

Sacramento City Unified School District
Student Support & Health Services Department

2016-17 Annual Report:

Serving Students with Compassion & Care

July 2017



From the Director

For our students to be successful academically, they must be present and healthy to engage in learning. When students are in need of support – whether academic, behavioral, emotional, or social – meeting these needs through our quick and careful response is critical.

SCUSD’s Student Support & Health Services department (SSHS) provides a staff of well-trained, caring, committed, and highly effective professionals who work collaboratively to engage and assist students, their families, and the staff who serve them. Leveraging hundreds of thousands of dollars in supports annually – SSHS is where passion and performance meet – to produce results for students who need it most.

During the 2016-17 school year our department continued to grow, developing new Student Support Centers at two school campuses, and increasing the number of students served by developing new programs and opening the valley’s first school-based health clinic. A special area of growth for our department this year, however, was in the work we did to truly integrate our two divisions – Health Services and Support Services. Joined in 2014 under the new department name “Student Support and Health Services,” these two groups were used to operating independently. In an effort not only to maximize resources, but to harness the incredible knowledge and talent present in employees in both divisions, we embarked on a new journey together, starting with our August 2016 Annual Retreat and continuing through department-wide trainings. We thoughtfully began the creation of our new vision, a meaningful statement of our values and passions, that unifies us as one dedicated force for SCUSD students:

Our vision is to serve all students with compassion and care, ensuring families have equitable access to systems of support that promote hope, resilience, empowerment, physical and mental wellness, and educational success.

This report is a reflection of our core values around evidence-based practice, and an effort to:

1. Use our voice to help tell the story of our students;
2. Identify needs and gaps in service so that they may be addressed; and
3. Maintain transparency and accountability for our resources and services with all stakeholders.

We are privileged to serve the diverse students, families, staff, and community members of SCUSD, and proud to present this representation of and reflection on our work this year. Most of all, we anticipate the year ahead, full of opportunities to help improve outcomes for thousands of children.



Victoria Flores, MSW, PPSC
Director III, Student Support & Health Services

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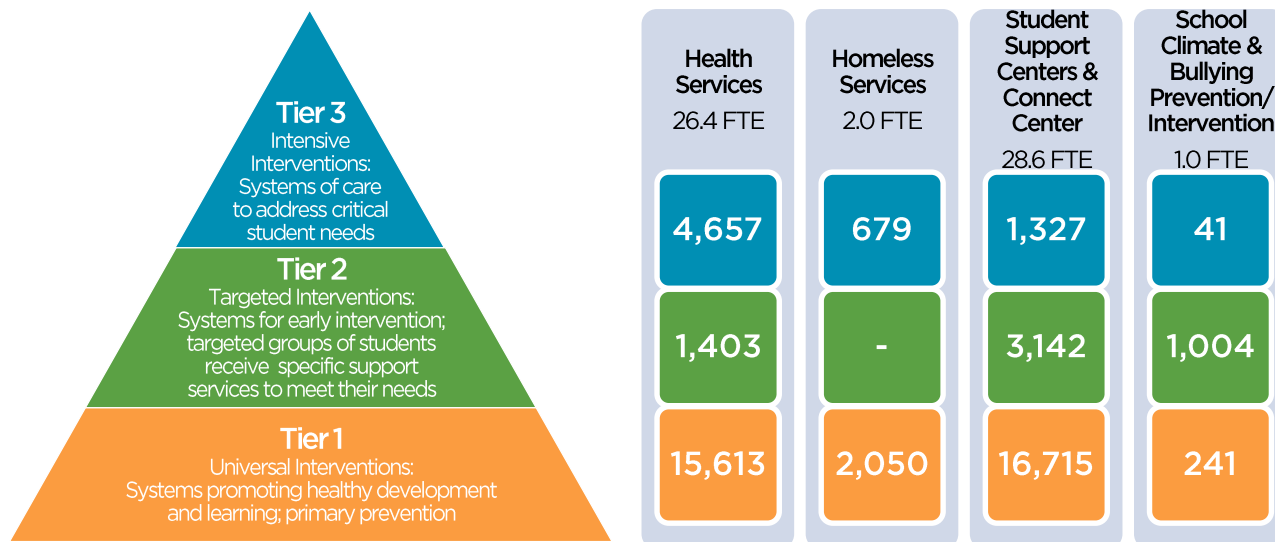
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Part One: Service to Students

The wellbeing of SCUSD students is not only our greatest concern and motivator, but also one of the best indicators of their potential academic and lifelong success. In an effort to support students – and their families – in achieving the best possible outcomes, we provide a wide range of evidence-based services and responsive programs.

Services at a Glance

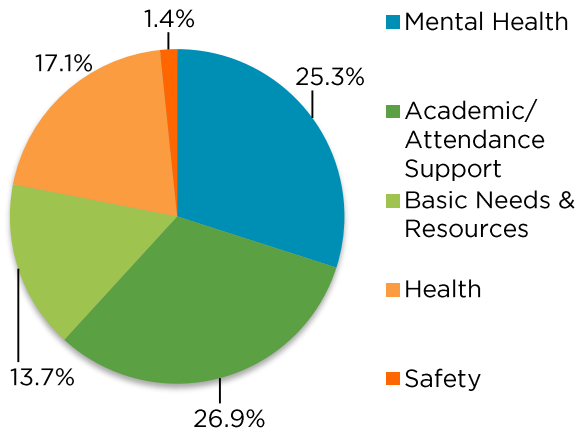
The figures below represent an **unduplicated count of students served** by program, with the exception of the Health Services data.



