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>> Councilmember Pyle: I'd like to begin by referring to the schedule. We won't be able to vote on it but we can point out some of the things that need to be deferred. Number 1, the senior nutrition program is not quite ready for prime time yet so we'll hear that in November. In reference to reports we're ready to begin. I would like to hold off and vote of accepting the work plan after we get a full group here. So we're going to begin on the tobacco retail licensing, youth decoy program, which is extremely impressive, what good, good news.

>> And Madam Chair, Kip Harkness with the City Manager's Office. I'd like to invite up Diane Buchanan, acting deputy director with code enforcement to provide the presentation.

>> Councilmember Pyle: Welcome.

>> Good afternoon. I'm Diane Buchanan, acting deputy director for code enforcement, and with me is Rachel Roberts, acting code enforcement supervisor, and we are here this afternoon to present the decoy program update. And after Rachel's brief presentation we'll be here to answer whatever questions you have.

>> Thank you. Good afternoon. Chair Pyle and committee members. We are excited to be here today to present a progress report on the success of the youth decoy program. In collaboration with the Santa Clara County, Public Health department and in supplement to the police department's ongoing efforts in this area, the youth decoy program has been a successful component of the overall effort by the City of San José to be a leader in the prevention of the youth access to tobacco. In October 2011 we reported to this committee about the development and implementation of the youth decoy program and we are here one year later to report on the progress and success of the program since that time. Since our last report, we have conducted five youth decoy operations with the voluntary youth decoy from the county decoy program. Four of these decoys are listed in the table summary of the memo we provided to you. An additional decoy operation was conducted on October 3rd following the date of the memo. During the five operations we visited 58 retail businesses and issued five citations. In each instance, where a citation was issued, the violator failed to ask the youth decoy for proper identification and sold the youth a package of cigarettes. While ideally we would have preferred no violators we will be doing a follow-up visit to the businesses in violation that we will incorporate into our future decoy operations to ensure compliance at those

businesses. The areas and businesses for each youth decoy operation were selected based on community referrals, concentration of tobacco retailers, as well as geographic equity. On average we visited approximately 12 locations per decoy operation. We are pleased to report an improvement in our overall rating with the Santa Clara County community healed on tobacco report card, taking our rating from an F in years past to an A. And moving forward, we'll continue to conduct youth decoy operations in collaboration with the Santa Clara County Public Health Department provided a funding source as well as youth decoys through the county are still available. So this concludes our report. And as Diane mentioned we are available to answer any questions you may have. Thank you.

>> Councilmember Pyle: Thank you. How impressive is this! I would give it an A plus! Are there people from the audience who would like to speak in reference to this? No. Questions from our group?

>> Councilmember Rocha: I don't have any. I just wanted to say nice report and the reason I don't have any is because it's quite comprehensive so thank you very much.

>> Councilmember Pyle: Okay. This is what back surgery does for you. You have to -- you treat it very gingerly. Welcome Pete. -should I move to accept the report unless the chair has any questions?

>> Councilmember Constant: I'll second.

>> Councilmember Pyle: You probably already read it. Okay and we have a second. All those in favor? Aye. Thank you very much. You're absolutely wonderful. You know I want to relay a story that I saw yesterday. I was driving in my car, I got to an intersection and I noticed this lady who was obviously homeless, she had the shopping cart and the whole thing loaded up. And so she obviously didn't have a whole lot of money. But she had a cigarette in her hand. And I thought oh, is this the ultimate addiction or what? So whatever you can do to prevent youth from smoking, thank you. We'll now take a look at the work plan and I'll need someone to move for approval accept the work plan as it is.

>> Councilmember Rocha: So moved.

>> Second.

>> Councilmember Pyle: All those in favor, aye, and we're ready to go on for the deferral for the nutrition program until November. So we're ready for Betsy, Betsy Shotwell who is director of intergovernmental relations.

