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# **SERVING STUDENTS WITH COMPASSION AND CARE**

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2018-19 Annual Report



STUDENT SUPPORT & HEALTH SERVICES DEPARTMENT  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

# Table of Contents

From the Director ..... 2

Highlights ..... 3

    Success Spotlight: EIS Implementation ..... 4

Part One: Service to Students ..... 5

    Services at a Glance ..... 5

    Services in Detail ..... 7

Part Two: Training and Professional Development ..... 14

Part Three: Grants and Research ..... 15

Part Four: Collaboration and Partnerships ..... 18

Part Five: Staffing and Budget ..... 20

    Staff ..... 20

    Budget ..... 21

Part Six: Looking Ahead ..... 23

SCUSD Board and Staff ..... 24



*SSHS Staff Retreat, August 2018*

## From the Director

Positive physical and mental health is essential to students' success in school and in life. Research demonstrates that students who receive mental and physical health supports achieve academically.

Schools have a unique opportunity to identify and address health conditions by serving students where they are at. School personnel play an important role in identifying the early warning signs of an emerging physical or mental health condition and in linking students with quality care and supports. The Student Support & Health Services department (SSHS) provides a staff of nearly 100 caring, committed, highly-trained, and immensely effective professionals who work collaboratively to engage and assist students, their families, and the staff who serve them.

During the 2018-19 school year, SSHS undertook several projects dedicated to achieving equity, access and social justice.

With funding from The California Endowment, and in collaboration with LPC Consulting Associates Inc., we produced a Student Based Health Center Needs Assessment to guide the district in prioritizing school-based health initiatives (see page 13 for more details). Most recently, the needs assessment results were used to identify schools for participation in a Virtual Dental Home project in collaboration with Sacramento County Public Health launching in the 19-20 school year.

In August 2018 the SSHS Department launched the usage of the Early Identification and Intervention System (EIS), an early warning system, as a way to identify students in need of support so we can take action to directly intervene. The department also developed a database within EIS to document all assessments, interventions and contacts. We look forward to deepening the usage of EIS data to meet our students needs during our second year of implementation.

We are honored to serve the diverse students, families, staff, and community members of SCUSD, and are proud to present this representation of and reflection on our work. This year-in-review maintains our ethic of transparency and accountability for the services and supports that the SSHS department provides, while also highlighting the needs of our school communities. We look forward to another year of opportunities to help our students, families and school communities thrive.



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

## Highlights

# 2018-19 Highlights

STUDENT SUPPORT & HEALTH SERVICES DEPARTMENT  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

### Student Health

- **14,612** identified health conditions
- **2,559** students requiring emergency care plans
- **12,733** hearing & vision screenings
- **2,530** IEP health assessments

### Student Mental Wellness

- **390** suicide risk assessments – 56% increase from 2017-18
- **4,939** additional mental health services including counseling and groups

### Student Safety

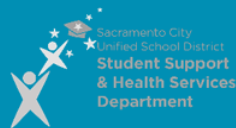
- **70** commercial sexual exploitation assessments, **35** students intensively case managed
- **482** bullying consults & mediations

### Student Academic, Attendance & Basic Needs

- **6,513** academic supports
- **1,532** attendance interventions
- **3,159** strategic & intensive basic needs assists

### Improving Systems for Students

- **199** hours of training provided to **2,201** stakeholders over **78** trainings
- **34,056** hours of service to students by **95** undergrad, graduate, & post-grad interns supervised by SSHS staff
- Implemented new Early Identification & Intervention System (EIS) across Foster Youth & Student Support Services divisions, in order to more quickly and equitably identify and serve students



## Success Spotlight: EIS Implementation

The goal of an Early Identification and Intervention system is to identify students who are struggling as early as possible so that we can take action to directly support them. This is the core of the district's equity, access and social justice guiding principle of ensuring that *all students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*

In an effort to realize this goal, the SSHS department worked collaboratively through the first six months of 2018 with several district departments to implement an early warning system designed to identify students in need of intervention, and document interventions provided. This web-based tool, called the "Early Identification & Intervention System" (EIS), was developed using the most recent research in academic and student success indicators.

In partnership with UC Merced and SCUSD's Continuous Improvement and Accountability Department, SSHS' Student Support division created a "Student Support Database" within EIS to document all student support referrals, assessments, contacts and interventions. Merging the principles of continuous improvements with the ethics of confidentiality and evidence-based practice, refinements continue to be made to the database. These improvements are critical to ensuring that student needs are met, and that the work done on their behalf is both documented and useful in telling the story of our families and communities.



In August 2018 all Student Support Staff were trained in the use of EIS and the Student Support Database. Using the power of student data, staff are able to "notice" and respond to struggling students without having to wait for a referral. Once Student Support staff were trained, all principals who fund Student Support Centers received training on the EIS system and EIS referral processes. In the Winter of 2018, the remaining district principals were trained in EIS and the defined business processes for supporting our students.

Throughout the year user groups were added to include all Student Support Center staff/interns, Connect Center staff, Bullying Prevention Specialist, and Foster Youth Services staff – nearly 150 individuals! Data from these groups showed that EIS was well-received and widely used: ***of all students referred and served, an average of 61% were identified in EIS for attendance and/or behavior concerns.*** The takeaway here is that as staff received referrals from school staff and families, they also prioritized use of EIS as a referral tool. Balancing the use of data to prioritize referrals for service, with the ethic of serving all students in need, will continue to be a point of study as we move forward.

Transitioning to new processes and procedures in a large system takes time. We have learned much in our first year of implementation and look forward to actualizing all we have learned as we move into year two - intentionally reaching more students in need and providing supportive interventions to help them succeed.

