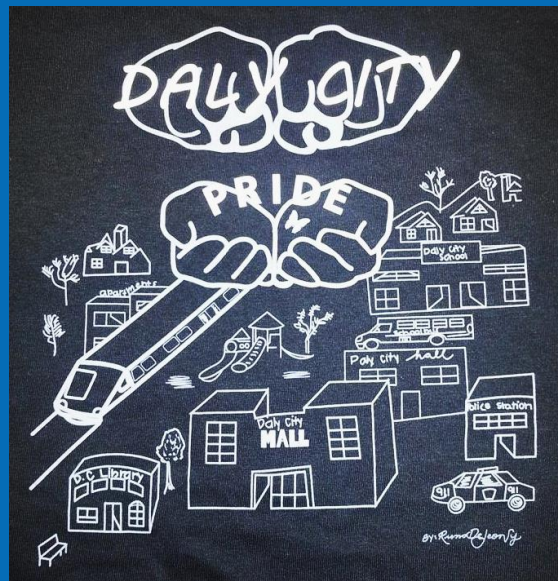




Community Collaboration for Children's Success

Daly City

Neighborhood Action Plan 2019-2024



Artists: Thomas R. Pollicita Middle School Students/Mobile Media Club, 2013.

Acknowledgements

A special thank you to the Daly City Champions, Neighborhood Leadership Group participants, and the City Council for Daly City.

Daly City CCCS Champions

Marta Ceron
May Chen
Patricia Hurtado
Chelsea Javier

Yessenia Lopez
Julio Melendez
Claudia Melendez
Jeannel Poyaoan

Ethel Rodriguez
Marybeth Salem
Deodor Tronco

Participating Organizations, Programs, & Agencies in CCCS Daly City

4 Cs of San Mateo County

Behavioral Health and Recovery Services

Boys and Girls Clubs of North San Mateo County

Daly City Partnership

Daly City Police Department

Daly City Department of Library and Recreation Services

Daly City Youth Health Center

Faith in Action, Woodrow Wilson School

Family Resource Center

First 5 San Mateo County

Japanese Community Youth Council

Jefferson Elementary School District

Jefferson Union High School District

Kabataan Alliance

Mid-Peninsula Boys & Girls Club

North County Prevention Partnership

Office of Supervisor David Canepa

SMC Human Resources - Jobs for Youth

Spark Program

Thrive Alliance

Watch Me Grow

Youth Leadership Institute (YLI)

Agencies and Organizations Represented on the CCCS Steering Committee

Behavioral Health & Recovery Services Division, San Mateo County Health

Center for Early Learning, Silicon Valley Community Foundation

Children and Family Services Division, San Mateo County Human Services Agency

Employment Services, San Mateo County Human Services Agency

Faith in Action

Family Health Services Division, San Mateo County Health

First 5 San Mateo County

Foster Youth Advisory Board

Health Plan of San Mateo

Jobs for Youth (Youth Workforce Investment), San Mateo County Human Resources

Juvenile Court, San Mateo County Superior Court

Juvenile Unit, San Mateo County District Attorney's Office

Legal Aid Society of San Mateo County

Office of Diversity and Equity, Behavioral Health and Recovery Services Division, San Mateo County Health

Office of Supervisor Carole Groom

Peninsula Conflict Resolution Center

Private Defender Program, Juvenile Division (San Mateo County Bar Association)

SAMCEDA

San Mateo County Arts Commission

San Mateo County Child Abuse Prevention Council

San Mateo County Housing Department

San Mateo County Juvenile Justice & Delinquency Prevention Commission

San Mateo County Library

San Mateo County Office of Education

San Mateo County Parks Department

San Mateo County Probation Department

San Mateo County Youth Commission

Youth Leadership Institute

San Mateo County Children and Youth System of Care (CYSOC) Agencies

First 5 San Mateo

San Mateo County Health Department

San Mateo County Human Services Agency

San Mateo County Office of Education

San Mateo County Probation Department

Visual featured on cover was designed in 2013 by students at Thomas R. Pollicita Middle School for a T-shirt design contest with the theme of "Daly City Pride," to highlight the students' city, bring the community together, and share students' talents.

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ACTION PLAN AT A GLANCE

Community Collaboration for Children's Success
Daly City

Neighborhood Action Plan 2019-2024



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Daly City CCCS Goals



GOALS

1. All San Mateo County children + youth are **safe, healthy, happy, and resilient** *and have their basic needs¹ met.*
2. All San Mateo County children + youth are **connected to a larger community** *and feel supported* by family members, friends, and/or other caring adults.
3. All San Mateo County children + youth are **engaged in learning** and **recognized for their strengths both in and out of school.**
4. All **systems²** in San Mateo County are **accessible, inclusive, coordinated, culturally responsive, and promote racial equity + other kinds of equity.³**

Key Outcomes for Daly City CCCS

- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase trauma-responsiveness of criminal justice (and other systems) and positive interactions between systems and community members
- Decrease structural/institutional racism
- Increase educational quality and the responsiveness of schools to student needs, interests, and strengths
- Increase healing opportunities and the development and utilization of healthy coping mechanisms
- Increase available safe, inclusive, affordable places and activities for children and youth




¹ To have one's basic needs met means a person has: healthy/nutritious food, clean/safe water, shelter (i.e., housing, clothing appropriate for the weather/living conditions), and clean air; is safe; and is able to meet these needs (for example, using their income or with available transportation).

² Systems are made of the multiple entities (e.g., agencies, service providers, government departments) that interact around a specific topic, creating an ecosystem for the people directly affected by the topic. For example, the educational system is made up of early childhood education settings, public schools, charter schools, private schools, the County Office of Education, state and federal education laws and regulations, technical training programs, community colleges, universities, and more. The criminal justice system involves local police departments, the County's Probation Department, the courts (judges, juries, prosecutors and defense attorneys), and jails (or for minors, the Youth Services Center).

³ Equity includes racial equity, economic equity, gender equity, and the elimination of other systems of oppression (e.g., ableism, oppression related to immigration status). It is achieved with changes at the individual, institutional, and structural levels that mitigate bias and rectify the long-standing effects of cumulative historic inequities. Equity is the elimination of unjust disparities—in other words, when a specific identity can no longer be used to predict life outcomes for people with that identity.

Top Daly City Strategies



| SSF Strategies | |
|--|--|
|  <p>Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p> | <ol style="list-style-type: none"> 1. Support policies that maintain or increase the amount of housing that is affordable to low-income residents. 2. Expand living wage job opportunities using both policies and programming. 3. Expand proactive screening of children/youth (for special education eligibility, developmental milestones, and ACEs) and connect low-income families to free services/resources based on screening results. 4. Keep students in classroom settings and increase school connectedness. 5. Create more safe, affordable (or free) places for youth and families with children to spend time and/or expand hours for existing safe spaces. 6. Expand social-emotional learning opportunities and mental/behavioral health support available at schools for both students and staff. 7. Increase trauma-awareness of providers and community members, as well as their ability to respond to their own and their peers’ trauma/crises. |
|  <p>Tier 2 Strategies Building resilient children + youth by expanding developmental assets</p> | <ol style="list-style-type: none"> 8. Increase positive interactions between police and community members and train local law enforcement in youth development, mental health, implicit bias, and de-escalation techniques. 9. Expand affordable (and free) out-of-school time activities for lower-income children and youth, especially involving arts and cultural activities and mentors who reflect community demographics and/or have shared experiences. 10. Increase access to legal information, especially related to tenant rights and accessing public benefits. |
|  <p>Tier 3 Strategies Providing targeted support to address unmet needs at key ages</p> | <p>N/A – no strategies in Tier 3 were prioritized by the Daly City Neighborhood Leadership Group</p> |

INITIATIVE OVERVIEW

Community Collaboration for Children's Success

Daly City

Neighborhood Action Plan 2019-2024

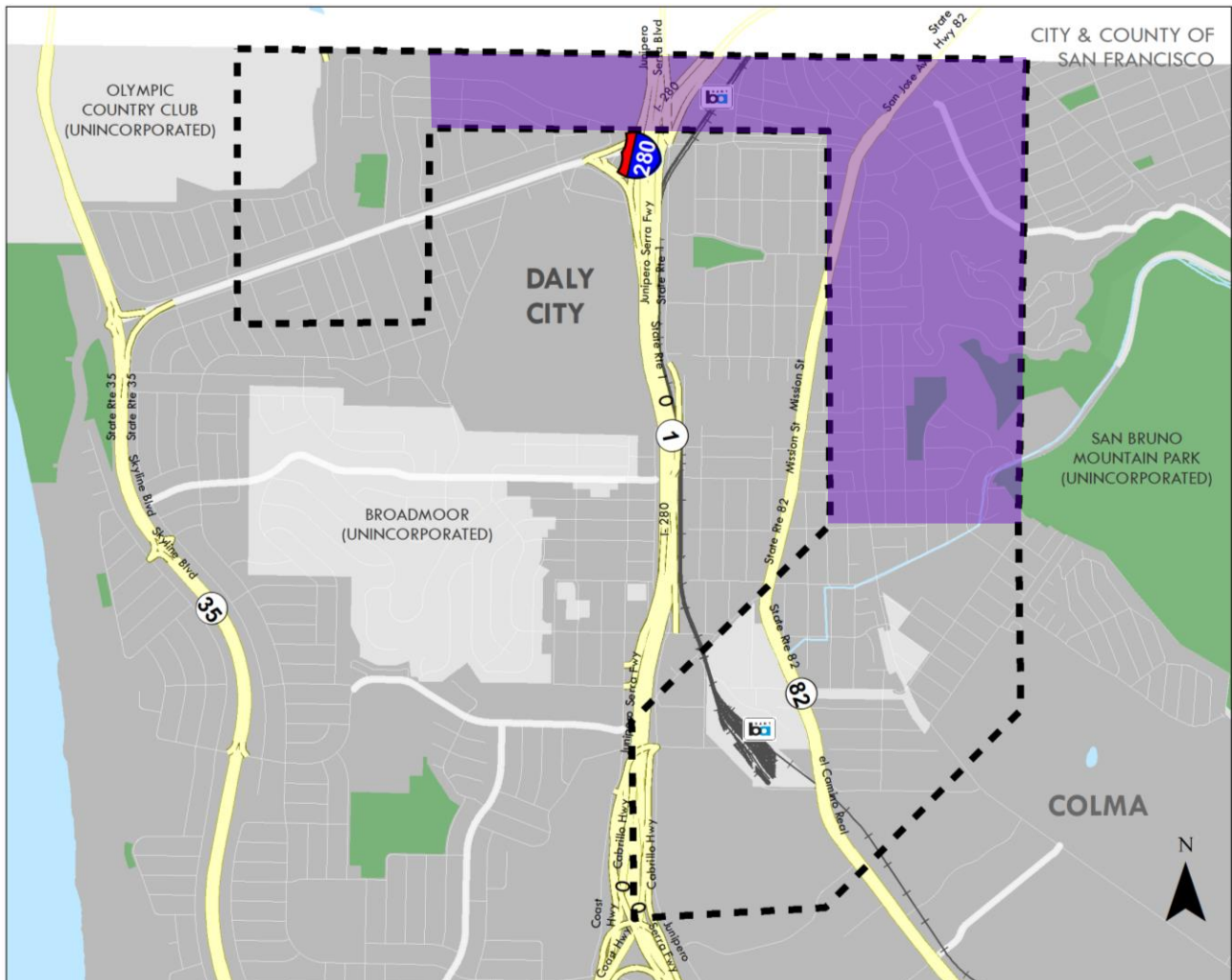


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Introduction

The Community Collaboration for Children’s Success (CCCS) initiative is a multi-agency initiative of San Mateo County Health, Human Services Agency, Juvenile Probation, County Office of Education and First Five and represents an exciting opportunity to create better lives for children and youth in San Mateo County. Four targeted neighborhoods are the focus of the CCCS initiative—specific areas within North Fair Oaks/Redwood City (NFO/RWC), South San Francisco (SSF), East Palo Alto (EPA), and Daly City (DC)—because they all have high need among children and youth as well as a high level of youth “planning readiness” (existing organizational and other assets).

