



Be the one to help



Mental Health Services Act (MHSA) Prevention and Early Intervention Task Force

Open to the public! Join behavioral health advocates, providers and clients to develop prevention and early intervention recommendations for youth ages 0-25 years.

- Join us for a time-limited special taskforce with the goal of developing recommendations for prevention and early intervention programming for children, youth, and transitional age youth, a prioritized component of MHSA.
- Hear from current MHSA prevention and early intervention programs for youth age 0-25 and provide your input on best practices and gaps.
- Provide your expertise and recommendations on key strategies and programming moving forward.
 - ❖ Stipends are available for consumers/clients
 - ❖ Language interpretation is provided as needed*
 - ❖ Childcare is provided as needed*
 - ❖ Refreshments will be provided

*please reserve these services 2 weeks in advance of the meeting by contacting Hillary Chu at (650) 372-6157 or hcchu@smcgov.org

DATES

Friday, October 27th, 12 pm - 2 pm
Friday, November 17th, 2 pm - 4pm
Friday, December 8th, 2 pm - 4 pm

CHANGE IN LOCATION:
Health Services Agency, Room 100
225 37th Avenue
San Mateo, CA 94403

Contact:

Doris Estremera, MHSA Manager
(650)573-2889, mhsa@smcgov.org



COUNTY OF SAN MATEO
HEALTH SYSTEM
BEHAVIORAL HEALTH
& RECOVERY SERVICES

www.smchealth.org/MHSA

MHSA provides a dedicated source of funding in California for mental health services by imposing a 1% tax on personal income in excess of \$1 million.



Mental Health Services Act (MHSA)

Prevention and Early Intervention (PEI) Task Force

Meeting 2 of 3
November 17, 2017



San Mateo County Health System
Behavioral Health and Recovery Services
www.smchealth.org/mhsa



Today's Agenda

1



Overview

- Goals and Participant Expectations
- Meeting #1 Review

2



Program Presentations

- Strength/Needs

3



Group Activity

- Info Analysis
- Brainstorm

4



Next Steps

- Additional Information Needed
- Feedback on Process

Taskforce Goal & Objectives

GOAL: Provide recommendations for funding and prioritization of prevention and early intervention strategies and programs for children, youth and transition age youth.



Expectations & Roles

Let's get on the same page

- Ground Rules (at each table)
- Consider all information provided along with your personal experiences and needs
- Provide your best thinking and ideas for programs
- We will follow up with any EBP recommendations as needed and or information you would like to have as part of the process
- Decision points – majority vote, fist to 5
- Recommendations to MHSARC

Meeting #1 - Review

- “Lay of the land” – funding, programs/strategies
- Shared input process data and added values/priorities
- Requests for additional info, data, etc. (program presentations)

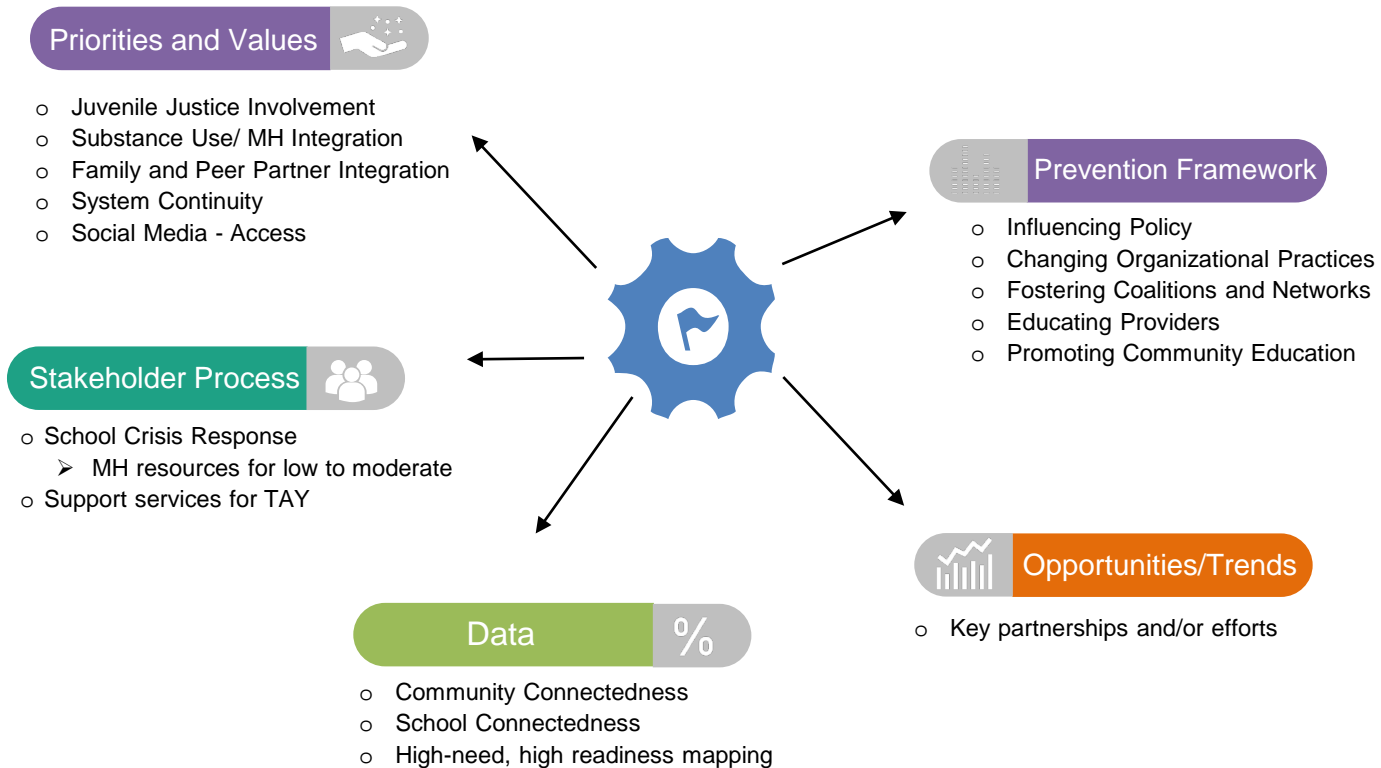
* See handouts

Program Presentations

- What would you identify as the one most important strength of the program?
- What is the biggest need or gap?

Identifying Programs & Strategies

Group Activity!



Focus Issues

- **School Crisis Response**
- **Supportive Services for TAY**
- **School and Community Connectedness**
- **Other Topic – SU/MH, Juvenile Justice Involvement ?**



Break out into groups and strategize:

1. **Describe what the ideal program/service would look like to address the issue.**
2. **What is the ideal desired outcome?**
3. **Are there examples of similar efforts or programs elsewhere? Best practice models?**

Before the next meeting

➤ Youth input

- Coastside Youth and Edgewood Youth
- HAP-Y and Youth Commission

➤ Follow up items

Meeting #3
December 8, 2017



**Prioritization and
Implementation Considerations**

Meeting Input

- Feedback: Suggestions for improving process, meeting structure, and effectiveness
- Public Comments



Thank you!



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Pronouns: She/Her/Hers
Mental Health Services Act (MHSA) Manager



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Crisis Intervention and Suicide Prevention Center

Narges Zohoury Dillon, LMFT

Youth Intervention Team

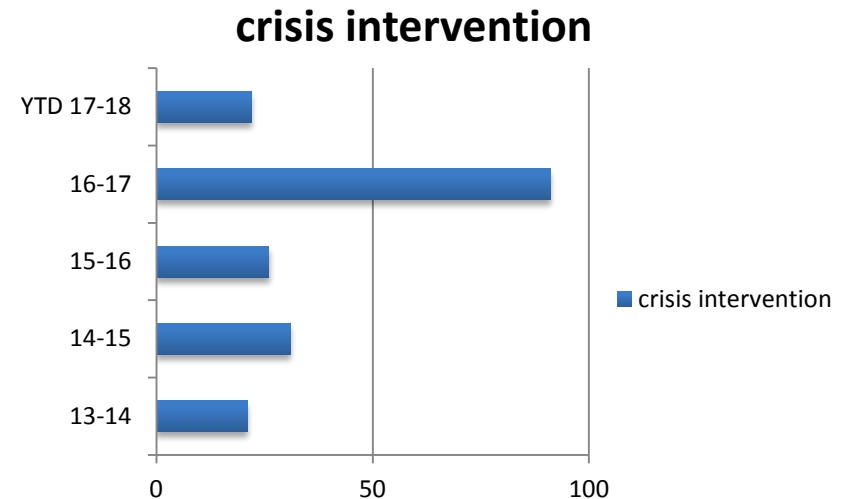
- Clinician available to conduct assessments for students with suicidal ideation, provide crisis counseling, or post-vention services to any school in San Mateo County
- Collaborative approach with families, schools, and providers

Increase in need

- Increase in younger students needing crisis intervention services
- Increase in prevention education resulting in better identification of students in need
- Funding changes resulting in another similar service ending
- Recent increase in youth dying by suicide in SMC


Crisis Intervention Demand

YTD FY 17-18	22
FY 16-17	91
FY 15-16	26
FY 14-15	31
FY 13-14	21



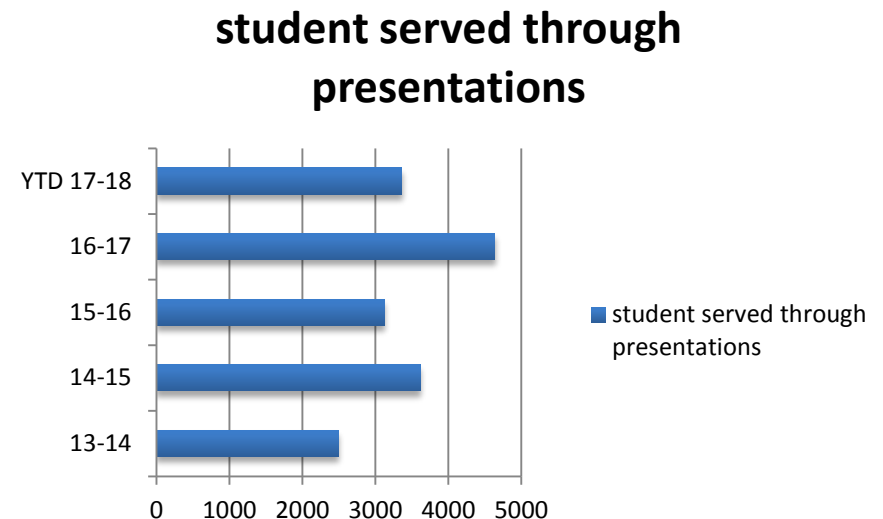
Suicide Prevention Presentations

Overarching goal of increasing knowledge of risk factors, increasing access to supports, and reducing stigma

- Classroom presentation geared toward students**
 - Presentations to parents and guardians**
 - Trainings for school staff**
 - Trainings for providers**
- 
- A decorative graphic at the bottom of the slide consisting of a large, solid purple shape with a wavy, undulating top edge. A thin, bright yellow line follows the contour of this purple shape, creating a layered effect.

