



A Continuum of Healing

2021-2022 Annual Report

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Director's Note

Dear SCUSD Community,

We started the school year with the thrill of welcoming our students, families and staff back to full day in-person learning. Our focus was on creating a physically and emotionally safe and welcoming environment for academic, social and emotional learning. With face masks on, the glow in our eyes told of our wide smiles and open hearts.

This school year our entire community returned together while managing the ongoing impacts of the Covid pandemic in our personal and professional lives. The trauma of the pandemic continues to impact learning, economic stability, housing, physical and mental health and loss of loved ones. Knowing the wide impact to our whole community, we leaned into our adoption of Healing Centered Engagement principles and our work with [Flourish Agenda](#) to provide a continuum of healing within our school communities. We operationalize Healing Centered Engagement through attending to the five CARMA principles:

- Culture The values and norms that connect us to a shared identity and community
- Agency The individual and collective power to act, create and change personal conditions and
- Relationships The capacity to create, sustain, and grow health connections with others
- Meaning The profound discovery of who we are, why we are, and what purpose we are born to serve
- Aspirations The capacity to imagine, set, and accomplish goals for personal and collective livelihood and advancement

While changing conditions required us to pivot and revise plans this past school year, we remain committed to our learning journey with Flourish Agenda toward our shared vision of equity and social justice. Our Health Services team members will begin their HCE journey this fall, inclusive of all our newly hired team members as well.

We acknowledge the ongoing collective impact to our sense of security and safety; global issues of war, climate change, racial injustice, Covid, other emerging infectious diseases, and economic crises impact our sense of security and safety. Through all of this, the SSHS Team is committed to providing safe and welcoming spaces for our students, families and staff to learn, grow and thrive. Our annual report is a reflection of our service-orientated, youth-focused and strengths-based shared vision and values.

May you be safe and well.



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

Part One: **Culture**

cul-ture | \ 'kəl-čər: *the values and norms that connect us to a shared identity.*



Our Vision

A vision statement is an organization's declaration of its greatest aspirations. In the Student Support & Health Services department (SSHS), our vision also serves as an anchor; holding us steadfast to our fundamental values as we bear witness to students and families at their most vulnerable, walk beside them as they persevere through personal and systemic obstacles, and work to eliminate the barriers and silos that keep them from achieving their dreams.

Created through a multistep collaborative process inclusive of all department staff during the 2016-17 academic year, our vision statement represents the culture of our department, promotes staff agency as they pursue their daily practice, reminds us of the real meaning of our work, and serves as a light of hope on the most challenging days.



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 & mental wellness, and educational success.

Our Values

SSHS is made up of 121 individuals whose diversity reflects that of our District and our community. Our staff are united however, by our shared vision, and a few common beliefs and values. Three of those beliefs are that 1) we are all lifelong learners; 2) healing is not linear or formulaic; and 3) data and evidence-based practice drive high-quality intervention and support.

Never Stop Learning

In 2020, SSHS entered into a contract with education thought leader Dr. Shawn Ginwright's organization, [Flourish Agenda](#), for professional development around his [Healing Centered Engagement](#) (HCE) work. For professionals – school nurses, school social workers, therapists, and mental health managers – with training, experience and expertise in trauma-informed practice, Ginwright's challenge to educators to think beyond the pain and pathology of some students in an effort to focus on the healing of *all* students, was both challenging and refreshing. HCE is an accessible, research-informed approach to supporting students that prioritizes strengths over deficits; and lifts up the value of culture, identity, purpose, belonging, and dreaming in helping students succeed.

Through our partnership with Dr. Ginwright and Flourish Agenda, SSHS are completing the country's only Healing Centered Engagement Certification program, and have begun to weave HCE's CARMA principles into our everyday work, from our communications to our programs and interventions, to our assessment tools. Even this annual report aligns with the CARMA principles that we have embraced from our two years of learning with Dr. Ginwright and HCE!

Our CARMA Model

The Healing Centered Engagement approach is operationalized through its five CARMA principles.

C	Culture	The values and norms that connect us to a shared identity.
A	Agency	The individual and collective power to act, create and change personal conditions and external systems.
R	Relationships	The capacity to create, sustain and grow healthy connections with others.
M	Meaning	The profound discovery of who we are, why we are, and what purpose we were born to serve.
A	Aspiration	The capacity to imagine, set and accomplish goals for personal and collective livelihood and advancement.
		The exploration of possibilities for our lives and the process of accomplishing goals for personal and collective livelihood.

Photo 1: From Flourish Agenda's Healing Centered Engagement website

We will continue to share more about our work with HCE in Part Four: Aspirations, and throughout this report.

Healing Is Not Linear

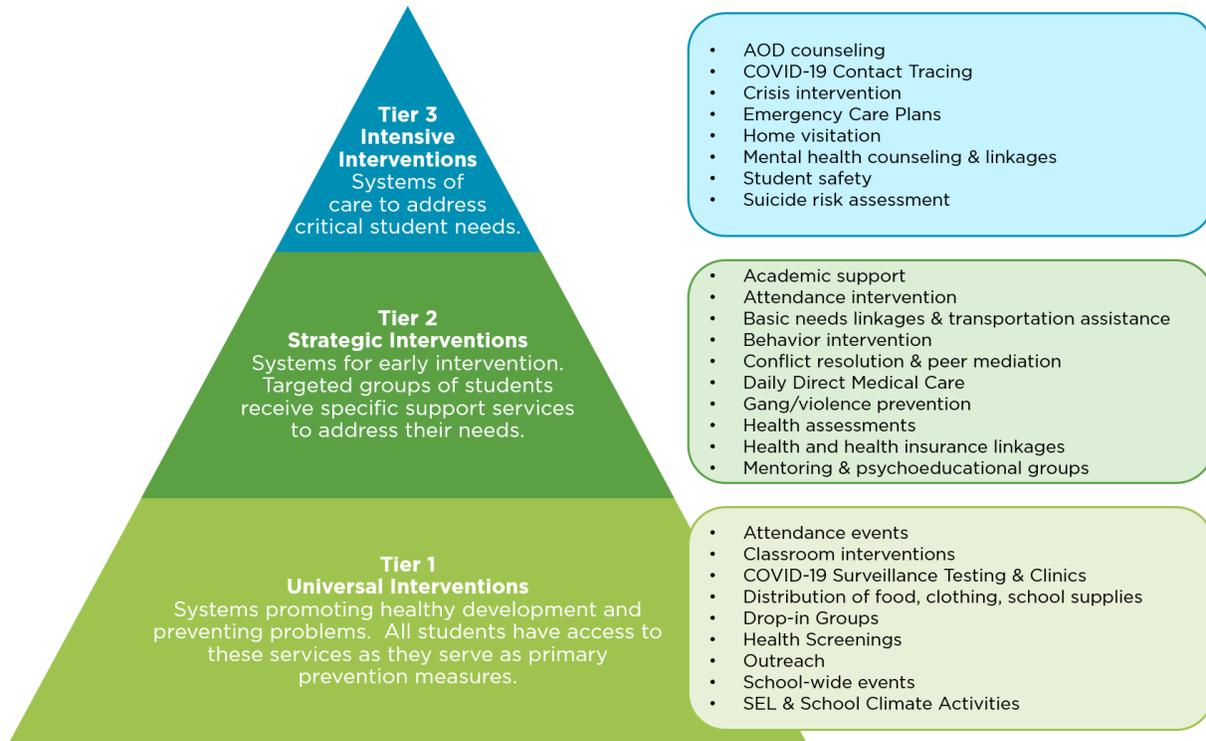
In an academic institution, we do not often think a lot about healing. However, SSHS's work has always been about supporting the health, mental health and wellbeing of students and their families, in an effort to give them their best chance at accessing the education that our District has to offer. Furthermore, after two years of navigating an historic global pandemic that kept us isolated, afraid, and in many cases sick, the data and our own experience show that healing is something we could all use both individually and collectively.