Many of the students and families in our district are facing complex challenges that require a combination of several services. Figures below represent some of the **critical interventions provided**:

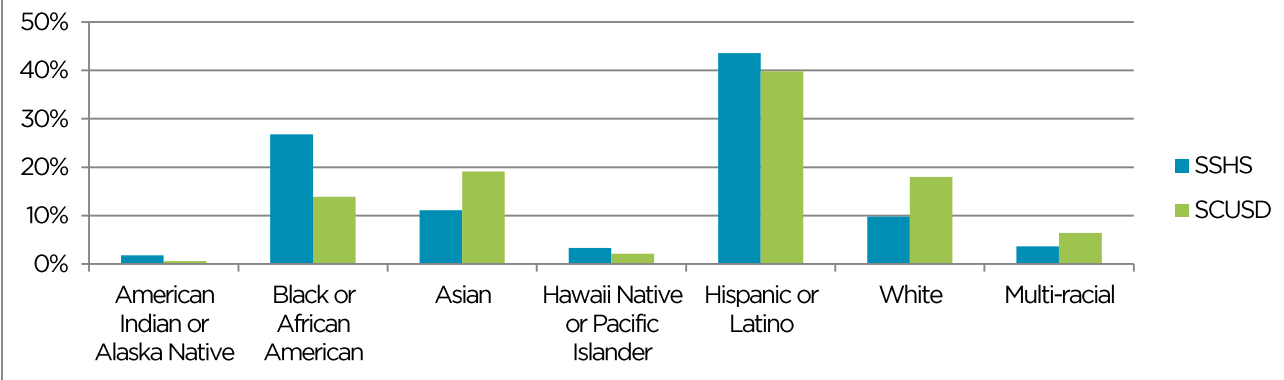
Tier 1 Universal Interventions	Tier 2 Strategic Interventions	Tier 3 Targeted Interventions
Assemblies • Challenge Days • Dental, Hearing, and Vision Screenings • Family Nights • Food Distributions • Health Fairs • Immunization Clinic • Literacy Events • Mental Health Awareness Campaigns • Multicultural Celebrations • School Uniform Distributions • School-wide Curricula Implementation	Attendance Support 559 Academic Support 485 Basic Needs 1,857 Behavior Support 575 Bullying Consults 234 Case Management 238 Conflict Resolutions 577 Health Care 401 Health Education 843 Health Insurance 214 Mentoring 910 Parent Support & Ed 375 Psycho Ed Groups 719 SSTs & SARTs 986	504s & IEPs 159 Alcohol/Drug Couns. 44 Bullying Mediations 41 Child Welfare 170 Crisis 761 Direct Medical Care 76 Domestic Violence 33 Emergency Care Plans 1,766 Home Hospital/MIS 34 Home Visits 129 Homeless Program 679 IEP Health Assessmts. 2,857 Mental Health 1,748 Suicide Risk Assessmts. 144 SARBs 25

Student Services by Category, 2016-17



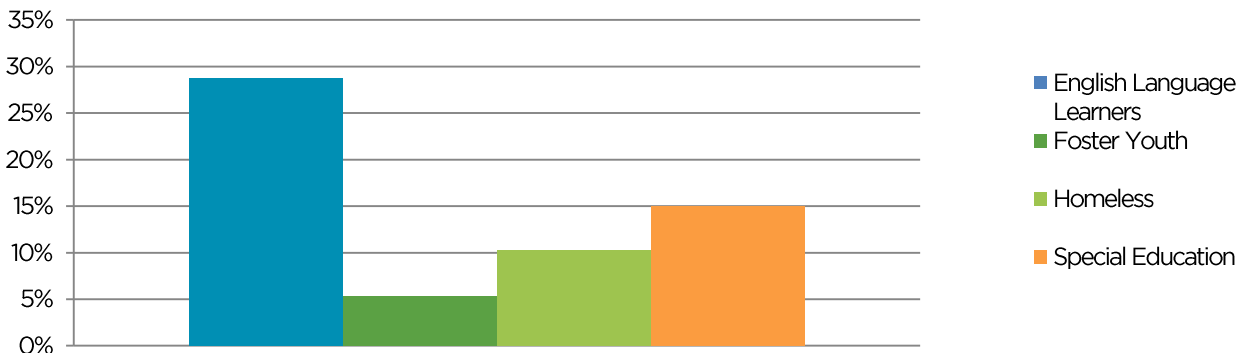
Mental Health	AOD Counseling • Crisis • Mental Health Counseling • Conflict Resolution • Psychoeducational Groups • Suicide Assessment
Academic/Attendance Support	504s, IEPs, SSTs • Behavior Hearings and Behavior Support • Case Management • Home Visits • SARTs & SARBs • Tutoring
Basic Needs & Resources	Basic Needs • Employment • Homeless • Legal • Parent Education & Support • Recreation & After School • Transportation Assistance • Youth Development
Health	Direct Medical Care • Emergency Care Plans • Health Care, Education, & Insurance • Home Hospital / Medical Independent Study • Reproductive Health
Safety	Bullying Consults & Mediations • Child Welfare • Domestic Violence • Gang and Violence Prevention • Law Enforcement

Ethnicity of Students by Percentage, Referrals for Service to SSHS vs. Total SCUSD Enrollment, 2016-17



Ethnicity and vulnerable populations data represents services provided to students only through SSHS Student Support Centers and The Connect Center, as other SSHS programs do not collect this demographic data at this time.

Vulnerable Populations as Percent of Students Served, 2016-17



504 Coordination

Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability. The SSHS Director serves as the district coordinator who is responsible for monitoring and implementing the district's compliance with state and federal laws prohibiting disability discrimination. The major responsibilities are (1) to prevent discrimination against students on the basis of disability; and (2) to ensure compliance with all procedures and procedural safeguards required under Section 504. **This year 712 students had an active 504 Accommodation Plan documented in Infinite Campus.**

Health Services

Health Services provides both mandated and non-mandated school health programs which assist students, families and the community to reach optimal physical, mental and social health in order to succeed in school and in life. Health Services operates several critical district-wide programs, including:

- **Communicable Disease:**
Communicable diseases – such as **this spring's Norovirus outbreak, which impacted students and staff at 47 SCUSD schools** – present broad sweeping challenges. As students are identified with communicable diseases, Health Services Lead School Nurse coordinates the communication between schools, district staff, medical providers, Sacramento County Health Department and families on the appropriate response for keeping our students healthy.
- **Coordinated School Health Committee (CSHC):**
The CSHC works to promote health and wellness in educational settings. Co-facilitated by SSHS, along with the SCUSD Director of Nutrition Services, and local partner, Valley Vision, the CSHC is comprised of school site and district staff, parents and community partners. **This year the CSHC's work focused on revising the existing 2006 Student Wellness Policy.**
- **Direct Medical Care:**
Students with serious health conditions, such as diabetes and epilepsy, frequently require 1:1 medical care given their age and/or developmental level. Health Services staff and/or contracted staff provide daily care and oversight to students, as outlined in a 504 Accommodation Plan. **This year, 57 students received this intensive, direct medical care each day.**
- **Emergency Care Plans:**
Each year Emergency Care Plans are developed and/or updated for students with an identified health need that requires coordination, care and/or awareness, such as diabetes, seizure disorders, severe asthma and anaphylactic allergy. The plans outline symptoms and interventions to be taken in the case of a medical emergency. **In 2016-17, over 9,000 students had an identified health condition, and emergency care plans were developed for 1,766 of those students.**
- **Employee TB Clinic:**
In partnership with Human Resources, school nurses staffed four employee TB Clinics during 16-17 **resulting in 172 staff screened.**