Classroom Presentations

YTD FY 17-18	3361
FY 16-17	4638
FY 15-16	3119
FY 14-15	3617
FY 13-14	2494



Suicidal Ideation¹ (Student Reported) 2011-2013

Suicidal Ideation, by Gender and Grade Level

San Mateo County	Percent					
	All		Female		Male	
	Yes	No	Yes	No	Yes	No
9 th Grade	17.9%	82.1%	22.9%	77.1%	12.6%	87.4%
11 th Grade	21.9%	78.1%	28.8%	71.2%	13.4%	86.6%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R
All	19.9%	80.1%	25.9%	74.1%	13.0%	87.0%
California	18.5%	81.9%				

Suicidal Ideation, by Race/Ethnicity

San Mateo County	Percent	
	Yes	No
African American/Black	17.1%	82.9%
American Indian/Alaska Native	25.9%	74.1%
Asian	16.1%	83.9%
Hispanic/Latino	18.4%	81.6%
Native Hawaiian/Pacific Islander	23.0%	77.0%
White	13.4%	86.6%
Multiracial	39.8%	60.2%
Other	20.5%	79.5%

Suicidal Ideation, by Level of Connectedness to School

San Mateo County	Percent	
	Yes	No
High	17.7%	82.3%
Medium	22.3%	77.7%
Low	29.0%	71.0%

¹Definition: Percentage of public school students in grades 9, 11, and non-traditional students who reported seriously considering attempting suicide in the past 12 months.

Suicidal Ideation (Student Reported), by Grade Level: 2011-2013

San Mateo County	Percent	
	Yes	No
9th Grade	17.9%	82.1%
11th Grade	21.9%	78.1%
Non-Traditional	N/R	N/R
All	19.9%	80.1%

Jefferson Union High (School District)	Percent	
	Yes	No
9th Grade	15.9%	84.1%
11th Grade	17.5%	82.5%
Non-Traditional	22.9%	77.1%
All	18.4%	81.6%

San Mateo Union High (School District)	Percent	
	Yes	No
9th Grade	17.7%	82.3%
11th Grade	34.6%	65.4%
Non-Traditional	14.7%	85.3%
All	25.2%	74.8%

Sequoia Union High (School District)	Percent	
	Yes	No
9th Grade	17.9%	82.1%
11th Grade	15.2%	84.8%
Non-Traditional	31.0%	69.0%
All	17.7%	82.3%

South San Francisco Unified (School District)	Percent	
	Yes	No
9th Grade	22.5%	77.5%
11th Grade	17.0%	83.0%
Non-Traditional	21.9%	78.1%
All	19.7%	80.3%

Number of Youth Suicides, by Age: 2009 - 2013

San Mateo County	Number				
	2009	2010	2011	2012	2013
5-14 Years	1	0	2	0	0
15-19 Years	2	3	1	3	2
20-24 Years	5	3	4	4	2
Total for Ages 5-24	8	6	7	7	4

Number of Youth Suicides, by Gender: 2009 - 2013

San Mateo County	Number				
	2009	2010	2011	2012	2013
Female	4	2	1	4	3
Male	3	4	4	3	1
Total	7	6	5	7	4

Number of Youth Suicides, by Race/Ethnicity: 2009 - 2013

San Mateo County	Number				
	2009	2010	2011	2012	2013
African American/Black	0	1	1	0	0
American Indian/Alaska Native	0	0	0	0	0
Asian/Pacific Islander	3	2	0	3	0
Hispanic/Latino	0	0	2	2	0
White	4	3	2	2	4
Multiracial	0	0	0	0	0
Total	7	6	5	7	4

Self-Inflicted Injury Hospitalizations,² by Age: 2010 - 2014

San Mateo County	Number				
	2010	2011	2012	2013	2014
5-12 Years	0	1	1	2	6
13-15 Years	17	20	36	27	45
16-20 Years	37	34	43	48	51
Total for Ages 5-20	54	55	80	77	102
Rate per 100,000	39.6	39.6	56.6	54.0	71.2
California rate per 100,000	36.9	34.8	40.2	39.8	43.1

²Definition: Number of hospitalizations for non-fatal self-inflicted injuries among children/youth ages 5-20, by age group (e.g., in 2014, there were 149 hospitalizations due to non-fatal self-inflicted injuries among California children ages 5-12).

Children's Emotional Health (Student Reported) 2011-2013

Hospitalizations for Mental Health Issues,³ by Age Group (Rate per 1,000)

San Mateo County	Number				
	2011	2012	2013	2014	2015
5-14 years	210 (2.4)	222 (2.5)	259 (2.9)	236 (2.6)	263 (2.9)
15-19 years	432 (10.0)	459 (10.5)	487 (11.3)	469 (10.8)	560 (12.8)
Total 5-19 years	642 (4.9)	681 (5.1)	746 (5.6)	705 (5.2)	823 (6.1)
California rate per 1,000	4.5	4.8	5.1	5.1	5.1

Depression-Related Feelings,⁴ by Gender and Grade Level

San Mateo County	Percent					
	All		Female		Male	
	Yes	No	Yes	No	Yes	No
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	27.60%	72.40%	34.9%	65.1%	19.7%	80.3%
11th Grade	34.00%	66.00%	44.0%	56.0%	21.4%	78.6%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R
All	30.70%	69.30%	39.6%	60.4%	20.5%	79.5%
California	30.0%	70.0%				

Depression-Related Feelings, by Level of Connectedness to School

San Mateo County	Percent	
	Yes	No
High	26.7%	73.3%
Medium	35.0%	65.0%
Low	40.4%	59.6%

Depression-Related Feelings, by Race/Ethnicity

San Mateo County	Percent	
	Yes	No
African American/Black	21.5%	78.5%
American Indian/Alaska Native	26.6%	73.4%
Asian	25.3%	74.7%
Hispanic/Latino	32.5%	67.5%
Native Hawaiian/Pacific Islander	31.1%	68.9%
White	23.6%	76.4%
Multiracial	48.4%	51.6%
Other	24.9%	75.1%

³Definition: Number of hospital discharges for mental health issues per 1,000 children and youth ages 5-19, by age group (e.g., in 2015, there were 9.7 hospital discharges for mental health issues per 1,000 California youth ages 15-19).

⁴Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting whether in the past 12 months they had felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities (e.g., in 2011-2013, 30.7% of students in grade 9 in California public schools reported having depression-related feelings in the past year).

Depression-Related Feelings, by School District and Grade Level (Student Reported) 2011-2013

San Mateo County	Percent	
	Yes	No
7th Grade	N/R	N/R
9th Grade	27.6%	72.4%
11th Grade	34.0%	66.0%
Non-Traditional	N/R	N/R
All	30.7%	69.3%

Belmont-Redwood Shores Elementary (School District)	Percent	
	Yes	No
7th Grade	21.5%	78.5%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	21.5%	78.5%

Burlingame Elementary (School District)	Percent	
	Yes	No
7th Grade	28.6%	71.4%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	28.6%	71.4%

Hillsborough City Elementary (School District)	Percent	
	Yes	No
7th Grade	12.8%	87.2%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	12.8%	87.2%

Jefferson Elementary (School District)	Percent	
	Yes	No
7th Grade	29.7%	70.3%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	29.7%	70.3%

Jefferson Union High (School District)	Percent	
	Yes	No
7th Grade	N/A	N/A
9th Grade	30.7%	69.3%
11th Grade	31.7%	68.3%
Non-Traditional	40.1%	59.9%
All	33.7%	66.3%

Las Lomas Elementary (School District)	Percent	
	Yes	No
7th Grade	23.4%	76.6%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	23.4%	76.6%

Millbrae Elementary (School District)	Percent	
	Yes	No
7th Grade	19.5%	80.5%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	19.5%	80.5%

Pacifica (School District)	Percent	
	Yes	No
7th Grade	24.5%	75.5%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	24.5%	75.5%

Portola Valley Elementary (School District)	Percent	
	Yes	No
7th Grade	22.7%	77.3%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	22.7%	77.3%

San Bruno Park Elementary (School District)	Percent	
	Yes	No
7th Grade	27.7%	72.3%
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	27.7%	72.3%

San Carlos Elementary (School District)	Percent	
	Yes	No
7th Grade	LNE	LNE
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	LNE	LNE

San Mateo Union High (School District)	Percent	
	Yes	No
7th Grade	N/A	N/A
9th Grade	28.8%	71.2%
11th Grade	43.7%	56.3%
Non-Traditional	36.8%	63.2%
All	36.0%	64.0%

San Mateo-Foster City (School District)	Percent	
	Yes	No
7th Grade	N/R	N/R
9th Grade	N/A	N/A
11th Grade	N/A	N/A
Non-Traditional	N/A	N/A
All	N/R	N/R

Sequoia Union High (School District)	Percent	
	Yes	No
7th Grade	N/A	N/A
9th Grade	24.8%	75.2%
11th Grade	28.9%	71.1%
Non-Traditional	41.5%	58.5%
All	27.9%	72.1%

South San Francisco Unified (School District)	Percent	
	Yes	No
7th Grade	26.0%	74.0%
9th Grade	28.6%	71.4%
11th Grade	27.9%	72.1%
Non-Traditional	41.9%	58.1%
All	28.3%	71.7%

Community Connectedness (Student Reported) 2011-2013

Caring Adults in the Community,⁵ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	66.20%	26.70%	7.10%	67.0%	25.8%	7.1%	65.1%	27.8%	7.1%
11th Grade	61.10%	32.40%	6.50%	59.2%	35.3%	5.5%	63.7%	28.7%	7.6%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	63.60%	29.60%	6.80%	62.9%	30.8%	6.3%	64.4%	28.3%	7.3%
California	63.3%	27.8%	8.9%						