>> Thank you, Madam Chair, members of the committee, Betsy Shotwell, Director of Intergovernmental Relations. You have before you what I call sort of an end of session report that I've been taking to all the committees with relevant legislation. The legislature adjourned August 30th. The governor had a month to sign legislation. And if I could I would just like to add that after this memo was submitted, there was action on some of the these items. And so when you're going through the pages I won't read them all in the interest of time but for those that you see to governor pending action, they were all approved by the governor. So all of these on pages all the way through page 9, where it says to governor pending action they were signed so just a point of information in that regard. The governor had you know over 700 bills to look at in September. And vetoed a few. And it's all online but also then supported these measures. And I'd be happy to answer any questions. The legislature's in recess until December 3rd. They'll go back after either being reelected or newly elected to be sworn in that Monday. There are some bills introduced that first week and then they'll adjourn until January when they go in and start the beginning of the two-year session. (inaudible).

>> Councilmember Pyle: So are there questions?

>> Councilmember Constant: No.

>> Councilmember Rocha: I had --

>> Councilmember Pyle: I had some why don't you go first.

>> Councilmember Rocha: Thank you. General question. Looking through the list I noticed the ones where it spells out city support or city position.

>> Betsy Shotwell: Right.

>> Councilmember Rocha: Absent that it means we take no position?

>> Betsy Shotwell: Nothing officially but obviously our lobbyist in Sacramento, Roxann Miller, is tracking these. There are many bills that we will be following and working with departmental staff and monitoring but not necessarily to the point of taking a position. Perhaps there's an amendment that we're not quite comfortable with and maybe the bill will be amended. They are all moving targets. I know for instance animal services a number of these bills were engaged in and I know the city attorney's office was involved in some of the discussions. But officially, you're right. No -- no position. But we're certainly involved and engaged and working with the league of California cities if it's required or needed. And then also with our own members and our delegation many and with legislation that they are particularly requesting city support for we will always work with them as well. Their legislative staff.

>> Councilmember Rocha: You actually pointed to two items that I was thinking of and looking at the city position where we weighed in on prescription drug collection and distribution but yet on items such as the animal related ones, AB 2194 and SB 1145. I was curious how we got engaged on one such as prescription drugs but not on these other ones. But you already kind of clarified that. You know, we're engaged on some level just not a formal position.

>> Betsy Shotwell: Correct.

>> Councilmember Rocha: I guess my question leads to in some cases we probably have a local delegation such as senator Simitian. So they might actively reach out to staff to ask the city to take a position. Is that the

case sometimes, and why we may not weigh in on other ones, because we haven't been formally requested by the author, so to speak?

>> Betsy Shotwell: It's really case by case. I think in the issue of Senator Simitian's bill, environmental services has been following this particular issue quite closely for a number of years and we have had a history of participating in discussions relating to prescription drugs. I know animal services has been following these bills. They're very much in tune to what's going on and will have discussions in April but maybe the bill got amended in May and so we'll continue to track and our lobbyist will continue to send this information but not necessarily --

>> Councilmember Rocha: Since it's a revision, gotcha, understood. Thank you.

>> Councilmember Constant: Just following up on that isn't a lot of that guided by the council annual approval of legislative guidelines and priorities?

>> Betsy Shotwell: Yes, thank you very much.

>> Councilmember Constant: How and where we engage unless the council takes a separate action?

>> Betsy Shotwell: Yes, that document too is going to all the committees this month and next month and to the Rules Committee. Thank you for including that.

>> Councilmember Pyle: I have to give animal services a huge hurrah, because of the six I think that were signed by the mayor -- the governor rather, or first the mayor. Then they had three that were approved. And signed by the grown. So how -- whatever they're doing to help you out, do they testify perhaps? Do they come up and --

>> Betsy Shotwell: John has been invited to testify. Don't have the exact information of when he's gone up this past year, but I know he has because of the reputation the city has in this area. He has been requested to testify, yes.

>> Councilmember Pyle: Wonderful. Well as having done this for San José unified many, many years ago, I can totally appreciate the job that is being done by our representatives. Roxann and Betsy. And I think we have a fine, fine team and that we can only take so many. I remember in education you know, there were Bajillions of them for education. But you have to focus, you have to get to it the point where you can work on something. Because it is absolutely mind boggling how much time and effort you can put into losing in the end if you don't stay focused. So thank you. Any other questions? Kansen?

>> Councilmember Constant: Motion to accept the report.

>> Councilmember Rocha: Second.

>> Councilmember Pyle: Thank you, all those in favor, aye so we're ready to go on to the next part. Thank you very much, Betsy, really appreciate that.

>> Betsy Shotwell: Next month.

>> Councilmember Pyle: That will be a verbal are report?