- Football Game Ambulance Coverage:**
Ambulance coverage is required for all high school football home games. SSHS coordinates the service agreement and scheduling of ambulance coverage for each game, ensuring our athletes remain safe and healthy.
- Hiram Johnson Wellspace School-Based Health Clinic:**
In mid-September of 2016 the school-based health clinic began serving students at Hiram Johnson High School, providing medical and dental care. The Wellspace Clinic Coordinator and the SSHS School Nurse assigned to Hiram Johnson work closely to facilitate student access to the clinic during school hours. This team attended the National School-Based Health Alliance conference in June 2017, to learn best practices.
- Hospital Teachers:**
Maintaining educational services within the hospital provides a sense of normalcy for students during illness recovery (Ed Code 48206.3). As such, SSHS provides educational services to students hospitalized at **UC Davis Health Systems, Sutter Hospital and Sutter Center for Psychiatry**. During the school year, each facility has a full-time teacher assigned to serve students residing in their care. ADA is collected on students who enroll in the program.
- Home Hospital/Medical Independent Study:**
When general education students experience a temporary disability that prevents them from attending school, two options are available to meet student's educational needs. The Home Hospital Instruction Program provides daily in-home instruction to students. Within the Medical Independent Study Program, students meet individually with their teachers at least once a week to receive instruction, new assignments, and review and correct homework. Families are given the option of which delivery model works best for their student's health needs. (Ed Code 48206.3). **The program served 34 students this year.**
- IEP Health Assessments:**
School Nurses complete health assessments for all students receiving an initial or triennial assessment for special education supports. Health Assessments include vision and hearing screening, basic health measures, and a health history with the parent/guardian and/or student. Significant health concerns impacting a student's academic achievement are addressed and services and supports are developed as needed. **This year, IEP Health Assessments were completed for 2,857 students.**
- Immunization Clinic:**
The IZ Clinic is a service provided to district families in an effort to help them comply with SB 277, legislation that mandated immunizations for school enrollment. The clinic operates on Thursdays from 3-6pm through the school year. Services include immunizations, health insurance enrollment through Sacramento Covered, and free oral health exams through the Center for Oral Health. **This year the IZ Clinic provided 1,193 students with 2,804 vaccines.**
- State Health Reporting:**
Annual state reports are compiled and submitted to the California Department of Public Health for kindergarten and 7th grade immunizations (Ca. Health & Safety Code 120325-120375) and kindergarten oral health assessments (Ed Code 59452.8). Hearing screening results are submitted to California Department of Health Care Services (Ed Code 49420, CEC and Section 2950, CCR, Title 17).

- Stock Epinephrine Program (“Epi-pens”):**
 Per Education Code 49414, all schools are required to have Stock Epinephrine pens on-site and available in the case of a suspected anaphylactic reaction. SSHS provides annual training to volunteers, stocks epinephrine pens at each school site, and manages program coordination.
- Vision and Hearing Team:**
 Per Education Codes 49420 and 49455, students in kindergarten, 2nd, 5th, and 8th grades must be screened for vision and hearing health. A team of two SSHS School Nurses and one Health Clerk screen students for near vision, far vision and hearing. Students who fail their hearing screening in 8th grade are re-tested in 10th grade. **This year, a total of 10,109 students were screened by the Vision and Hearing team.**

Support Services

Student Support Services offers a wide range of social, emotional, and health resources to help students thrive. We promote attendance and a positive school climate by focusing on the whole child, providing critical support services and removing barriers to learning.

- Crisis Response:**
 In addition to services that support students on an ongoing basis, SSHS leads SCUSD’s Crisis Response Team. In crisis situations – whether sudden death on a school campus, natural disaster, or other intensive event – this trained team of school-based mental health professionals is ready to serve and support at a moment’s notice. SSHS coordinates this team, trains and dispatches its members, and keeps valuable data for prevention and follow-up purposes.



- Homeless Services:**
 The Homeless Services program supports the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include: school enrollment and attendance support, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under the McKinney-Vento Homeless Assistance Act. **In 2016-17, Homeless Services identified and served 679 homeless students.**
- School Climate and Bullying Prevention/Intervention:**
 Our School Climate Collaborative is a group of community organizations and providers who meet regularly with principals, district and school staff, to share tools to build positive school climate. School climate notwithstanding, peer issues do arise, and the Bullying Prevention/Intervention program provides school sites with the tools and consultation necessary to prevent bullying and intervene when necessary. Developed in July 2011, this comprehensive program focuses



Students participate in the annual “Stand Up, Speak Out” anti-bullying rally at the State Capitol.

on reducing bullying and harassment of students district-wide. The program is designed to address the issue of bullying systemically and follows the district's strategic plan on bullying prevention developed in August 2011. **This year, 152 incidences of bullying were reported and investigated. Intensive mediations were completed in 41 cases, with another 234 consults provided.**

- **Student Suicide Prevention and Intervention:**

SSHS trains all district-employed mental health professionals (i.e. school counselors, nurses, psychologists, social workers, and SSC specialists/coordinators) on suicide risk assessment procedures including the use of the district approved suicide risk assessment tools. SSHS has developed and manages a response system for intervening when a student is identified at risk of suicide, which includes deploying trained staff to school sites to conduct assessments as needed. **In 2016-17, there were 137 district staff trained to use the district-approved suicide risk assessment tools, and more than 144 assessments were completed.**

- **Student Support Centers and The Connect Center:**

SSHS operates 24 Student Support Centers (SSCs) at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, staff assess both the student and family's needs *and* strengths, employing available assets in planning interventions. Social workers, interns, and community partners work collaboratively with students and their families to address issues that are of concern to them, drawing on other resources for additional support. **In 2016-17, the Student Support Centers collectively served 16,563 students, including 12,184 Tier 2 and Tier 3 supports.**