Caring Adults in the Community, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	61.6%	27.6%	10.8%
American Indian/Alaska Native	66.7%	28.4%	4.9%
Asian	61.2%	31.9%	6.9%
Hispanic/Latino	62.3%	29.6%	8.1%
Native Hawaiian/Pacific Islander	63.6%	28.2%	8.2%
White	74.7%	21.1%	4.2%
Multiracial	52.0%	41.8%	6.2%
Other	59.1%	28.7%	12.3%

High Expectations from Adults in the Community,⁶ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	72.0%	23.0%	4.9%	67.0%	25.8%	7.1%	65.1%	27.8%	7.1%
11th Grade	72.8%	22.9%	4.3%	59.2%	35.3%	5.5%	63.7%	28.7%	7.6%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	72.4%	23.0%	4.6%	62.9%	30.8%	6.3%	64.4%	28.3%	7.3%
California	65.5%	26.6%	7.9%						

High Expectations from Adults in the Community, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	66.3%	24.9%	8.8%
American Indian/Alaska Native	65.8%	30.6%	3.6%
Asian	64.5%	29.9%	5.6%
Hispanic/Latino	66.0%	27.3%	6.7%
Native Hawaiian/Pacific Islander	65.5%	27.5%	7.0%
White	77.7%	19.0%	3.3%
Multiracial	76.5%	19.4%	4.0%
Other	59.4%	26.3%	14.4%

Meaningful Participation in the Community,⁷ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	54.0%	33.8%	12.2%	54.6%	33.9%	11.5%	53.7%	33.5%	12.9%
11th Grade	50.5%	37.1%	12.4%	48.7%	39.5%	11.8%	52.7%	34.2%	13.1%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	52.2%	35.4%	12.3%	51.5%	36.8%	11.7%	53.2%	33.8%	13.0%
California	46.6%	37.2%	16.2%						

Meaningful Participation in the Community, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	49.3%	35.5%	15.2%
American Indian/Alaska Native	49.7%	37.3%	13.0%
Asian	55.8%	35.3%	8.9%
Hispanic/Latino	43.5%	37.3%	19.2%
Native Hawaiian/Pacific Islander	56.5%	33.1%	10.4%
White	66.2%	26.9%	6.9%
Multiracial	46.8%	45.9%	7.3%
Other	40.2%	37.6%	22.3%

Total Community Assets,⁸ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	69.8%	24.9%	5.3%	71.6%	23.9%	4.5%	68.1%	26.0%	5.9%
11th Grade	64.4%	30.1%	5.5%	62.3%	33.3%	4.4%	67.0%	26.2%	6.8%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	67.0%	27.6%	5.4%	66.7%	28.8%	4.5%	67.6%	26.1%	6.3%
California	63.7%	28.3%	8.0%						

Total Community Assets, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	65.6%	26.6%	7.7%
American Indian/Alaska Native	69.6%	28.7%	1.8%
Asian	66.6%	28.1%	5.3%
Hispanic/Latino	62.6%	30.1%	7.3%
Native Hawaiian/Pacific Islander	67.8%	26.3%	5.9%
White	81.1%	15.6%	3.2%
Multiracial	56.1%	40.6%	3.4%
Other	58.4%	30.4%	11.2%

⁵Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that adults in their neighborhood or community care about them (e.g., in 2011-13, 63.3% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that adults in their neighborhood or community care about them).

⁶Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that adults in their neighborhood or community have high expectations of them (e.g., in 2011-13, 65.5% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that the adults in their community have high expectations of them).

⁷Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that they have opportunities for meaningful participation in their community (e.g., in 2011-13, 46.6% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that they have opportunities for meaningful participation in their community).

⁸Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students by level of total community assets (e.g., in 2011-13, 63.7% of students in grades 7, 9, 11, and non-traditional classes in California public schools reported a high level of total community assets).

Community Connectedness, by District and Grade Level (Student Reported, 2011-2013)

	Caring Adults in the Community			High Expectations from Adults in the Community			Meaningful Participation in the Community			Total Community Assets		
San Mateo County	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	66.2%	26.7%	7.1%	69.9%	24.6%	5.6%	54.0%	33.8%	12.2%	69.8%	24.9%	5.3%
11th Grade	61.1%	32.4%	6.5%	69.5%	25.1%	5.4%	50.5%	37.1%	12.4%	64.4%	30.1%	5.5%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	63.6%	29.6%	6.8%	69.7%	24.8%	5.5%	52.2%	35.4%	12.3%	67.0%	27.6%	5.4%

Belmont-Redwood Shores Elementary (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	72.0%	20.4%	7.6%	75.8%	18.0%	6.2%	70.3%	24.2%	5.5%	76.3%	19.2%	4.5%
9th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	72.0%	20.4%	7.6%	75.8%	18.0%	6.2%	70.3%	24.2%	5.5%	76.3%	19.2%	4.5%

Burlingame Elementary (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	74.1%	18.9%	7.0%	78.4%	16.4%	5.2%	70.3%	23.8%	5.9%	82.5%	12.7%	4.9%
9th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	74.1%	18.9%	7.0%	78.4%	16.4%	5.2%	70.3%	23.8%	5.9%	82.5%	12.7%	4.9%

Hillsborough City Elementary (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	80.7%	14.8%	4.5%	80.7%	17.0%	2.3%	82.0%	15.7%	2.2%	86.4%	11.4%	2.3%
9th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	80.7%	14.8%	4.5%	80.7%	17.0%	2.3%	82.0%	15.7%	2.2%	86.4%	11.4%	2.3%

Jefferson Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	59.9%	30.8%	9.3%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	59.9%	30.8%	9.3%

Percent		
High	Medium	Low
65.3%	26.8%	8.0%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
65.3%	26.8%	8.0%

Percent		
High	Medium	Low
42.4%	37.9%	19.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
42.4%	37.9%	19.7%

Percent		
High	Medium	Low
61.7%	29.2%	9.1%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
61.7%	29.2%	9.1%

Jefferson Union High (School District)	Percent		
	High	Medium	Low
7th Grade	N/A	N/A	N/A
9th Grade	66.0%	26.2%	7.8%
11th Grade	63.1%	29.1%	7.8%
Non-Traditional	59.4%	32.2%	8.4%
All	62.7%	29.3%	8.0%

Percent		
High	Medium	Low
N/A	N/A	N/A
69.7%	24.9%	5.4%
65.9%	28.7%	5.4%
59.8%	36.4%	3.9%
64.9%	30.2%	4.9%

Percent		
High	Medium	Low
N/A	N/A	N/A
52.3%	35.9%	11.8%
49.5%	38.5%	12.0%
38.1%	43.9%	18.0%
46.5%	39.6%	13.9%

Percent		
High	Medium	Low
N/A	N/A	N/A
69.0%	25.5%	5.5%
67.4%	27.1%	5.5%
60.5%	33.8%	5.7%
65.6%	28.9%	5.6%

Las Lomitas Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	78.2%	19.4%	2.4%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	78.2%	19.4%	2.4%

Percent		
High	Medium	Low
80.2%	16.7%	3.2%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
80.2%	16.7%	3.2%

Percent		
High	Medium	Low
78.1%	17.2%	4.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
78.1%	17.2%	4.7%

Percent		
High	Medium	Low
83.1%	15.3%	1.6%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
83.1%	15.3%	1.6%

Millbrae Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	70.3%	24.6%	5.1%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	70.3%	24.6%	5.1%

Percent		
High	Medium	Low
72.5%	23.1%	4.3%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
72.5%	23.1%	4.3%

Percent		
High	Medium	Low
60.8%	31.0%	8.2%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
60.8%	31.0%	8.2%

Percent		
High	Medium	Low
75.9%	19.0%	5.1%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
75.9%	19.0%	5.1%

Pacifica (School District)	Percent		
	High	Medium	Low
7th Grade	68.2%	22.4%	9.4%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	68.2%	22.4%	9.4%

Percent		
High	Medium	Low
74.4%	19.5%	6.1%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
74.4%	19.5%	6.1%

Percent		
High	Medium	Low
61.5%	31.4%	7.1%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
61.5%	31.4%	7.1%

Percent		
High	Medium	Low
72.9%	21.3%	5.8%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
72.9%	21.3%	5.8%

Portola Valley Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	78.8%	19.7%	1.5%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	78.8%	19.7%	1.5%

Percent		
High	Medium	Low
86.2%	12.3%	1.5%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
86.2%	12.3%	1.5%

Percent		
High	Medium	Low
82.1%	14.9%	3.0%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
82.1%	14.9%	3.0%

Percent		
High	Medium	Low
89.2%	10.8%	0.0%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
89.2%	10.8%	0.0%

San Bruno Park Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	66.8%	28.3%	4.9%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	66.8%	28.3%	4.9%

Percent		
High	Medium	Low
69.3%	28.3%	2.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
69.3%	28.3%	2.4%

Percent		
High	Medium	Low
48.0%	39.2%	12.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
48.0%	39.2%	12.7%

Percent		
High	Medium	Low
69.6%	25.5%	4.9%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
69.6%	25.5%	4.9%

San Carlos Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	LNE	LNE	LNE
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

San Mateo Union High (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9th Grade	67.7%	25.5%	6.9%	70.6%	24.5%	4.9%	58.4%	31.6%	10.0%	72.4%	23.4%	4.3%
11th Grade	53.3%	41.6%	5.1%	71.4%	23.4%	5.2%	45.8%	44.0%	10.2%	55.5%	39.3%	5.2%
Non-Traditional	64.3%	23.8%	11.9%	60.7%	28.6%	10.7%	23.8%	34.5%	41.7%	53.6%	35.7%	10.7%
All	60.8%	32.8%	6.4%	70.4%	24.3%	5.4%	50.4%	37.5%	12.1%	63.4%	31.5%	5.1%

San Mateo-Foster City (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R

Sequoia Union High (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9th Grade	68.7%	25.6%	5.6%	73.1%	21.8%	5.1%	54.8%	32.6%	12.6%	71.7%	23.3%	5.0%
11th Grade	66.2%	27.6%	6.2%	70.9%	24.2%	4.9%	54.9%	31.4%	13.7%	69.9%	25.1%	5.1%
Non-Traditional	57.8%	28.9%	13.3%	60.0%	31.1%	8.9%	15.2%	50.0%	34.8%	44.4%	40.0%	15.6%
All	66.7%	26.8%	6.5%	71.0%	23.6%	5.3%	51.5%	33.5%	14.9%	68.6%	25.5%	5.9%