The area in Daly City that was identified is in purple in the map below, while the dotted line shows the approximate boundary for the CCCS focus area in Daly City. Between November of 2018 and May of 2019, community members, service providers, educators, law enforcement officers, and other stakeholders in Daly City met and reflected on community input to identify neighborhood issues/needs and assets within the area outlined below with a dotted line. Once top issues/needs and community assets were identified, community members then identified and prioritized strategies to address the top issues in each community to support children’s success.



This document presents the results of the community planning process in Daly City. This Daly City Neighborhood Action Plan has been developed from the CCCS initiative planning and community engagement process, and is organized in the following sections:

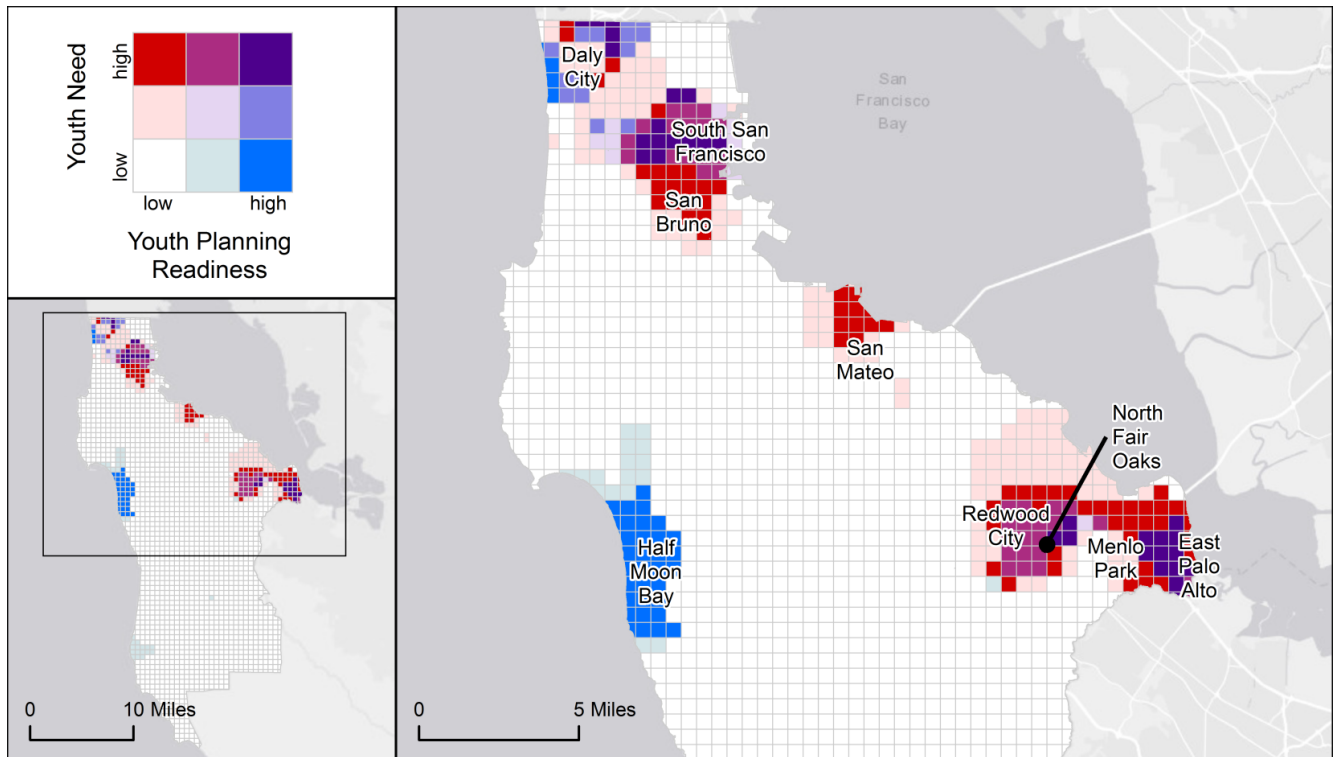
- **CCCS Daly City Planning Process:** Provides a brief overview of the planning and community engagement process and identifies how each component of the Action Plan was developed.
- **CCCS Framework:** The CCCS framework provides the overarching “buckets” that strategies fall into.
- **Daly City Goals:** The neighborhood Action Plan goals are broad, long-term, and provide an overall vision for the work.
- **Top Daly City Issues/concerns:** Community members and stakeholders identified a longer list of community issues and concerns through the extensive community engagement process in Daly City. The Neighborhood Leadership Group members then prioritized top issues and concerns for the Action Plan.
- **Top Daly City Strategies:** Strategies for Daly City were identified and prioritized to address the top issues and concerns.

CCCS Initiative Background

Place-Based Prevention

The Community Collaboration for Children's Success (CCCS) initiative is a San Mateo County approach to addressing the geographic concentration of large numbers of young people in County systems such as Juvenile Probation, the Human Services Agency's Division of Children & Families Services, and Behavioral Health and Recovery Services. An analysis of county-level data revealed that across County agencies and programs, a high concentration of young people in these programs and systems were coming from certain geographic areas in the County. With the aim of interrupting this pattern, this initiative focuses community planning efforts in four specific neighborhoods to recognize and address each community's needs while building on existing community assets. The initiative's long-term goals are to achieve better outcomes for children and youth and help prevent the circumstances that lead to juvenile justice, child welfare or intensive behavioral health services and can limit young people's ability to succeed.

The four neighborhoods selected to develop neighborhood action plans for the CCCS initiative were identified because they have both high youth need and high capacity for deep community engagement and participation. A Youth Need Index and Youth Planning Readiness Index were calculated using agency and community data. To learn more, please visit www.GetHealthySMC.org/CCCS-data. The four neighborhoods that were identified were within North Fair Oaks/Redwood City, South San Francisco, East Palo Alto, and Daly City (the areas in purple in the map below indicate both high youth need and high youth planning readiness).



Inclusive Definition of Children and Youth

For the planning process, children and youth were defined as newborns to 24 years-old.



Engaging Systems-Involved Youth and Families + Recognizing Structural Inequities

To ensure that all children and youth who live in San Mateo County are healthy, happy, and resilient, we know that we have to address existing inequities and focus resources where they are most needed. We also recognize that community members are the experts on their communities – which is why this process has engaged both community leaders and residents.

Although the number of juvenile cases resulting in detention has been gradually decreasing, racial disproportionalities have remained consistent.

Data from San Mateo County’s highest intensity systems revealed that not only are there higher concentrations of youth from certain neighborhoods but also higher than proportionate numbers of youth of color. The planning process intentionally engaged children, youth, and families with direct experience with San Mateo County systems, as well as those who are disproportionately likely to experience traumatic events (e.g., being homeless, witnessing violence, being suspended, having a parent be incarcerated) to become involved with County systems. As is true throughout the United States and across California, children and youth of color in San Mateo County (and especially Black, Latinx/Hispanic, and Pacific Islander children and youth) are more likely than their white peers to be arrested, in foster care, and in poverty. Children and youth of color are also less likely to be able to participate in high quality preschool, graduate high school, meet the requirements to attend a state college, and are more likely to experience poor health outcomes. These racial and ethnic disparities or disproportionalities are maintained by structural and institutional inequities and racism. In order to reduce these disproportionalities, we need to make our institutions, policies, and systems more equitable.

- **Latinx children/youth in San Mateo County are 3 times as likely to be in foster care compared to white children/youth.**
- **Black children/youth in San Mateo County are 20 times as likely to be in foster care compared to white children/youth.**

Structural Racism A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.

Institutional Racism Policies, practices, and procedures that work better for white people than for people of color, often unintentionally.

Individual Racism Pre-judgment, bias, or discrimination based on race by an individual.



Structural Racism is like the skyline of buildings around us, all of which interact to dictate our outcomes.

Institutional Racism is like the building this room is in, the policies and practices that dictate how we live our lives.

Individual Racism is like the room we’re all sitting in, our immediate context.

Trauma-Informed Planning

The concept of collective trauma acknowledges that trauma can occur on a community-wide scale as a result of pervasive violence, concentrated poverty, segregation, neglected infrastructure and structural racism. Community-level lack of trust, disengagement with civic processes, and an absent sense of community ownership are all outgrowths of historic and systemic community-wide trauma. **Trauma-informed planning seeks to strengthen power and resilience in communities in the face of pervasive trauma.**

In addition to identifying priority strategies that will support children and youth in each neighborhood, the planning process has helped deepen community connections, build trust, and strengthen the skills of residents.

CCCS Framework for Strategies

Based on community member and Steering Committee input during the planning process with the Stage I neighborhoods, we confirmed that there are many opportunities to provide supports *before* young people become involved in county systems. To reflect this information, we developed a framework with 4 Tiers. Tier 1 through 3 includes opportunities *before* a young person reaches any of the county systems, and Tier 4 outlines opportunities for children and/or youth who are currently involved in county systems. Tier 1 strategies are those that will affect the largest number of children, youth, and their families. Each additional Tier is focused on a smaller and smaller group of people. Tier 4 strategies will impact the smallest number of people, engaging only those children and youth who are then engaged in County systems.⁴ The four Tiers are:

Tier 1: Protective & Healing Neighborhood Places/Spaces. By improving the physical, socio-economic, and educational environment for all community members, Tier 1 strategies increase opportunities for children and youth and reduce the hardships that the most vulnerable children, youth, and families experience. The impact of these strategies is also felt most by disenfranchised residents, who lack the resources to counteract some of the challenges. For example, while middle class families may be able to take time off from work to take children to counseling appointments, low-income families may not be able to afford to lose any income.

Tier 2: Supportive Programming to Build Resilience. Tier 2 strategies support developmental assets in children and youth, which help young people to be resilient when they experience challenges.⁵ For example, taking on leadership roles and developing positive relationships with caring adults contribute to a young person's feelings of self-worth and confidence in their abilities.

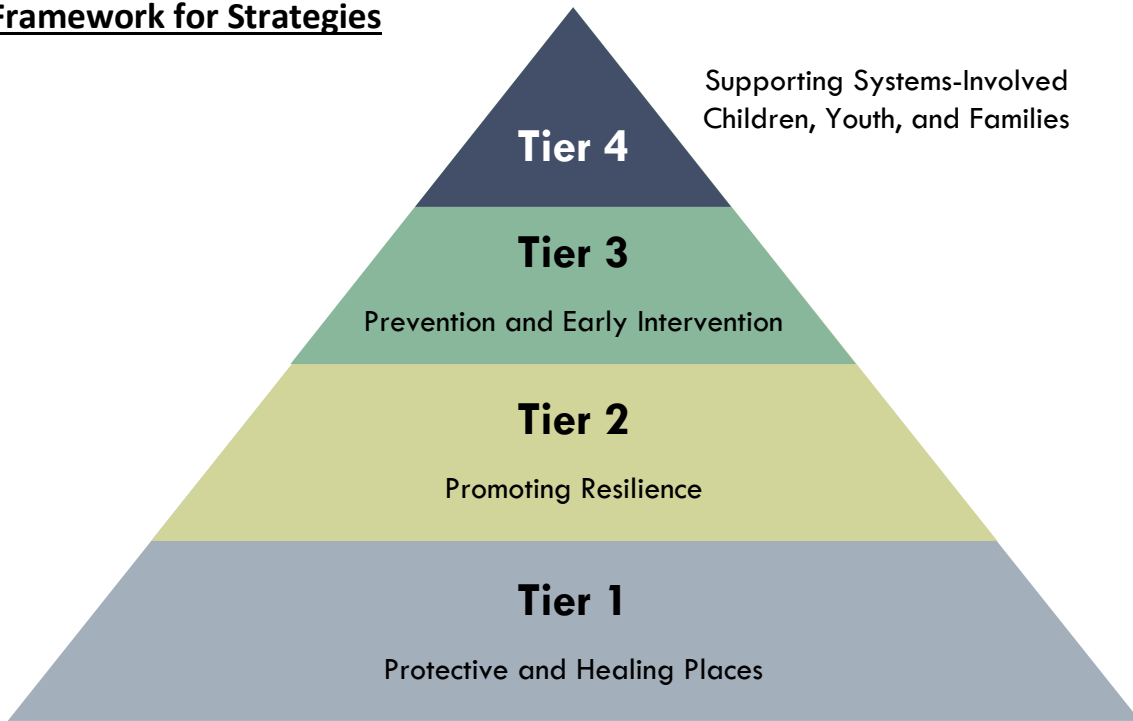
Tier 3: Targeted 2-Generation Prevention/Early Intervention. By targeting specific services to young people who have been identified at key ages as experiencing multiple challenges without adequate support, Tier 3 strategies seek to prevent crises and the need for more intensive services.