**2016-17 Schools with
Student Support Centers**

A.M. Winn • Abraham Lincoln •
American Legion • Bowling Green Chacón
• Bowling Green McCoy • Bret Harte •
Caroline Wenzel • C.K. McClatchy •
Earl Warren • Edward Kemble •
Elder Creek Ethel Phillips • Fr. K.B. Kenny •
G.W. Carver • Hiram Johnson •
Isador Cohen John Bidwell • John D. Sloat
• John Still • Oak Ridge • Pacific •
Parkway • Rosa Parks • Will C. Wood

The Connect Center is a centralized Student Support Center that serves as a “gateway” to critical supports for students and families whose schools do not offer an SSC. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students. **This year The Connect Center served 547 individual students and their families.** The Connect Center also houses the district's LGBTQ support programs, and serves as a gateway to health insurance enrollment for all SCUSD students:

- **LGBTQ Student Support Services:**

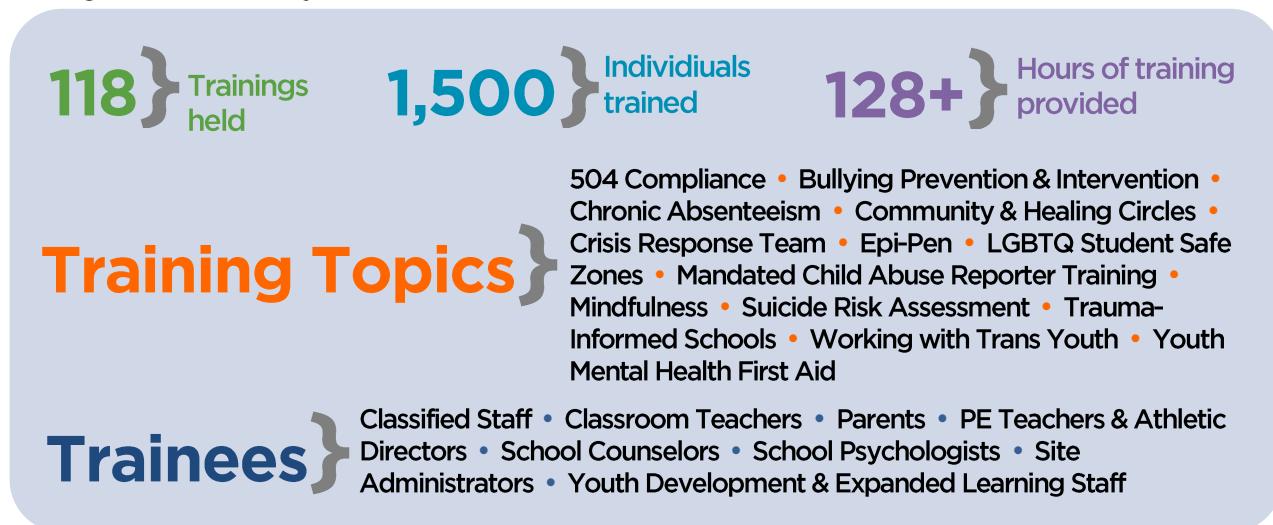
Provides mentoring support to individual students, technical assistance to school-site Gay-Straight Alliance (GSA) Clubs; facilitates the LGBTQ Task Force, comprised of staff, students, parents, and community members; plans and facilitates the annual student conference “Be Brave Be You,” and a professional development opportunity for staff and community members entitled “No Time to Lose;” and is currently working on an update to the Transgender and Gender Non-Conforming Student Policy.

- **Health Insurance Enrollment:**

On-site health insurance enrollment is provided in partnership with Sacramento Covered on Tuesdays at the Connect Center, and Thursdays during the Immunization Clinic hours. Connect Center staff also facilitate a Health Insurance Collaborative, inclusive of district staff, local health insurance plans and providers and community partners.

Part Two: Training and Professional Development

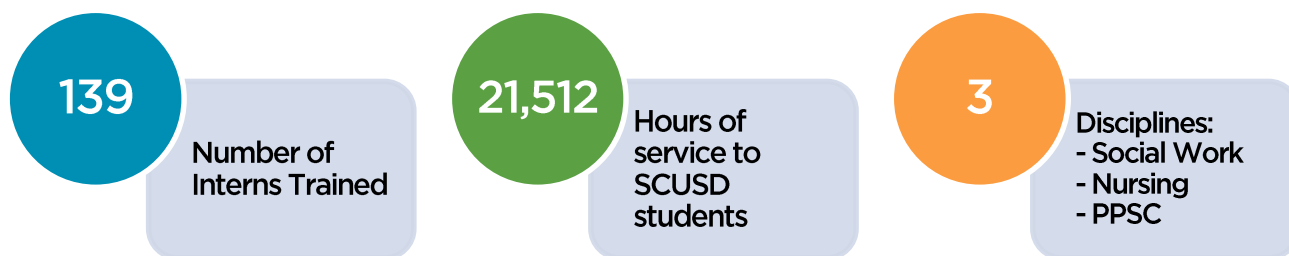
SCUSD students and families deserve the best – that includes staff that are highly-trained and well-versed in evidence-based practices across subject areas. In an effort to contribute to the ongoing development of staff, teachers, parents and students, SSHS staff provided more than one hundred trainings this academic year.



Our training program includes preparing the next generation of practitioners. This preparation also leverages partnerships with higher education institutions to do training in the field on our school campuses, for a mutually beneficial collaboration. Since 1999, SSHS has hosted and trained more than 600 undergraduate, graduate, and post-graduate interns from:

- Boston University
- California State University, Northridge
- California State University, Sacramento
- California State University, San Jose
- Samuel Merritt University

Each year SSHS brings dozens of higher education learners to school campuses across the district to engage with our students and help enrich their lives, helping interns leave ready to emerge as leaders in their respective fields. This academic year our intern training program resulted in:



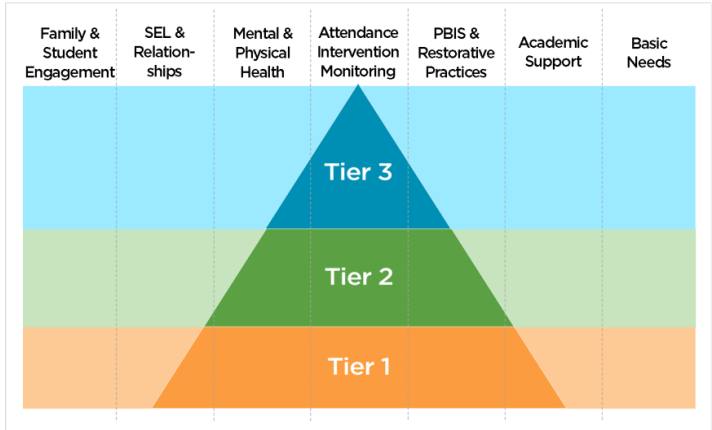
Part Three: Grants and Research

SSHS staff employ evidence-based practices, and also work to contribute to empirical bodies of knowledge, by securing grants to support critical work, and partnering with local academic institutions to participate in research projects and present findings at national conferences.

