in the assessment of school readiness indicators used by the district, it was not possible to compare baseline and follow-up data for this measure.

Sustainability

A number of programs and services under each CYP program element will continue to be sustained as SS/HS funding comes to an end, and many services are being expanded into all 23 EUSD sites. Under Element 1, while Season for Nonviolence assemblies will no longer be offered, other classroom-based activities will continue to take place, implemented by EUSD teachers. The Safe Walk Program will continue to be implemented in partnership with the Escondido Police Department through alternative grant funds, and has already expanded to five additional schools for the 2014-2015 school year. Aggression Replacement Training will continue to be offered by school social workers, who have been sustained through a new

allocation of State funding. School social workers will continue to act as advisors for the Peace Patrol. The Escondido Police Department will conduct at least two truancy/curfew sweeps annually. The attendance intervention specialist, now funded through EUSD, will continue to conduct home visits with a team of school social work interns and school social workers at school sites. Student Attendance Review Teams are now in place at each of the district's 23 school sites. The Juvenile Diversion/Youth Court program will continue through funding from the Escondido Union School District, Escondido Union High School District and the Escondido Police Department. The Family Intervention Team will continue to work with EUSD students at risk for gang involvement through funding from the Escondido Union School District, Escondido Union High School District, and the Escondido Police Department. Guiding Good Choices will continue to be offered to families throughout Escondido on a limited basis through community agency grant funding.

Under Element 2, Club Live Programs will continue to be implemented at identified middle schools through support from the San Diego County Office of Education. Project ALERT will continue to be implemented in 7th and 8th grade at EUSD middle schools. Insight groups will be offered as a component of the menu of services at EUSD middle schools. All students in grades K–8 will participate in three ATOD lessons on an annual basis as a component of Positive Behavior Interventions and Supports implementation at all 23 EUSD schools

Although Helping Hands, Jr. will not be sustained, the district will be able to sustain nearly every other positive and service-oriented student activity implemented under SS/HS funding for Element 3. Student Advisory Boards, facilitated by a school social worker, will continue to be implemented at all EUSD middle school sites. PLUS Programs will be available at specific middle school sites. Peace Patrol, facilitated by a school social worker, will be implemented at all EUSD elementary schools. Club Live Programs will continue to be implemented at identified middle schools through support from the San Diego County Office of Education. PBIS implementation will continue to be implemented at all 23 EUSD schools. The Comprehensive Student Assistance Team process, facilitated by a school social worker, will be implemented at all 23 EUSD schools. Middle school CSAT teams, facilitated by a school social worker, will continue to review service records of incoming 6th grade students within the first 60 days of school. Teachers and support team members will provide informal mentoring to students through the Check In/Check Out program, coordinated by school social workers, at all EUSD school sites. A school social worker will provide staff training at all EUSD school sites. Finally, Parent University will be offered at all 23 EUSD school sites, and Guiding Good Choices will continue to be offered to families throughout Escondido on a limited basis in partnership with the Escondido Police Department and Education COMPACT through community agency grant funding.

Under Element 4, School social workers and school social work interns will be available at all 23 EUSD school sites to provide early intervention mental health services to students. School social workers will follow-up on all community referrals for mental health services within 30 days. School social workers and counselors will continue to implement the Know the Signs

curriculum in all 6th, 7th and 8th grade classrooms at EUSD middle schools. Mental health services for uninsured and undocumented students will not be sustained, nor will referrals and linkage to community-based services be tracked.

Under Element 5, The Escondido Early Childhood Coalition will continue to meet on a quarterly basis, and will be coordinated by Palomar Health and the EUSD. The EUSD will continue to offer training related to developmental, academic, social, emotional, and behavior school readiness skills to early childcare providers as a component of common core implementation.

As discussed earlier, EUSD restructured departments within the district to ensure the sustainability of the systemic student supports (PBIS, CSAT, TIME, and the district's new, intervention-oriented discipline policy) created during the SS/HS Initiative. This included the creation of a Coordinator of Community Outreach and the Coordinator of Integrated Student Supports position. The CARE Youth Project Core Management Team partnership will continue under the new title of CARE Youth Community Advisory Board and will consist of ongoing communication between partner agencies to continue the mission and vision of the project: to create a safer and healthier Escondido.

Awards

In 2012, CARE Youth Project was selected by the California School Board Association for the 2012 Golden Bell Award, which recognizes programs that promote excellence in education by addressing students' changing needs. CARE Youth Project also received the 2012 Cities Counties Schools (CSS) Partnership Award.