>> Yes, a verbal report on neighborhood engagement. Kip Harkness, city manager's office, and I'd like to invite up Justine Fenwick from Next Door to join me for this. Just to briefly queue it up for Justine who will actually give a brief presentation. The fact is here in San José we have a lot of capacity in our neighborhoods and a lot of innovation with our technology sector. And so what you're going to hear about next is actually a marriage of those two things, the capacity of our people and the innovation of technology. I think in this postredevelopment area where we no longer have the ability to put large amounts of money or large amounts of personnel into some of

the neighborhood organizing, this points a way, not only to deal with budget cuts, but I think actually a way that engages neighbors directly with each other in solving their own problems without necessarily making government monkey in the middle. So that is a bit of a queue-up. I wanted to introduce Justine Fenwick from next door.

>> Thank you, Madam Chair and members of the committee. I just wanted to tell you a little bit about next door. Next door is a young company. We've been in business about two years now. Our first year we spent in product wait a moment and our service has been available now for a little less than a year. And in that year we've grown very rapidly. We now have 6,000 neighborhoods across the country using our services today, and we have 60 cities across the country, too, that have made next door available to all the neighborhoods in their city. San José is our largest city. I'd like to tell you just a little bit about sort of the inspiration for the idea and then we'll go into some of the metrics for San José. So when next door was actually conceived, the social networks were beginning to really take off. Today, everyone's using them. If you, one billion of us are using Facebook to connect with our family and friends. 500 million of us are using twitter to follow people we like. And 200 million of us are using linked in to manage our professional relationships. At next door, we felt that something was missing here. Where is the social network that connects you to the people nearest to you? Where is the social network that connects you to your neighborhoods? And then, the other question we asked is, is this an important network? And it turns out that this is actually a very important network. Connecting us to our neighbors, does all sorts of great things for us. I love this quote, this is by Robert Putnam. He wrote a very famous book in community research circles called bowling alone. And he says social networks in a neighborhood lower crime, improve Public Health and raise test scores. And what I love about this quote is that he wrote this in 2001, before Facebook, before twitter and what he was talking about was the original social network, the neighborhood. And basically what he said was look when neighbors start talking a lot of good things happen. But unfortunately it seems like we've lost touch with the neighborhood. Only 29% of Americans say they know a few of their neighbors. So this is where next door comes in. We believe that by marrying the best practices of social networking technology with the neighborhood, we can really help bring back a sense of community to the neighborhood. Many people have sort of asked us, this has been done before. But this turns out to be actually a very hard thing to do. And so I just want to talk you through some of the things that make, I think, next door uniquely successful and some of the challenges that people face in starting neighborhood networks. So the first thing that you have to get right to have

a good neighborhood social network is, you have to nail privacy. So on next door, every neighborhood Website is distinct and it's private. We insist that everyone use their real name. We have address verification technology where we do verify that people who join the site do actually live in the neighborhood. A third thing is we don't allow any information on the site to be indexed by search engines. We feel that if you're sharing information about your home your children, your things going on in your neighborhood that should not be publicly accessible. The second thing that you have to get right, in a neighborhood network, is you have to be able to help the neighbors invite other neighbors. So the way most social networks grow is, they grow through e-mail invitations. But the problem is, is in neighborhoods now, if you don't know your neighbors' name, it's very unlikely that you're going to know their e-mail address. So we had to do a lot of engineering arounds giving sort of both online invitation mechanisms and providing offline neighborhood invite mechanisms. So you'll see on our site we allow our users to send postcards to their neighbors and we give them all sorts of fliers and ways they can other offline ways they can invite their neighbors. Then the final thing that you have to do to really make this work is, you actually have to provide a service that sort of satisfies the real needs of the neighborhoods. And to do this, you have to have a deep understanding of what the neighborhood role is. So people, when they put on their neighbors hat, they like to ask for recommendations, babysitters, who's got the great plumber, they like to talk about crime and safety. They tend not post things around their various or birthdays, so that kind of stuff is done on Facebook and maybe a little on twitter. So you have to get into the head of people when they're in that neighbor-role. So let me turn right now and tell you a little bit about how we're doing in San José. So next door started working with Kip, and neighborhood Services, in may of this year. And we officially launched next door sort of citywide on National Night Out. This shows that when we partnered with Kip and he introduced us to his community leaders, next door growth actually took off. I'm going to share with you some of the metrics that we share with Kip on a routine basis. So as of today, 70% of all San José neighborhoods have started next door sites. 11,000 residents have joined. And 3,000 members have joined in the last 30 days. Here is a picture of the -- of San José as shown on our map that city staff like Kip have access to. What this map shows is that those neighborhoods that are in green have started next door sites and have more than 10 members in them. Those neighborhoods that are in brown, they have started a site but they have less than ten members. And those neighborhoods that are in red have not started next door sites. So how are your San José residents actually using next door today? So just to give you a little -- another statistic. Your San José residents made 6431 new posts this month alone. And that's just new