Chronic Absence Project

Since 2011, SSHS has been leading SCUSD's work in addressing chronic absenteeism. In 2016-17, the Chronic Absence Project focused on evaluating the efficacy of school site attendance protocols and interventions in order to make long term district wide system change in promoting positive attendance and reducing chronic absenteeism.

By establishing and continuing to facilitate the Chronic Absence Learning Collaborative (CALC), a group of educators, administrators, researchers, and community partners who meet bi-monthly to discuss challenges and share best practices, SSHS has continued to elevate the dialogue in our district about the cost of chronic absenteeism on student success, and how to use a strengths-based approach to improve attendance.



Our Multi-tiered Attendance Support System (MASS) planning template has been shared at national meetings and implemented by multiple school districts.

Highlights:

- Assisted key SCUSD departments in creation of Multi-tiered Attendance Support System (MASS) plans;
- Added 12 school sites to the CALC, and 3 more in CALC research;
- Provided each CALC site with midyear analyses of chronic absence to inform planning and practice;
- SCUSD was one of four districts highlighted in *In School + On Track 2016: Attorney General's 2016 Report on California's Elementary School Truancy & Absenteeism Crisis*
- Leveraged research findings to-date to generate a successful proposal for Prop 47 funding (\$1.7 million over next 3 years);
- Developed a set of research briefs based on Chronic Absence Learning Collaborative (CALC) activity;
- Established a new research partnership with UC Davis Health System focused on pediatricians and school staff co-conducting home visits for health-related absences.

Partners:

- Attendance Works
- Sacramento Building Healthy Communities
- The California Endowment
- UC Davis Center for Regional Change

SacEDAPT Duration of Untreated Psychosis (DUP) Research Project

The Sacramento Early Diagnosis And Preventative Treatment Duration of Untreated Psychosis (DUP) Research Project (SacEDAPT-DUP) seeks to reduce the duration of untreated psychosis or time between the onset of psychotic illness and engagement in appropriate treatment, from the U.S. average of one to three years, down to less than three months for youth.

Four schools (two high schools, one middle school, and one K- 8 school) are participating in this 4-year project. Currently after two years of participation, 103 youth were screened for possible early symptoms of psychosis.

Highlights:

- SCUSD students at participating schools are receiving the most current, evidence-based treatment for serious mental health illness;
- 103 students screened (versus only 21 prior referrals from all SCUSD schools).

Partners:

- SacEDAPT Clinic at UC Davis Health System

Kaiser Regional Resilience Project – Year One

In 2016, SSSH secured a \$95,000 grant from Kaiser Permanente to immerse staff in trauma-informed practice and mindfulness education.

All department staff completed eight hours of introductory training on **Trauma-Informed practice** from Gabriella Grant, a respected researcher and Executive Director of the California Center of Excellence for Trauma Informed Care. In addition, social workers and support services managers completed the two-day training in **Cognitive Behavior Intervention for Trauma in Schools (CBITS)** training, given by researchers and practitioners at UCLA. CBITS is an evidence-based, therapeutic group curriculum designed for implementation by a district-employed mental health professional at school sites, to help students experiencing acute trauma.

The training grant was rounded off by participation in **Mindful Schools'** six-week **"Mindful Educators"** certification program. This curriculum focuses on helping students develop skills in self-awareness and self-regulation through mindfulness practice.

Highlights:

- 29 staff completed the Mindful Educators certification program;
- 52 staff completed 8-hour Trauma-Informed Practice Training;
- 32 staff went on to complete two-day CBITS (Cognitive Behavior Intervention for Trauma in Schools) training.

Partners:

- California Center of Excellence for Trauma Informed Care
- Mindful Schools
- Kaiser Permanente
- UCLA Center for Health Services & Society

Project AWARE Grant

In 2015, SSSH was awarded a three-year, \$350,000 grant by the federal Substance Abuse and Mental Health Service Administration (SAMHSA) to provide evidence-based Youth Mental Health First Aid (YMHFA) trainings to district staff, parents, and community members, primarily in the Meadowview and south Sacramento communities.

The purpose of Project AWARE is to increase the mental health literacy of adults who interact with youth, and increase their knowledge of how to help a youth who is experiencing a mental health or addiction challenge or is in crisis. This completes year two of the grant.



SCUSD's first Spanish Youth Mental Health First Aid graduates, parents at John Still K-8

Highlights:

- Certified 189 individuals as “Youth Mental Health First Responders”;
- Completed three youth focus groups, exploring knowledge and attitudes about mental health;
- Embarked on a youth-led public service campaign to increase awareness and stop stigma, as a result of youth focus groups.

Partners:

- La Familia Counseling Center
- United States Substance Abuse and Mental Health Service Administration (SAMHSA)
- Youth Leadership and Youth Media Teams, Sacramento Building Healthy Communities

Sacramento County Office of Education, Bullying Prevention Program Grant

The Student Mental Health Wellness Education and Training Bullying Prevention Program grant from the Sacramento County Office of Education aims to maintain the capacity of SCUSD to implement sustainable bullying prevention programs and strategies. Funding for this program is provided by the Sacramento County Office of Education.

Highlights:

- 152 reports of bullying;
- 443 stakeholders and 826 students trained;
- 5 School Climate Collaborative Meetings with over 20 partners at the table.

The California Endowment and Kaiser Permanente, Connect Center Services Grant

Generous support from The California Endowment and Kaiser Permanente help support the work of two Youth and Family Mental Health Advocates, who help coordinate The Connect Center’s LGBTQ Student Services and Health Insurance Enrollment programs, and also assist with case management and resource linkages for over five hundred students.