When we consider the supports we offer students and families to advance their healing and academic success, we think about a continuum of interventions available to meet the diverse needs of each individual. In academic language, this continuum is often referred to as a "[Multi-Tiered System of Supports](#)" (MTSS). SSHS staff were excited to join – and in some cases help lead – their school sites' efforts to embrace the MTSS framework, one that underscores the importance of many of the core functions our staff have served in schools for decades. Some of these functions include acknowledging and supporting the whole student; coordinating services and supports not just across the academic spectrum but also in partnership with other systems (health, mental health, safety net, etc.) as well; and prioritizing data-based decision-making.

Part Two of this report details the ways in which we cultivate and maximize relationships with community partners, and our students and families to offer services and interventions across the MTSS spectrum, however the figure below offers a sample of SSHS interventions arranged by MTSS tier level. From Tier One preventative interventions offered to whole school communities and classrooms, to Tier

Two strategic supports that target specific groups, to the most intensive interventions that meet some of the most critical needs our students face.

The SSHS Continuum of Support: Sample of Interventions by MTSS Tier



Evidence-based, Data-driven Practice

One of our shared core values in SSHS is a commitment to delivering the highest-possible quality service to our students, families, and school communities. We believe that delivery of high quality supports requires collecting, reviewing, and acting on data.

A History of Data-based Decision-making

SSHS has spent the last eight years cultivating a culture of evidence-based practice. We produced our first Annual Report in 2014-15, in an effort to tell the collective stories of our students and families, and offer accountability and transparency for the investments made in our supports by school sites, the District, community partners, and funding sources.

In that time we have made enormous strides in our quest to lift up the realities of our students and families’ resilience and their needs, embarking four years ago on a journey with SCUSD’s Department of [Strategy & Continuous Improvement](#) (SCI) and the [UC Merced Center for Educational Partnerships](#) (CEP). In 2018-19, we said goodbye to our Microsoft Access Database and welcomed CEP’s Early Identification & Intervention System (EIIS). Created by CEP and Fresno Unified School District, SSHS embraced EIIS as a web-based tool that would not only allow us to track our



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interventions and document supports, but also use existing student data to identify students in need and ensure that no students fell through the cracks.

Integrating a New Assessment Tool

Over the last four years, we have collaborated with SCI and CEP to fine tune the Support Services Database housed in EIS, including this year's integration of an evidence-based pre/post assessment tool using research-informed questions from the [Family Development Matrix](#) (FDM). The strengths-focused, collaborative nature of the FDM tool aligned perfectly with SSHS' core values, and offered a more concrete and representative way of setting goals and following progress with individual students, and collectively as a department.

We learned many lessons during this initial implementation year, and will work closely with an expert practitioner in 2022-23 to refine and maximize our use of FDM. One of the greatest unintended consequences of incorporating FDM indicators into our EIS database shifted more than just data collection, it helped staff re-focus on the relationship-building process critical to successful partnership with students and families. We are so very grateful to SCI and CEP staff for their thoughtful participation and support through this journey!

Part Two: **Agency** and **Relationships**

agen·cy | \ 'ā-jən(t)-sē: the individual and collective power to act, create and change personal conditions and external systems.

re·la·tion·ships | \ ri- 'lā-shən- , ships: *the capacity to create, sustain and grow healthy connections with others.*

We often think of collecting and reviewing data as primarily a quantitative activity, and we have plenty of numbers in this report for sure! What can be lost, however, in translating the lives and work of human beings into numbers, is the power of that experience – the challenges, processes, and resilience of our students, their families and our staff. The richness of our extended community. The reality – and impact – of doing the work of healing in education is a story that must be told both quantitatively *and* qualitatively. In this section of this year’s Annual Report, we honor the agency of our students and their families, and the partnerships we forged with them and our partners to make healing happen this year.

Supporting Students and Families in Accessing their Agency

The following three case studies offer a rare glimpse into the power of relationships and supporting an individual in embracing their agency. We thank Yisel SantaCruz (Homeless Services Social Worker), Jamie Gomez (Student Support Center Coordinator), and Victor Blanco (Foster Youth Services Associate) for these powerful accounts, and most of all for their dedication. Their stories highlight the exemplary support provided by SSSH’s 121 staff, every day.

Victor’s Story

In the work we do, it is nice to celebrate the achievement of goals that students create.

In late January 2022, a Child Welfare Worker contacted me to ask if there was any support for a student attending Capital City School. A colleague here in Foster Youth Services shared that attempts at contacting the student and their guardian had been unsuccessful, so I asked if I could take lead on supporting the student. The student academically, at this point, was extremely credit deficient - only having completed 80 credits and a senior in high school meaning he was at-risk of not graduating.

Within a few weeks, I was in contact weekly with the student’s school counselor, County Social worker and guardian assisting in completion of the youth’s AB 167 contract and making sure he was taking the appropriate classes for his diploma completion. By late February, I was doing weekly home visits with the student, and he was excited to tell me he was finishing credits regularly. The student faced an overwhelming task: in order to graduate, he had to complete approximately 65 credits in one semester/summer school. During a weekly home visit, the student shared his interest in college so we also enrolled him at Sacramento Community College and completed his financial aid forms. By July 22, 2022, the student was nearly finished with his credit recovery.

In August 2022, he will be a high school graduate and begin college!

Yisel's Story

Homeless Services received a referral from the Health Services Contact Tracing team for a family who lost their housing when they tested positive for COVID. This family, consisting of a father and his fifteen-year-old son, were sick and on the streets in the middle of an historic pandemic. Upon receiving the referral, I contacted dad and started to build a relationship – we talked about his situation, and the kinds of supports that Homeless Services could offer. Dad and I agreed that I would refer him to Project Room Key, which allowed the family to safely quarantine in a hotel for about 10 days, following which they were given a 7 day motel voucher for after their time with Project Room Key. Our team at Homeless Services quickly got the family a supply of food from the Sacramento Food Bank, blankets and hygiene supplies from our in-house closet, and at-home COVID tests.



Photo 2: Yisel and colleague Thomas organize the Homeless Services supply closet.

In addition to securing temporary housing, we leveraged our partnership with the River City Food Bank, so that Dad could receive support in completing the CalFresh application, allowing for more sustainable access to food. Once it was safe to do so, I met with dad in person so that we could pursue additional temporary housing options through the 311 resource, and assist him in applying for jobs. I met with Dad to provide support in contacting 311 for the Motel Voucher Program and applying for various jobs. Following our meeting, Dad shared that Amazon offered him a job, and that he had scheduled an interview with Milgard Windows!

While the search for permanent housing will continue for this family, Dad now has a great job and the skills to navigate several community resources that he was not aware of before he and his son became ill, making that search for home one that he does not have to do alone.

Jamie's Story

A Black and Native American, male-identifying thirteen year old middle school student was referred to the Student Support Center for a pattern of verbal aggression toward adults who he did not have a relationship with, often resulting in his escalation during unstructured time. Despite Jamie's best efforts, the student initially declined services from the Student Support Center (SSC) multiple times. Looking for a way to build a connection with him, Jamie reached out to the SSC staff at the student's former elementary school. After learning more about the student and sharing her connection with the staff at his former school, he finally began to allow Jamie to build a relationship with him. As she did so, he accumulated 27 absences, 14 of which were due to suspensions.

While the student's inconsistent attendance precluded him from accessing school-based mental health services, Jamie continued to connect with him when he was at school. Here she learned that he did not

think a lot about his future, because it was “already set with the gang” family was involved with. The student shared with Jamie that “there [was] no way out, so why try?”

Based on her training in social work, mental health, Healing Centered Engagement, and her lengthy experience with youth, Jamie continued to focus her work with the student solely on building trust and relationship, rather than trying explicitly to address his behaviors and choices. This approach proved effective, as, with Jamie’s support, the student was able to make it one month without suspensions. Jamie honored his effort and the accomplishment

Building and Maintaining Relationships throughout the Continuum of Healing

Relationships with students and their families are key to our work. So are partnerships with community, government, research, and philanthropic organizations. Relationships that SSHS has with some community partners span decades, while some evolved more recently in a response to the COVID-19 pandemic, and others are just budding. Following are a few examples of the partnerships that helped us offer robust supports.