posts, there's responses to this, there's private messages that we didn't even capture in this figure. And the kinds of things they're talking about, the most favorite thing they're talking about is asking about recommendations, the most favorite babysitter is the most popular one. And civic issues, candidate forum, please show up or please come to the council meeting to support or not a particular project. And then the third most talked about issues are crime and safety. And just to give you an example of what that looks like you'll see a posting on the right by Dan. He said I have to break some bad news to you, my car was broken into and he wants his neighbors to just let him know if they see any other suspicious activity. So let me just end with what San José neighbors are saying about next door. We get a lot of positive feedback. I think Kip can probably concur with this. Here is one of the quotes that comes from Laura in next door Hayes. She said we have been using Yahoo Groups for years, but next door brought us to a whole new level of connectedness. Instead of just e-mailing on crimes and events people now want to get to know their neighbors. And I think we see that a lot on our next door sites. Sorry one last slide. I just want to let you know about what some of the upcoming features are. In November we'll be rolling out a new feature called nearby neighborhoods so people can now not only talk to their neighbors but they'll be able to post to adjacent neighborhoods. In January we are rolling out our mobile app and in 2013 we're taking on the difficult problem of language translation. That's it thank you.

>> And just to close. Four things that are really working well about this collaboration from the city perspective, one is the increase in neighbor to neighbor communication. Again I think that's such a powerful place for the real energy and action to be taking place. Two is that the city page allows us to both broadcast and narrow cast. We can send something to every neighborhood. We can send something to just a few neighborhoods and when we do that unlike traditional e-mail it is a two-way communication that everybody can see. Third and very important, it is free to the city and to the taxpayers. Fourth is the collaborative aspect of working with a really smart startup can turn and pivot and make changes happen in real time. There are many features that next door has added that we have asked for and they have worked directly with us on how to make that happen. Including the mobile app, these are important to people in our community because we know that one of the things that is erasing the digital divide is access to mobile technology, and one of the things that we need to connect are with diverse community is the ability to speak across languages. So we're very eager not only to see them do those developments but to use our site and San José as a pilot to test and refine those, realizing that that is occasionally messy, but I think

that points a whole new way for public-private collaboration going forward. So with that we'll close and I'll be happy to take any questions or comments you may have.

>> Councilmember Constant: I'm just really happy with it. I know that the residents of District 1 have been pretty engaged on it. We've gotten a lot of positive feedback in my office.

>> Great, thank you.

>> Councilmember Pyle: I have to take you on Pete. We've developed a lot of these in District 10 too so maybe we should challenge everybody else on the council to get going with this. This makes such a big difference and we don't have the number of police officers that we'd like. In a way this can help communities to be even safer because they're looking out for themselves. So it makes a big difference. You look like you have a questions.

>> Councilmember Rocha: No, no, I don't want to enter that challenge. Just want to ask the question. Looking at the increase because you mentioned Kip got engaged is there stock options available? Because I'm going to take a look at your form there.

>> I'll declare anything on the form 700.

>> Councilmember Pyle: Can I have a hearty endorsement to approve?

>> Councilmember Constant: I'll make the motion to accept.

>> Second.

>> Councilmember Pyle: All those in favor. I thank you for a job very, very well done. We are appreciative of it. And last, but certainly not least, is schools city collaborative. Members are here. I believe we have Marielle

Caballero, did I say it correctly? County of Santa Clara, office of public defender, welcome. We don't get to see you all too often.