Tier 4: Strategies to Support Systems-Engaged Youth. This planning effort was designed to identify strategies that could prevent young people from entering County systems. Children and youth currently engaged in County systems have access to a range of support services and the leaders of these County systems remain committed to ongoing improvement of these systems to best support youth and their families.

⁴ In 12 months, approximately 2% of San Mateo County youth are arrested, 1% receive Behavioral Health & Recovery Services from the County, and 0.1% are in foster care.

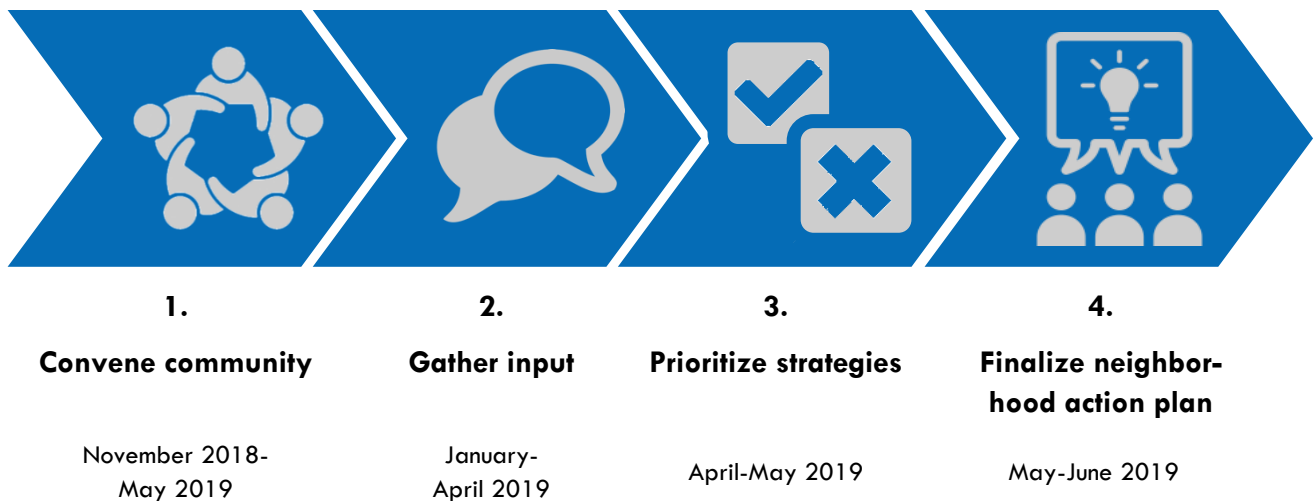
⁵ Search Institute (2007). "41 Developmental Assets." Project Cornerstone, a YMCA of Silicon Valley Initiative. <<https://www.ymcasv.org/projectcornerstone/html/developmentalassets.html>>

Tier Framework for Strategies



CCCS Planning Process

The planning process consisted of four main steps: 1) convening the Daly City community, 2) gathering community input from residents of the Daly City neighborhood, 3) prioritizing strategies for the Action Plan, and 4) developing the Action Plan. This process took place between November of 2018 and June of 2019, and was focused on identifying broad goals, community strengths and issues, prioritizing strategies for the neighborhood.



The CCCS Planning Process has included:

- **3 Steering Committee Meetings:** 30 Steering Committee members (representing 25 agencies, departments, commissions, and organizations) participated in 3 meetings and provided extensive feedback on draft strategies via email between April and October 2018. The roster of organizations and agencies represented on the Steering Committee is available [online](#).
- **4 Daly City Neighborhood Leadership Group (NLG) meetings:** Approximately 33 Daly City community members and stakeholders (unduplicated) participated in 4 meetings. These community members represented more than 20 organizations, schools, programs, and government agencies or departments. Community members and stakeholders who attended the 2nd NLG meeting reviewed highlights from the community input process and prioritized the top issues for children and youth in East Palo Alto. Participants at the 3rd and 4th NLG meetings reviewed and prioritized strategies. See the Acknowledgements page for a list of organizations, schools, agencies, and programs that participated in the planning process.



In addition to meeting participation, we gathered community input through:

- **2 Tell Us sessions** (small group conversations) with **22 parents/caregivers**,
- **Surveys** were completed by **148 parents/caregivers** and **103 youth**, and
- **2 Dream Walls** (posters with key questions in English, Spanish, Tagalog, and Chinese on which community members could write or draw responses) with at least **24 respondents**.



The Daly City goals, issues/concerns, strategies and outcomes presented in this Action Plan reflect the input and priorities gathered through this extensive community engagement process. We would like to give a very special thank you to all of the parents/caregivers and youth who spent many hours participating in the Neighborhood Leadership meetings as well as gathering surveys and leading Tell Us Sessions with members of their community. The unique information gathered in this community engagement effort demonstrates the extensive community-wide dedication to harnessing and strengthening the potential of the children, youth, and families of Daly City. The aim of this Action Plan is to support that potential to deepen and grow.



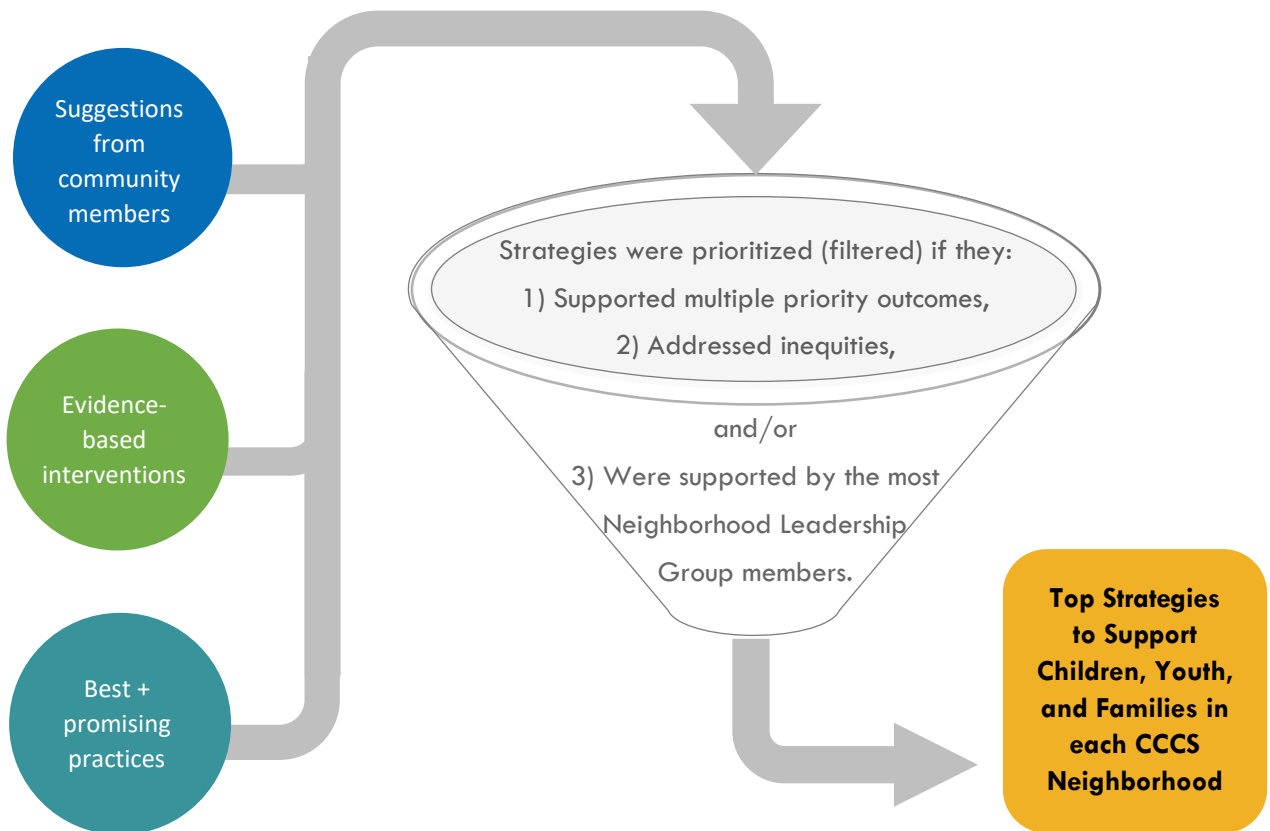
The programs, policies, and systems/environmental changes that were considered as possible strategies to address the top issues in Daly City were identified in the following ways:

- By the Neighborhood Leadership Group members.
- Through the community input (i.e., surveys, *Dream Wall* posters, *Tell Us* sessions).
- Through a review of best and promising practices to support children's success in the following areas: criminal justice, child welfare, education, and health systems, and from multiple sectors, as well as to address identified top issues in each community.
- By CCCS Steering Committee members.

The CCCS Steering Committee reviewed possible strategies over two meetings, providing input related to feasibility, effectiveness in addressing targeted outcomes, impact on equity, and relative cost for implementation.



The top strategies for Daly City were identified through two prioritization activities at the last two meetings of the Neighborhood Leadership Group.



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COMMUNITY ISSUES + ASSETS

Community Collaboration for Children's Success
Daly City

Neighborhood Action Plan 2019-2024



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Community-Identified Needs and Issues

Community input gathered from the surveys, small group conversations, and meetings generated a long list of issues and concerns (presented below and on following pages). Neighborhood Leadership Group members prioritized concerns which were then summarized into six top issues for children and youth in the CCCS focus area for Daly City. Issues that came up most consistently in the community input are indicated by being **bold**.

| Identified by youth | Identified by parents + caregivers | Issues Identified in Community Input | Top Issues |
|---------------------|------------------------------------|--|---|
| ✓ | ✓ | Youth, families aren’t able to afford rent or cost of living / Too much gentrification/displacement | Housing costs, high cost of living, and lack of living wage job opportunities (and lack of opportunities to build needed skills/knowledge needed to get living wage jobs) |
| ✓ | ✓ | Parents and caregivers cannot spend enough time with their children because they work long hours/have multiple jobs to afford rent etc. | |
| ✓ | ✓ | Families not having financial stability | |
| ✓ | ✓ | Not enough opportunities to develop skills and connections to get living wage jobs (e.g., in tech) | |
| | ✓ | Not enough support, especially for single parents | |
| ✓ | ✓ | Eligibility thresholds for support (e.g., free lunch, subsidies) are too low | |
| ✓ | ✓ | Not enough education on entrepreneurship, financial, or work skills | |
| ✓ | ✓ | Families living in overcrowded conditions because of high rents | |
| ✓ | ✓ | Kids come to school hungry; don’t have lunch | |
| ✓ | ✓ | Youth work to contribute to the family instead of focusing on school | |
| ✓ | ✓ | Police don’t have training in (or focus on) de-escalation, especially in response to mental health issues, and do not respond to domestic/family violence in helpful ways | Criminal justice and other systems are not trauma-informed, do not recognize power dynamics when interacting with community members |
| ✓ | ✓ | Policing in buses/transit; negative interactions for youth with police | |
| ✓ | ✓ | Not enough alternatives to arrests/incarceration | |
| ✓ | ✓ | Youth, parents do not know what their rights are or how to get legal help (e.g., related to immigration, police, jobs) | |
| | ✓ | Services focus on eligibility instead of gaining people’s trust | |
| | ✓ | Not enough support for people in reentry from jail/prison/detention | |
| ✓ | ✓ | Racial inequities, structural racism | Structural + institutional racism (especially in systems that are supposed to support children, youth, and families) |
| | ✓ | Not enough translation or language access (for example, in interactions with teachers or police) | |
| ✓ | ✓ | Not enough affordable, local preschool slots or childcare | Insufficient educational opportunities (especially culturally relevant ones and including in early education) |
| ✓ | ✓ | Curricula are not diverse/culturally relevant or interactive enough | |
| ✓ | ✓ | Too much use of detention, suspension instead of other responses | |
| ✓ | ✓ | Schools are under resourced (e.g., lack equipment) | |
| ✓ | ✓ | Not enough tutoring support/opportunities | |
| ✓ | ✓ | Not being able to afford college (including for undocumented youth) | |
| ✓ | ✓ | Not enough school counselors | |
| ✓ | ✓ | Not enough opportunities/support for parents to be engaged in their children’s education | |
| ✓ | ✓ | Safety at school (hitting, bullying people coming into school, theft, not enough supervision) | |
| ✓ | ✓ | Youth aren’t supported/encouraged enough, adults don’t have high expectations for them | |