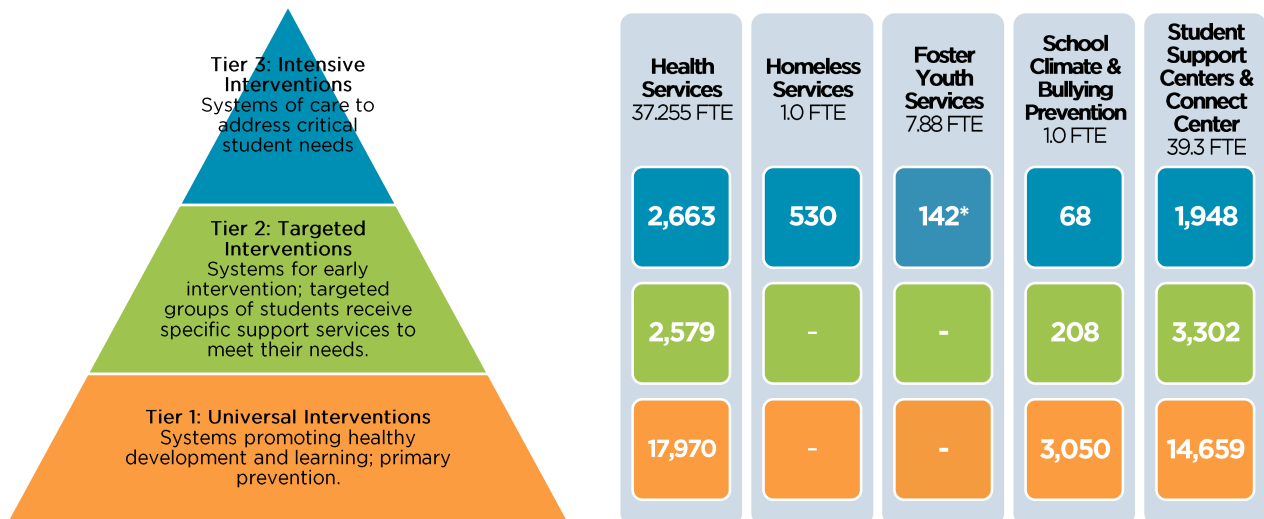
# Part One: Service to Students

The well-being of SCUSD students is not only our greatest concern and motivator, but also one of the best indicators of their potential 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. Data articulated in this section was collected in July 2019 from a number sources, including:

- Support Services Database hosted in SCUSD’s Early Identification & Intervention System (EIS)
- Infinite Campus
- California Immunization Registry (CAIR)
- ESCAPE Business System
- Health Services Google spreadsheet
- Special Education Information System (SEIS)

## Services at a Glance

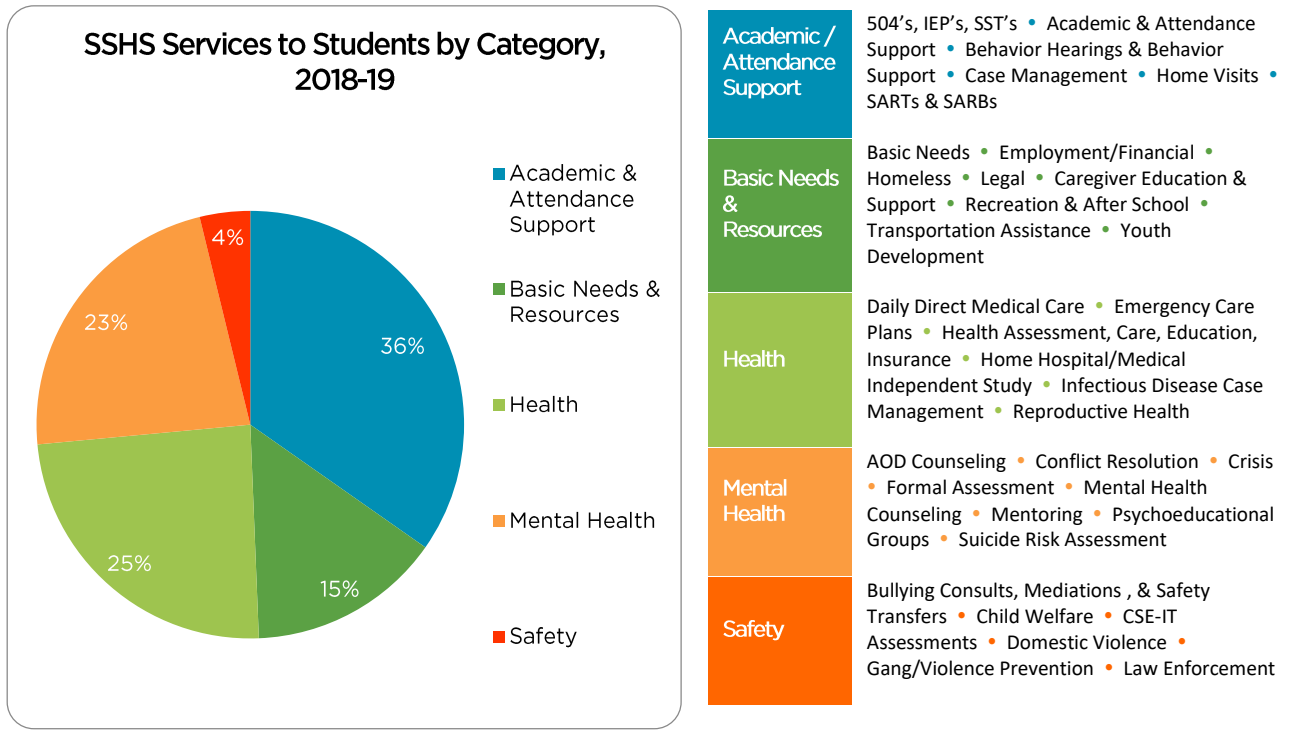
The figures below represent an unduplicated (Tiers 2 and 3 only) count of students served by program.