South San Francisco Unified (School District)	Percent			Percent			Percent			Percent		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	63.1%	29.3%	7.6%	62.4%	30.0%	7.6%	51.1%	38.3%	10.7%	66.5%	26.2%	7.3%
9th Grade	54.3%	33.7%	12.0%	58.0%	33.1%	8.9%	41.0%	41.5%	17.5%	57.4%	34.1%	8.5%
11th Grade	64.1%	26.8%	9.1%	65.3%	27.0%	7.7%	51.6%	32.9%	15.4%	67.6%	24.5%	8.0%
Non-Traditional	54.5%	21.2%	24.2%	51.5%	39.4%	9.1%	21.2%	48.5%	30.3%	42.4%	39.4%	18.2%
All	60.1%	29.5%	10.4%	61.3%	30.5%	8.1%	46.5%	38.1%	15.4%	62.7%	28.8%	8.5%

School Connectedness (Student Reported) 2011-2013

School Connectedness,⁹ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	57.0%	36.3%	6.7%	57.1%	36.9%	6.0%	57.0%	35.8%	7.3%
11th Grade	56.9%	34.3%	8.8%	57.8%	35.2%	7.0%	55.8%	33.3%	10.9%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	56.9%	35.3%	7.8%	57.4%	36.0%	6.5%	56.4%	34.6%	9.1%
California	45.1%	43.3%	11.6%						

School Connectedness, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	45.6%	42.0%	12.4%
American Indian/Alaska Native	47.5%	43.9%	8.7%
Asian	56.0%	37.6%	6.4%
Hispanic/Latino	50.3%	39.4%	10.3%
Native Hawaiian/Pacific Islander	49.5%	42.1%	8.4%
White	65.2%	29.9%	4.9%
Multiracial	67.4%	26.3%	6.2%
Other	49.9%	34.8%	15.3%

Caring Adults at School,¹⁰ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	34.2%	56.8%	9.0%	34.3%	56.8%	8.9%	34.3%	56.6%	9.1%
11th Grade	44.7%	48.8%	6.5%	49.1%	45.3%	5.6%	39.4%	53.0%	7.5%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	39.5%	52.7%	7.7%	42.0%	50.8%	7.2%	36.8%	54.8%	8.3%
California	33.9%	54.0%	12.1%						

Caring Adults at School, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	32.3%	53.7%	14.0%
American Indian/Alaska Native	47.7%	41.4%	10.9%
Asian	33.8%	59.9%	6.3%
Hispanic/Latino	34.7%	55.4%	9.8%
Native Hawaiian/Pacific Islander	31.1%	59.5%	9.4%
White	45.4%	49.2%	5.3%
Multiracial	55.0%	38.6%	6.4%
Other	32.3%	56.9%	10.8%

High Expectations from Teachers and Others,¹¹ by Gender and Grade Level

San Mateo County	Percent								
	Female			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	52.1%	42.0%	5.8%	52.7%	41.9%	5.4%	51.6%	42.2%	6.3%
11th Grade	54.4%	41.3%	4.3%	58.7%	37.9%	3.4%	49.4%	45.2%	5.4%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	53.3%	41.6%	5.1%	55.8%	39.8%	4.4%	50.5%	43.7%	5.8%
California	49.3%	43.2%	7.6%						

High Expectations from Teachers and Others, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	45.6%	42.4%	12.0%
American Indian/Alaska Native	54.8%	40.2%	5.0%
Asian	49.2%	47.1%	3.7%
Hispanic/Latino	48.4%	45.2%	6.4%
Native Hawaiian/Pacific Islander	48.4%	46.3%	5.3%
White	59.3%	37.1%	3.6%
Multiracial	65.9%	29.6%	4.5%
Other	44.9%	46.6%	8.5%

Meaningful Participation at School,¹² by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	15.4%	55.8%	28.8%	15.8%	55.2%	29.0%	15.0%	56.2%	28.7%
11th Grade	23.5%	49.6%	26.9%	27.9%	46.9%	25.1%	18.3%	52.8%	28.9%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	19.5%	52.6%	27.8%	22.1%	50.9%	27.0%	16.7%	54.5%	28.8%
California	14.6%	51.5%	33.9%						

Meaningful Participation at School, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	17.8%	47.1%	35.1%
American Indian/Alaska Native	19.2%	56.8%	24.0%
Asian	17.3%	58.3%	24.5%
Hispanic/Latino	14.2%	51.1%	34.7%
Native Hawaiian/Pacific Islander	13.7%	61.3%	25.0%
White	20.5%	56.2%	23.3%
Multiracial	38.4%	40.5%	21.1%
Other	14.1%	46.3%	39.6%

Total School Assets,¹³ by Gender and Grade Level

San Mateo County	Percent								
	All			Female			Male		
	High	Medium	Low	High	Medium	Low	High	Medium	Low
7th Grade	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
9th Grade	33.9%	56.1%	10.0%	33.8%	56.4%	9.7%	34.0%	55.7%	10.2%
11th Grade	43.2%	47.7%	9.1%	47.6%	44.7%	7.6%	38.0%	51.3%	10.8%
Non-Traditional	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
All	38.6%	51.8%	9.5%	41.0%	50.3%	8.6%	36.0%	53.5%	10.5%
California	31.9%	54.1%	13.9%						

Total School Assets, by Race/Ethnicity

San Mateo County	Percent		
	High	Medium	Low
African American/Black	33.5%	51.7%	14.8%
American Indian/Alaska Native	40.2%	50.4%	9.4%
Asian	35.4%	56.8%	7.9%
Hispanic/Latino	32.3%	55.0%	12.7%
Native Hawaiian/Pacific Islander	33.9%	56.2%	9.9%
White	44.1%	49.5%	6.4%
Multiracial	54.4%	37.9%	7.7%
Other	27.9%	59.0%	13.1%

⁹Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students by level of connectedness to school (e.g., in 2011-13, 45.1% of students in grades 7, 9, 11, and non-traditional classes in California public schools had a high level of connectedness to school).

¹⁰Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that teachers or other adults at school care about them (e.g., in 2011-13, 33.9% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that teachers or other adults at school care about them).

¹¹Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that teachers or other adults at school have high expectations of them (e.g., in 2011-13, 49.3% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that teachers or other adults at school have high expectations of them).

¹²Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students reporting each level of agreement (high, medium, and low) that they have opportunities for meaningful participation in school (e.g., in 2011-13, 14.6% of students in grades 7, 9, 11, and non-traditional classes in California public schools expressed a high level of agreement that they have opportunities for meaningful participation in school).

¹³Definition: Percentage of public school students in grades 7, 9, 11, and non-traditional students by level of total school assets (e.g., in 2011-13, 31.9% of students in grades 7, 9, 11, and non-traditional classes in California public schools reported a high level of total school assets).

School Connectedness (Student Reported), by Grade Level: 2011-2013

San Mateo County	School Connectedness		
	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	57.0%	36.3%	6.7%
11th Grade	56.9%	34.3%	8.8%
Non-Traditional	N/R	N/R	N/R
All	56.9%	35.3%	7.8%

Caring Adults at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	34.2%	56.8%	9.0%
11th Grade	44.7%	48.8%	6.5%
Non-Traditional	N/R	N/R	N/R
All	39.5%	52.7%	7.7%

High Expectations from Teachers and Others	Percent		
	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	52.1%	42.0%	5.8%
11th Grade	54.4%	41.3%	4.3%
Non-Traditional	N/R	N/R	N/R
All	53.3%	41.6%	5.1%

Meaningful Participation at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	15.4%	55.8%	28.8%
11th Grade	23.5%	49.6%	26.9%
Non-Traditional	N/R	N/R	N/R
All	19.5%	52.6%	27.8%

Total School Assets	Percent		
	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	33.9%	56.1%	10.0%
11th Grade	43.2%	47.7%	9.1%
Non-Traditional	N/R	N/R	N/R
All	38.6%	51.8%	9.5%

Belmont-Redwood Shores Elementary (School District)	Percent		
	Percent		
	High	Medium	Low
7th Grade	57.6%	36.9%	5.5%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	57.6%	36.9%	5.5%

Caring Adults at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	42.0%	51.0%	6.9%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	42.0%	51.0%	6.9%

High Expectations from Teachers and Others	Percent		
	Percent		
	High	Medium	Low
7th Grade	59.3%	36.8%	3.9%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	59.3%	36.8%	3.9%

Meaningful Participation at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	16.2%	57.9%	25.9%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	16.2%	57.9%	25.9%

Total School Assets	Percent		
	Percent		
	High	Medium	Low
7th Grade	38.2%	54.1%	7.8%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	38.2%	54.1%	7.8%

Burlingame Elementary (School District)	Percent		
	Percent		
	High	Medium	Low
7th Grade	54.8%	37.8%	7.4%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	54.8%	37.8%	7.4%

Caring Adults at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	48.2%	43.2%	8.6%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	48.2%	43.2%	8.6%

High Expectations from Teachers and Others	Percent		
	Percent		
	High	Medium	Low
7th Grade	68.8%	27.7%	3.5%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	68.8%	27.7%	3.5%

Meaningful Participation at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	22.9%	57.6%	19.6%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	22.9%	57.6%	19.6%

Total School Assets	Percent		
	Percent		
	High	Medium	Low
7th Grade	49.0%	43.9%	7.1%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	49.0%	43.9%	7.1%

Hillsborough City Elementary (School District)	Percent		
	Percent		
	High	Medium	Low
7th Grade	77.3%	20.5%	2.3%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	77.3%	20.5%	2.3%

Caring Adults at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	55.8%	39.5%	4.7%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	55.8%	39.5%	4.7%

High Expectations from Teachers and Others	Percent		
	Percent		
	High	Medium	Low
7th Grade	65.9%	31.8%	2.4%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	65.9%	31.8%	2.4%

Meaningful Participation at School	Percent		
	Percent		
	High	Medium	Low
7th Grade	22.5%	68.5%	9.0%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	22.5%	68.5%	9.0%

Total School Assets	Percent		
	Percent		
	High	Medium	Low
7th Grade	52.9%	43.5%	3.5%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	52.9%	43.5%	3.5%

Jefferson Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	59.2%	34.1%	6.8%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	59.2%	34.1%	6.8%

Percent		
High	Medium	Low
35.4%	57.1%	7.5%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
35.4%	57.1%	7.5%

Percent		
High	Medium	Low
56.2%	39.2%	4.5%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
56.2%	39.2%	4.5%

Percent		
High	Medium	Low
15.9%	55.7%	28.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
15.9%	55.7%	28.4%

Percent		
High	Medium	Low
35.4%	55.7%	8.9%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
35.4%	55.7%	8.9%

Jefferson Union High (School District)	Percent		
	High	Medium	Low
7th Grade	N/A	N/A	N/A
9th Grade	49.1%	43.6%	7.3%
11th Grade	46.8%	43.4%	9.8%
Non-Traditional	57.6%	32.6%	9.8%
All	50.9%	40.0%	9.1%