Relationships for Prevention: Tier 1

COVID-19 Community Leader

Very early on in the pandemic, our Health Services division stepped up as a leader in the District’s response to this new and overwhelming challenge. Two years into the crisis, community partners acknowledge Health Services staff as leaders in their tireless work to slow the spread and protect students, families and school communities. A few of their school- and community-wide efforts are bulleted below:

- **Return to Health Plan**

Authored and supported the implementation of all the public health mitigation measures implemented in SCUSD through the [Return to Health plan](#). As research and practical experience taught us more about COVID-19 and public health mitigation measures updates or variants emerged, we continually revised the plan in response to changing conditions in the present. Biweekly collaborations with **Sacramento County Public Health** and **surrounding districts** provided valuable consultation and planning in response to ever changing conditions. Site leaders were provided training and weekly office hours to support their safe reopening of in-person learning through the district. The plan outlined a host of scenarios, guidance, and appendices to support the health and safety of our entire SCUSD community. The plan is readily available on the district website with easy to understand infographics to keep our community informed and safe.

- **COVID-19 Testing Program**

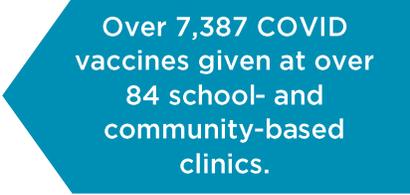
Throughout the 2021-2022 school year, the Sacramento City Unified School District became a community-wide testing leader. Our aggressive efforts to break down the equity barriers to testing contributed to overall increased health and safety in the community. Our

Provided 20,000 COVID tests each week.

robust testing program for staff, students and families ramped up from approximately 16,500 tests provided on July 31, 2021 to more than 670,000 tests and counting. On average, the district provides approximately 20,000 COVID tests a week.

- **Vaccine Clinics**

Since the start of the pandemic to date, SCUSD has hosted over 84 vaccine clinics providing over 7,387 vaccinations to our community, with weekly vaccine clinics scheduled throughout the year. SCUSD was among the first Sacramento-area school districts to become a COVID vaccine provider. SCUSD operates Immunization Clinics through the Vaccine for Children (VFC) program, providing students with free access to the COVID-19 vaccinations on a weekly basis. SCUSD also works closely with **Sacramento County Public Health (SCPH)** and a number of other – including **Dignity Health, UC Davis Health System, and Del Paso Heights Vaccine Clinic** – to provide access to the COVID-19 vaccine for all of its educators and education support staff. In addition, SCUSD hosts a series of vaccination clinics with health partners to do its part in stopping the spread of COVID in the community. SCUSD lists all of its vaccination rate status data on its [reopening dashboard](#), which is available to the public through a link on the SCUSD website. COVID vaccines are also offered through our weekly [SCUSD Immunization Clinic](#), which provides school required and preventative vaccines for qualifying SCUSD students



Over 7,387 COVID vaccines given at over 84 school- and community-based clinics.

Helping Students Stay Safe on Social Media

While social media often gets a bad rep for its detrimental effects on our society and its young people, the COVID-19 pandemic showed us what an important tool it has become for combatting the very real burdens that quarantining and social distancing placed on our mental and physical health.

Researchers continue to explore the individual and collective impact of the isolation we all experienced during this period. What we do know now, however, is that social media is here to stay and if we are thoughtful, it can be a great tool for our young people, especially when we invest in teaching them how to stay healthy and safe in their use of it.

Several of our Student Support Centers teamed up with the **Sacramento County District Attorney's Office** to engage sixth through eighth grade students in discussion and learning about staying safe on social media. The partnership was a new one for our department, and it proved fruitful. The sessions were extremely successful and well received by students. For example, during a presentation at John Still K-8 School, a student shared that the scenarios helped her recognize that she had not been mindful about using her social media platforms. She shared that she was going to look at changing the settings on her accounts to better safeguard herself. Without this presentation, she would not have learned some of the hidden risks of using the internet

Strategic Collaborations for Success: Tier 2

Closing the Gap Together: Academic Intervention for Our Most Vulnerable Students

Pandemic-related learning loss affected nearly all students, across the District, the State, and the Country. For some students, such as those in the child welfare/foster care systems and those facing homelessness, the pandemic only exacerbated existing inequalities in educational outcomes.

SSHS' Foster Youth Services division teamed up with **Tutor Me Education** in an attempt to help the most vulnerable students access additional academic support through an evidence-based "high-dose tutoring" methodology, which included:

1. Vetted instructors with experience working with target population
2. Youth trauma-informed practices;
3. Tailored curriculum for targeted students;
4. Access to an interactive virtual platform;
5. At-risk youth teaching practices; and
6. Assisting students in connecting and integrating new learning to existing knowledge

125 students achieved a 32% academic gain through the Tutor Me Education partnership.

The outcome of this partnership was exciting. One hundred twenty five students from Kindergarten through 12th grades participated in the program and saw an average gain of 32% in the academic assessments completed by the Tutor Me Education team.

Slowing the Spread & Keeping Schools Open: Contact Tracing and Health Aide Programs

Over 25,000 positive cases or quarantines were contact traced and provided isolation or quarantine guidance over the 21-22 school year. Contact tracing is a process that slows the spread of infectious diseases, including COVID-19. Employers and schools are required to respond to cases of COVID-19 in order to prevent the spread of COVID-19 at school/work sites. Research shows that the sooner health officials are able to alert close contacts, the lower the risk of COVID-19 spreading further. Prompt and coordinated actions, including case investigation and contact tracing, may inform decision-making about strengthening and focusing mitigation strategies. Contact tracing continued to evolve throughout the year in response to rapidly changing conditions. For example, when the Omicron wave hit upon our return in January 2022, our team quickly pivoted to a group contact tracing model, holding tight to the ethic of notifying all exposed individuals in the most efficient way possible during a massive case surge. We also used innovative tools, such as the messaging feature in Primary.Health (COVID testing software) to send text messages and emails with guidance to those testing positive.

Another effort to slow the spread of COVID-19 and keep SCUSD schools open was providing COVID-19 Health Aides (HA) at every school site. The HAs primary role is to promote and provide COVID-19 testing through partnership with **CDPH** testing programs. HAs staffed each school's Care Room, providing testing for students and staff that developed symptoms at school, as well as testing required for students on modified quarantine. Has also staffed regional testing clinics that offer

Many Hands:
164 Health Aides
25 Contact Tracers
60 Surveillance Testers
20 Data Entry Staff

testing to symptomatic and/or exposed staff/students and their household members. The availability of easy on-site testing enables our district to identify cases of COVID-19 and quickly provide contact tracing to minimize exposure to students and staff on sites.

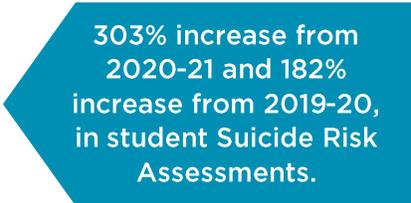
Collaborating in Times of Crisis: Tier 3

Mental Health Crisis Response Team Ramps Up

Our SCUSD community continued to navigate multiple public health crises – a global pandemic, and [systemic racism](#) – as we entered the 2021-22 academic year. Recognizing that as a nation that we may no longer ignore systemic racism, and as a department, we can no longer delay our own anti-racist work.

In the middle of this academic year, our country was alerted to a third national public health crisis: youth mental health. In December 2021, US Surgeon General Vivek Murthy declared a [national Youth Mental Health Crisis](#), stating that the “The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating.”