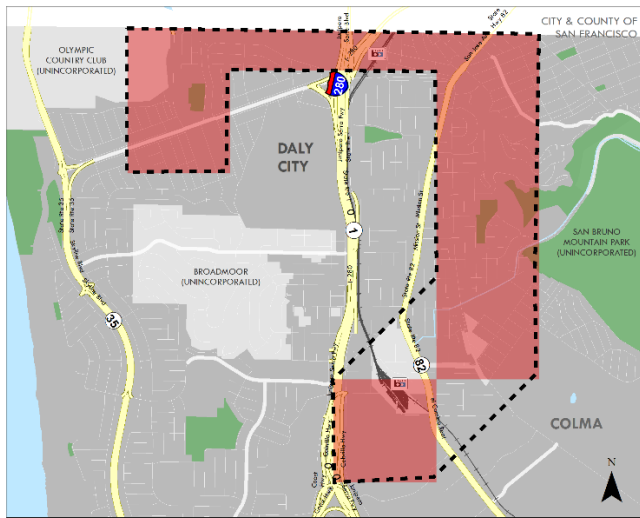
| Identified by youth | Identified by parents + caregivers | Issues Identified in Community Input | Top Issues |
|---------------------|------------------------------------|---|---|
| ✓ | ✓ | Youth with mental health issues not identified or connected to help | Lack of holistic, coordinated, trauma-informed approach to mental health issues + substance use in youth |
| ✓ | ✓ | Too much use of drugs (including vaping/juuls), alcohol by youth | |
| ✓ | ✓ | Youth don’t have adequate coping mechanisms or support so use drugs to deal with stress and mental health issues (e.g., anxiety, depression) | |
| ✓ | ✓ | There is not a holistic approach to health (more use of nature/ outdoors and arts to support healing) or coordination between types of providers (e.g., mental and physical health) | |
| ✓ | ✓ | Dealing with past and current trauma | |
| | ✓ | Mental health stigma | |
| ✓ | ✓ | Not enough spaces in free afterschool and summer programs/activities | Lack of safe, inclusive spaces and affordable/free activities for children and youth (especially culturally-specific and culturally relevant ones) |
| ✓ | ✓ | Not enough safe community spaces in which youth and families can spend time (e.g., community centers, playgrounds) | |
| ✓ | ✓ | Need for cultural centers/connections/pride, resilience, culturally competent programs (especially for the Filipino community) | |
| ✓ | ✓ | Limited opportunities for physical activity, arts, being outside/in nature | |
| ✓ | ✓ | Not enough healthy food / healthy food is not affordable | Issues/Needs that Were Not Prioritized by Neighborhood Leadership Group Members |
| ✓ | ✓ | Not enough services with flexible hours (e.g., special education, ESL classes) | |
| ✓ | ✓ | Youth/families do not know about existing resources/services | |
| ✓ | ✓ | Not enough inclusion/accommodations/support for parents or youth with disabilities (e.g. OT, play structures, IEP meetings scheduled around work) | |
| ✓ | ✓ | Not easy to get to resources, they are not co-located at convenient sites (e.g. schools, libraries) | |
| ✓ | ✓ | Family stress | |
| ✓ | ✓ | Poor housing quality, landlords don’t maintain units (e.g. for youth w/ asthma) | |
| ✓ | ✓ | Domestic/family violence | |
| ✓ | ✓ | Too many barriers to youth having supportive relationships/Lack of a sense of belonging | |
| ✓ | ✓ | Not enough support for positive relationships between parents and their kids (youth) | |
| ✓ | ✓ | Hard to access health, dental, and vision care | |
| ✓ | ✓ | Firearms/guns | |
| ✓ | ✓ | Too much bullying | |
| ✓ | ✓ | Too much peer pressure/ “bad influences” | |
| ✓ | ✓ | Not enough jobs for youth and/or paid internships, esp. in summer | |
| ✓ | ✓ | Gangs | |
| ✓ | | Too much homework | |
| ✓ | | School starts too early | |
| ✓ | | Procrastination and poor time management | |
| | ✓ | Bail / legal costs for people found innocent | |
| | ✓ | Not enough affordable housing for families/landlords who will rent to families with kids | |
| | ✓ | Not enough support for parents to learn English | |
| | ✓ | Parents and children being separated | |
| | <i>NLG addition</i> | Not enough youth participation in decision-making | |
| | <i>NLG addition</i> | Summer school at the same school children attend during school year | |

Systems-Involved Youth in Daly City

The specific area identified for the CCCS planning process within Daly City includes almost all of the area originally identified as having a high level of need (highlighted in the map below, left, in red) as well as all of the area originally identified as having a high level of youth planning readiness (highlighted in the map below, right, in blue).

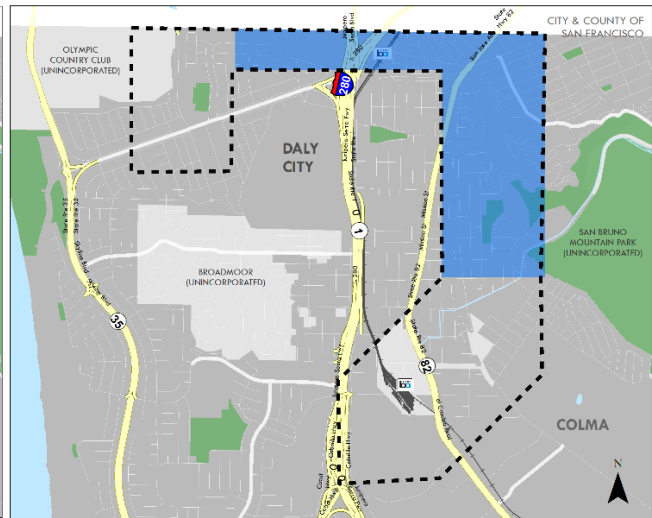
10% of Juvenile Probation’s clients and 11% of youth (under 18) served by the County’s Behavioral Health & Recovery Services live in Daly City.¹

High Youth Need



0 0.25 0.5 1 Miles

High Youth Planning Readiness



0 0.25 0.5 1 Miles

The geographic area where strategies may be implemented will vary slightly depending on the strategy (for example, a school-based intervention might use the attendance area for an elementary school while the City Council might adopt a city-wide policy that impacts all residents).⁶

Some young people in this neighborhood are depressed, don't go to college, or are on probation because there aren't too many things to do/ programs. Some schools in the area also lack proper/good methods to motivate their students.

Parent/caregiver from CCCS Daly City focus area

⁶ Community Collaboration for Children’s Success data analysis, 2017.

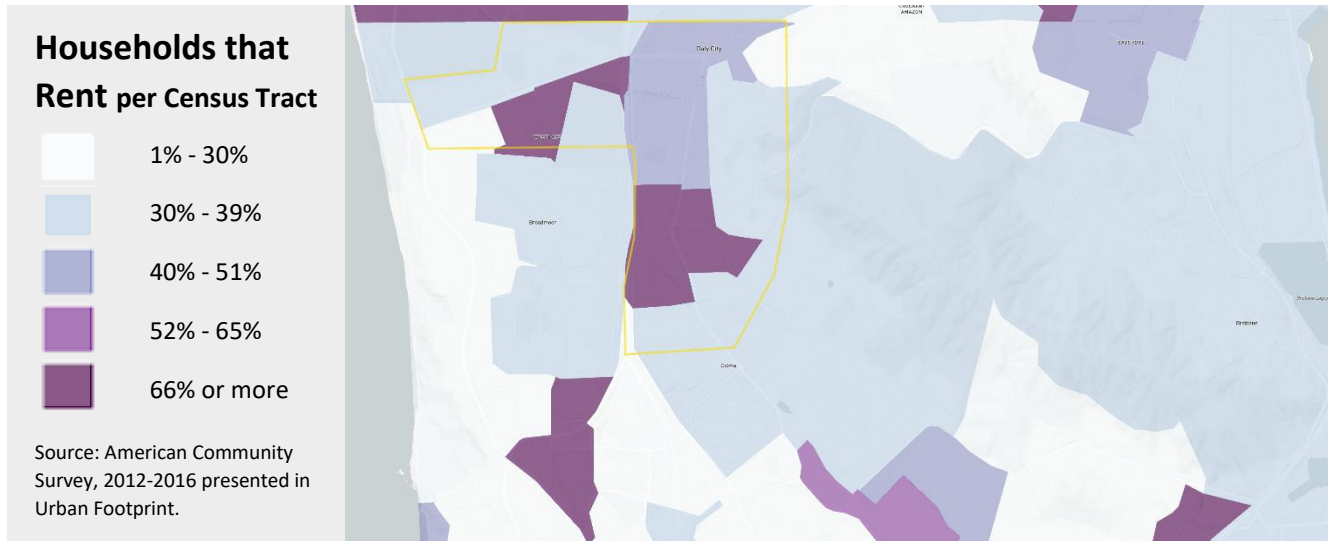
Cost of Living in Daly City

Many parents/caregivers in Daly City emphasized their struggles to meet basic needs because of the high cost of living—despite working one or more job. Youth also reported that parents frequently worked multiple jobs to make ends meet, and that youth stop going to school so they can work and help their family financially. As the map below highlights, the CCCS focus area in Daly City includes two census tracts in which more than two-thirds (66% or more) of households are renters and another in which nearly half are renters (40-51%). Households that rent are more impacted by rising housing costs than households that own their home, as they may receive rent increases unexpectedly and that are beyond what they can afford. Parents and caregivers also identified that low-income families often live in overcrowded conditions in order to afford rent, while youth expressed the need for more support for youth who are homeless.

Increase minimum wage to \$15. The minimum wage is NOT enough.

Youth from CCCS Daly City focus area

One job should be enough to make a living.



Community members also

[We need] an overnight or long-term youth shelter similar to Our House South is needed in North County.

Youth from CCCS Daly City focus area

A lot of the time, we don’t give our children our time... Parents spend their time working a lot, the majority of the time children walk to and from school. Sometimes they don’t go directly home, they stop elsewhere and start planning things. That’s when I think they start getting into problems.

Parent/caregiver from CCCS Daly City focus area
expressed that young people have limited

opportunities to develop the skills to make them qualified candidates or the networks needed to find out about job opportunities at local technology companies.

Youth and parents/caregivers also identified that children and youth in Daly City have a lack of adult support because parents and caregivers are working too much to make ends meet. Because these two issues are so closely related, the Daly City Neighborhood Leadership Group decided to combine the issue of “lack of adult support” with the issue of “high cost of living, housing costs, and lack of living wage jobs.”



54% of youth survey respondents reported that they do not usually talk to a supportive adult (for example, a parent, teacher, mentor) about what they are thinking or feeling.

33% of youth survey respondents reported that a family member or other caregiver has not typically (or ever) supported their education (for example, by attending school events or encouraging them to do their homework).

Parent/caregiver from CCCS Daly City focus area

Pago de renta es muy caro y sueldos no se alcanza a pagar.

Translation: Rental costs are so expensive and salaries are not enough to pay (the rent).

Lack of Trauma-Responsive Systems

Although many parents and caregivers reported not having had any interactions with police, some shared that police are intimidating and that the police have not successfully connected with community members. Some youth reported being harassed by police. Some youth also felt that police do not know how to effectively interact with youth or with people experiencing mental health issues.