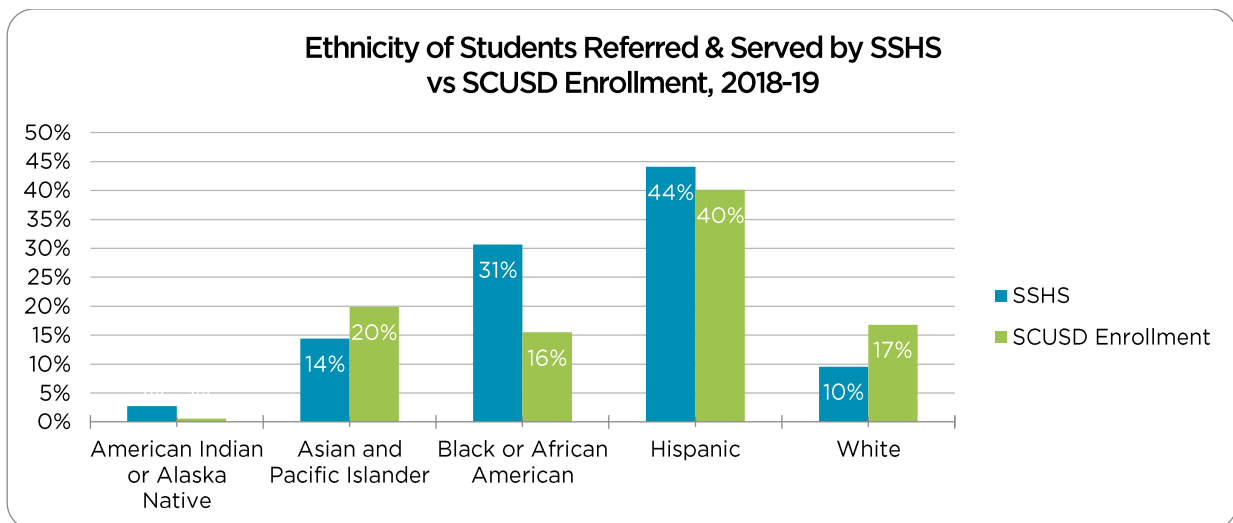
\*Foster youth services did not begin tracking data in EIS until midway through the academic year, therefore number of students reached and services provided are underrepresented.

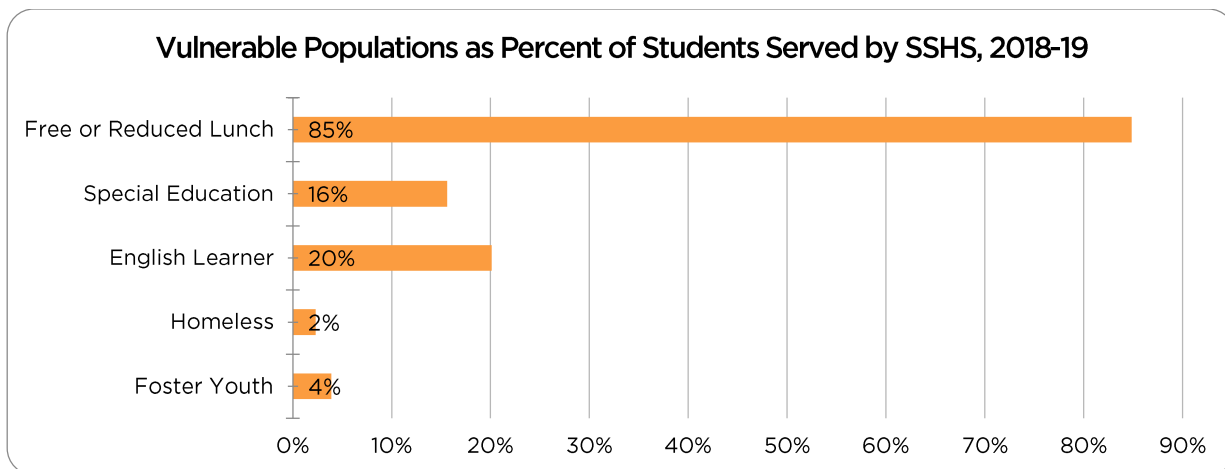
Services by Tier Level		
<b>Tier 1: Universal Interventions</b> Assemblies • Challenge Days • Dental, Hearing, Vision Screening • Family Nights • Food Distributions • Health & Career Fairs • Hygiene Lessons • Immunization Clinics • Literacy Events • Mental Health Awareness Campaigns • Multicultural Celebrations • School Uniform & Supply Distributions • School-wide Curricula Implementation	<b>Tier 2: Strategic Interventions</b> 504s/IEPs/SARTs/SSTs • Academic & Attendance Supports • Basic Needs • Behavior Support • Bullying Prevention Consults • Case Management • Direct Daily Care • Conflict Resolution • CSE-IT Assessment • Employment/ Financial Assistance • Formal Assessment • Gang/Violence Prevention • Health Assessment, Care, Education & Insurance • Home Visits • Legal Aid • Mentoring • Caregiver Education/Support • Psychoeducational Groups • Recreation/After School • Transportation Assistance	<b>Tier 3: Intensive Interventions</b> AOD Counseling • Behavior Hearing • Bullying Prevention Mediations • Child Welfare • Crisis • CSEC Intervention • Direct Medical Care • Domestic Violence • Emergency Care Plans • Home Hospital/Medical Independent Study • Homeless Services • Infectious Disease Case Management • Law Enforcement • Mental Health Counseling • SARB • Suicide Risk Assessment

Many of the students and families in our district are facing complex challenges that require a careful combination of multiple services. Students often receive several services across programs and service categories.



Understanding who we are serving is of great importance so that we can ensure that services are effective, culturally-appropriate, and relevant. It also helps to see potential gaps and to better coordinate with community partners who provide targeted services to specific populations. The ethnicity and vulnerable populations data charts below represent services provided to students by all SSHS programs except Health Services and Homeless Services, as those programs do not collect this demographic data at this time.





## Services in Detail

### 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 799 students had an active 504 Accommodation Plan documented in Infinite Campus.***

### Foster Youth Services

Foster Youth Services (FYS) is a group of school professionals that are experts in the educational and social service systems. Established in 1973, the FYS program is designed to serve the unique educational, social and emotional needs of children in foster care by building assets to support resilience and success. Foster Youth Services supported more than 140 students during the 2018-19 school year through a variety of services including school placement/re-entry meetings, case management, academic counseling, college and career readiness, tutoring, mentoring, school site support, school site meetings (SST, IEP, 504), Child Family Team Meetings and county child welfare meetings.

- **Commercial Sexual Exploitation of Children (CSEC)**

Students who have been victims of Commercial Sexual Exploitation (CSE) face additional challenges in the school setting. Our work is informed by survivor and youth voice with the goal of providing prevention and intervention services so that no student falls through the cracks. Using trauma informed practices, students at-risk or who have experienced sexual exploitation have access to the following supports:

- Advocacy
- Case Management



- Crisis Assessment
- Mentoring
- Peer Mentoring
- Referrals to community providers
- Safety Planning
- School-based support services
- School Re-Entry Support
- Small Group Sessions
- Training

This year FYS staff completed **70 CSEC safety assessments** using the evidence-based CSE-IT tool, recruited **10 mentors to provide weekly group and individual mentoring sessions** to at risk students, and **trained more than 40 community members**.