>> With me I have Linda Esteves. Who is the chief schools officer from the County Office of Education. So just give me one second to load up our presentation, and I've just passed out copies. So we are here today to talk about a project that the office of the public defender is working on with East side union high school district and the county office of education through the mayor's gang prevention task force and the county's juvenile justice system's collaborative. So we have the program specifically looks at school engagement and suspension alternatives. Right now focusing at the high school level. So according to UCLA's civil rights project more than 400,000 students were suspended in the state of California, which was representing more than 750,000 total suspensions for the 2009-2010 school year. There's just some information about what our local county results look like, and so for just -- I'll focus on 2010-2011. Enrollment was 265,618 students. There were 508 expulsions, of which 84% were for violence and drugs. And there were roughly 20,000 suspensions of which about 48 were -- percent were for violence and drugs. So our project is focusing on the other 52% of those suspensions that were not for violence and drug-related offenses. So those things that are called what we call willful defiance. Two-thirds of suspended high school students are suspended for two or more days. So those are days that their schools are losing ADA, they become a burden on our public safety system, and then they eventually become part of our justice system through the juvenile justice courts. So the policy implications of this are -- and this is a quote from chief Justice Cantil Sakauye -- she says, you might ask why is school discipline a justice issue? The answer is obvious. When children are not in school, studies show that they are at risk of entering the juvenile justice systems, and that one suspension triples the likelihood of juvenile justice contact within that year. This is a huge problem. Students who were suspended or expelled were at a higher risk of repeating a grade, coming in contact with the juvenile justice system and dropping out of school. Children with juvenile court involvement are as much as four times more likely to drop out of school, and more than 40% of our suspensions in California are for willful defiance. In some school districts that's actually more like 50 to 60% within San José. So this is an area that's very important, because again, we're not talking about those violence or drug-related suspensions. We are really talking about those classroom disruptive behavior. You know, smaller fights and things like that, things that can be handled on school campuses, but also can be handled within families and, you know, maybe mediation, different

types of alternatives. So we'll talk a little bit about those alternatives, as well. Nationally and statewide these policies disproportionately affect African American and Latino students, particularly boys, and they alienate the students who most need to stay in school. And just to give you an example, statewide one in 5 African American students are suspended, one in 9 American Indian students are suspended, and one in 14 Latino students are suspended. But locally, if you are a Latino student, that represents roughly 45% of the school district's enrollment, you represent 72% of those who are suspended. Yeah. And judging by the look on Councilmember Pyle's face, you understand the implication of that. So we're suspending our Latino and our African American students at a much higher rate than other places nationwide, and part of that is demographics of our city. So statewide also this is a huge risk for our LEP students and for our students with disabilities. LEP students exceed 20% of -- the suspension for LEP students exceeds 20% of their total enrollment.

>> Just do a little English-to-English translation.

>> Oh, I'm so sorry. Limited English proficiency. Regardless of race, approximately 1 in 7 students with disabilities receive an out of school suspension statewide compared to one in 16 students who don't have disabilities. So we're often suspending our limited English proficient students at a higher rate and our students with disabilities at a higher rate. So all of these students are students who need to be in the classroom on a regular basis. So what have we been doing about this? The office of the public defender has actually hosted two workshops, one on May 13th, 2011 which was effective school engagement for high risk youth. It was put on by the national center for school engagement. The public defender recognizes that we are not educational specialists, that this is not our forte, and so we are trying to find the best national people who can talk to our educators and to our community, youth advocates, and probation, law enforcement about these issues so we can educate everybody about why suspensions and expulsions and finding alternatives to those is a good thing for our community. And we just recently had one on September 18th, which was keeping on track to high school graduation through suspension alternatives and school engagement. There were two sessions representing 12 high schools at east side union high school district. There were roughly 120 participants, and those 120 participants included principals, assistant principals, teachers, student advisors, social workers, multisystem staff, CBOs and community members. So those are our two workshops that we're doing. National center for school engagement employs what we call the