These issues resonated with Daly City Neighborhood Leadership Group members, and members also noted that other systems (in addition to the criminal justice system) that interact with children, youth, and families can feel intimidating, not welcoming or supportive, and unprepared to serve community members who have experienced trauma and/or have mental health issues. NLG members combined these issues into one single issue: “Criminal justice and other systems are not trauma-informed and do not recognize power dynamics when interacting with community members.”

En las escuelas se debería de tener servicios de consejería y averiguar cuál es la razón por la que un muchacho actúa de forma inadecuada; y que los maestros y no suspender o mandar a la casa.

Translation: Schools should have counseling services and figure out the reason for why a child is acting out; and teachers should not suspend students or send them home.

Schools do not have the resources to handle trauma.

Parents and caregivers from CCCS Daly City focus area

La policía es la autoridad, pero son muy intimidantes. Da miedo acercarse a ellos. No hablan con uno como para ayudarlo le hablan como haciendo sentirse mal, con miedo, o con vergüenza preguntar alguna cosa.

Translation: The police are the authority but they are very intimidating. It’s scary to get close to them. They don’t speak with you to help you but instead they make you feel bad, scared or ashamed to ask anything.

[We need] positive relationships with law enforcement [and] diversion services.

Parent/care-giver from CCCS Daly City focus area

Youth from CCCS Daly City focus area

Structural + Institutional Racism

Some youth identified historic and ongoing structural racism and colonialism as being a significant barrier to children and youth success in Daly City. Neighborhood Leadership Group members affirmed this as one of the top issues for children and youth in Daly City (with the clarification that institutional racism should focus on systems that are supposed to support children, youth and families).

Racial disparities in suspensions are one example of institutional racism (due to both policies and implicit biases). Youth who are suspended are less likely to succeed academically and more likely to be involved with the criminal justice system.

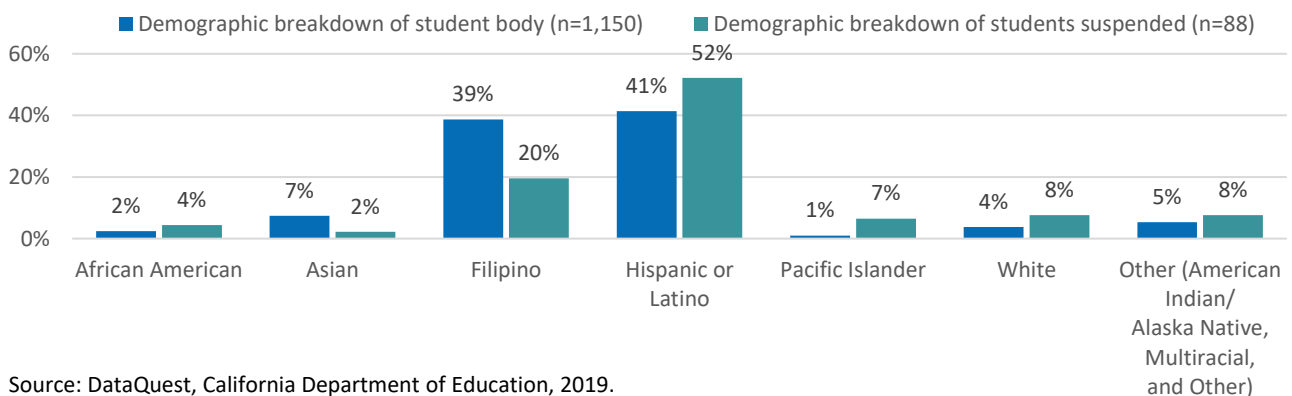
The idea that we need to assimilate into the idea of the “American dream” and forget our peoples’ roots of resistance + resilience [is something that keeps youth in Daly City from being healthy, happy, and successful].

Parents and caregivers from CCCS Daly City focus area

My daughter faces discrimination at her school. She feels that students of other ethnicities are given privileges over her [a Latina].

Police harassment [is a barrier to youth being healthy, happy, and successful].

Disproportionalities in Suspensions at Jefferson High School, 2017-2018



Source: DataQuest, California Department of Education, 2019.

Although disparities are slowly decreasing, African American students at Jefferson High (the high school closest to the CCCS Daly City focus area that is not a continuation school) continue to be suspended at higher rates than their peers. Pacific Islander, Latino, and White students are also suspended at higher rates than their Asian and Filipino peers within Jefferson High School.

Another example of how structural and institutional racism impacts children and youth who live in the CCCS focus area of Daly City is the difference between the racial/ethnic demographics of staff, teachers, and students in Daly City area schools.⁷

Although White students make up only 3%-18% of the student body at the elementary and middle schools in the CCCS focus area, at least 58% of the teachers in those schools are White. Additionally, Jefferson High does not have any Filipino teachers even though 39% of its students are Filipino. These differences are similar to those for many other schools in San Mateo County (and across the nation), reflecting historic inequities and discrimination as well as implicit biases in hiring and challenges districts with fewer financial resources face in hiring and retaining qualified and diverse teachers.

**Youth from CCCS
Daly City focus area**

Educational Opportunities

Both youth and parents/caregivers identified that limited educational opportunities as well as school policies and practices act as a barrier to children and youth success. In Daly City, parents and caregivers also emphasized the importance of supporting parents in learning English and providing translation services so they can interact with school staff and teachers to support their children’s learning and development.

Youth also reported that curricula do not include Ethnic Studies and should be modified to diversify what is taught. Parents and caregivers also expressed concerns about their children not receiving adequate support either in the classroom or afterschool related to homework—with this being more of a challenge for parents and caregivers not fluent in English. Community members also identified the need for more educational opportunities in children’s early years (e.g., through high-quality childcare and preschool programs).

**Youth from CCCS
Daly City focus area**

⁷ DataQuest, California Department of Education, 2019.

The issues identified by community members align with existing data. For example, even though Filipino and Latino students at Jefferson High have a similar graduation rate (88% for Filipinos, 83% for Latinos), Latino students are far less likely to meet UC/CSU requirements – in 2018 only 19% of Latino students did, compared to 42% of Filipino students. Although there is more of a disparity in graduation rates for Filipino and Latino students at Westmoor High (94% for Filipino, 92% for Asian, and 78% for Latino students), the disparities in who meets UC/CSU requirements is even more striking: in 2018, 62% of Asian students met these requirements compared to just 39% of Filipino and only 17% of Latino students.

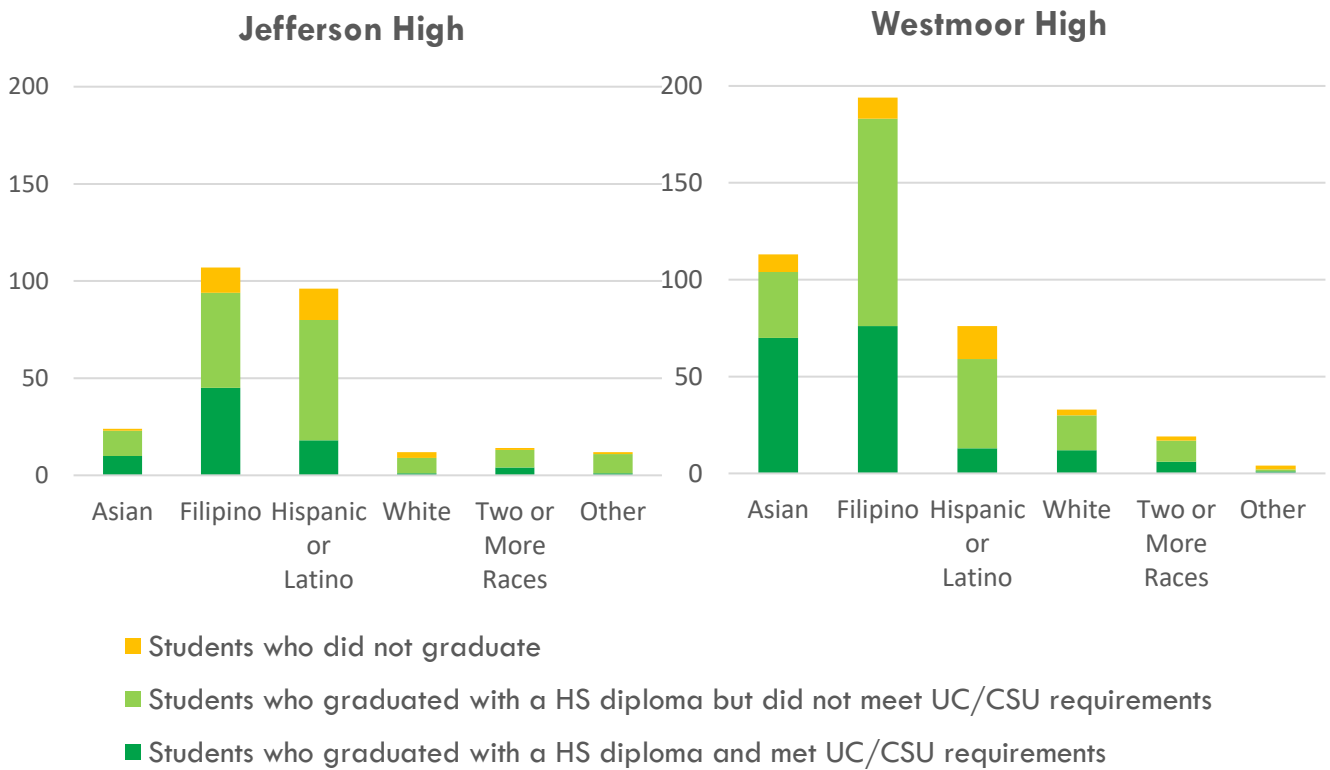
School staff are not trained to truly resolve conflict and bullying... The preschool struggles to retain qualified staff and teachers.

I’m trying to help my children with their homework, but it’s difficult for me because I don’t know English... I wish they had help for her after school [or that] they would help parents help their children do homework.

Parents and caregivers from CCCS Daly City focus area

I’ve noticed that there are children that don’t know how to read. I wish that the teacher would help them one-on-one. A lot of the times they are relying on programs/apps in the computer to help them learn how to read.

Graduation Status in June 2018 for 4-Year Cohort by Student Race/Ethnicity



Source: DataQuest, California Department of Education, 2019.

Counselors are really important... we need them more, both for the parents and children. They should be meeting with students more frequently, to help them figure how to succeed. Parents sometimes don't know how to encourage students to do what they like doing.

Parent/caregiver from CCCS Daly City focus area

[We need] less punitive policies in k-12 [and to stop having a] police presence in schools.

Youth from CCCS Daly City focus area

Eliminate court hearings for students who have multiple truanancies at school.

Mental Health + Substance Use

Many parents and caregivers identified drugs as a major barrier to youth success in the CCCS Daly City focus area. Many youth identified untreated mental health issues as being a major barrier to success, noting the relationships between trauma, mental health, substance use, stigma of receiving mental/behavioral health services, and lack of culturally responsive healing opportunities (including but not limited to opportunities in languages other than English). The Neighborhood Leadership Group added the nuance that there is a lack of a coordinated, trauma-informed approach to addressing mental health and substance use in area youth. NLG members also emphasized the importance of having services and programs be made more holistic and integrated in order for services to be utilized and effective.

23% of youth reported frequently being **unable to handle it when things haven't gone their way without hurting themselves or other people** (for example, without hitting or calling someone names).

[We need] youth therapy in school for trauma and trauma recovery art, music, etc. in schools and neighborhoods.

[We need] education for police in how to deal with youth with mental stress.

Parent/caregiver from CCCS Daly City focus area

[A barrier to children and youth being healthy, happy, and successful is] stigma against mental health – not being able to process w/ loved ones and/or feeling discouraged to seek services.