Students Together Reducing Exploitation and Trafficking (S.T.R.E.A.T.) Team is a leadership development and social justice advocacy group led by both CSEC survivors, teens and young adult allies. Our goal is to reduce, inform and prevent child sexual exploitation. S.T.R.E.A.T. Team has chapters throughout our K-12 sites.

- **Tobacco Use Prevention Education (TUPE)**

Our goal is to equip all SCUSD students, with an intentional focus on grades 6th – 12th, with a better understanding of the danger of tobacco use and the impact on themselves and the community. Through our collaboration with the following partners: Always Knocking, Inc., Earth Mama Healing, Inc., People Reaching Out (PRO), La Familia Counseling Center, Center for Multicultural Cooperation California (CMCC), Sacramento County Office of Education (SCOE) and Kaiser, SCUSD students have the opportunity to engage in fun and exciting activities both on their sites and within their communities. Services include, but are not limited to:

- Brief Intervention Services
- Cessation Services
- Community engagement opportunities
- Girls Empowered
- Minnesota Smoking Prevention Program
- Tobacco-prevention related activities and special events

Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and/or give feedback on school site initiatives around tobacco, drug and alcohol usage. Some of the various clubs and events include:

- Club Live
- Community Service
- Don't Buy the Lie
- Friday Night Live
- Go B'Nanas
- Hackademy Awards
- Nightmare on Nicotine Street
- Red Ribbon Week
- Youth Tobacco Advisory Council

## 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:

- **Automated External Defibrillators (AEDs)**  
In Spring of 2018 SCUSD began re-instating AEDs at our school sites. *All 5 comprehensive high schools and 3 other schools received AEDs this spring, totaling 43 AEDs at school sites.* Health Services will continue implementing AEDs at all school sites throughout the 2019-20 school year.
- **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, 49 students received this intensive, direct medical care each day.*
- **District Wellness Committee (DWC)**  
The DWC 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 DWC is comprised of school site and district staff, parents and community partners. The DWC is working toward ensuring full implementation of the policy revisions and developing administrative regulations in the 19-20 school year.
- **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 allergies. The plans outline symptoms and interventions to be taken in case of a medical emergency. *This year 14,612 health conditions were identified, and emergency care plans were developed for 2,559 students.*
- **Employee TB Clinic**  
In partnership with Human Resources, school nurses staffed *four employee TB Clinics during 2018-19 resulting in the screening of 170 staff.*
- **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. *In 2018-19 ambulance coverage was provided for 51 home games.*

- **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. Average Daily Attendance funding 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 49 students this year. Board Policy 6183 Home and Hospital was revised to reflect the option of the medical independent study program for students requiring home hospital instruction.*

- **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 2,530 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 kicks off in mid-August to serve students heading back to school, and remains open every Thursday from 3-6pm from September through May. Services include immunizations and health insurance enrollment through Sacramento Covered. *This year the IZ Clinic provided 842 students with 2,300 vaccines.*

- **Infectious Disease**

As students are identified with infectious diseases, Health Services Coordinator II oversees the communication between schools, district staff, medical providers, Sacramento County Health Department and families on the appropriate response for keeping our students healthy. This year, *55 incidences of infectious disease within schools were managed and mitigated.*

- **State Health Reporting**

Annual state reports are compiled and submitted to the California Department of Public Health for kindergarten and 7th grade immunizations (California Health & Safety Code 120325-120375) and kindergarten oral health assessments (Ed Code 59452.8). Hearing screening results are also submitted to the 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. Health Services 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 **12,733 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.

- **Mental Health Crisis Response**

In crisis situations – whether sudden death on a school campus, natural disaster, or other intensive event – SSHS leads and coordinates the Mental Health Crisis Response Team, comprised of school-based mental health professionals who are 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, coordinating with donors to provide backpacks, school supplies, winter wear, hygiene supplies to homeless and other disadvantaged students throughout the district, shelter/housing and community referrals, and education support services under the McKinney-Vento Homeless Assistance Act.

*In 2018-19, **Homeless Services identified and served 530 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, sharing tools that build positive school climate. Even with positive school climate initiatives, 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. This comprehensive program focuses 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. In 2018-19 the Bullying Prevention & Intervention Specialist served **282 students, provided 422 consultations to school staff and families, and 58 intensive mediations; and trained 737 individuals over 35 hours.**

- **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. *This year, SSHS trained 86 district staff on a new, internationally-validated and evidence-based suicide risk assessment tool, and more than 390 assessments were completed. This number represents a 56% increase in the number of reported suicide risk assessments from the 17-18 to the 18-19 school year.*

- **Student Support Centers and the Connect Center**

SSHS operates 28 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 2018-19, Student Support Centers collectively served a total of 14,659 students, providing more than 14,495 Tier 2 (strategic) and Tier 3 (intensive) level supports.*

**2018-19 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 • David Lubin • Earl Warren • Edward Kemble • Elder Creek • Ethel Phillips • Fr. K.B. Kenny • H.W. Harkness • Hiram Johnson • Isador Cohen • John Bidwell • John D. Sloat • John Still • Leataata Floyd • Oak Ridge • Pacific • Parkway • Rosa Parks • Susan B. Anthony • Will C. Wood • Woodbine