three As: Achievement, attendance and attachment. Basically saying that if you engage youth and parents, coordinate and integrate program, and increase teacher involvement you'll have successful youth in school. So we have what we covered in both of those sessions are in-school alternatives to suspension. So instead of suspending a student where they're then out of school and in the community, home by themselves, able to wreak havoc on our communities, we want to try to find ways to provide in school alternatives. Those are in school intervention rooms, individual counseling for students, space for the oning student to work privately away from the classroom so that they're not disrupting the education of other students, before and after school detention and Saturday schools. But we also are looking at models that include in school community service and out of school community service how do we engage our community based organizations to use these students as volunteers and increase their own per -- their own personal confidence. So obviously a lot of these services are things that were in schools many years ago but now have been cut because of budget cuts so we're trying to life bridge different funding sources to put these things back into the schools. So our goal is to have disciplinary systems that have graduated levels of disciplinary action where consequences match the seriousness of the infraction. We heard yesterday from the school cities collaborative. One of the superintendents said that what he sees is that younger teachers are teachers that don't have a lot of classroom management skills. Instead of choosing the one day suspension will choose the three day suspension because they think that the higher penalty will be a better incentive. But our office looks at it from a point of view of that's an incentive to continue your bad behavior because that's three days off of school. That's three days off of vacation where you don't have to do homework and you don't have to go to school. Structured so we also actively try to use data management to record and analyze student conduct. What time are the offenses happening, what time of year in which classrooms and how do we use that information to provide better teacher training but also better alternatives to our youth. So no cost and low cost alternatives to punitive discipline. One of the things that we're looking at and working with the courts on is a school based teen or youth court. We have one in the county now, so -- but we'd like to expand that model. School community review boards, service learning, community service consequences, teaching a class or having a class available on anger management for youth to go to during detention, using Americorps and city year as mentors, other programs that we fund through B.E.S.T, and through the county, and then online credit recovery implemented by C.O.E. at both the ranch and juvenile hall. I'm going to turn it over to Linda to talk about what the county is doing at their schools.

>> Thank you, I'm going to give you some insight in relation to how we're working on this particular project. As you may know, the county offices, what we finally refer to as the place of last resort for many of our students, we provide the services for our community schools as well as the Osborn juvenile hall and the ranch. And so the students that come to us have had quite a record, track record of being suspended, and obviously the suspensions have not changed their behaviors, but rather has created the opportunity for them to either be expelled from their district and/or what we also call sometimes worn out their welcome at their district and they have been sent to us at the county level. So what we do in our efforts to turn this pattern or behavior around as we start off in our transition center really looking at the student's track record, of what the suspensions have -- what have caused suspensions, what the root cause is, and how we may change that root cause and impact the change and behavior. We do one-on-one placement meetings with the parent as well as the student, not only in the transition center, but when they arrive at their new school site we do an orientation with the teacher and the student as well as the parent to talk about establishing what we call an ILP, which is an individual learning plan for the student, and identify what some of those hooks may be or the areas of why the student would want to be successful and be at our school site, what they might want. You can imagine getting a high school diploma actually is a very high interest for many of our students, as well as a job. So how can we hook them by staying in school, getting those credits and getting them connected to some kind of resource or facility. In addition to that, though, we believe that first teaching best teaching is our responsibility, so we do a lot of training with our teachers relative to what we call de-escalation behaviors and positive affirmation of students, so that they are no longer using confrontational language, so there isn't a win-lose struggle between a teacher and a student, but a win-win solution for both. In addition to that, we also have options at our school sites that allow the students to stay on campus if in fact there is an issue. We use an in-house suspension room for a period if a teacher does need to send a student out, whether they go to that room or the counseling. And if a student needs a couple of days longer than a one-day and it isn't one of those mandated expulsion -- mandated suspension requirement behaviors. We have what's called a reflection program, and that's a minimum day in which a teacher is present with the students and they do their work in a single classroom as opposed to rotating from class to class. It's an opportunity for them to re-earn their way back into the classroom, so there's a lot of work on the social motion area as well as allows them to maintain their credits. We do before school online credit recovery as well as after

school for the credits that the students may make up. Most of our students come to us two to four years behind in their proficiencies as well as their credit, so we feel it's important that we provide them some help because oftentimes students will come to us and feel like why should I even bother to try? There's no hope there's no way that I'm going to catch up so we try to give them some vehicles in that arena. So last but not least before we move along we also do what's called a lot of work in the arena of peer pressure and that may look like through student leadership or students particularly are older students who really now see a possibility of graduation they have a lot of influence on the younger students to hey man I want to make it here, knock that off not here not now this is where I am going to be able to take it to the next step.