Youth from CCCS Daly City focus area

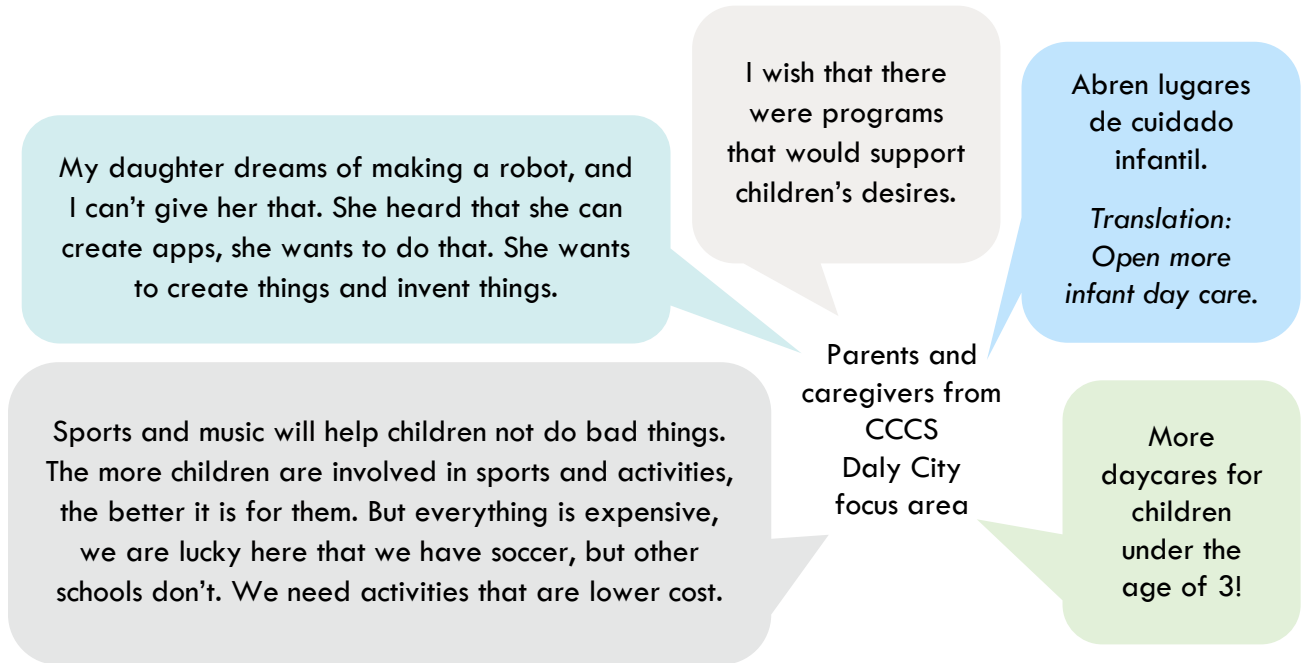
Meditation should be integrated into schools.

[Some youth] tend to give up on school and just do drugs.

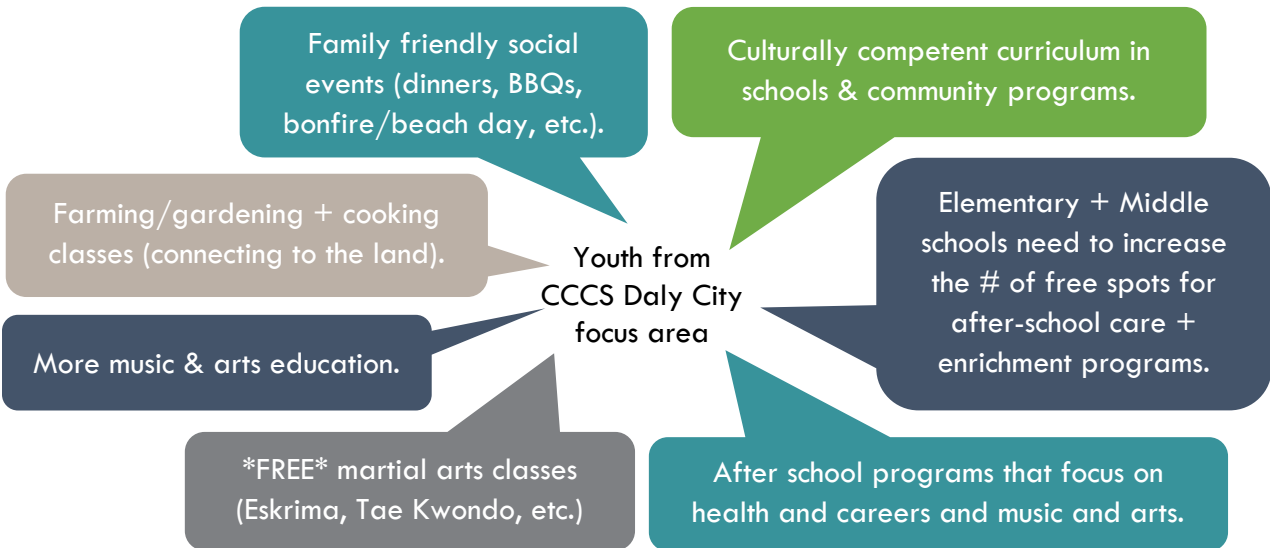
[There are] **NO CULTURALLY APPROPRIATE MENTAL HEALTH SERVICES.**

Not Enough Safe, Affordable Spaces/Activities

Parents and caregivers emphasized the limited availability of affordable (or free) afterschool, weekend, and summer activities for children and youth in the CCCS Daly City focus area. Neighborhood Leadership Group members and youth both emphasized the importance of having both safe, inclusive places/spaces in which children, youth, and families could spend time *and* engaging, culturally relevant activities/programming designed for different ages, cultures, and interests.



What activities, places, or programs do children + youth in Daly City need to be healthy, happy, and successful?

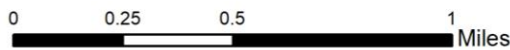
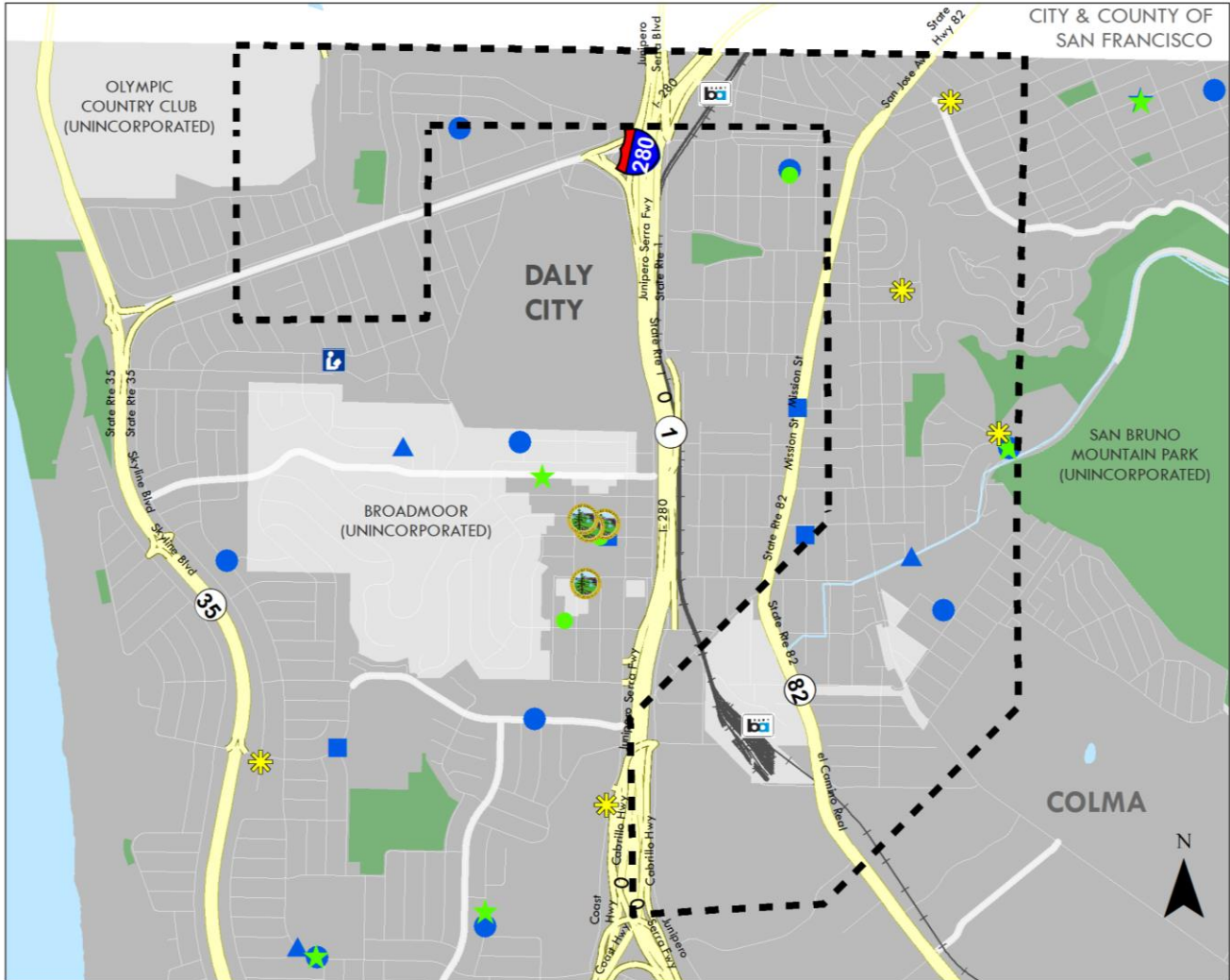


Community Assets in Daly City

The map below presents community resources that already exist in the Daly City area that support the children, youth, and families who live there. The assets shown here are listed on the following pages.



Daly City Focus Area

































Area Public Schools

- Elementary School
- ▲ Middle School
- High School

Resources that support children and youth

- San Mateo County Offices and/or Services
- Asset supported by County funding
- ★ Big Lift Preschool (supported by County funding)
- ✱ Other youth/family asset

| Jefferson Elementary School District | | Assets co-located at JESD school sites | |
|--|---|--|---|
| <ul style="list-style-type: none">  Elementary Schools  Middle Schools | | <ul style="list-style-type: none">  San Mateo County Offices and/or Services  Big Lift Preschool (supported by County funding)  Youth/family asset supported by County funding  Other youth/family asset | |
|  | Daniel Webster Elementary, 425 El Dorado Drive, Daly City |  | Big Lift Preschool, Daniel Webster Elementary |
|  | John F. Kennedy Elementary 785 Price Street, Daly City | <ul style="list-style-type: none">  John F. Kennedy Preschool  Our Second Home Family Resource Center (also known as PFS Bayshore Our Second Home)  Equitable Access for DC Kids (Daly City Partnership)  Daly City Partnership / Pat’s Closet | |
|  | Thomas Edison Elementary, 1267 Southgate Avenue, Daly City |  | Thomas Edison Preschool |
|  | Woodrow Wilson Elementary, 43 Miriam Street, Daly City |  | StarVista Children and Family Resource Center |
|  | Benjamin Franklin Intermediate, 700 Stewart Avenue, Daly City | | |
|  | Fernando Rivera Intermediate, 1255 Southgate Avenue, Daly City | | |
|  | George Washington Elementary, 251 Whittier Street, Daly City | | |
|  | Margaret Pauline Brown Elementary, 305 Eastmoor Avenue, Daly City | | |
|  | Marjorie Tobias Elementary, 725 Southgate Avenue, Daly City | | |
|  | Susan B. Anthony Elementary, 575 Abbot Avenue, Daly City | | |
|  | Thomas R. Pollicita Middle School, 550 East Market Street, Daly City | | |
|  | Westlake Elementary, 80 Fieldcrest Drive, Daly City | | |
| Jefferson Union High School District | | | |
|  High Schools | <ul style="list-style-type: none"> • Jefferson HS, 6996 Mission Street, Daly City • Thornton HS, 115 First Avenue, Daly City • Westmoor HS, 131 Westmoor Avenue, Daly City | | |