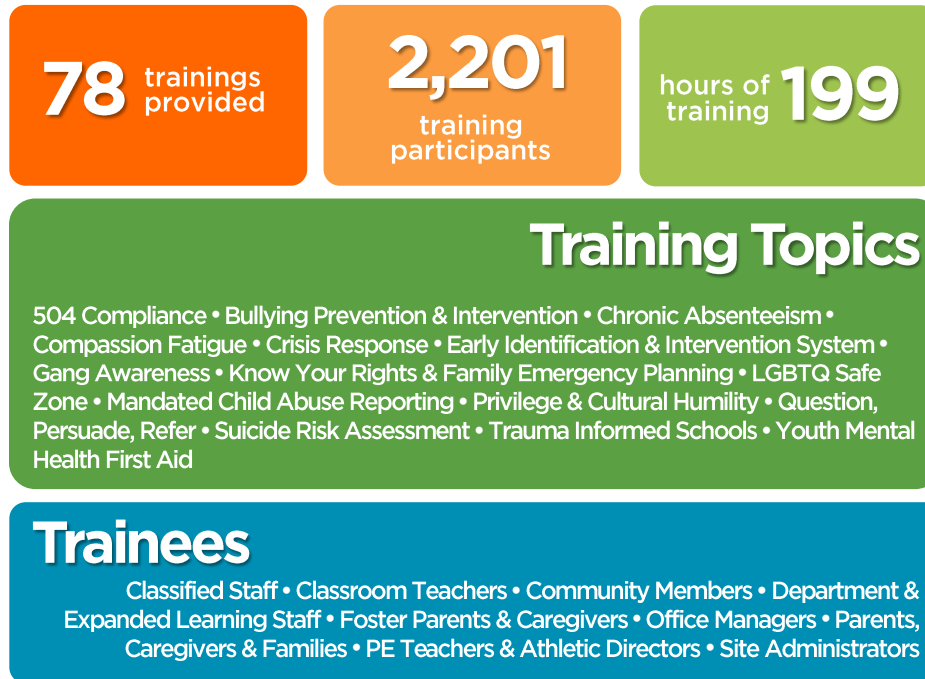
- **The Connect Center**

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 425 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 Support Services* provides mentoring support to individual students and their families, technical assistance to school-site Gender & Sexualities Alliance (GSA) Clubs; facilitates the LGBTQ Task Force, comprised of staff, students, parents, and community members; plans and facilitates the student conference “Be Brave Be You” and a biennial professional development opportunity for staff and community members entitled “No Time to Lose.”
- *Health Insurance Enrollment* is provided onsite in partnership with Sacramento Covered on Tuesdays at the Connect Center and Thursdays during Immunization Clinic hours.  
**141 students were provided with health insurance enrollment and/or navigation.**

## Part Two: Training and Professional Development

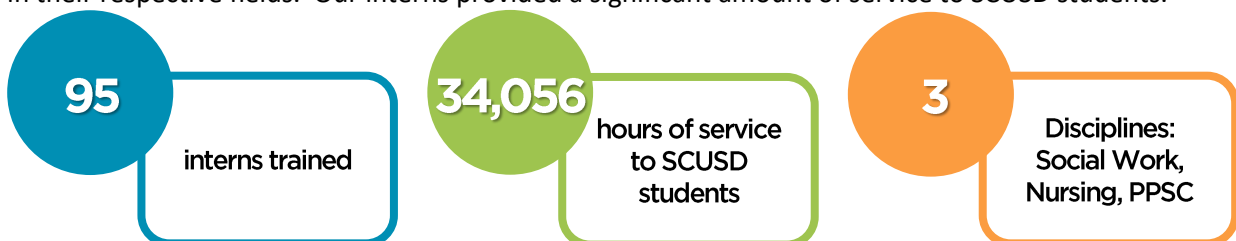
SCUSD students and families deserve the best – that includes staff that are highly-trained and well-versed in evidence-based practices across disciplines. In an effort to contribute to the ongoing development of staff, teachers, parents and students, SSHS staff provided more than seventy trainings this 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 800 vocational, undergraduate, graduate, and postgraduate interns from:

- Boston University
- California State University, Northridge
- California State University, Sacramento
- California State University, San Jose
- Charles A. Jones Skills Center
- Samuel Merritt University
- Simmons College
- University of Nevada, Reno

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. Our interns provided a significant amount of service to SCUSD students.



## Part Three: Grants and Research

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

### **The California Endowment & Kaiser Permanente: Connect Center Services Grant**

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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 assist with case management and resource linkages for over five hundred students.

#### Highlights

- 141 families received health insurance enrollment assistance
- 5 LGBTQ Task Force meetings held
- Support provided to 17 Gender & Sexualities Clubs (GSA's)

### **The California Endowment – Health Needs Assessment Grant**

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With funding from the California Endowment, and in partnership with LPC Consulting, a workshop was hosted in February of 2018 to inform stakeholders about conducting a health needs assessment of district schools and to elicit their feedback on metrics. Using multiple student and community data points, schools were ranked based on their high need for health care services. The report was finalized and released to the community in March 2019. The needs assessment results were used to identify schools to participate in a Virtual Dental Home project in collaboration with Sacramento County Public Health launching in the 19-20 school year. To access the Health Needs Assessment, visit <https://www.scusd.edu/health-services>.

### **Kaiser Community Benefits – Mental Health Stigma Reduction**

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In November 2018, SCUSD was awarded \$35,000 to increase the mental health literacy of adults who interact with youth including reducing stigma and increasing the understanding of mental health as part of overall health for students, staff, families and the community. This funding has been used to purchase an evidenced-based mental health awareness and suicide prevention training program, Kognito At-Risk Simulations.

Beginning in August 2019, all district staff will have access to the Kognito simulations training program. Content includes recognizing the warning signs that a student may be suffering from psychological stress, such as anxiety, depression, substance use, and suicidal ideation and how to initiate a conversation with a youth and connect them to appropriate support services. The implementation of this grant and providing Kognito At-Risk simulations will help the district meet the state law requirement and fulfill the SCUSD Board Policy that all adults working with youth in 7th-12 grade will be trained on suicide awareness and prevention.



## Kaiser Regional Resilience Project – Year Two

In 2016, SSHS secured a \$95,000 grant from Kaiser Permanente to immerse staff in trauma-informed practice and mindfulness education. Following the year one emphasis on department-wide training in trauma-informed practice, the 2017-18 grant focused on a deep-dive into one school community – John Still K-8.

A 0.6 FTE Clinician was hired to join the John Still Student Support Center (SSC) team. The SSC team provided trauma-informed supports and interventions for 7th and 8th grade students and families, as well as professional development for school staff.