We saw the impact of these three public health emergencies on our students, families, and school communities immediately upon our return to campus this year, on both individual and collective levels. At an individual/family level, the SSHS team completed **387 suicide risk assessments** and an additional **259 safety assessments/referrals**. This is **303% increase in suicide risk assessments** from the previous year and **182% increase from 2019-20** (pre-pandemic) year.



303% increase from 2020-21 and 182% increase from 2019-20, in student Suicide Risk Assessments.

There was also an increase in whole school-level crises this year. SSHS leads and coordinates the district-wide Mental Health Crisis Response Team (MHCRT), composed of school-based mental health professionals from both the SSHS and Special Education departments. The purpose of the MHCRT is to supplement the school community’s existing internal support system by providing immediate social-emotional intervention. By leveraging these relationships, the MHCRT aims to restore equilibrium to the school community in crisis and reduce the long-term impact of the traumatic event.

SSHS has led this critical healing work for over 17 years in schools across SCUSD. In all that time, 2021-22 was the year of greatest demand for crisis response. This year the MHCRT shepherded students and staff through 21 crisis events. This is a **62% increase from last year**, when the Team was deployed for 13 crises, and a **110% increase from pre-pandemic year** in 2019-20 when MHCRT members responded to ten crises.



62% increase school mental health crises.

SHSS staff believe wholeheartedly in the words of [US Surgeon General Vivek Murthy](#), “The future wellbeing of our country depends on how we support and invest in the next generation.” To that end, SSHS remains committed to investing in our students and communities by continuing to lead efforts across the district to prioritize and address the social emotional and mental health needs of students through evidence-based prevention, intervention, and crisis response.

Part Three: **Meaning**

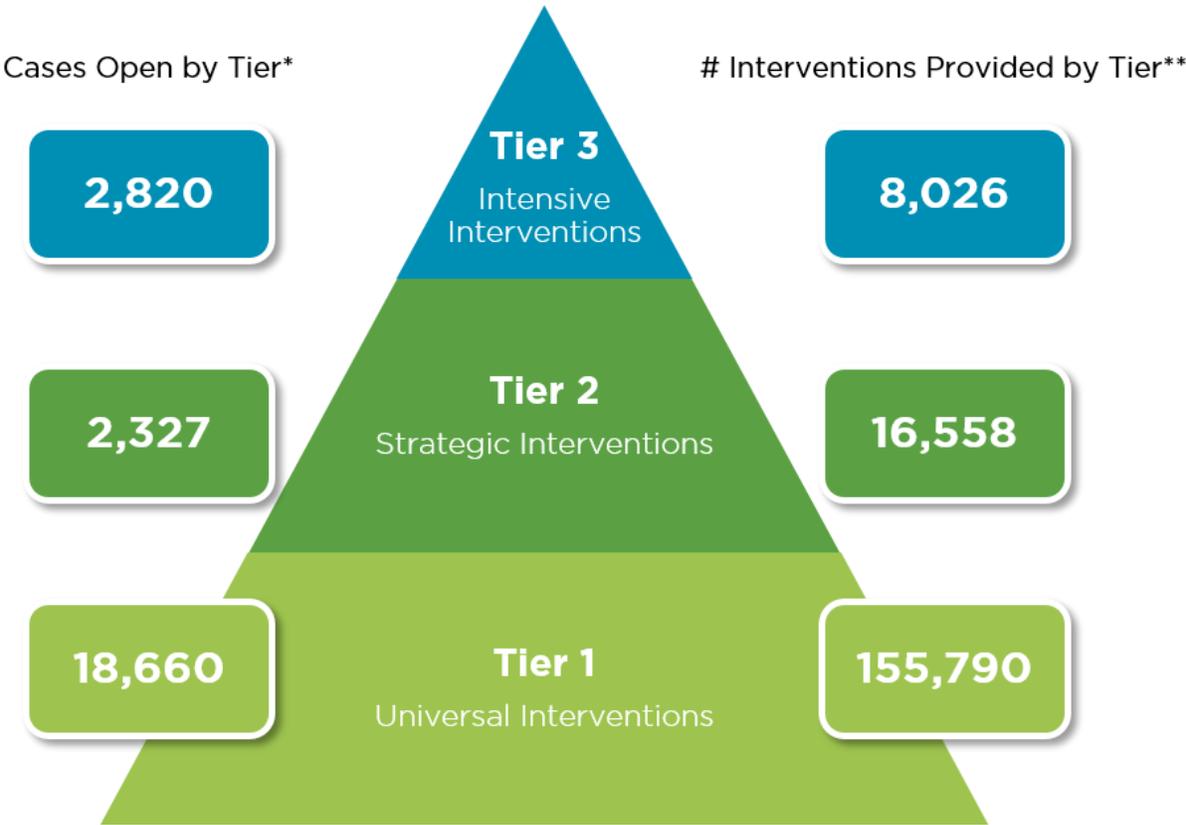


mean·ing | \ 'mē-niŋ: *the profound discovery of who we are, why we are, and what purpose we were born to serve.*

As our vision statement shows, much of our collective meaning in SSSHS is about building the relationships and doing the work necessary to see students and families identify, pursue, and achieve their dreams. The handful of stories we shared in Part Two of this report offered a glimpse into the professional cultural underpinnings – such as actively prioritizing equity and social justice in our District – and tangible tasks that we undertake. This section of our report will give a birds-eye view of those services, supports and interventions this academic year.

Intervention to Support Collective Healing Toward Equity and Social Justice

Student, Family, and School Interventions by Tier



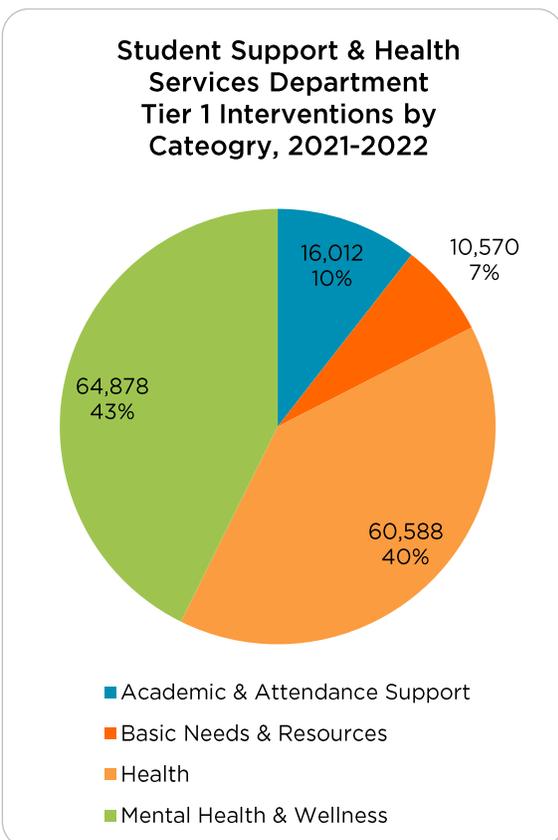
*Cases Open by Tier represents the number of student cases staffed by Foster Youth Services and Student Support Services only, as Health Services does not collect data in the same way.

**Interventions Provided by Tier includes interventions across all three SSSHS Divisions: Foster Youth Services, Health Services, and Student Support Services. Additionally, Health Services provided additional supports and intervention to community members through the COVID-19 response work detailed in the narratives that follow.

Universal Supports for Prevention: Tier 1 Interventions

Research shows that high-quality primary prevention efforts in education, health, and mental health work. Taking the time and energy to research effective evidence-based interventions; coordinate implementation with teachers, school staff, and community partners; and training staff to offer these important activities and events is a crucial building block in SSHS supports. Compared with the 2020-21 academic year, in 2021-22 **SSHS increased Tier 1 supports by 135%**. While additional COVID-related funding allowed for the addition of department staff by 27%, all team members worked incredibly hard to leverage their time and community-based relationships to yield amazing results for students.

Tier One Preventative Interventions increased by 135%.