>> So some of the other strategies we use are restorative justice in schools and as one of the resources that we're providing to east side is an online guide to implement restorative justice programs in schools. Restorative justice, if you don't know, the main objectives are for the community to hold the offenders accountable, repair the home to victims, and provide support to the offenders to encourage their reintegration into the community. So these are very school site specific projects or programs, and the schools will be choosing what they want to implement as we go through this process. So the public -- office of the public defender is a partner with the City of San José and a lot of other justice system partners in providing all these services. So we chair the juvenile just system's collaborative prevention and programs work group, and many of the best CBOs are also on that committee through the county. We are a partner with the national center on school engagement to provide technical support to you schools, to implement alternatives to suspension. We have -- our partner is obviously the probation department because they're a county agency. But so many of our kids all of our kids that we represent at the public defender's office are on probation. So we work very closely with the mayor's gang task force interagency collaborative, parks & neighborhood recs, and the San José P.D, we are part of the school link services process through the mental health department and our local school districts and we're a partner with the office of education, east side union high school district, and we're a member of the South county youth task force. So I'll give Linda an opportunity to talk about partnership, as well.

>> In addition to all these key partners which we also work with on a regular basis while we are either participating on the committees and/or have them on our sites, we actually have probation officers and San José

PD on our sites. We also have an extensive partnership with the advent counseling, as well as the California youth outreach that support us in our gang intervention. We do a tremendous amount of work with parent project and the PK project which is work with our parents to create -- help them create effective parenting strategies. As well as we're now working with the national equity project which is working with us in terms of being culturally sensitive and relevant instruction for our students. We're working with the California association for curriculum development for the whole child initiative. And last but not least last year we rolled out what is called a mentor mentee program and county office employees on volunteer to mentor students at our sites to give them a positive role model and someone that we -- can be seen that will be a champion for them.

>> One clear partner that I forgot to mention was of course the District Attorney's office. But one of the things that we hope to do with this initiative for school engagement and suspension alternatives is developing even stronger partnerships and better communication and coordination of services. The CBOs have often said to us we don't find out that a kid is being suspended or expelled until the process is almost done and we could have intervened. The city and county provide service so better coordination is one of our goals in helping services be provided to youth much earlier on in the process. So resources and reports. There are many things on our Website that we provide, both to schools, but also just as research and information. Some very good reports related to suspension and expulsion is suspended education in California, which is part of the civil rights project at UCLA. Understanding school discipline in California, perception and practice, which really talks about what administrator and teacher perceptions are related to suspension and expulsion, and how they perceived it works, which just came out a month ago, through Ed source, the United States Department of Education office of civil rights, and we actually have on the office of the public defender all of these resources who are available to anyone who was interested. So I was also asked to give a quick legislative actions update. There were four bills that we were tracking through the office of the public defender, and our lobbyist at the county related to education issues. So those four, two were signed by Governor Brown, one was vetoed and one is now dead in committee. The two that were signed, AB 1729, requires that all forms of suspension be imposed only when other means of correction action has failed to bring proper conduct. It authorizes the use of documentation of alternatives to suspension or expulsion that are age appropriate and designed to address a pupil's specific behavior, and it defines other means of correction. Because the previous legislation didn't actually define what

other corrections were, so it was too vague, and other schools weren't using them. AB 2537 was also signed by Governor Brown, and it requires that we make changes to the provisions on expulsion and strikes the fine to be paid by principal or principal's designee for failure to notify appropriate law enforcement authorities of specified acts committed by people. So there are five things that are required expulsions and actually principals and vice principals can be fined for not reporting those acts to law enforcement. So this sort of gives them a little bit more leniency to deal with issues on their school campus they feel is appropriate. Earlier today we were talking about what's the difference if a kid has a pocket knife versus a kid who is actually actively brandishing a pocket knife? Do those really require the same exact type of punishment? And they are two very different actions. One a child may feel that they need they're that pocket knife for their walk home, but they would never ever consider using it at school, and another kid is obviously making a behavior that is threatening and violent. And that's up to the principals to decide what type of action needs to be taken in that situation. So this legislation allows that leniency. Next steps, your opportunity to ask us questions. Part of the office of public defender project is to choose four east side union high schools to receive additional technical support from the public defender and from the national center for school engagement. Those four high schools are Andrew hill, Overfelt, Mt. Pleasant and Oak Grove. Thank you, and Oak Grove. So they will actually be working with the national center for school engagement to develop plans to reduce suspensions, implement changes. They're also possibly going to be working with the burns institute to do family engagement around this issue so they data so we can see if it has any effect on suspensions and expulsions and we plan on applying for grants to continue doing this work. We've actually already applied for a grant with the foothill community health centers to do mental health and health services and disciplined support for several schools in the east side school district. And then finally increased collaboration and communication between schools, CBOs and the juvenile justice committee. And with that very long and intensive presentation we're ready for your questions.