Percent		
High	Medium	Low
N/A	N/A	N/A
27.1%	61.0%	11.9 %
33.6%	58.0%	8.4%
34.7%	59.4%	6.0%
32.3%	59.2%	8.5%

Percent		
High	Medium	Low
N/A	N/A	N/A
45.0%	49.0%	5.9%
47.6%	47.4%	5.0%
45.9%	50.1%	4.0%
46.4%	48.7%	4.9%

Percent		
High	Medium	Low
N/A	N/A	N/A
12.1%	55.7%	32.2%
16.9%	51.0%	32.1%
11.2%	58.9%	29.9%
13.8%	54.8%	31.4%

Percent		
High	Medium	Low
N/A	N/A	N/A
28.5%	57.3%	14.2 %
35.2%	52.5%	12.3 %
30.0%	58.5%	11.5 %
31.8%	55.7%	12.5 %

Las Lomitas Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	72.7%	18.8%	8.6%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	72.7%	18.8%	8.6%

Percent		
High	Medium	Low
57.6%	36.0%	6.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
57.6%	36.0%	6.4%

Percent		
High	Medium	Low
72.8%	23.2%	4.0%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
72.8%	23.2%	4.0%

Percent		
High	Medium	Low
24.0%	59.7%	16.3%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
24.0%	59.7%	16.3%

Percent		
High	Medium	Low
57.7%	36.6%	5.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
57.7%	36.6%	5.7%

Millbrae Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	64.3%	31.4%	4.3%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	64.3%	31.4%	4.3%

Percent		
High	Medium	Low
34.1%	57.5%	8.3%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
34.1%	57.5%	8.3%

Percent		
High	Medium	Low
56.9%	38.3%	4.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
56.9%	38.3%	4.7%

Percent		
High	Medium	Low
19.4%	58.3%	22.2%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
19.4%	58.3%	22.2%

Percent		
High	Medium	Low
39.8%	52.4%	7.7%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
39.8%	52.4%	7.7%

Pacifica (School District)	Percent		
	High	Medium	Low
7th Grade	64.8%	28.5%	6.7%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	64.8%	28.5%	6.7%

Percent		
High	Medium	Low
44.3%	48.6%	7.1%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
44.3%	48.6%	7.1%

Percent		
High	Medium	Low
60.5%	34.3%	5.2%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
60.5%	34.3%	5.2%

Percent		
High	Medium	Low
13.8%	61.3%	24.9%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
13.8%	61.3%	24.9%

Percent		
High	Medium	Low
37.5%	54.2%	8.3%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
37.5%	54.2%	8.3%

Portola Valley Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	74.6%	22.4%	3.0%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	74.6%	22.4%	3.0%

Percent		
High	Medium	Low
61.3%	33.9%	4.8%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
61.3%	33.9%	4.8%

Percent		
High	Medium	Low
74.6%	22.0%	3.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
74.6%	22.0%	3.4%

Percent		
High	Medium	Low
20.9%	62.7%	16.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
20.9%	62.7%	16.4%

Percent		
High	Medium	Low
62.7%	33.9%	3.4%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
62.7%	33.9%	3.4%

San Bruno Park Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	51.2%	41.0%	7.8%
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	51.2%	41.0%	7.8%

Percent		
High	Medium	Low
28.2%	61.9%	9.9%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
28.2%	61.9%	9.9%

Percent		
High	Medium	Low
50.7%	45.3%	4.0%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
50.7%	45.3%	4.0%

Percent		
High	Medium	Low
11.0%	58.5%	30.5%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
11.0%	58.5%	30.5%

Percent		
High	Medium	Low
27.4%	64.0%	8.6%
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
27.4%	64.0%	8.6%

San Carlos Elementary (School District)	Percent		
	High	Medium	Low
7th Grade	LNE	LNE	LNE
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

Percent		
High	Medium	Low
LNE	LNE	LNE
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
LNE	LNE	LNE

San Mateo Union High (School District)	Percent		
	High	Medium	Low
7th Grade	N/A	N/A	N/A
9th Grade	64.0%	31.2%	4.8%
11th Grade	64.2%	27.4%	8.4%
Non-Traditional	34.5%	50.0%	15.5%
All	62.3%	30.6%	7.1%

Percent		
High	Medium	Low
N/A	N/A	N/A
39.7%	54.4%	5.9%
54.2%	40.6%	5.1%
34.5%	56.0%	9.5%
46.1%	48.1%	5.8%

Percent		
High	Medium	Low
N/A	N/A	N/A
57.5%	38.8%	3.7%
61.0%	35.9%	3.1%
48.8%	44.0%	7.1%
58.6%	37.8%	3.6%

Percent		
High	Medium	Low
N/A	N/A	N/A
18.2%	54.3%	27.5%
34.3%	44.6%	21.1%
10.7%	44.0%	45.2%
25.2%	49.1%	25.7%

Percent		
High	Medium	Low
N/A	N/A	N/A
38.5%	55.1%	6.4%
51.9%	41.2%	6.9%
29.8%	58.3%	11.9%
44.1%	48.9%	7.0%

San Mateo-Foster City (School District)	Percent		
	High	Medium	Low
7th Grade	N/R	N/R	N/R
9th Grade	N/A	N/A	N/A
11th Grade	N/A	N/A	N/A
Non-Traditional	N/A	N/A	N/A
All	N/R	N/R	N/R

Percent		
High	Medium	Low
N/R	N/R	N/R
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/R	N/R	N/R

Percent		
High	Medium	Low
N/R	N/R	N/R
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/R	N/R	N/R

Percent		
High	Medium	Low
N/R	N/R	N/R
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/R	N/R	N/R

Percent		
High	Medium	Low
N/R	N/R	N/R
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A
N/R	N/R	N/R

Sequoia Union High (School District)	Percent		
	High	Medium	Low
7th Grade	N/A	N/A	N/A
9th Grade	59.6%	34.9%	5.5%
11th Grade	60.8%	31.2%	8.0%
Non-Traditional	30.4%	47.8%	21.7%
All	57.7%	34.3%	8.0%

Percent		
High	Medium	Low
N/A	N/A	N/A
35.1%	56.1%	8.9%
45.3%	48.4%	6.3%
24.4%	53.3%	22.2%
38.7%	52.5%	8.8%

Percent		
High	Medium	Low
N/A	N/A	N/A
54.1%	40.2%	5.8%
54.8%	40.9%	4.3%
28.9%	57.8%	13.3%
52.3%	41.9%	5.8%

Percent		
High	Medium	Low
N/A	N/A	N/A
15.8%	57.4%	26.8%
19.4%	53.2%	27.5%
8.9%	48.9%	42.2%
16.8%	54.8%	28.4%

Percent		
High	Medium	Low
N/A	N/A	N/A
34.7%	55.6%	9.7%
43.3%	47.9%	8.8%
13.3%	62.2%	24.4%
36.7%	52.7%	10.5%

South San Francisco Unified (School District)	Percent		
	High	Medium	Low
7th Grade	57.3%	35.2%	7.5%
9th Grade	37.2%	47.8%	15.0%
11th Grade	40.0%	48.9%	11.0%
Non-Traditional	33.3%	54.5%	12.1%
All	44.1%	44.6%	11.3%

Percent		
High	Medium	Low
36.3%	55.0%	8.7%
23.1%	61.8%	15.2%
33.8%	58.2%	8.1%
12.1%	72.7%	15.2%
30.0%	59.1%	10.9%

Percent		
High	Medium	Low
57.9%	37.4%	4.6%
38.2%	50.3%	11.4%
45.8%	47.5%	6.7%
21.2%	75.8%	3.0%
45.7%	46.9%	7.4%

Percent		
High	Medium	Low
11.9%	56.5%	31.6%
9.8%	54.6%	35.6%
16.1%	50.8%	33.1%
6.1%	48.5%	45.5%
12.3%	53.6%	34.1%

Percent		
High	Medium	Low
35.2%	54.9%	9.9%
24.0%	59.5%	16.6%
31.6%	57.1%	11.3%
21.2%	48.5%	30.3%
29.7%	56.7%	13.6%

Teens Not in School and Not Working,¹⁴ by City, School District and County (10,000 Residents or More): 2007 - 2015

Locations	Percent				
	2007-2011	2008-2012	2009-2013	2010-2014	2011-2015
California	8.2%	8.2%	8.2%	8.0%	7.7%
San Mateo County	5.3%	4.4%	4.5%	4.6%	4.1%
Belmont-Redwood Shores Elementary (School District)	S	S	S	1.6%	S
Burlingame Elementary (School District)	S	S	S	S	S
Cabrillo Unified (School District)	S	S	S	S	S
Hillsborough City Elementary (School District)	S	S	S	S	S
Jefferson Elementary (School District)	5.9%	3.7%	3.1%	2.7%	2.2%
Jefferson Union High (School District)	5.5%	4.3%	3.7%	3.5%	3.3%
Las Lomitas Elementary (School District)	S	S	S	S	S
Menlo Park City Elementary (School District)	S	S	S	S	S
Millbrae Elementary (School District)	S	S	S	S	S
Pacifica (School District)	S	S	S	S	6.3%
Ravenswood City Elementary (School District)	S	6.0%	6.6%	S	S
Redwood City Elementary (School District)	10.4%	8.6%	8.9%	6.2%	5.1%
San Bruno Park Elementary (School District)	S	0.7%	0.9%	S	2.2%
San Carlos Elementary (School District)	S	S	S	S	S
San Mateo Union High (School District)	3.7%	3.2%	3.0%	3.6%	2.8%
San Mateo-Foster City (School District)	4.5%	4.5%	4.2%	3.9%	3.4%
Sequoia Union High (School District)	6.9%	5.9%	6.2%	5.7%	5.3%
South San Francisco Unified (School District)	5.8%	4.1%	4.4%	6.0%	5.3%

¹⁴Definition: Estimated percentage of teens ages 16-19 who are not enrolled in school (full- or part-time) and not working (full- or part-time). E.g., in 2011-2015, 7.7% of California teens ages 16-19 were not in school or working.