| Youth/Family Assets not co-located at a school site | |
|---|---|
|  County Offices and/or Services | <ul style="list-style-type: none"> • North County Mental Health, 375 89th Street, Daly City • San Mateo County Human Services, 271 92nd Street, Daly City • Daly City Clinic/San Mateo County Health, 380 90th Street, Daly City |
|  Youth and Family Assets supported with County Funding | <ul style="list-style-type: none"> • Daly City Youth Health Center, 350 90th Street, Daly City |
|  Big Lift Preschools (supported by County funding) | <ul style="list-style-type: none"> • General Pershing State Preschool, 631 Hanover Street, Daly City • PFS Bayshore 87th Street, 377 87th Street, Daly City |
|  Other youth/ family assets | <ul style="list-style-type: none"> • Asian American Recovery Services, 6181 Mission Street, Daly City • Caminar Eucalyptus House, 2 Edgewood Court, Daly City • Community Gatepath, 550 Washington Street #100, Daly City • Westlake Branch, Daly City Library, 275 Southgate Avenue, Daly City |

| Youth/Family Assets <u>Not</u> Reflected on Map (including some outside map extent) | |
|--|--|
| County Offices and/or Services | |
| <ul style="list-style-type: none"> California Children's Services, Admin and MTU Early Childhood Community Team Expansion of Outpatient Services Healthy Living Ambassadors Program Mental Health Collaboratives Parenting Project Pre to Three/Partners for Safe and Healthy Children Pre-to-Three Enhancement | <ul style="list-style-type: none"> Regional Mental Health Clinics School Based Mental Health Team Screening and Assessment of Early Onset Mental Health/BEAM Therapeutic Behavioral Services and Crisis in-home Therapeutic Day School Program WIC and child abuse screening expansion Youth Case Management |
| Youth and Family Assets supported with County Funding | |
| <ul style="list-style-type: none"> Library Summer Reading Program School Resource Officers Special Needs Family Engagement, Gatepath Family Resource Center StarVista Insights Daly City Adolescent Treatment Program | <ul style="list-style-type: none"> Strengthen Our Youth, StarVista Trauma-Related Interventions Watch Me Grow, Gatepath Youth Mental Health First Aid |
| Big Lift Preschools (supported by County funding) | |
| <ul style="list-style-type: none"> PFS Bayshore Midway, 45 Midway Drive, Daly City | <ul style="list-style-type: none"> Serramonte Head Start Center, 699 Serramonte Boulevard, Daly City |
| Public Schools | |
| <p><i>Bayshore Elementary School District</i></p> <ul style="list-style-type: none"> Bayshore Elementary, 155 Oriente Street, Daly City Robertson Intermediate.1 Martin Street, Daly City <p><i>Brisbane Elementary School District</i></p> <ul style="list-style-type: none"> Brisbane Elementary, 500 San Bruno Avenue, Brisbane Lipman Middle, 1 Solano Street, Brisbane Panorama Elementary, 25 Bellevue Avenue, Daly City <p><i>Jefferson Elementary School District</i></p> <ul style="list-style-type: none"> Garden Village Elementary, 208 Garden Lane, Colma Franklin D. Roosevelt (K-8), 1200 Skyline Drive, Daly City | <p><i>Jefferson Union High School District</i></p> <ul style="list-style-type: none"> Jefferson Union Adult Ed, 699 Serramonte Boulevard, #111, Daly City Oceana High, 401 Paloma Avenue, Pacifica Terra Nova High, 1450 Terra Nova Boulevard, Pacifica <p><i>Charter Schools</i></p> <ul style="list-style-type: none"> Summit: Shasta High School, 905 Campus Drive, Daly City |
| Private Schools | |
| <ul style="list-style-type: none"> Hilldale School Holy Angels Elementary School | <ul style="list-style-type: none"> Our Lady of Mercy Elementary School Our Lady of Perpetual Help Elementary School |
| Other youth/family assets | |
| <ul style="list-style-type: none"> Bayshore Branch, Daly City Library, 460 Martin Street, Daly City Bayshore School Preschool, 155 Orient Street, Daly City Chinese Hospital Daly City Health Services, 93 Skyline Plaza, Daly City City College of San Francisco, 50 Frida Kahlo Way, San Francisco Skyline College, 300 College Drive, San Bruno | <ul style="list-style-type: none"> Serramonte Branch, Daly City Library, 40 Wembley Drive, Daly City Seton Medical Center, 1900 Sullivan Avenue, Daly City San Francisco State University, 1600 Holloway Avenue, San Francisco |

Additional Assets Identified in Community Input or Invited to Participate in CCCS Daly City Neighborhood Leadership Group

County of San Mateo government

- Behavioral Health and Recovery Services
- Daly City Medical Center WIC
- First 5 San Mateo County
- Family Health Services, San Mateo County Health
- Jobs for Youth, Human Resources
- Human Services Agency
- Sherriff's Department
- Office of Supervisor David Canepa
- Office of the County Manager

City of Daly City government

- Department of Library and Recreation Services
- Daly City Police Department

Community Organizations and Service Providers

- 4 Cs of San Mateo County
- 4-H
- Art of Yoga
- Bay Area JusticeCorps
- Bill Sorro Housing Program (BiSHoP)
- Boys and Girls Clubs of North San Mateo County
- California AfterSchool Network
- CalSAC (California School-Age Consortium)
- Carabao Kids Family Child Care
- Children's Empowerment Inc (CEI)
- Compass Family Services / Shelter
- Council on Arab Islamic Relations
- Daly City Community Services Center
- Edgewood Center for Children and Families
- Faith in Action, Woodrow Wilson School parents
- Felton Institute
- Filipino Mental Health Initiative (FMHI)
- Fire in the Ring Boxing Inc.
- Footsteps Child Care
- Fresh Lifelines for Youth (FLY) at Thornton High School
- Growth and Learning Opportunities (GLO)
- Healthy Kids Program
- Institute for Human and Social Development
- Japanese Community Youth Council
- JPR - Strengthen Our Youth
- Kaiser Permanente
- La Migrante Daly City
- LifeMoves Family Crossroads
- Mana (Essence of Mana)
- Mid-Peninsula Boys & Girls Club
- Migrante and Mission Corridor school network
- Mission Neighborhood Schools Initiative and American Federation of Teachers
- NAMI San Mateo
- North County Prevention Partnership (NCPP)
- North Peninsula Food Pantry & Dining Center
- Organizing Committee of Daly City (OCDC)
- Peninsula Family Services
- Pin@y Educational Partnerships (PEP)
- Planned Parenthood Mar Monte
- Project Change @ College of San Mateo
- SamTrans
- Second Harvest Food Bank
- Service League of San Mateo Co.
- SF Hep B Free - Bay Area
- SFSU Childcare
- Spark Program
- Thrive Alliance
- Top of the Hill Improvement Association
- Unity Care
- Volunteer Leadership Program (VLP)
- Westlake School for the Performing Arts
- Youth Leadership Institute (YLI)

Community members also identified the following positive qualities of youth and parents/caregivers in the Daly City community.

Qualities of Youth

- “The children are very open and more modern, know how to use technology, can express themselves.”
- “Estudiosos y bien portados” *Translation: Studious and well behaved.*
- “Les gusta deporte.” *Translation: They like sports.*
- “Que son niños sanos y asisten a su escuela.” *Translation: That they are healthy kids and attend school.*
- “Que tienen ganas de aprender. Responsables [y] respetuosos.” *Translation: That they want to learn. Responsible and respectful.*
- “They are young and have their entire lives ahead of them.”

Qualities of Parents and Caregivers

- Hard workers. They are always working.
- They are very loving. I see a lot of mothers giving their children kisses.
- Parents are very attentive to their children's grades, classes, and everything going on in the school.
- “Trabajadores y amigables.” *Translation: Hardworking and friendly.*
- “Se preocupan por el bienestar de sus hijos, su seguridad.” *Translation: They worry about their children's wellbeing and safety.*
- “There are a lot of parents and children that walk together to school. And people start to get to know each other and say hi to each other.”

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ACTION PLAN

Community Collaboration for Children's Success
Daly City

Neighborhood Action Plan 2019-2024

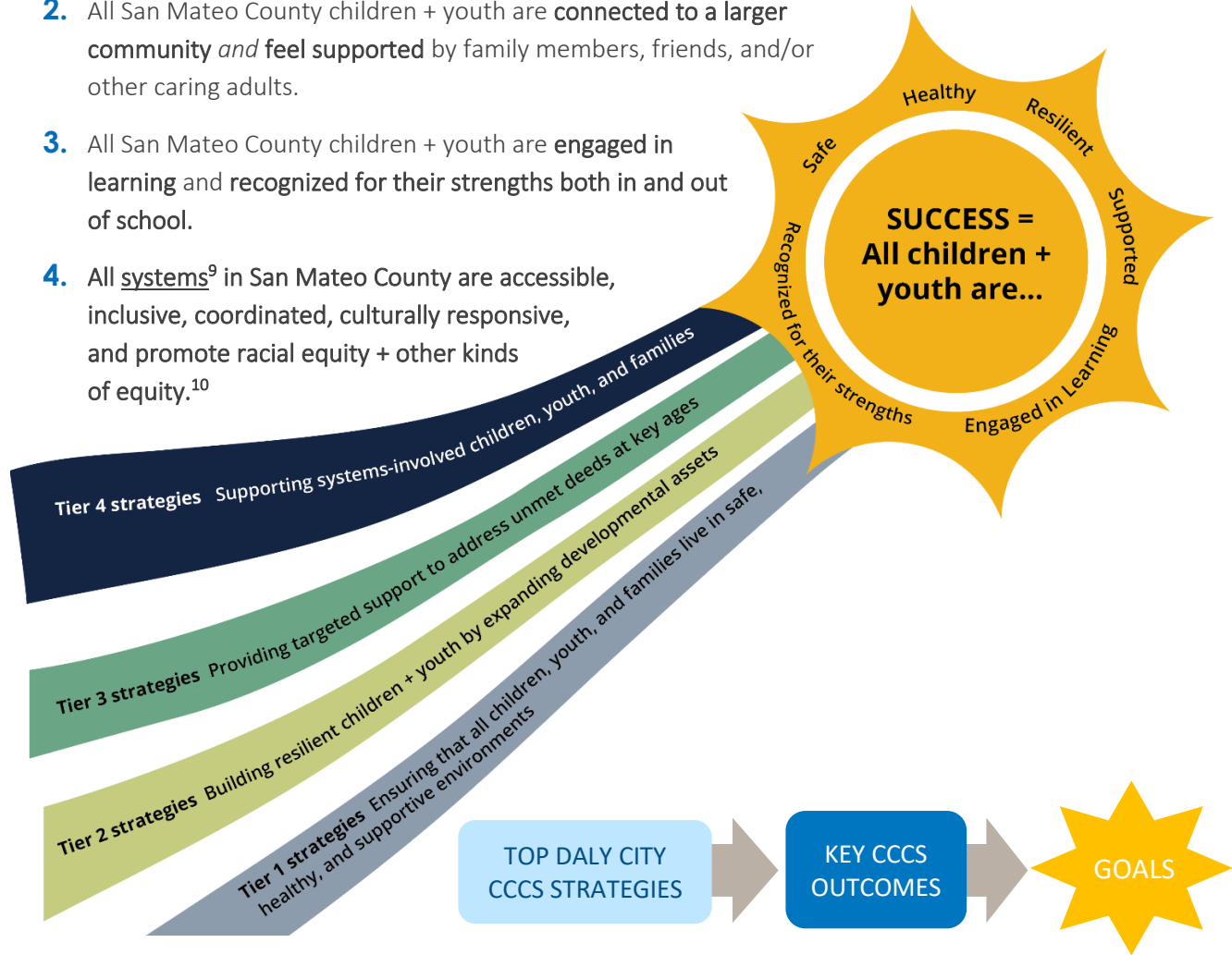


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Daly City CCCS Goals + Key Outcomes

The goals for the CCCS focus area in Daly City represent the community’s vision of children and youth success. These goals were identified and reviewed over three Neighborhood Leadership Group meetings and updated based on community feedback.

1. All San Mateo County children + youth are **safe, healthy, happy, and resilient** and have their basic needs⁸ met.
2. All San Mateo County children + youth are **connected to a larger community** and feel supported by family members, friends, and/or other caring adults.
3. All San Mateo County children + youth are **engaged in learning** and recognized for their strengths both in and out of school.
4. All **systems**⁹ in San Mateo County are accessible, inclusive, coordinated, culturally responsive, and promote racial equity + other kinds of equity.¹⁰



⁸ To have one’s basic needs met means a person: has healthy/nutritious food, clean/safe water, shelter (i.e., housing, clothing appropriate for the weather/living conditions), and clean air; is safe; and is able to meet these needs (for example, using their income or with available transportation).