### Highlights

- 12 middle school classes received stress management & mindfulness workshops
- 57 students received individual or group trauma-informed mental health services

For the 2018-19 school year, SCUSD was again awarded funding to continue this deeper work on providing trauma informed school based mental health services at John Still K-8. The SSC team worked to create systems change by providing school wide staff training on trauma-informed approaches when engaging students. SSHS was invited and has applied for a third round of funding to continue this critical, evidence-based work.

## Kaiser Permanente – Stop the Bleed

In 2018 SCUSD received a Kaiser Permanente Community Benefits grant, enabling the district to provide lifesaving interventions in the event of a serious accident or incident. “Stop the Bleed” kits were purchased for every SCUSD school site, including specialized gauze and tourniquets. All School Nurses were trained in Stop the Bleed actions and are now training all school site principals and school staff. The focus of this program is on the immediate response to bleeding, recognizing life-threatening bleeding, and appropriate ways to stop the bleeding. The help given by an immediate responder can often make the difference between life and death, even before first responders arrive.



## Learning Communities for School Success Program (LCSSP)

Since 2010, SSHS has been leading SCUSD’s work in addressing chronic absenteeism. In 2018-19, SSHS focused on preventing chronic absenteeism in partnership with the district LCSSP Grant Coordinator, Attendance and Enrollment, Youth Development and Equity Departments. SCUSD was awarded a three year grant of \$1,707,854 to implement the developed plan, based on recommendations provided through the UC Davis Center for Regional Change chronic absence research project. The grant currently funds 2 full-time Attendance Department staff, a Youth & Family Mental Health Advocate at the Connect Center, and a youth-led social media campaign to promote positive attendance.

## Mental Health Awareness Training (MHAT) Grant

In 2018, SSHS was awarded a three year, \$150,000 grant by the federal Substance Abuse and Mental Health Service Administration (SAMHSA) to provide evidence-based Mental Health Awareness Trainings.

These trainings are designed to increase awareness of our student's mental health needs.

The purpose of MHAT is to increase the mental health awareness of adults who interact with youth and to increase their knowledge of how to help a youth who is experiencing a mental health concern, substance addiction, or is in crisis. Over the course of the 3 year grant, SCUSD will provide mental health awareness trainings utilizing three evidence-based curricula: Youth Mental Health First Aid (YMHFA); Question, Persuade, Refer (QPR) Gatekeeper Training, and Kognito Suicide Prevention Trainings. In addition, SCUSD will host Wellness Workshops on various mental health wellness topics for parents/caregivers three times a year.

### Highlights

- 93 adults trained as QPR Gatekeepers
- 4 QPR Gatekeeper trainings and 1 YMHFA Training held since implementation began in September 2018

## Project HOMES Research Study

Beginning in September 2017, the Project HOMES (Home-visits to Optimize Medical and Educational Success) research study conducted home visits with a transdisciplinary team, which included a pediatric healthcare provider and school staff. The goal of a home visit is to partner with parents/caregivers and students to build a shared awareness of the home environment's impact on child well-being and academic success, develop health and education goals, and identify any potential barriers and solutions. Students identified as being chronically absent and having an asthma-related illness were invited, along with their families, to participate. At the end of the first year of the project, 17 students have been enrolled in the Project HOMES study.

## SacEDAPT Duration of Untreated Psychosis (DUP) Research Project

The Sacramento Early Diagnosis and Preventative Treatment Duration of Untreated Psychosis (DUP) Research Project seeks to improve outcomes for youth experiencing psychosis. The project aims to drastically reduce the duration of untreated psychosis, or the time between the onset of psychotic illness and the engagement in appropriate treatment for youth. Four schools - two high schools, one middle school, and one K-8 - are participating in this 4-year study. At the end of project year three, 253 youth have been screened for early symptoms of psychosis.

### Highlights

- 253 students screened
- Participants received the most current evidenced-based treatment for serious mental illness
- SSHS staff co-authored the article, "Psychosis Screening in Schools: Considerations and Implementation Strategies" that was published in the peer-reviewed journal *Early Intervention in Psychiatry*

## Sacramento County Office of Education, Bullying Prevention 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

- 737 SCUSD stakeholders trained
- 422 individual consultations provided on suspected and/or documented bullying with administrators, caregivers, and district staff

# Is Your Child safe Online?

Did you know...

43% of our students experience online bullying,  
70% of our students see online bullying happen.

**Help stop cyberbullying...  
monitor your child's use of social media.**

Minimum age requirements for social media accounts:

13	Facebook            Twitter            Tumblr Instagram            Kik            Snapchat WhatsApp            Musical.ly
17	Vine            Tinder            Yik Yak
18	YouTube

For more information visit [scued.edu/BullyFree](http://scued.edu/BullyFree)

*A Tier 1 Intervention by our Bullying Prevention & Intervention Specialist this year was distributing these posters to school sites in an effort to increase parent, caregiver, and staff awareness about online safety for students.*

## 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 classroom 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 SSSH-led activities, such as:

- Attendance Improvement Movement (AIM);
- District Wellness Committee;
- LGBTQ Task Force;
- School Climate Collaborative;
- Individual case consults as needed;
- 95 vocational, bachelors, and masters, and postgraduate interns, who provide direct services to students, their families, and school staff.



*Leveraging partnerships for student well-being and success!*

### SSHS Community Partners

- 211 Sacramento
- Another Choice Another Chance
- Asian Pacific Community Counseling
- Assistance League of Sacramento
- Birth & Beyond
- Black Child Legacy Campaign
- California Rural Legal Assistance Foundation
- Center for Oral Health
- CSU Northridge, Division of Social Work
- CSU Sacramento, Division of Nursing
- CSU Sacramento, Division of Social Work
- Gender Health Center
- Kaiser Permanente
- La Familia
- Legal Services of Northern California
- Lilliput Children's Services
- LPC Consulting
- Next Move Sacramento
- River City Food Bank
- River Oak Center for Children
- Sacramento Building Healthy Communities
- Sacramento Children's Home
- Sacramento County, Behavioral Health
- Sacramento County, Dept. of Health & Human Services
- Sacramento County Office of Education
- Sacramento County, Dept. of Public Health
- Sacramento Covered
- Sacramento District Dental Society
- Sacramento Food Bank and Family Services
- Sacramento FUEL Network
- Sacramento Housing & Redevelopment Agency
- Sacramento Native American Health Center
- Salvation Army
- Stanford Youth Solutions
- Sutter Children's Bereavement Art Group
- Sacramento Food Bank & Family Services
- Sacramento LGBT Community Center
- The California Endowment
- Turning Point
- UC Davis, Center for Regional Change
- UC Davis Health System, Behavioral Health
- UC Davis Health System, Sac EDAPT
- UC Davis Health System, Trauma Prevention
- Uplift Family Services
- Wellspace Health
- Wind Youth Center
- Women Escaping a Violent Environment
- ...and more!