[illegible]

Title	OutcomeList
An Apple A Day	Identification and use of a safe person and place Reading habits and attitudes
Anti-Defamation League (ADL) Peer Training Program	Awareness of prejudice and harassment Attitudes toward prejudice and harassment Antiprejudice behavior
Big Brothers Big Sisters Mentoring Program	Initiation of drug use Aggressive behavior School competence and achievement Family relationships
Brief Strategic Family Therapy	Conduct problems Socialized aggression (delinquency in the company of peers) Substance use Family functioning Engagement in therapy
Brief Strategic Family Therapy: Family Therapy Training Institute of Miami	Drug use Treatment engagement Treatment retention Family functioning
Brief Strategic Family Therapy®	Drug use Treatment engagement Treatment retention Family functioning
CAPSLE: Creating a Peaceful School Learning Environment	Perceived aggression Perceived victimization Perceived bystander behavior Classroom behaviors Empathic mentalizing
Capturing Kids' Hearts Teen Leadership Program	Problem behaviors Parent-adolescent communication Self-efficacy Loneliness School connectedness
Child Advancement Project (CAP)	Unexcused school absences Discipline referrals Social connectedness
Child and Family Traumatic Stress Intervention	Posttraumatic stress symptoms Anxiety symptoms Posttraumatic stress disorder diagnostic symptoms
Child-Parent Psychotherapy (CPP)	Child PTSD symptoms Child behavior problems Children's representational models Attachment security

	Maternal PTSD symptoms
	Maternal mental health symptoms other than PTSD symptoms
<u>Children of Divorce Intervention Program (CODIP)</u>	School-related behaviors and competencies
	Behavioral and emotional adjustment to divorce
	Anxiety
	Attitudes and feelings about family
<u>Collaborative HIV Prevention and Adolescent Mental Health Project (CHAMP) Family Program</u>	Family communication
	Knowledge about HIV transmission
	Perceived stigma of HIV/AIDS
	Externalizing behavior
<u>Community Advocacy Project (CAP)</u>	Effectiveness of obtaining resources
	Abuse by intimate partners
	Quality of life
	Social support
<u>Correctional Therapeutic Community for Substance Abusers</u>	Rearrests
	Abstinence from illicit drug use
	Illicit drug use relapse
	Employment
<u>Creating Lasting Family Connections Fatherhood Program: Family Reintegration (CLFCFP)</u>	Recidivism
	Relationship skills
	Knowledge about sexually transmitted diseases
	Intention to binge drink
	Spirituality
<u>Cross-Age Mentoring Program (CAMP) for Children With Adolescent Mentors</u>	Connectedness
	Self-esteem
	Achievement in spelling
<u>Curriculum-Based Support Group (CBSG) Program</u>	Antisocial attitudes
	Rebellious behavior
	Attitudes and intentions about substance use
	Substance use
<u>Dare to be You (DTBY) Bridges Program</u>	Parent self-efficacy
	Parent stress and depression
	Parent satisfaction with support
	Parent perception of school climate

	Parent involvement in child's education
Early HeartSmarts Program for Preschool Children	<ul style="list-style-type: none"> Social and emotional development Motor skills Cognitive development Language development
Early Risers "Skills for Success"	<ul style="list-style-type: none"> Social competence Disciplinary practices Behavioral self-regulation School adjustment Parenting stress
Emergency Department Means Restriction Education	<ul style="list-style-type: none"> Access to medications that can be used in an overdose suicide attempt Access to firearms
Familias Unidas Preventive Intervention	<ul style="list-style-type: none"> Family functioning Substance use Risky sexual behaviors Externalizing disorders Behavior problems
Families and Schools Together (FAST)	School mobility
Family Centered Treatment (FCT)	<ul style="list-style-type: none"> Recidivism Posttreatment placement Cost-effectiveness
Family Check-Up (FCU) for Adolescents	<ul style="list-style-type: none"> Internalizing Behaviors Substance Use Deviant Peer Involvement Family Monitoring Skills
Family Check-Up (FCU) for Children	<ul style="list-style-type: none"> Maternal Involvement Destructive Behavior Positive Behavior Support from Caregivers Problem Behavior Oppositional Defiant Behavior
Family Expectations	<ul style="list-style-type: none"> Quality of relationship with partner Conflict management behaviors Depressive symptoms
Family Foundations	<ul style="list-style-type: none"> Coparenting Parental adjustment Parent-child interaction Child adjustment
Family Spirit	<ul style="list-style-type: none"> Parenting knowledge Mothers' perception of infant and toddler behavior Parenting self-efficacy Mothers' depressive symptoms

	Mothers' substance use
Family Wellness: Survival Skills for Healthy Families	<ul style="list-style-type: none"> Communication skills Conflict resolution skills Problem-solving skills Disciplinary skills Cooperation skills
Fourth R: Skills for Youth Relationships	<ul style="list-style-type: none"> Physical dating violence Condom use Violent delinquency
FRIENDS Program	<ul style="list-style-type: none"> Anxiety Depression Coping Social-emotional strength
Good Behavior Game (GBG)	<ul style="list-style-type: none"> Drug abuse/dependence disorders Alcohol abuse/dependence disorders Regular cigarette smoking Antisocial personality disorder Violent and criminal behavior
Guiding Good Choices	<ul style="list-style-type: none"> Alcohol abuse disorder Drunkenness frequency Alcohol-related problems Illicit drug use frequency Substance use
Healing Our Women (HOW)	<ul style="list-style-type: none"> HIV sexual risk behaviors HIV medication adherence Posttraumatic stress disorder (PTSD) symptoms
Healthy Alternatives for Little Ones (HALO)	<ul style="list-style-type: none"> ATOD and other health-related knowledge
HighScope Curriculum	<ul style="list-style-type: none"> Vocabulary Educational achievement Employment rate and earnings Criminal arrests Socioemotional development Intellectual performance
I Can Problem Solve (ICPS)	<ul style="list-style-type: none"> Interpersonal cognitive problem-solving skills Prosocial behavior Problem behaviors School bonding
Incredible Years	<ul style="list-style-type: none"> Parenting skills Child externalizing problems Child emotional literacy, self-regulation, and social competence Teacher classroom management skills

	Parents' involvement with the school and teachers
InShape Prevention Plus Wellness	Alcohol use and driving after drinking Marijuana use Health-related quality of life Quantity of sleep
InsideOut Dad	Self-efficacy Parenting knowledge Parental attitude Proactive contact with children
Job-Loss Recovery Program	Perceived control after job loss Reemployment status
JOBS Program	Social support Sense of personal mastery Mental health Reemployment status and quality
Joven Noble	HIV risk knowledge Cultural knowledge and beliefs Cultural esteem Psychosocial stress exposure Attitudes toward couple violence
Kognito At-Risk for College Students	Preparedness to recognize fellow students in psychological distress Preparedness to approach fellow students in psychological distress Preparedness to refer fellow students in psychological distress Likelihood of approaching and referring fellow students exhibiting signs of psychological distress Willingness to seek mental health counseling for self
Kognito At-Risk for High School Educators	Preparedness to recognize, approach, and refer students exhibiting signs of psychological distress Likelihood of approaching and referring students exhibiting signs of psychological distress Confidence in one's ability to help students exhibiting signs of psychological distress
Kognito Family of Heroes	Preparedness to recognize signs of postdeployment stress Preparedness to discuss concern with veteran and motivate him or her to seek help at a VA hospital or Vet center Self-efficacy in motivating veteran to seek help at a VA hospital or Vet center Intention to approach veteran to discuss concerns Intention to mention the VA as a helpful resource
LEADS: For Youth (Linking Education and Awareness of Depression and Suicide)	Knowledge of depression and suicide Perceptions of depression and suicide Knowledge of suicide prevention resources
Legacy for Children	Behavioral concerns Socioemotional problems Hyperactivity
Lesson One	Social competency
Lifelines Curriculum	Knowledge about suicide

	Attitudes about suicide and suicide intervention Attitudes about seeking adult help Attitudes about keeping a friend's suicide thoughts a secret
Metropolitan Family Services Parenting Fundamentals	Understanding of parenting strategies Home environment Child behavior in the home
Michigan Model for Health	Alcohol use Tobacco use Intention to use alcohol and cigarettes Aggression Judgment on healthy behaviors
Model Adolescent Suicide Prevention Program (MASPP)	Suicide attempts Suicide gestures
New Moves	Physical activity Eating patterns Unhealthy weight control behaviors Body image Self-worth
New York University Caregiver Intervention (NYUCI)	Caregiver physical health Caregiver depressive symptoms Caregiver social support Caregiver appraisal of patient memory and behavior Length of time to nursing home placement of care recipient
Nurse-Family Partnership	Maternal prenatal health Childhood injuries and maltreatment Number of subsequent pregnancies and birth intervals Maternal self-sufficiency School readiness
Nurturing Parenting Programs	Parenting attitudes, knowledge, beliefs, and behaviors Recidivism of child abuse and neglect Children's behavior and attitudes toward parenting Family interaction
Open Circle	Social skills Problem behaviors Middle school adjustment Physical fighting
PALS: Prevention through Alternative Learning Styles	Intentions to use ATOD Knowledge of ATOD Knowledge of peer pressure and healthy choices Knowledge of learning styles
ParentCorps	Parenting practices Child behavior problems Parent involvement in school Academic achievement

	Body mass index
Parenting Inside Out	Parent stress Parent symptoms of depression Parent-child interaction Criminal behaviors Substance use-related problems
Parenting Management Training - The Oregon Model (PMTO)	Internalizing behaviors Externalizing behaviors Delinquency Academic functioning Noncompliance with mother's directives
Parenting Wisely	Child problem behaviors Parental knowledge, beliefs, and behaviors Parental sense of competence
Parents as Teachers	Cognitive development Mastery motivation School readiness Third-grade achievement
PAX Good Behavior Game (PAX GBG)	Conduct and problem behaviors Academic success Mental health service utilization Initiation of substance use
PeaceBuilders	Social competence Peace-building behavior Aggressive and violent behavior
Peers Making Peace	Number of discipline referrals Number of absences Number of fights Self-efficacy and self-esteem Perceptions of safety and inappropriate student behaviors on campus
Point Break	Gossiping Empathy School interpersonal relationships
Positive Action Pre-K Program	Social-emotional skills
Prevention and Relationship Enhancement Program (PREP)	Divorce status Communication skills Confidence that marriage can survive Positive bonding between couples Satisfaction with sacrificing for marriage and partner
Prevention of Suicide in Primary Care Elderly: Collaborative Trial (PROSPECT)	Depression Suicidal ideation Mortality rate
Program of All-Inclusive Care for the Elderly (PACE)	Care management Health status, functioning, and mental health Utilization of health services