>> Councilmember Pyle: You got a lot of information out in a very short time. Good job, well done. Are there questions? Kansen.

>> Councilmember Chu: Thank you, madam chair. I'm very interested, thank you very much for a good presentation. My question is really regarding to the restorative justice strategy for schools. The county used to

have a restorative justice program, called neighborhood accountability board. And I have the privilege to serve on the Berryessa accountability board, neighborhood accountability board for two years. And then all of a sudden, got a letter from the probation department to say they're out of funding, they don't have enough money so they pretty much dismissed that neighborhood accountability board. For those who are not familiar with the neighborhood accountability board, all I can see as a board member, the cost associated with it is probably one over time probation officers, that have to sit with us throughout the meeting. And during the meeting, they provide all the board members bottled water and because of the cost savings we decided to bring our ion water to the accountability board. So now I'm so thrilled to see that restorative justice strategy. And the next page you list of all those partnerships. So I guess the question maybe to the City Manager's office, and we have some -- the public defender's office as a county office of education here, how can we bring that neighborhood accountability board back? You know I have the discussion with your probation chief. But my fault of not following up closely with her. So it was just another thing that fell through the crack. But talking from my personal experience this is really community services that make you feel good, that I kind of really missed, that opportunity to serve the community. And speaking for Berryessa, I know that we have so many community members already went through the training, they're ready to get in the neighborhood accountability war back on to its feet. So the question is how -- what can I do? Away would be the next step to get those partnerships together and restore the restorative justice program in Berryessa?

>> So I think that right now, we probably are not actively working on bringing back the neighborhood accountability boards. We've been trying to focus on the school court, which is the same model for things that happen within the school community but it's definitely something on our radar that we hear a lot of enthusiasm for in the community and so I think that as we move forward we'd like to explore coming back with these neighborhood accountability boards again.

>> Councilmember Chu: Okay, because when I was serving on the NAB, most of the clients that been through the neighborhood accountability board are not just high school students, we have young students you know, as young as third and fourth grade. So it sounds like your model is just to concentrate on the high school students. But then if you have the neighborhood accountability board, you're not only be able to cover the high

school students, and you also be able to go to the younger students and you, you know, I was very surprised but at that time, that a lot of violence activities are actually occurring at much, much younger ages. And also, I firm believe that the gang members are recruiting much, much younger students than the high school kids that we're talking about here. Kip do you have anything to add?

>> Yes, councilmember. We have as you know, all of the key players who should be involved in that discussion as part of the mayor's gang prevention task force. So what I would suggest, if it would work for you, is that we could add that item to the technical team of the mayor's gang prevention task force. And I've heard three sort of key questions that you would like to ask, and correct me if I don't have them all correct. One is, what are the opportunities to bring it back and what are the barriers to bringing it back. Second question, so what would it take then to bring this back, and the third is, is this a priority for the partners here to bring this back, do they see it as a valuable tool that they would like to continue.

>> Councilmember Chu: You summarize it much better than I do.

>> So with your permission, I'll add that --

>> Councilmember Constant: He always does.

>> Thank you. So with your permission we'll add that to a future topic of the technical team and bring a report-out back.

>> Councilmember Chu: Please get back to me what can I do to kind of also tap into this partnership, the list of partnership, to bring it back.

>> We'll make it clear that you've had both positive experience and want to make sure that that's something that happens. Thank you.

>> Councilmember Pyle: Well, this is -- it's wonderful to know that all of these innovations have been occurring and you're trying to get a handle on it. But on the other hand you must get a little bit discouraged from time to time. It's a huge, huge task and I think with all of us working and bringing this back to further the whole effort that should make a big difference. So we really, really appreciate the work that you do.

>> Thank you.

>> Councilmember Pyle: Thank you for that report. With that do I have a motion to accept?

>> Motion.

>> Councilmember Pyle: And with that, all those in favor? We are ready to adjourn. Thank you all for being here today, see you next month. Thank you Kip.