Highlights:

- Grant funding provides two additional Youth and Family Mental Health Advocates, who work directly with students and families.;
- Three Health Insurance Collaborative meetings and five LGBTQ Task Force meetings

Part Four: Collaboration and Partnerships

Collaboration is central to the work of the Student Support and Health Services department. Through partnerships with a wide array of organizations, we are able to serve SCUSD students in many ways:

- Basic needs items such as food, clothing, furniture, and school supplies;
- Bullying and violence prevention and intervention programs;
- Direct medical care to chronically ill students;
- Educational programming through assemblies and in-class presentations;
- In-hospital instruction for critically ill students;
- Out-stationed staff to help families better access public benefits;
- School- and community-based outpatient physical and mental health services.

Our partners also serve students and the district indirectly by participating in several SSHS-led activities, such as:

- Chronic Absence Learning Collaborative;
- Coordinated School Health Committee;
- LGBTQ Task Force;
- School Climate Collaborative;
- Student Suicide Prevention Board Policy Task Force;
- Individual case consults as needed;
- Nearly 150 bachelors- and masters-level interns, who provide direct services to students, their families, and school staff



Community Partners

- Action Supportive Care Services
- Active 20/30 Club of Sacramento
- Assistance League of Sacramento
- Boston University, School of Social Work
- Building Healthy Communities Sacramento
- California Department of Public Health, Project LEAN
- Capital Christian Center
- CSU, Northridge, School of Social Work
- CSU, Sacramento
- CSU, San Jose, Division of Social Work
- Center for Oral Health
- Charles A. Jones Vocational Nursing
- Community Matters
- Furniture for Families
- Gender Health Center
- Health Education Council
- K to College
- Kaiser Educational Theater Program
- La Familia Counseling Center
- Law Enforcement Chaplaincy
- Legal Services of Northern California
- LPC Consulting
- Maxim Staffing Solutions
- Mental Health America of Sacramento
- Molina Health Care
- Pacific McGeorge School of Law
- Planned Parenthood
- River City Food Bank
- River Oak Center for Children
- Sac EDAPT
- Sacramento ACT
- Sacramento Children's Home
- Sacramento County Child & Family Access
- Sacramento County DHA
- Sacramento County DA's Office
- Sacramento County Office of Education
- Sacramento LGBT Community Center
- Sacramento Covered
- Sacramento District Dental Society
- Samuel Merritt University
- Sierra Health Foundation
- Strategies for Change
- Sutter Center for Psychiatry
- Sutter Medical Center of Sacramento
- Teachers for Healthy Kids
- UC Davis Health System
- Valley Vision
- Vision Services Plan
- Vision To Learn
- WayUp Sacramento
- ...and many more!

Part Five: Budget and Staffing

For budget and staffing purposes, SSHS operates in two divisions: the Health Services division, and the Support Services division. The majority of funding invested into the SSHS department is spent on staffing, with the remaining operations funds being spent to provide and/or improve upon the services and supports to students and families. Given the large amount of funds school sites, departments, the district and grant-funders provide, the SSHS department values accountability and transparency for the services provided by staff. SSHS participates in all district Medi-Cal billing programs, helping generate sustainable funding for services and the staff who provide them.



Student Support & Health Services staff at the department's Annual Retreat, August 2016

Staff

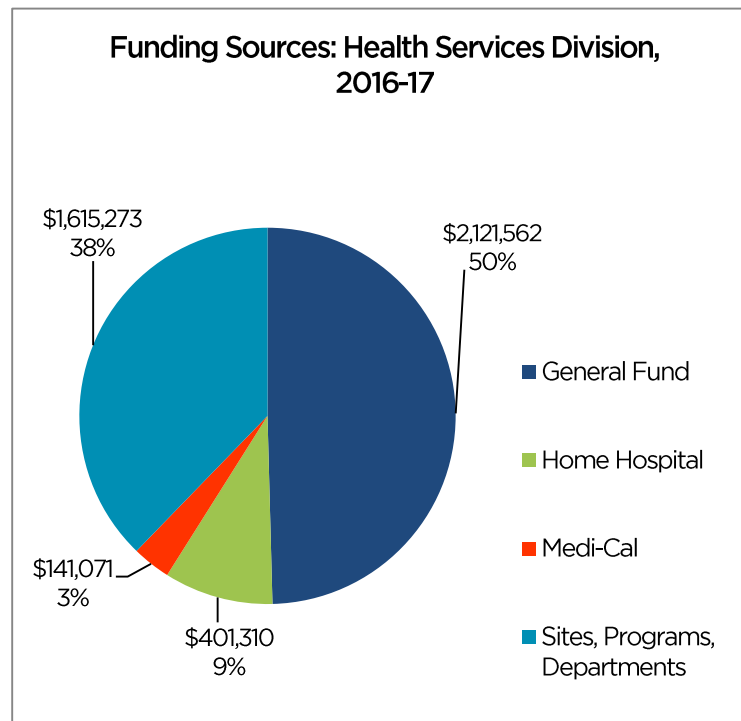
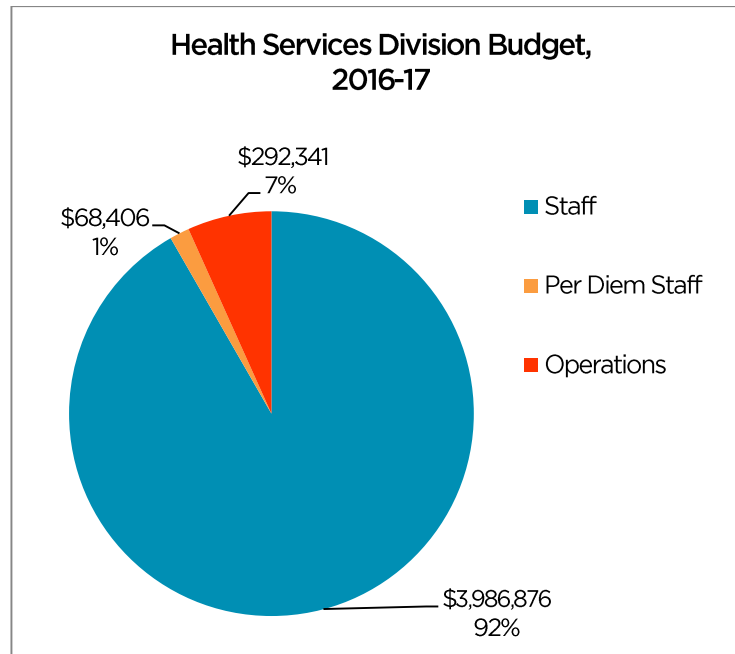
The majority of SSHS staff are clinically-trained, holding master's degrees (or higher) in community development, counseling, nursing, and social work.