	Long-term survivability
Project ACHIEVE	School staff perceptions of staff interactions and school cohesion School staff perceptions of school discipline and safety Office discipline referrals Administrative actions in response to office discipline referrals Academic achievement
Project KIND	Classroom behavior
Project MAGIC (Making A Group and Individual Commitment)	Academic engagement and achievement Attitudes toward substance use and perceived substance use by peers Parental monitoring Internal locus of control Life skills development
Project TALC (Teens and Adults Learning to Communicate)	Problem Behaviors Emotional Distress Conduct Behavior Drug Dependency
QPR Gatekeeper Training for Suicide Prevention	Knowledge about suicide Gatekeeper self-efficacy Knowledge of suicide prevention resources Gatekeeper skills Diffusion of gatekeeper training information
Reconnecting Youth: A Peer Group Approach to Building Life Skills	Drug involvement Mental health risk and protective factors Suicide risk behaviors School performance
Relationship Smarts PLUS (RS+)	Verbal aggression Relationship beliefs Conflict management skills
Resolving Conflict Creatively Program (RCCP)	Aggressive fantasies Hostile attributional biases Interpersonal negotiation strategies Symptoms of depression Child behavior
Ripple Effects Whole Spectrum Intervention System (Ripple Effects)	School achievement Resilience assets
Safe & Civil Schools Positive Behavioral Interventions and Supports Model	Academic achievement School suspensions Classroom disruption Teacher professional self-efficacy School discipline procedures
Safe School Ambassadors	Active intervention in bullying or mistreatment of students Suspension rates
SANKOFA Youth Violence Prevention Program	Fighting and bullying behaviors Violence-related bystander behaviors

	Personal victimization
Say It Straight (SIS)	Alcohol- and drug-related school suspensions Intentions to use assertive refusal skills Criminal offenses Communication skills Intentions to use assertive refusal skills in sexual situations
Senior Reach	Isolation Depression Physical, social, and mental health functioning
Social Skills Group Intervention (S.S.GRIN) 3-5	Peer acceptance Self-esteem Self-efficacy Social anxiety Depressive symptoms
Social Skills Group Intervention--High Functioning Autism (S.S.GRIN-HFA)	Children's social skills Parent's perceived self-efficacy for helping her or his child
Sources of Strength	Attitudes about seeking adult help for distress Knowledge of adult help for suicidal youth Rejection of codes of silence Referrals for distressed peers Maladaptive coping attitudes
Stacked Deck: A Program To Prevent Problem Gambling	Attitudes toward gambling Problem gambling Resistance to fallacies about gambling Gambling frequency
Steps to Respect: A Bullying Prevention Program	Student climate Student social competency Bullying behaviors School bullying-related problems Bystander behavior
Strengthening Families Program	Children's internalizing and externalizing behaviors Parenting practices/parenting efficacy Family relationships
Strengthening Families Program: For Parents and Youth 10-14	Substance use School success Aggression Cost effectiveness
Strong African American Families (SAAF)	Alcohol use Conduct problems
Students Taking A Right Stand (STARS) Nashville Student Assistance Program	Substance use and abuse Attitudes toward drugs School values Social attitude and social bonding Rebellious and violent attitudes
Teaching Students To Be Peacemakers	Conflict resolution strategies

	<p>Nature of resolutions</p> <p>Academic achievement and retention of academic learning</p> <p>Knowledge and retention of conflict resolution and mediation procedures</p> <p>Attitudes toward conflict</p>
Team Resilience	<p>Recurring heavy drinking</p> <p>Alcohol-related work problems</p> <p>Exposure to problem coworkers</p> <p>Personal stress</p>
TestEdge Program	<p>Test anxiety</p> <p>Negative affect</p> <p>Emotional discord</p> <p>Social interaction</p> <p>Classroom engagement</p>
The 4Rs (Reading, Writing, Respect & Resolution)	<p>Hostile attribution bias</p> <p>Symptoms of depression</p> <p>Aggression</p> <p>Social competence</p> <p>Reading achievement</p>
The CHARACTERplus Way	<p>School culture</p> <p>School climate</p> <p>Math and reading scores</p> <p>Discipline referrals</p>
The Hero Project: Cultural/Adventure Rites of Passage	<p>Self-esteem</p> <p>Locus of Control</p> <p>Tobacco Use</p>
The Leadership Program's Violence Prevention Project (VPP)	<p>Use of conflict resolution strategies</p> <p>Normative beliefs about aggression</p> <p>Peer support behaviors</p> <p>Academic self-concept</p>
Tools for Getting Along: Teaching Students to Problem Solve	<p>Aggression</p> <p>Problem-solving knowledge</p> <p>Executive functioning</p> <p>Trait anger and anger expressed outwardly</p> <p>Social problem-solving orientation and style</p>
Transtheoretical Model (TTM)-Based Stress Management Program	<p>Progression to action or maintenance stage of effective stress management</p> <p>Stress management behaviors</p> <p>Perceived stress and coping</p> <p>Level of depression</p>
Triple P--Positive Parenting Program	<p>Negative and disruptive child behaviors</p> <p>Negative parenting practices as a risk factor for later child behavior problems</p> <p>Positive parenting practices as a protective factor for later child behavior problems</p>
Two Families Now: Effective Parenting Through Separation and Divorce	<p>Knowledge about positive parenting and coparenting strategies</p> <p>Intentions to use positive parenting and coparenting strategies</p>

	Parental self-efficacy Child prosocial behavior Parent satisfaction with social support
Victim Offender Restitution Services (VORS)	Youth restitution Youth recidivism
Virginia Student Threat Assessment Guidelines	Long-term school suspensions and expulsions Alternative school placement Bullying infractions in school Supportive school climate School counseling support and parental involvement
Wyman's Teen Outreach Program	Teen pregnancy Academic achievement Academic suspension
Zippy's Friends	Emotional literacy Hyperactivity Coping skills Social skills

Evidence-Based Practices - short descriptions**A. Programs reviewed by SAMHSA's National Registry of Evidence-based Programs and Practices (<https://www.samhsa.gov/nrepp>):**

1. **AI's Pals: Kids Making Healthy Choices:** school-based early childhood program designed to develop young children's social-emotional competence and prevent antisocial, aggressive behavior. The program aims to enhance teachers' abilities to embed protective factors into their daily interactions with children ages 3–8 and foster children's resilience to help them deal with life's challenges and avoid risky, unhealthy behaviors. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1223>
2. **AMIkids Day Treatment Program:** intervention for 10- to 17-year-old at-risk youths, which is designed to target and reduce the risk factors that sustain delinquent behavior and academic failure, to reduce recidivism from incarceration, to improve program completion rates, and to promote academic achievement. The program serves youths who have experienced family issues, are struggling in school and are at risk of dropping out, have demonstrated behavior that could lead to offenses, or have been adjudicated delinquent by the court for misdemeanors and lesser felonies and attend the day treatment program in lieu of incarceration. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1272>
3. **Baby TALK Home Visiting:** a home-visitation intervention for vulnerable, at-risk children between 0 and 36 months and their families. This program aims to address the mental health needs of young children and provide family support with the goal of reducing risk factors that could cause mental health problems and/or developmental delays. Baby TALK Home Visiting is typically delivered as part of the Baby TALK early intervention model, but can also be delivered as a standalone intervention. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=179>
4. **Building Assets, Reducing Risks (BARR):** a comprehensive, strengths-based prevention model aimed at addressing nonacademic barriers to learning in high school by reducing risky behavior, such as drug and alcohol use, and by increasing protective factors, such as student supports and school connectedness. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1236>
5. **Caring School Community (CSC) program:** a school-reform program for grades K–6 that seeks to build classroom and schoolwide community and promote students' social emotional learning (SEL) skills and competencies. Classroom teachers learn strategies for strengthening students' school connectedness, academic motivation, and academic achievement; and for lowering students' risk for violence and delinquency. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=115>
6. **Conflict Resolution Unlimited for Middle School Peer Mediators (CMSPM):** a school-based, violence reduction program for middle school students. CMSPM trains students as mediators to understand conflict and assist their peers to resolve conflict. After training, student mediators meet privately with peers who have been referred to mediation due to a conflict. Student mediators help their disputing peers produce acceptable options for settlement. The CMSPM program trajectory aims at enabling students to resolve their own disputes. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=12>
7. **CANEI Program:** a 26-week, in-home program for male and female youths, ages 12–18, with histories of aggressive, defiant or violent behavior. The curriculum focuses on three pillars—restorative justice, literacy, and spirituality—in order to encourage stability, healthy connections, and sustained growth. It uses a strength-based, cognitive-behavioral therapy approach, based on positive youth development theory and wraparound theory, to promote respect, compassion, and empathy. Initially implemented in foster care, the design was adapted to serve youth as an in-home, community-based program. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=14>
8. **Culturally Informed and Flexible Family Based Treatment for Adolescents (CIFFTA):** multicomponent, adaptive program for adolescents (11–17) who exhibit problem behaviors related

to substance use and poor conduct, or who have a history of juvenile court involvement and psychiatric hospitalization. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=141>

9. **Fostering Healthy Futures:** positive youth development program for preadolescent youths, ages 9 to 11, who have been abused or neglected and placed in out-of-home care (defined as court-ordered placement with foster families, relatives, group homes, or residential treatment centers). Goal is to reduce risk factors for adverse outcomes, such as delinquent behaviors, risky sexual behaviors, and substance use. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=26>
10. **Girls Circle:** gender-specific group model for girls and for lesbian, gay, bisexual, transgender (LGBT) youths (9–18) who identify with female adolescence. Girls Circle is designed to address girls' unique risks, strengths, and needs by utilizing gender-responsive principles and practices to build healthy connections, address challenges, reduce risks, and build social–emotional skills. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=197>
11. **INSIGHTS into Children's Temperament (INSIGHTS):** a 10-week classroom-based, social–emotional learning (SEL) intervention for students in grades K–2, their parents, and their teachers. INSIGHTS incorporates findings from the literature on temperament, parenting, student–teacher transactional relationships, and prevention science. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=101>
12. **Kids in Transition to School (KITS):** a school-readiness program developed in 2005. KITS aims to prepare children for their transition to kindergarten by improving children's literacy, self-regulation, and social skills just prior to kindergarten through a system of positive-teaching and behavior-change strategies. The program focuses on both children and their parents. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=53>
13. **Lions Quest Skills for Adolescence (SFA):** a universal and comprehensive curriculum for students in grades 6–8 with the aim of fostering a positive learning environment, teaching social and emotional skills, promoting prosocial behavior, and preventing drug and alcohol use. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=113>
14. **Peacemaking Skills for Little Kids:** a school-based curriculum targeted to children in pre-K through kindergarten, in which parents and teachers are taught to foster cooperation, self-regulation, prosocial behavior, expressive language skills, empathy, and conflict avoidance. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=122>
15. **Primary Project:** a school-based prevention and intervention program designed to enhance learning, build social skills, and address school adjustment through the early detection of social, emotional, or behavioral difficulties exhibited by children in pre–K through third grade. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=128>
16. **Promoting Alternative Thinking Strategies (PATHS) program:** a school-based, social–emotional learning program designed for use with preschool children (PATHS Preschool) and elementary schoolchildren (PATHS). The intervention is designed to enhance areas of social–emotional development, including self-control, self-esteem, emotional awareness, social skills, friendships, and interpersonal problem-solving skills, while reducing aggression and other behavior problems. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=211>
17. **School-Connect: Optimizing the High School Experience:** school-based, social–emotional (SEL), and academic skills-building curriculum for students in grades 9 through 12. School-Connect aims to improve protective factors in the school environment (e.g., supportive relationships between students and teachers) as well as at the individual level. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=137>
18. **Second Step–Elementary:** a universal, classroom-based program for children in kindergarten through fifth grade, which is designed to increase school success and decrease problem behaviors by promoting social–emotional competence and self-regulation. The Second Step program consists of a skills-focused, social–emotional learning (SEL) curriculum that emphasizes skills that strengthen

students' ability to learn, have empathy, manage emotions, and solve problems. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=123>