## Part Five: Staffing and Budget

For budget and staffing purposes, SSHS operates in three divisions: The Health Services division, the Support Services division, and the Foster Youth 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 funding for services and the staff who provide them.

### Staff

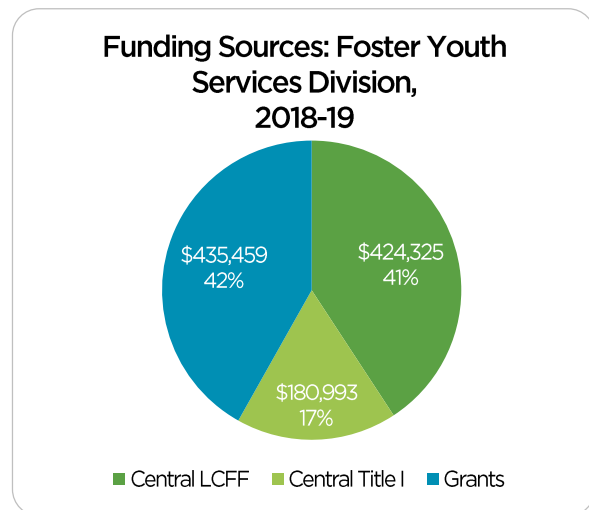
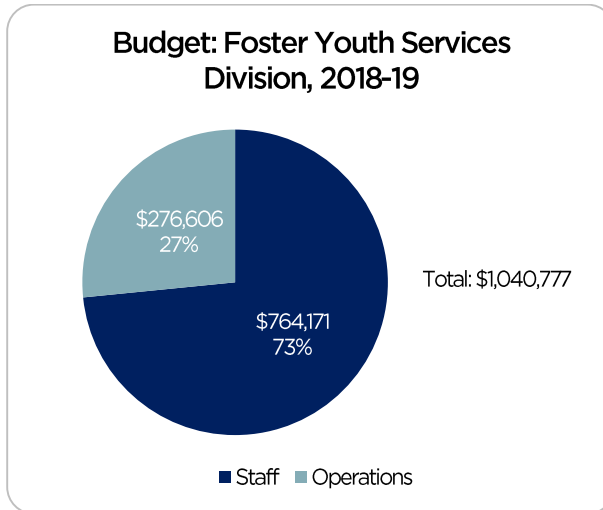
The majority of SSHS staff are clinically-trained, holding master's degrees (or higher) in community development, counseling, nursing, and/or social work.

	Position Title	# of Positions	Total FTE
<b>Foster Youth Services Division</b>	Coordinator II, Foster Youth	1	1.0
	Youth Services Specialist	1	1.0
	Program Associate	3	3.0
	Clerk III	1	0.88
	Instructional Aide	1	1.25
	School Community Liaison	1	0.75
	<b>Division Total</b>	<b>8</b>	<b>7.88</b>
<b>Health Services Division</b>	Coordinator II	1	1.0
	Lead School Nurse	1	1.0
	School Nurse	28	25.88
	Health Services Technician	1	1.0
	Health Services Clerk	3	2.625
	Health Aide III	4	1.75
	Home Hospital Teacher	4	4.0
<b>Division Total</b>	<b>42</b>	<b>37.255</b>	
<b>Support Services Division</b>	Coordinator II, Student Support Services	1	1.0
	Coordinator I, Learning Support Services	3	3.0
	Program Coordinator, Homeless	1	1.0
	Specialist II, Bully Prevention	1	1.0
	Specialist II, Learning Support Services	13	13.0
	School Social Worker	18	17.7
	Clinician	1	0.6
	Student & Family Support Specialist	1	1.0
	Youth & Family Mental Health Advocate	2	2.0
	FACE Program Technician	1	1.0
<b>Division Total</b>	<b>42</b>	<b>41.3</b>	
<b>SSHS Department</b>	Director III	1	1.0
	<b>Department Total</b>	<b>93</b>	<b>87.435</b>

## Budget

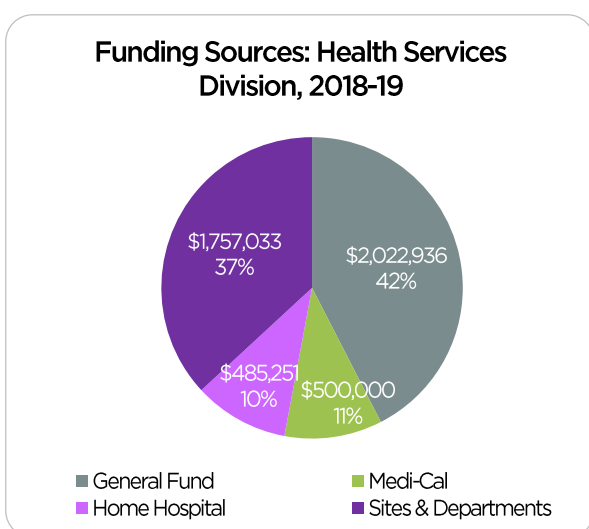
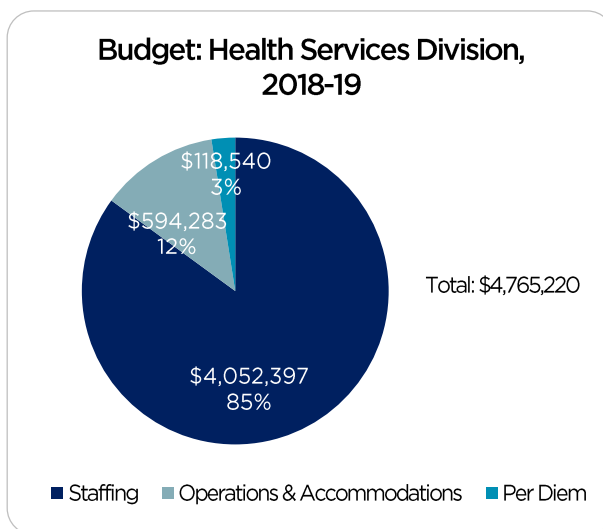
### Foster Youth Services Budget

Nearly 50% of the Foster Youth Services division budget is sourced from Local Control Funding Formula dollars, with the next largest sum – 41% – coming from Title I funds. Total budget: \$1,040,777.