	Staff Position Title	# Positions	Total FTEs
Health Services Division	School Nurse	28	25.41
	Lead School Nurse	2	2.0
	Health Services Tech	1	1.0
	Clerk II	3	2.625
	Health Aide III	4	1.75
	Home Hospital Teacher	5	4.0
	Director I, Health Services (<i>Vacant, Closed</i>)	1	1.0
	Division Total	44	37.79
Support Services Division	School Social Worker	12	11.8
	Specialist II, Learning Support Services	11	10.8
	Student & Family Support Specialist	2	2.0
	Youth & Family Mental Health Advocate	2	2.0
	Coordinator I, Learning Support Services	2	2.0
	Coordinator II, Student Support Services	1	1.0
	Specialist II, Bully Prevention	1	1.0
	Program Coordinator, Homeless	1	1.0
	Student Outreach Worker	1	1.0
	Face Program Technician	1	1.0
	Division Total	35	34.6
SSH Dept.	Director III	1	1.0
Department Total		79	72.39

Budget

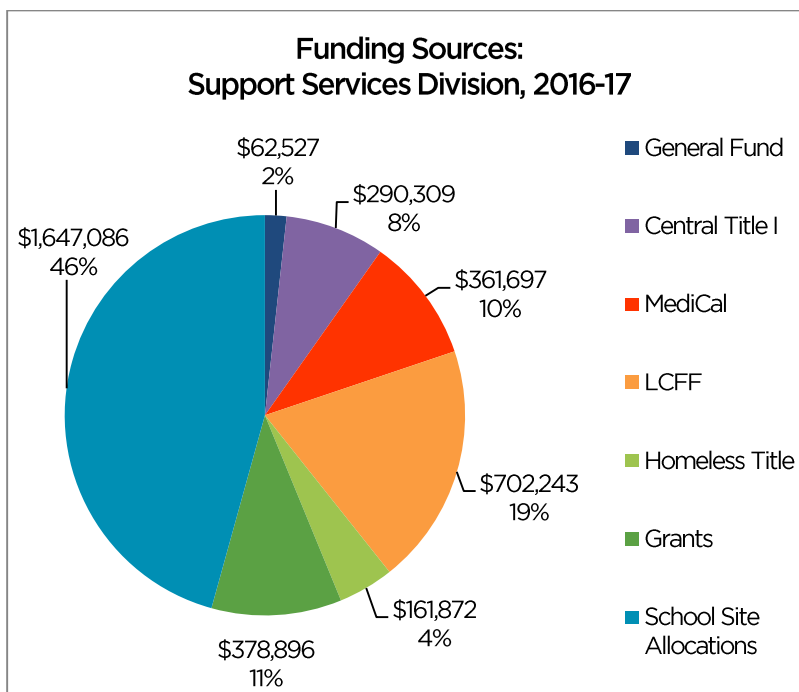
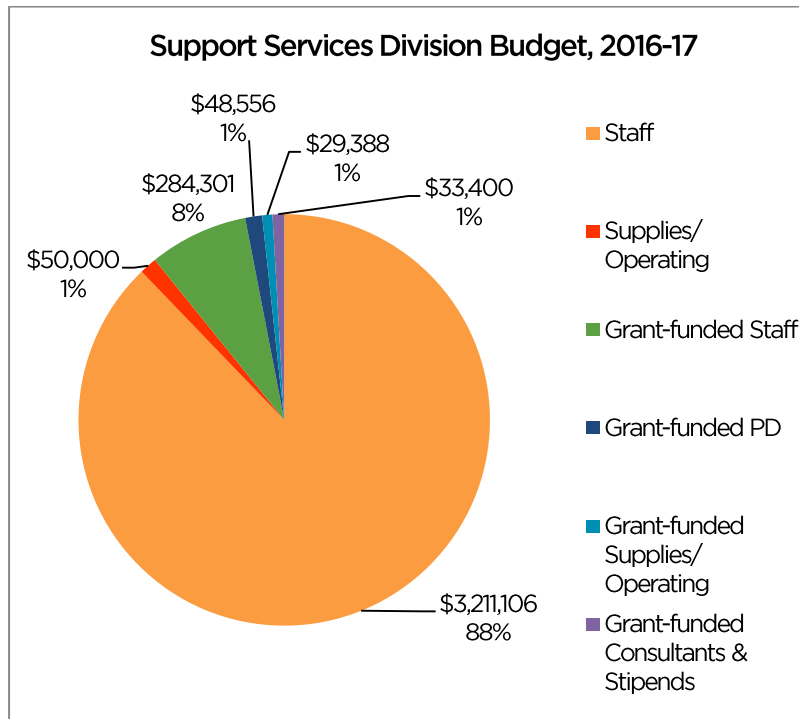
Health Services Budget

The majority – 92% – of the Health Services division budget is spent on staff, with another 7% being spent on operations. Half of the budget is sourced from SCUSD General Funds, with the next largest sum – 38% coming from SCUSD school sites, programs, and departments that purchase school nursing time. **Each 1.0FTE School Nurse - provided for by district general fund - on average serve approximately 3,756 students across 7 schools.**



Support Services Budget

The majority – 96% – of the Support Services division budget is spent on staff, most of whom are providing direct services to students daily. Nearly half of funding for staff comes from school site allocations – those sites choosing to bring a Student Support Center to their campus. Because staff funding is generated largely by individual school site contributions, the student to staff ratio for Support Services staff varies widely, depending on how many schools each individual staff member is funded to cover.