19. **Second Step Middle School program:** a universal, classroom-based intervention for children in grades six through eight, which is designed to increase school success and decrease problem behaviors by promoting social-emotional competence. The Second Step program consists of a skills-focused, social-emotional learning (SEL) curriculum that emphasizes directly teaching students how to strengthen their ability to learn, have empathy, manage emotions, and solve problems. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=106>
20. **SMARTteam (Students Managing Anger and Resolution Together):** a multimedia, computer-based violence prevention intervention designed for middle-school students in grades 6 through 9 (11–15 years of age). SMARTteam is designed to increase students' repertoire of nonviolent, conflict-resolution strategies; their knowledge about what triggers their anger; and their confidence in their ability and intentions to use nonviolent strategies. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=89>
21. **SOS Signs of Suicide Prevention Program (SOS):** a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through "gatekeeper" education, and 5) encourage schools to develop community-based partnerships to support student mental health. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=85>
22. **Support for Students Exposed to Trauma:** school-based group intervention for middle-school students (ages 10–14) who are suffering from symptoms of posttraumatic stress disorder (PTSD). <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=170>
23. **Student Success Skills (SSS)** is a skills-promotion program for grades 4–10 that teaches foundational cognitive, social, and self-management skills associated with improved academic and social competence. Goals of the SSS program include improvement in student academic performance, communication skills, cognitive skills, coping skills, self-efficacy, prosocial skills, and self-regulation, as well as reduced bullying and improved wellness. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=136>
24. **Treatment Foster Care Oregon for Adolescents (TFCO-A):** a community-based intervention for adolescents, including those with behavioral problems, who are in out-of-home placements, and for their foster and biological families. <https://nrepp.samhsa.gov/ProgramProfile.aspx?id=1244>

B. Headspace model (Stanford University and Australian government)

Headspace centers are stand-alone, integrated care sites that bring together consortia of existing health and other welfare organizations. The goal of the centers is to connect young people ages 12-25 years old to mental health services as early as possible, acting as a "one stop shop" for youth services to "simply access and maximize uptake."

- A study found that over one-third of Headspace clients in Australia had significant improvements in psychological distress and psychosocial functioning.
- Other findings indicated that headspace may have more impact on youth ages 12-17 presenting with mild to moderate mental health problems.
- References and resources:
 1. Stanford University: <https://med.stanford.edu/psychiatry/special-initiatives/headspace.html>
 2. Adelsheim, Steven, et al. "headspace US Feasibility Report." *Stanford*. June 2015.

3. Muir, Kristy, et al. "Headsapce Evaluation Report." *Social Policy Research Centre*, University of New South Wales. Nov. 2009.
4. Rickwood, Debra, et al. "Changes in psychological distress and psychosocial functioning in young people visiting headspace centers for mental health problems." *Medical Journal of Australia*, vol. 6, issue 10, 2015 June. <https://www.mja.com.au/journal/2015/202/10/changes-psychological-distress-and-psychosocial-functioning-young-people>

Social Media Use, Impacts, and Recommendations:

1. Use

- 92% of teens report going online daily
 - 24% of teens go online “almost constantly”
 - 34% if African American teens report going online “almost constantly,” while only 32% of Hispanic teens and 19% of white teens go online that often
 - 56% of teens go online several times a day
 - 12% of teens go online once a day
 - 6% of teens go online weekly
- Mobile phones facilitate online access
 - Nearly 75% of teens have or have access to a smartphone
 - 85% of African-American teens have or have access to a smartphone, compared with 71% of both white and Hispanic teens
 - 91% of teens go online from mobile devices
 - Among these, 94% go on daily or more often
 - By comparison, only 68% of teens who do not have access to the Internet via mobile devices go online at least daily
- 76% of teenagers use at least 1 social media site
 - 71% use several sites
 - Facebook (71%), Instagram (52%), and Snapchat (41%) are the most popular social media site
 - Snapchat is more likely to be used by wealthier teens, while Facebook is most popular among lower income youth
- Teenagers who generally make healthy positive choices in others areas of their lives tend to also make positive choices online, while those who experience difficulty are the most vulnerable to risky behaviors online.

Sources: Pew Research Center <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

and http://www.pewinternet.org/files/2015/04/PI_TeensandTech_Update2015_0409151.pdf#4

- Office of Adolescent Health, U.S. Dept. of Health & Human Services <https://www.hhs.gov/ash/oah/news/e-updates/february-2016-teens-social-media-use/index.html> and <https://www.hhs.gov/ash/oah/resources-and-training/for-families/online-safety/make-a-difference/index.html>

2. Impacts

Potential Benefits:

- Socialization and communication:
 - Collaboration on assignments and projects
 - Keeping in touch with family and friends who are geographically separated
- Social support and connection:
 - Enhanced access to support networks for patients with ongoing illnesses, conditions, or disabilities
 - Social inclusion among those who experience exclusion, for example, those who identifying as LGBTQI
- Enhanced learning opportunities
- Useful health and sexuality information

- Self-expression and creativity
- Cross-cultural communication
- Involvement in civic issues and causes
- Exposure to new ideas, information, current events and issues

Potential Risks:

- Cyberbullying and harassment, usually by peers
- Sharing sexually explicit photographs
- Inaccurate or harmful health and sexuality information
- Exposure to inappropriate and illegal content
- Sharing too much information
- Sexual solicitations
- Sleep disturbances
- Exposure to major alcohol brands

Teen-reported Impacts:

- Teens are more likely to report that using social media has a positive impact on their social and emotional lives than a negative one
 - Teens say that social networking sites makes them feel less shy (29%), more outgoing (28%), more confident (20%), more popular (19%), more sympathetic to others (19%), and better about themselves (15%).
 - 10% of teens say that social networking sites make them feel less depressed, compared to 5% who say it makes them more depressed.*

*Social media and depression:

- “Research has suggested a U-shaped relationship between Internet use and depression, with increased risks of depression at both the high and low ends of Internet use.” A key factor appears to be how social media is used: “older adolescents who used social media passively (eg, viewing others’ photos) reported declines in life satisfaction, whereas those who interacted with others and posted content did not experience these declines.” (AAP)

Sources: Office of Adolescent Health, U.S. Dept. of Health & Human

Services <https://www.hhs.gov/ash/oah/resources-and-training/for-families/online-safety/make-a-difference/index.html>

- Common Sense Media <https://www.commonsensemedia.org/research/social-media-social-life-how-teens-view-their-digital-lives/key-finding-1%3A-teens-are-avid%2C-daily-users-of-social-media>
- American Association of Pediatrics <http://pediatrics.aappublications.org/content/early/2016/10/19/peds.2016-2592>

3. Recommendations (*Not specific to social media—almost all recommendations are around general media use, and there is almost no information on social media and younger children)

For younger children:

The American Academy of Pediatrics (AAP) has the following recommendations with regards to screen time:

- Avoid digital media use (except video-chatting) in children younger than 18 to 24 months.

- For children ages 18 to 24 months of age, if you want to introduce digital media, choose high-quality programming and use media together with your child. Avoid solo media use in this age group.
- Do not feel pressured to introduce technology early; interfaces are so intuitive that children will figure them out quickly once they start using them at home or in school.
- For children 2 to 5 years of age, limit screen use to 1 hour per day of high-quality programming, coveiw with your children, help children understand what they are seeing, and help them apply what they learn to the world around them.
- Avoid fast-paced programs (young children do not understand them as well), apps with lots of distracting content, and any violent content.
- Turn off televisions and other devices when not in use.
- Avoid using media as the only way to calm your child. Although there are intermittent times (eg, medical procedures, airplane flights) when media is useful as a soothing strategy, there is concern that using media as strategy to calm could lead to problems with limit setting or the inability of children to develop their own emotion regulation. Ask your pediatrician for help if needed.
- Monitor children's media content and what apps are used or downloaded. Test apps before the child uses them, play together, and ask the child what he or she thinks about the app.
- Keep bedrooms, mealtimes, and parent-child playtimes screen free for children and parents. Parents can set a "do not disturb" option on their phones during these times.
- No screens 1 hour before bedtime, and remove devices from bedrooms before bed.

The AAP also recommends creating a Family Media Plan, and offers an online tool for doing so:

www.HealthyChildren.org/MediaUsePlan

Source: American Association of

Pediatrics <http://pediatrics.aappublications.org/content/early/2016/10/19/peds.2016-2591>

For teens:

Many of the AAP's recommendations around media use for school-aged children and adolescents are similar to their recommendations for younger children. Regarding social media, they recommend that parents "actively develop a network of trusted adults (eg, aunts, uncles, coaches, etc) who can engage with children through social media and to whom children can turn when they encounter challenges."

Source: American Association of

Pediatrics <http://pediatrics.aappublications.org/content/early/2016/10/19/peds.2016-2592>

The Office of Adolescent Health (HHS) offers tips on talking with teens about their online habits, including what social networking sites they use, and with whom they interact.

(Resource: <https://www.hhs.gov/ash/oah/resources-and-training/for-families/online-safety/teen-talk/index.html>)

The Office of Adolescent Health also advises parents to educate themselves and their teens on critiquing online information and recognizing scams and fraud.