Intervention	#
Academic & Attendance Support	
Attendance Committee & Events	2,362
COST/MDT	2,831
Foster Youth Events & Activities	51
Other Outreach	1,105
School-wide Events	9,698
Basic Needs & Resources	
Caregiver Engagement Events	632
Distribution of Food/Basic Needs	7,796
Distribution of School Supplies	1,668
Homeless Identification Outreach	427
Health	
COVID-related Outreach (Excludes Tier 3 Contact Tracing)	3,742
COVID Surveillance Testing	37,850
COVID Vaccine Clinics	7,387
Dental Screening	1,594
Hearing & Vision Screening	10,652
Immunizations	3,105
Mental Health & Wellness	
Classroom Intervention	33,674
Drop-in Group Participation	2,163
SEL & School Climate	29,041

Strategic and Intensive Supports: Tier 2 & 3 Interventions

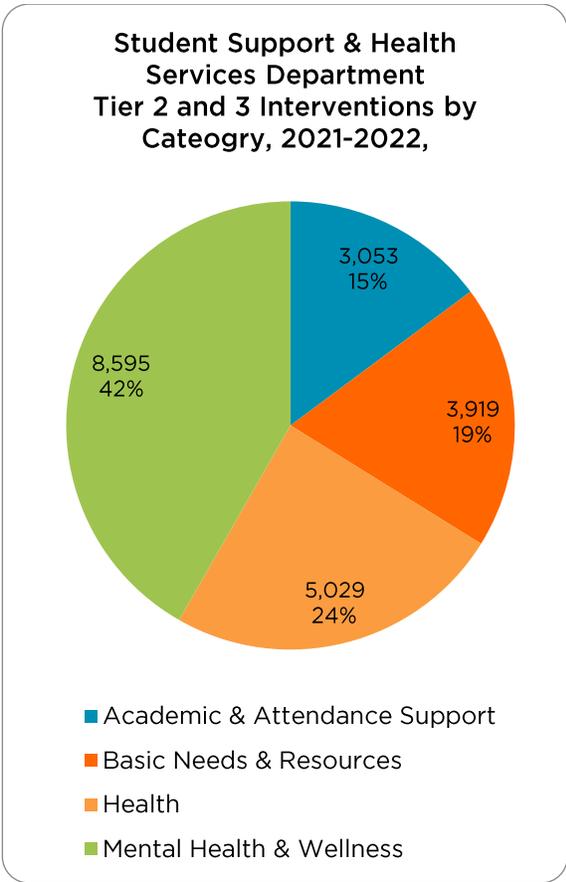
[The Atlantic](#) called 2020-21 the “biggest disruption in the history of American education,” and the results of that disruption are still felt a full year after our *Return Together* in 2021-22. The impact of COVID-19 school closures on students’ academic progress is well documented. We continue to learn about the impacts on students’ social and emotional wellbeing. Despite most students’ excitement about returning from Distance Learning to campus this academic year, teachers, administrators and support staff across the District compiled countless examples of the challenges that students experienced in attempting to reacclimate after a year of isolation. Common struggles included:

- Severe anxiety, oftentimes triggering psychosomatization and causing attendance issues;

- Increased peer conflicts and social struggles;
- Increased depressive symptoms, self-harm, and suicidal ideation; and
- Increased family stress leading to the need for crisis-level mental health and safety interventions.

SSHS staff responded to these needs in classrooms, with visits to students' homes, and in safe spaces such as the 34 Student Support Centers on campuses across the District. These efforts to connect with students and their families resulted in a **24% increase in Tier 2 interventions** and a **247% increase in Tier 3 interventions** during the 2021-22 academic year, as compared with 2020-21. Even more telling are the **increases in these interventions over the 2019-20 pre-pandemic academic year, where Tier 3 services increased by 171%.**

24% increase in Tier 2 interventions and a 247% increase in Tier 3 supports.



Intervention	#
Academic & Attendance Support	
504, IEP, SST Facilitation/Participation	728
Academic Support	649
Attendance Intervention	556
Engagement Support Plan & SARB	103
Home Visit	467
PBIS Check-in Check-Out	67
Basic Needs & Resources	
Basic Needs	1,509
Caregiver Education & Support	1,111
Employment/Financial	138
Homeless Program	428
Homeless Rights Notification	140
Legal Assistance	41
Recreation/After School	74
Translation	433
Transportation Assistance	108
Health	
Daily Direct Medical Care	80
Health Assessment	2,279
Health Care, Education & Insurance	229
Emergency Care Plans	2,386
Home Hospital/MIS	55
Mental Health & Wellness	
AOD Counseling	37
Conflict Resolution/Peer Mediation	703
Crisis Intervention	1,159
Domestic Violence/Shelter	42
Gang/Violence Prevention	16
LGBTQ Support	303
Mental Health Counseling	2,342
Mentoring	614
Student Safety	287
Suicide Risk & Safety Assessments	400

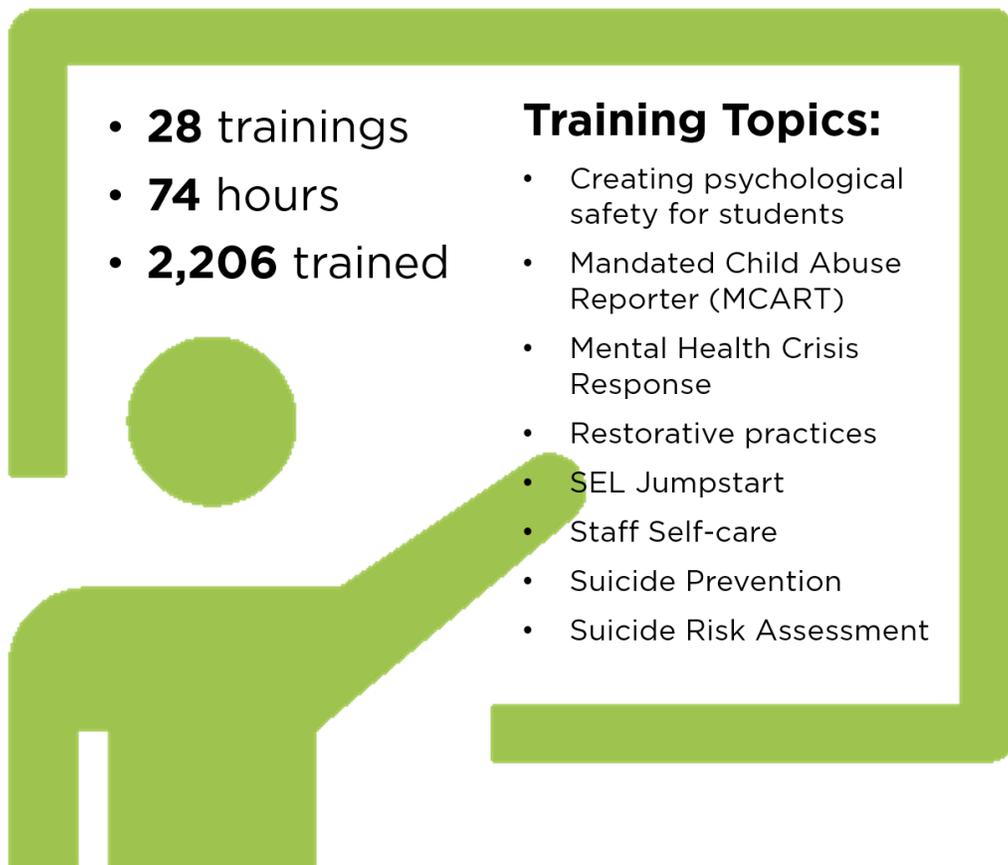
Ensuring High-quality Support through Training & Professional Development

Collaborating with students and families in accessing their agency and achieving their goals involves more than just offering interventions. Ensuring that our District's staff and educators have the most current information and training about trends and best practices in student social-emotional wellbeing, along with sharing the work of preparing our next generation of practitioners, are equally important activities undertaken each year by SSHS staff.