Part Six: Looking Ahead

Reflecting on SSSH data as well as district and school site data trends, several themes emerge, generating the following priorities for the year to come:

- SSSH will continue partnering with district staff on developing **Multi-Tiered Systems of Support (MTSS)**, inclusive of social/emotional and academic supports and interventions. While some Student Support Center school sites utilize MTSS data-driven practices to identify students and provide social/emotional interventions, not all school sites have these types of support staff, nor are consistent academic interventions. In order to meet our student's needs, we are striving to ensure that all school sites have social/emotional and academic systems of support readily available.
- Continuing our efforts to provide **mental health supports within school sites**, either through direct services with school-based staff or by linking students and families with community-based mental health providers, remains a high need and priority. SSSH staff will continue to engage with community mental health providers to address concerns regarding **access to care** within the community and school settings.
- Increase awareness and expand capacity of district staff in shifting to a **trauma-informed, resilience-focused paradigm**. If implemented systemically and strategically, this evidence-based practice has the potential to improve the lives and outcomes of all of our students.
- Exploring the **integration of SSSH data into the student information system** – with a focus on maintaining clinical confidentiality; identifying early warning indicators such as chronic absence, behavior and academics; tracking interventions; and assessing outcomes.

SSHS looks forward to engaging with our stakeholders in 2017-2018 to continue serving our families with compassion and care. The following specific initiatives are planned or already in progress:

Board Policies

SSHS is working with district staff, school site staff, community partners, parents, and students to develop and update several important board policies for review and approval by Trustees in the coming school year:

- **Chronic Absence Board Policy:**
Updating current board policy and administrative regulations to reflect chronic absence, rather than truancy language. Providing guidance for a pro-active stance on addressing attendance concerns and identifying students who are chronically absent.
- **Home Hospital Instruction/Medical Independent Study Board Policy:**
Updating current policy to reflect medical independent study program option for students requiring home hospital instruction. Many students are able to leave the home for instruction to an independent study site. Families are given the option of which delivery model works best for their student's health needs.
- **Lice Board Policy:**
Updating current policy to reflect current science and practices for treating head lice in schools. Changes in practice address absenteeism issues with head lice, as students will no longer be excluded from school for lice. The objective of the policy is to treat each student suspected of head lice infestation with respectful privacy, prompt treatment that evening, and return to

school the next morning. Checks and balances are in place to ensure treatment success. The policy includes a protocol for addressing chronic lice cases.

- **Student Suicide Prevention Board Policy:**

Per AB 2246 SSHS has convened a committee consisting of school site and district staff, parents and community members to create a student suicide prevention board policy, based on the CDE model policy. The policy includes staff, student and parent training; protocols for assessing and intervening with youth at-risk of suicide; and post-vention strategies for when a student attempts and/or dies by suicide.

- **Student Wellness Policy:**

SCUSD's current Student Wellness Policy was created in 2006 with a 2012 revision that was never adopted. The Coordinated School Health Committee reconvened this past year and continues to meet to update the policy. Committee members include school site and district staff, parents and community partners. Using grant funds from The California Endowment's Building Healthy Communities initiative, Valley Vision will continue to facilitate the update. The revised policy will highlight current federal and state mandates regarding nutrition and physical activity, which include regulatory language about the use and sale of outside foods on campus, and prohibit the revocation of recess or physical education for punishment. Once the policy is adopted, the committee will begin working on administrative regulations.

- **Transgender and Non-Conforming Student Board Policy:**

The current (T/GV) student policy was adopted in 2013. The updated policy will incorporate changes in local laws to protect students, such as: schools accepting a student's asserted gender identity; clarifying school records vs. legal documents; clarifying procedures for restroom/locker room access (consultation is not needed with a student's parent/legal guardian in order to accommodate the student's request to use the restroom or locker room that aligns with their gender identity or expression); clarifying names and dress code – students have the right to dress in accordance with their gender identity, including in yearbook photos; clarifying names in yearbooks – students are not required to use their legal names in school yearbooks, as yearbooks are school records and are not legal documents.

Service to Students

SSHS is committed to improving and expanding existing services in the coming year, including:

- **AED:**

New legislation AB 1639, requires coaches, (beginning July 1, 2017), to complete a training course related to the nature and warning signs of sudden cardiac arrest and to retake such a course every two years thereafter. The district currently owns 81 dormant AEDs, which SSHS will update and install in phases at school sites starting in Fall 2017. Two school nurses will be certified to teach CPR, and to re-build internal capacity to train staff.

- **Additional Student Support Centers (SSCs) and Nursing Services:**

- American Legion Continuation School will increase to a 1.0 FTE School Social Worker for the 17-18 school year;
- School Improvement Grants at the following schools will provide additional staffing:
 - Hiram Johnson High School – 0.8 FTE SSC Coordinator and 1.0 FTE School Social Worker

- Harkness Elementary School - 1.0 FTE School Nurse, SSC Coordinator and School Social Worker
- Woodbine Elementary School - 0.2 FTE School Nurse and 1.0 FTE SSC Coordinator and School Social Worker
- Susan B. Anthony - 1.0 FTE School Social Worker
- Leataata Floyd Elementary School - 1.0 FTE School Nurse

Grants & Research

SSHS is also dedicated to introducing new, innovative practices for the benefit of our students, including:

- **California Learning Communities for School Success (Prop 47) Grant:**
The SSHS department contributed to the development of the grant proposal focused on preventing chronic absenteeism, in partnership with the district Grant Coordinator, Attendance and Enrollment, Youth Development and Equity Departments. SCUSD was awarded \$1,707,854 over three years to implement the developed plan, based on recommendations provided through the UC Davis Center for Regional Change chronic absence research project.
- **Kaiser Regional Resilience Project – Year Two:**
SSHS was awarded a second year of funding to implement trauma-informed practices and treatment within John Still K-8 School, with a focus on serving 7th and 8th grade students.
- **Project HOMES Research Study:**
Beginning in September 2018, the Project HOMES (Home-visits to Optimize Medical and Educational Success) research study will conduct home visits with a transdisciplinary team including a pediatric healthcare provider and teacher (or school staff) to build a shared awareness of the home environment's impact on child wellbeing and academic success. The goal of a home visit is to partner with parents/caregivers and students to develop shared health and education goals while identifying potential barriers and solutions. Students identified as being chronically absent and having an asthma related illness will be invited, along with their families, to participate in the study. This is a two-year study with a goal sample size of 40 students. Participating schools will be those who have an SSC on-site to provide support & coordination.



A sixth grade student reminds us of the power we each have to make positive change, during a positive school climate/ anti-bullying rally

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