⁹ Systems are made of the multiple entities (e.g., agencies, service providers, government departments) that interact around a specific topic, creating an ecosystem for the people directly affected by the topic. For example, the educational system is made up of early childhood education settings, public schools, charter schools, private schools, the County Office of Education, state and federal education laws and regulations, technical training programs, community colleges, universities, and more. The criminal justice system involves local police departments, the County’s Probation Department, the courts (judges, juries, prosecutors and defense attorneys), and jails (or for minors, the Youth Services Center).

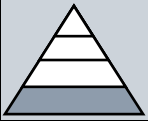
¹⁰ Equity includes racial equity, economic equity, gender equity, and the elimination of other systems of oppression (e.g., ableism, oppression related to immigration status). It is achieved with changes at the individual, institutional, and structural levels that mitigate bias and rectify the long-standing effects of cumulative historic inequities. Equity is the elimination of unjust disparities—in other words, when a specific identity can no longer be used to predict life outcomes for people with that identity.



The **key outcomes** for the CCCS area in Daly City represent the change resulting from addressing the issues identified as the most important for local children and youth.

- Decrease youth and children involved in San Mateo County systems
- Increase household income and/or reduce costs
- Increase trauma-responsiveness of criminal justice (and other systems) and positive interactions between systems and community members
- Decrease structural/institutional racism
- Increase educational quality and the responsiveness of schools to student needs, interests, and strengths
- Increase healing opportunities and the development and utilization of healthy coping mechanisms
- Increase available safe, inclusive, affordable places and activities for children and youth

Top Daly City CCCS Strategies

The process to develop the Daly City CCCS Action Plan involved community members prioritizing strategies for the Daly City neighborhood area that would best support children and youth success. The table below presents the final set of strategies that were prioritized for implementation in the Daly City neighborhood area. The table includes strategies organized by Tier and indicates which outcomes each strategy will help achieve. Footnotes include citations related to the effectiveness of each strategy. Each strategy can be implemented at the neighborhood level, though the exact geography may be slightly different for each strategy (for example, a school-based strategy might focus on a single school, mentoring might focus on youth who live within the “high need” and “high planning readiness” area. See the Appendices for additional information on how these strategies might be implemented at a small geographic scale.

| Daly City Strategies | Key Outcomes | | | | | | |
|--|---|---|---|--|--|--|--|
| | Decrease children/youth involvement in County systems | Increase household income and/or reduce costs | Increase trauma-responsiveness of systems | Decrease structural/institutional racism | Increase educational quality and responsiveness of schools | Increase healing opportunities and healthy coping mechanisms | Increase safe, affordable places and activities for children and youth |
|  Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments | | | | | | | |
| 1. Support policies that maintain or increase the amount of housing that is affordable to low-income residents. ^{i,ii,iii} | ✓ | ✓ | | | | | |
| 2. Expand living wage job opportunities using both policies and programming. ^{iv,v,vi, vii,viii} | ✓ | ✓ | | | | | |









| Daly City Strategies | Key Outcomes | | | | | | |
|---|--|---|--|---|--|--|--|
| | Decrease children/ youth involvement in County systems | Increase household income and/or reduce costs | Increase trauma-responsive-ness of systems | Decrease structural/ institutional racism | Increase educational quality and responsiveness of schools | Increase healing opportunities and healthy coping mechanisms | Increase safe, affordable places and activities for children and youth |
| 3. Expand proactive screening of children/youth (for special education eligibility, developmental milestones, and ACEs) and connect low-income families to free services/resources based on screening results. ^{ix,x} | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| 4. Keep students in classroom settings and increase school connectedness. ^{xi,xii,xiii,xiv,xv} | ✓ | | | | ✓ | ✓ | |
| 5. Create more safe, affordable (or free) places for youth and families with children to spend time and/or expand hours for existing safe spaces. ^{xvi,xvii,xviii} | ✓ | ✓ | | | | | ✓ |
| 6. Expand social-emotional learning opportunities and mental/behavioral health support available at schools for both students and staff. ^{xix,xx,xxi,xxii,xxiii} | ✓ | | ✓ | | ✓ | ✓ | |
| 7. Increase trauma-awareness of providers and community members, as well as their ability to respond to their own and their peers’ trauma/crises. ^{xxiv,xxv,xxvi} | ✓ | | ✓ | | | ✓ | |
|  Tier 2 Strategies Building resilient children + youth by expanding developmental assets | | | | | | | |
| 8. Increase positive interactions between police and community members and train local law enforcement in youth development, mental health, implicit bias, and de-escalation techniques. ^{xxvii,xxviii,xxix,xxx,xxxii} | ✓ | | ✓ | ✓ | | ✓ | |
| 9. Expand affordable (and free) out-of-school time activities for lower-income children and youth, especially involving arts and cultural activities and mentors who reflect community demographics and/or have shared experiences. ^{xxxii,xxxiii,xxxiv} | ✓ | ✓ | | | | ✓ | ✓ |
| 10. Increase access to legal information, especially related to tenant rights and accessing public benefits. ^{xxxv} | ✓ | ✓ | | | ✓ | | |
|  Tier 3 Strategies Providing targeted support to address unmet needs at key ages | | | | | | | |
| N/A – no strategies in Tier 3 were prioritized by the Daly City Neighborhood Leadership Group | | | | | | | |




Next Steps

This Action Plan is a community call to action! It presents the input of many community members from the Daly City neighborhood and is an important and bold step to ensure children and youth success in Daly City. It builds on local strengths and presents a menu of key strategies to address local issues and priorities. The aim of the Action Plan is to inspire action, invite public and private collaboration, encourage alignment among local organizations, and ensure continued community involvement. By identifying multiple strategies in a range of areas (or Tiers), the Plan presents a roadmap to children and youth success, and—in the name of the hundreds of community members who participated—is an invitation to harness local community assets and strengths to implement the strategies presented here.

To kick off implementation in the Daly City neighborhood, San Mateo County will explore how existing investments can better address the prioritized issues and ways to support implementing all four CCCS neighborhood action plans.

The following indicators will be used to track the effects of strategies that are implemented.

| Key Outcomes | Indicators |
|---|--|
|  Fewer children and youth involved in high-intensity County systems | <ul style="list-style-type: none"> ▪ Number of children and youth in foster care, on Juvenile Probation, and/or receiving BHRS services ▪ Length of time children/youth are engaged in high-intensity County systems |
|  Increased income | <ul style="list-style-type: none"> ▪ Median household income for households with children and youth ▪ Percent of families with children below 300% Federal Poverty Level ▪ Percent of students reporting a high level of parent involvement (California Healthy Kids Survey parental involvement index) |
|  Decreased costs for families with children/youth | <ul style="list-style-type: none"> ▪ Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities ▪ Number of subsidized childcare/preschool slots |
|  Increase trauma-responsiveness of criminal justice and other systems | <ul style="list-style-type: none"> ▪ Percent of local police forces (e.g., Daly City PD, transit police working in the area, Sherriff’s Deputies working in the unincorporated areas) trained in how to respond to community members with serious mental health issues and who have experienced trauma, as well as youth development ▪ Percent of community members who report feeling supported by local sites for system-leader agencies (e.g., North County BHRS services, Jefferson Elementary School District English Learner Advisory Committee) |
|  Increase positive interactions between systems and community members | <ul style="list-style-type: none"> ▪ Number of events annually that support communication between systems and community members (including by providing translation and childcare) |
|  Decrease structural/institutional racism | <ul style="list-style-type: none"> ▪ Level of racial/ethnic disparities, especially in suspension rates, arrest rates, and academic outcomes (e.g., graduation rate, percent of students at/above standard in specific subjects) |
|  Increase educational quality | <ul style="list-style-type: none"> ▪ Percent of students meeting or exceeding California Assessment of Student Performance and Progress (CAASPP) grade level standards in English Language Arts and Mathematics |
|  Increase responsiveness of schools to student needs, interests, and strengths | <ul style="list-style-type: none"> ▪ Percent of students who have positive relationships with teachers or other adult at school (California Healthy Kids Survey caring adults index) ▪ Percent of students reporting a high level of school connectedness (California Healthy Kids Survey school connectedness index) ▪ Ratio of students to pupil support service personnel |

| Key Outcomes | Indicators |
|--|--|
|  More mental health support and opportunities to heal from trauma | <ul style="list-style-type: none"> ▪ Percent of children who are resilient (whose parents report they are “calm and in control” when facing a challenge) ▪ Percent of students reporting (by grade level) who missed school in past month because of feeling very sad, hopeless, anxious, stressed, or angry |
|  Less substance use | <ul style="list-style-type: none"> ▪ Percent of students who have used drugs or alcohol in past month ▪ Percent of students who are currently heavy drug/alcohol users |
|  Increase available safe, inclusive, affordable places/ activities for children + youth | <ul style="list-style-type: none"> ▪ Number of low-income children and youth participating in subsidized or free summer and/or afterschool enrichment activities |

In addition to the Neighborhood Action Plans, the CCCS Steering Committee will be identifying county-wide systems level strategies to advance the overall initiative goals and align with the local work.

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APPENDICES

Community Collaboration for Children's Success **Daly City**

Neighborhood Action Plan 2019-2024



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| Type of Strategy | Additional Information about Top Strategies to Support Children + Youth in Daly City |
|--|--|
|  <p>Tier 1 Strategies Ensuring that all children, youth, and families live in safe, healthy, and supportive environments</p> | <ol style="list-style-type: none"> 1. Support policies that maintain or increase the amount of housing that is affordable to low-income residents (e.g., just cause eviction ordinance, emergency rent payments for low-income families with children living in a specific area, increasing low-income rental housing with 2+ bedrooms to accommodate families with children). 2. Expand living wage job opportunities using both policies and programming (e.g., increase minimum wage, mandate paid time off, provide opportunities for low-wage earners to develop skills and networks to get higher-paying jobs, create new positions like navigators that prioritize hiring of lower-income residents with deep community connection, incentivize businesses to train local workers for management positions and to promote from within). 3. Expand proactive screening of children/youth (for special education eligibility, developmental milestones, and ACEs) and connect low-income families to free services/resources based on screening results (e.g., free education lawyers who can advise them on IEP process and their rights, counseling, benefits). 4. Keep students in classroom settings (e.g., by changing disciplinary policies and practices, increasing classroom supports) and increase school connectedness (e.g., by having students participate in decision-making, improving school climate, connecting high school students with “jobs” and a school mentor). 5. Create more safe, affordable (or free) places for youth and families with children to spend time (e.g., community center, movie theatre, arcade, parks, indoor playground) and/or expand hours for existing safe spaces (e.g., library). 6. Expand social-emotional learning opportunities (including helping students to develop self-regulation and healthy coping skills) and mental/behavioral health support available at schools for both students and staff (e.g., support for teachers in developing/implementing behavior plans for students instead of keeping them out of class, professional development opportunities for teachers on recognizing and responding to trauma, mental health issues, and/or substance use). 7. Increase trauma-awareness of providers and community members, as well as their ability to respond to their own and their peers’ trauma/crises (for example, with Mental Health First Aid trainings or by making intake process trauma-informed). |
|  <p>Tier 2 Strategies Building resilient children + youth by expanding developmental assets</p> | <ol style="list-style-type: none"> 8. Increase positive interactions between police and community members and train local law enforcement in youth development, mental health, implicit bias, and de-escalation techniques. 9. Expand affordable (and free) out-of-school time activities (i.e., afterschool, weekends, and school vacations) for lower-income children and youth, especially involving arts and cultural activities and mentors who reflect community demographics and/or have shared experiences. 10. Increase access to legal information (e.g., through helplines in multiple languages, school-based and library-based office hours), especially related to tenant rights and accessing public benefits. |
|  <p>Tier 3 Strategies Providing targeted support to address unmet needs at key ages</p> | <p>N/A – no strategies in Tier 3 were prioritized by the Daly City Neighborhood Leadership Group</p> |

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