Meaningful Professional Development

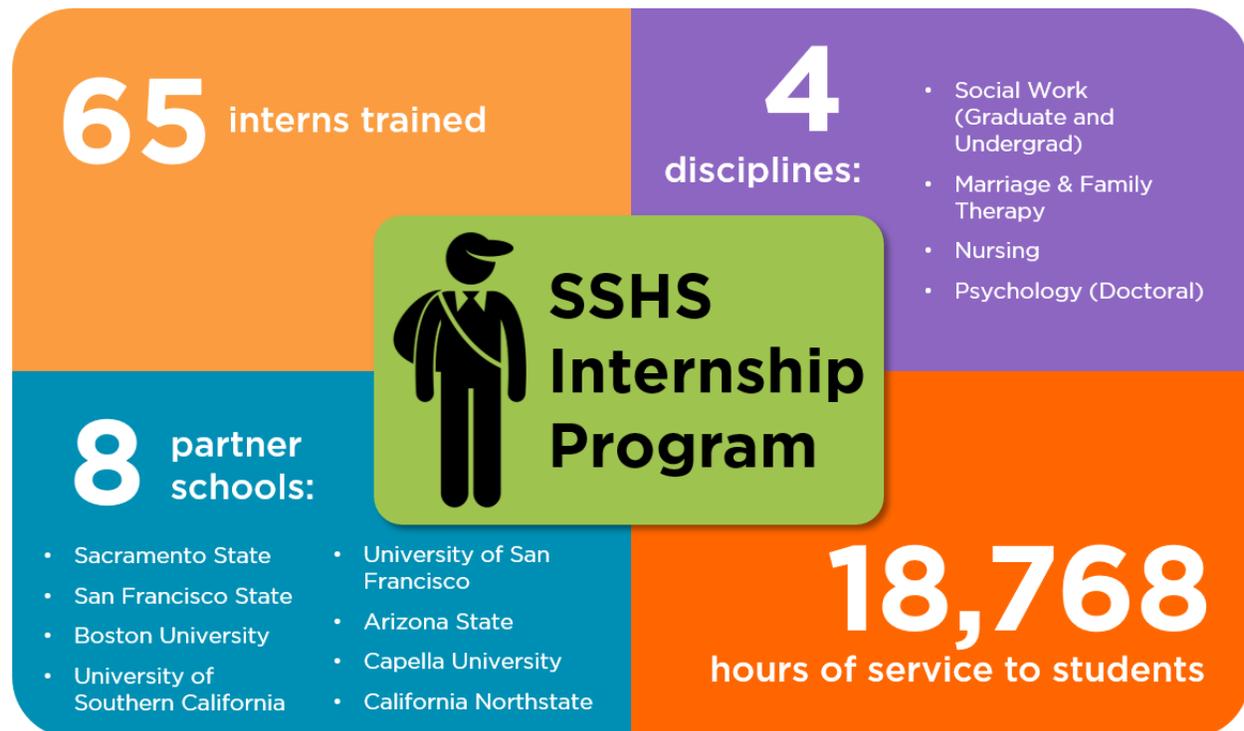
While the majority of the work of the Support Services Division often involves direct service to students and their families, our team also participates in systems change work, including helping share our specific professional expertise, enhancing staff and community practice. In 2021-22 SSHS staff provided professional development training to staff at school sites and at the District level, including:

- Teachers, aides, and training specialists
- Site and District-level administrators
- Support staff such as yard supervisors, cafeteria staff, office managers, and more
- Professional support staff such as school counselors, school psychologists, and school social workers



The Next Generation of Practitioners

In addition to providing professional development to SCUSD staff, students, parents and partners, the Student Support & Health Services department contributes to the education and preparation of future practitioners, hosting and training interns from five universities. These emerging professionals maximize funding of existing credentialed SSHS staff by providing thousands of hours of in-kind service to SCUSD students and families.



This year's program contributed immensely to our District community. 2021-22's undergraduate-, graduate-, and post-graduate-level internship hours yielded the **equivalent of 16.8FTE in in-kind** interventions, services, and supports to SCUSD students and families!

Fine-tuning Our Craft

Colleagues in education and future practitioners are not the only public servants who need to continue to hone skills, incorporate new knowledge, and grow their practice... SSHS staff do, too!

In 2019-20, as the country reckoned – again – with the systemic racism that disproportionately harms people of the global majority in the United States, our department was moved to stop contemplating and start doing something to better equip staff in confronting racism and cultivating schools as spaces where all students truly had a sense of belonging. An ad-hoc committee of staff researched and vetted training programs and landed on Dr. Shawn Ginwright's [Healing Centered Education](#) certification program. While our aspiration is achieving true equity and belonging for all students and families, we know that this work will never be complete. We are humbled to have had our perspective and efforts lifted up by Ximena Portilla, Michael Lamb, and Kevin Thaddeus Brown, Jr., in their August 2021 policy brief "[Educational Equity Through Social and Emotional Well-Being.](#)"

Phase 1: Welcome, HCE

In 2020-21, SSHS continued our social justice and antiracist journey by partnering with Flourish Agenda and Dr. Shawn Ginwright to become Healing Centered Educators. At the end of that year, 36 Student Support staff completed the Healing Centered Educators (HCE) certification program becoming the first SSHS cohort. HCE certification is a 25-hour hybrid education program comprised of both of virtual and online training.

Phase 2: Commitment Remains

In 2021-22, we remained committed to our collective and individual HCE journey. We launched the new school year with a department-wide session with Dr. Ginwright himself! Following the hours of individual and group training of the previous year, engaging with this well-known author, professor, and activist was a huge treat and a great inspiration.

Throughout this academic year, HCE-certified staff (Cohort 1) continued to deepen their HCE knowledge and skills by participating in individual and small group coaching. Together this cohort participated and received over 90 hours of coaching to support implementing HCE principles into their daily work.

Cohort Two – consisting of 33 staff (Foster Youth Services and newly hired Student Support staff) – completed the HCE certification program. **To date we have 99 HCE-certified staff.**



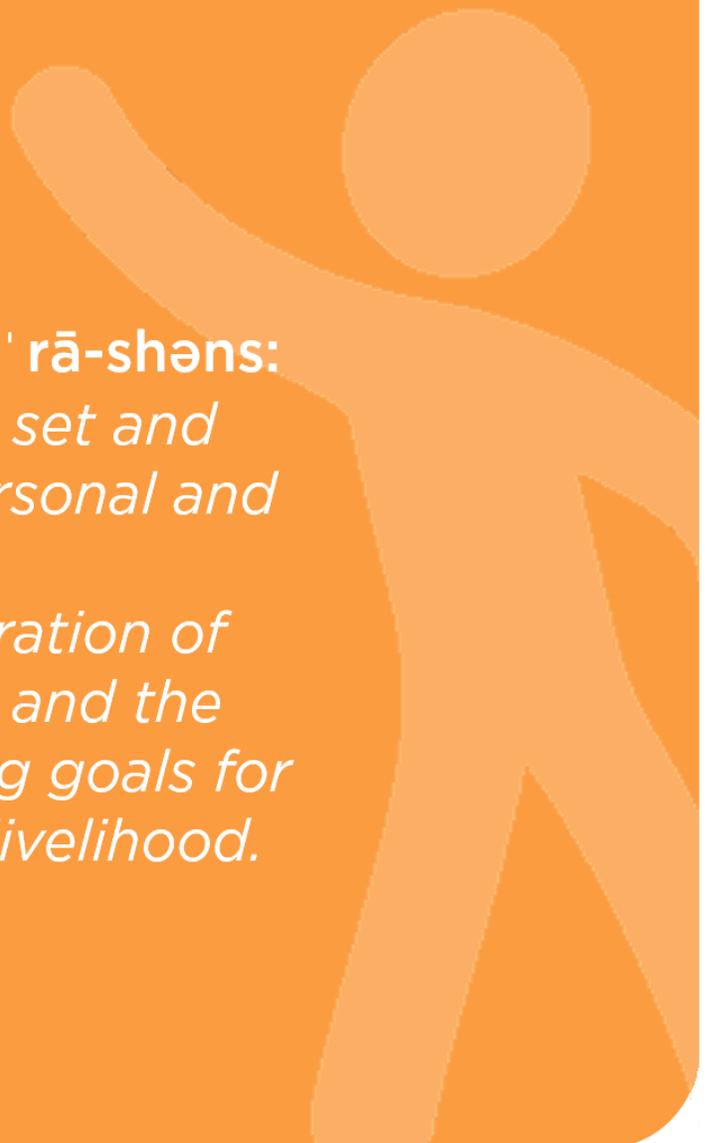
SSHS is now home to 99 Healing Centered Educators!