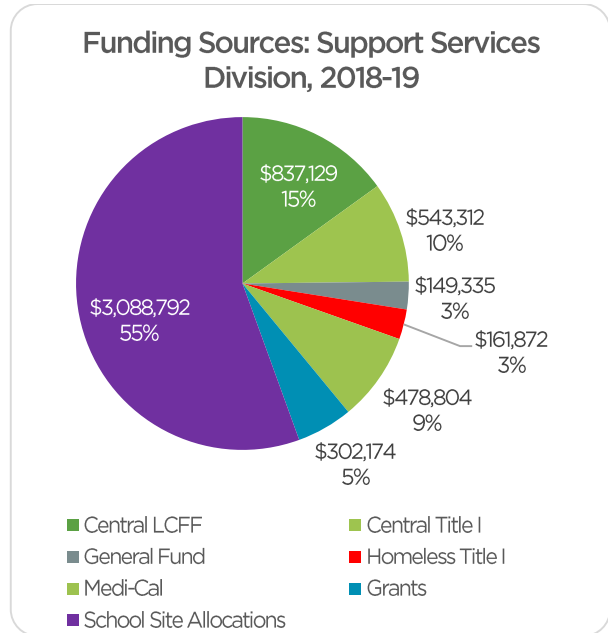
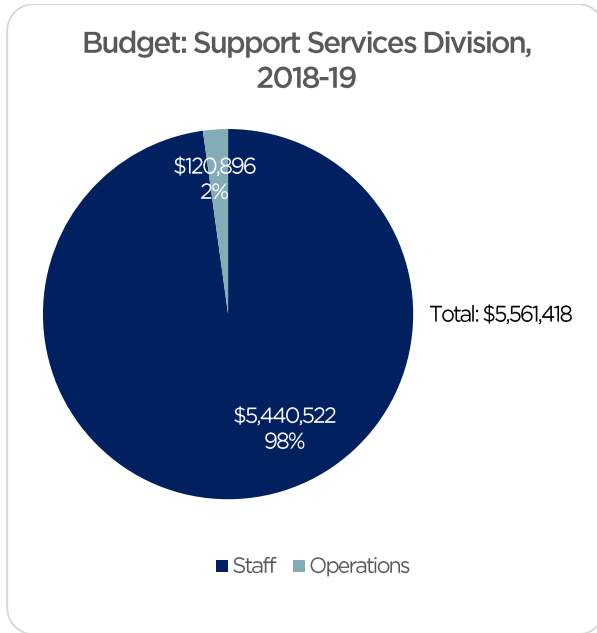
### Health Services Budget

The majority – 85% – of the Health Services division budget is spent on staff, with another 12% being spent on operations, including student 504 Plan Accommodations. 42% of the budget is sourced from SCUSD General Funds, with the next largest sum – 37% – coming from SCUSD school sites, programs, and departments that purchase school nursing time. In the absence of funding for special assignments within departments or schools, the average caseload for a 1.0 FTE School Nurse serving K-12 schools during 2018-19 was 3,402 students across 6 school sites. Total budget: \$4,765,220.



## Support Services Budget

The majority – 98% – of the Support Services division budget is spent on staff, most of whom are providing direct services to students on a daily basis. More than 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. Total budget: \$5,561,418.





## Part Six: Looking Ahead

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

- Refine triage protocols and data-collection and documentation within the Early Indicator and Intervention System (EIS) and Student Support Database. These systems allow staff to manage cases in real-time, using strength-based assessment and case-planning tools and systems, while still maintaining ethical practice including client confidentiality;
- SSHS will continue partnering with district staff on developing **Multi-Tiered Systems of Support (MTSS)**, inclusive of social/emotional and academic supports and interventions;
- Continue 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. SSHS staff will continue to engage with community mental health providers to address concerns regarding **access to care** within the community and school settings. Staff regularly attend the Sacramento County Children’s Mental Health Stakeholder meetings and the SCOE Mental Health & Wellness Collaborative;
- 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;
- Implicit Bias, the automatic and unconscious stereotypes that drive behavior and decision-making, can have negative impacts on outcomes for student of color and marginalized youth, leading to disproportionate outcomes in areas such as graduation, suspension, and school attendance. SSHS staff will partake in a series of **trainings designed to increase equity literacy**, such as identifying and confronting inequity in practices, policies, curricula and research.

SSHS looks forward to engaging with our stakeholders in 2019-2020 to continue serving our families with compassion and care. The following specific initiatives are planned or are 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:** Anticipated for September of 2019 the Truancy Board Policy will be updated to reflect a proactive strengths-based approach to addressing chronic absence.

### Grants & Research

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

- **Mental Health Services Oversight & Accountability Commission, Mental Health Triage Grant:** The Mental Health Services Oversight and Accountability Commission has awarded Sacramento County Behavioral Health Services more than \$2 million dollars in grant funding as part of Senate Bill (SB) 82 Investment in Mental Health Wellness Act crisis triage grant funds. Sam Brannan Middle School and Albert Einstein Middle School will receive supports through this grant in the 19-20 school year. The funding will allow for mental health triage staff to work within the schools – identifying and linking students to the existing mental health system.



# SCUSD Board and Staff

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Area 2

Darrell Woo, 1<sup>st</sup> Vice President  
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Christina Pritchett  
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Michael Minnick, 2<sup>nd</sup> Vice President  
Area 4

Mai Vang  
Area 5

Lisa Murawski  
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Student Board Member

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Lisa Allen, Deputy Superintendent

Doug Huscher, Assistant Superintendent of Student Support

Victoria Flores, Director III, Student Support & Health Services Department

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