Also during this academic year, our Student Support Services division staff completed the HCE assessment tool, to gain a better understanding of how to continue to implement healing centered engagement and principles.

Phase 3: Our HCE “Aspirations” Continue

In 2022-23, we will focus on ensuring that our Health Services division staff, as well as all newly hired staff across the department, have access to learn the HCE framework and CARMA principles, and complete their certification. We also plan to continue to integrate this model into our department’s policies, procedures and practices including ongoing training and coaching with our partners at Flourish Agenda.

Part Four: **Aspirations**



as·pi·ra·tions | \ , a-spə- ' rā-shəns:
the capacity to imagine, set and accomplish goals for personal and collective livelihood and advancement; the exploration of possibilities for our lives and the process of accomplishing goals for personal and collective livelihood.

Interventions & Innovation

Centering our strengths-based work on the hopes, dreams, and success of our students and families encourages us to think about our own aspirations for SSHS and the relationships we build with our communities.

This year we began work on several projects that have been long-time goals for our department:

1. Deepening partnerships to increase youth-led community-based mental health supports for students;
2. Expanding supports to Pregnant & Parenting Students; and
3. Launching the Naloxone Distribution Project to address opioids in schools.

MindOneSix

To support our students, SSHS continued to foster strong community partnerships in order to develop and implement innovative programs that improved students' mental health awareness and SEL skill development. An example of one of these innovative partnerships is the one we continue to cultivate with PRO Youth & Families. In 2022-23, we will begin our year two of implementation of the MindOneSix youth mental health and wellness program. This academic year, MindOneSix served middle school students at six campuses across the district.

MindOneSix is a collaborative work-based learning initiative focused on mental wellness, and designed to empower youth ages 12-19 as ambassadors for mental wellness on their campuses and the larger community. By actively engaging students as community assets, change agents, and influencers who have the power to improve school-wide mental wellness, MindOneSix uses a positive youth development framework and addresses Tier 1 needs on the Multi-Tiered System of Support (MTSS) continuum. The program consisted of approximately 20 hours of mental wellness literacy training and 20 hours of service projects. Upon completion of the 40-hour program, all participating students received a \$500 stipend.

This year, 174 students participated in MindOneSix, gaining foundational social-emotional learning skills, building leadership skills, increasing their awareness of mental health systems, reducing stigma associated with mental health, and becoming familiar with resources for help that they can use personally, with peers, and family members. After completing the program:

- 77% students reported feeling more hopeful,
- 73% felt more connected to their friends,
- 61% felt more connected to their family,
- 83% reported they got better at something they cared about,
- 81% reported they did something they did not think they could do.

We feel privileged to continue to collaborate with [PRO Youth & Families](#) (and their partner organizations) in providing a valuable experience for our students, and cannot wait see what happens in the second year of this program based on the results from our first year of implementation.

Pregnant & Parenting Students Expansion

Looking forward to the 2022-23 school year, we are planning exciting opportunities for our parenting students. Research shows that one of the major barriers for young mothers staying engaged and finishing high school is the lack of childcare. We are striving to remove that barrier for our students and provide childcare for their babies so they have equal access and opportunities to education as their peers. The California Department of Social Services has awarded SCUSD a grant to provide infant/toddler childcare. American Legion High School will house these childcare services and SCUSD students will have priority to place their babies in the center. We are also working on a collaboration with a community-based organization, [Teen Success](#). Capital City Independent Studies will house Teen Success, as they work together with young parents to further their education, build life and career skills, and nurture their children's development.

Naloxone in Schools

Sacramento County has experienced over a hundred deaths due to opioid overdose, and this year the rates of death continue to increase. As individuals cope with the multiple traumas brought on or exacerbated by the COVID pandemic, substance use in general has increased. While SCUSD will take every action to educate our students about the dangers of substance use, we are also taking proactive measures to protect lives.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and administered by the California Department of Health Care Services (DHCS), the Naloxone Distribution Project (NDP) works to combat opioid overdose-related deaths by providing free naloxone nasal spray. Through the NDP, school districts are able to request free naloxone from DHCS. A number of California state laws support these efforts in schools and those trained to administer.

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites, reversing the toxic effects of the overdose. Naloxone is not a controlled substance and has few known adverse effects, and no potential for abuse.

Student Support & Health Services staff will manage the Naloxone program, same as the AED and Epinephrine programs, including updating Board Policy 5141.21, stocking Naloxone, and providing education and administration training for staff. We expect to implement this rescue medication at the beginning of the 22-23 school year.

Continuing a Conscious COVID-19 Response

Aspiration is about looking forward, dreaming of what could be. Certainly, our aspiration around the COVID-19 epidemic is that our community and our world may be safe, healthy, and well, eradicating this costly virus completely. To that end, we must reflect on what we have done so far, so that we may continue working toward our goal in the future.



Shared Vision & Mission to Open Schools & Sustain In-Person Learning (for students/families making this choice)

It Took Clarity of Purpose: Clearly articulated and communicated policies and procedures as outlined in the SCUSD [Return to Health \(RTH\)](#) plan. Continuous refinement of the RTH plan and protocols and ability to rapidly pivot as conditions changed through each variant wave or shift in public health requirements.



Collaborative Teaming Uplifts Diverse Perspectives and Distributes Leadership

It Took Interconnectedness: Bringing together various departments and their team members with shared vision in order to keep schools open through established meeting times, agendas and structures to ensure alignment with all corners of the system (i.e. Academic Office, Budget, Communications, Facilities, Human Resources, Risk Management, Student Support & Health Services, etc).



Equity Mindset to Address Social Determinants of Health

It Took Understanding our Communities: Using the [Healthy Places Index \(HPI\)](#) to understand regional community assets and barriers and how they impact the health of a community in relation to district level data. For example, to bridge barriers in health care access and transportation, COVID-19 Testing was provided daily at all 76 school site locations for students/staff and 3 regional sites also served household members. The health of our community is interconnected with the health of our schools.



Actionable Data to Make Informed Decisions

It Took Mapping: Knowing what data we were seeking, where it existed and how to map for practical use and accessibility. Creating workflows between testing consent, vaccine verification and contract tracing documentation as evidenced on the various [COVID Dashboards](#). Data was used to drive decisions, including vaccine clinic locations and when to lift and return to face masking.



Communication Provides the System Oxygen

It Took Seven Times Seven Different Ways: Key strategies included repetition of messaging, using varied formats, addressing the why, and knowing everyone in the system matters. For example, holding a weekly open forum Health Services Office Hours for site leaders to bring their questions and concerns. We created a space for thought-partnership and continuous improvement, where information flowed both ways, strengthening our understanding and ability to respond.

Cultivating Resources for Student Success

Grant Funding Continues to Support SSHS' Innovation and Success

Community Schools Grant

The SCUSD Student Support & Health Services department was awarded a California Department of Education 2022 California Community Schools Partnership Program (CCSPP) Grant in the amount \$9,500,000 for six identified schools. This funding will sustain our well-established and successful Student Support Centers at our highest needs schools and communities over a five-year period. Included SCUSD schools are Luther Burbank High, Fern Bacon Middle, John Still K-8, Hiram Johnson High, Will C Wood Middle, and Rosa Parks K-8.

The vision of all SCUSD Community Schools networks is to create welcoming community hubs, which engage, support and strengthen students, families and neighborhoods. What sustains these hubs are strong family, schools, and community partnerships. Our Community Schools will work toward elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. This funding opportunity allows SCUSD to sustain and replicate that central coordination model at the Community Schools network school sites.

CARES Funding

The SSHS Department continues to expand Student Support services and Health Services across the district, working to ensure students and families have access to physical and mental health services. While the department has grown by 27%, we will continue to recruit and hire until we reach our full capacity.

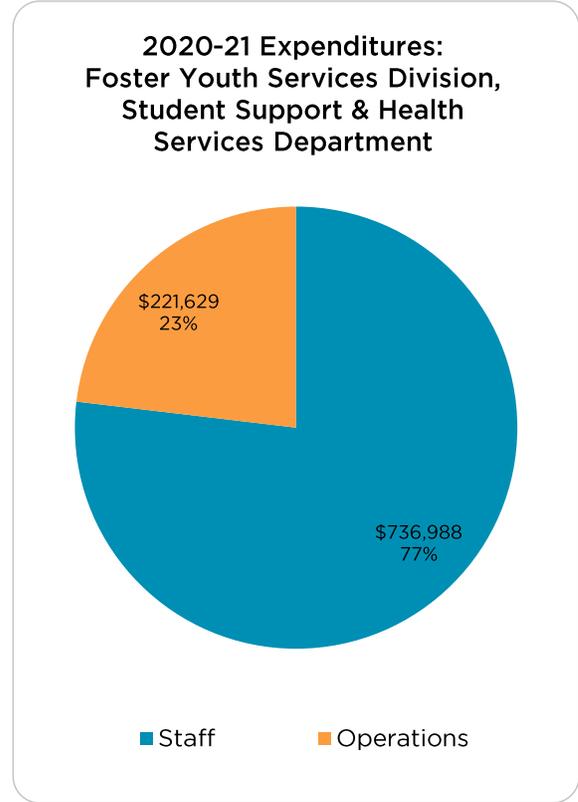
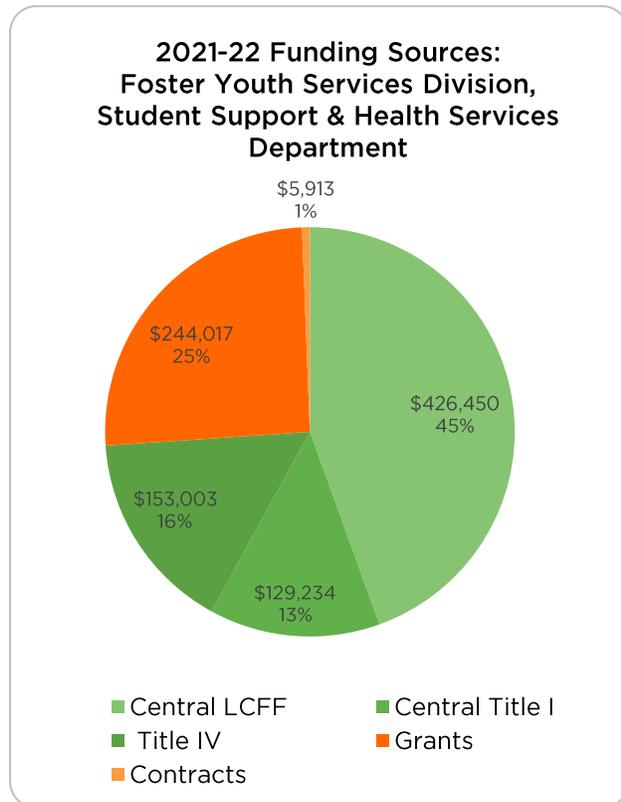
Part Five: **Budget** and **Staffing**



Budget

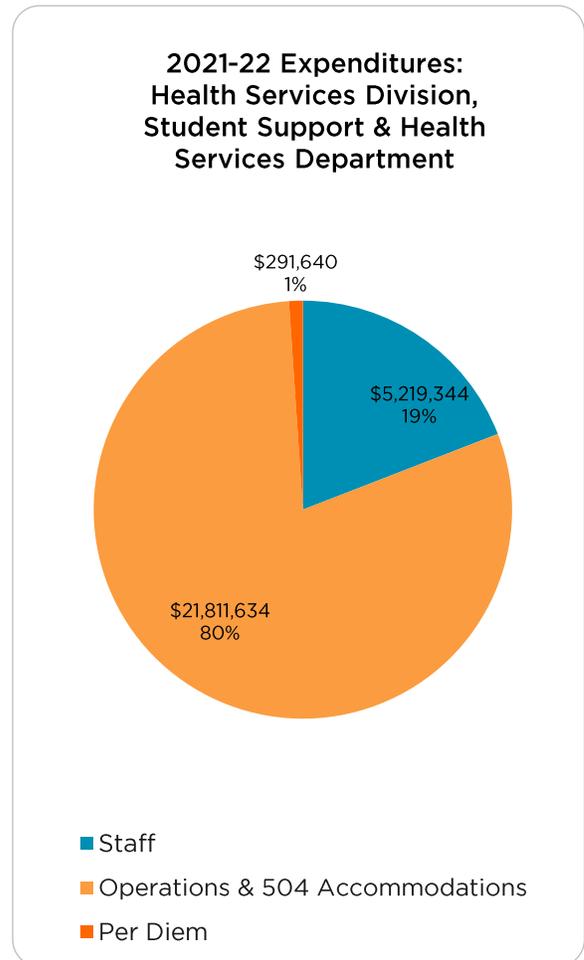
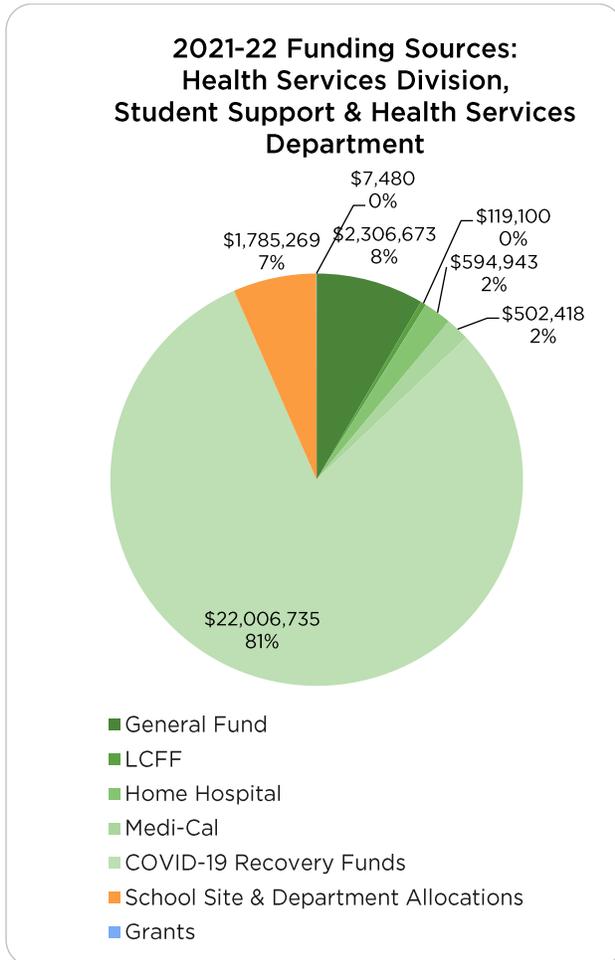
Foster Youth Services Budget

SSHS' Foster Youth Services Division is funded primarily through State and Federal funds, with a quarter of the budget coming from grants. Over three quarters of FYS funds were spent on staff, 90% of whom work directly with students in the child welfare system, and the adults who support them.



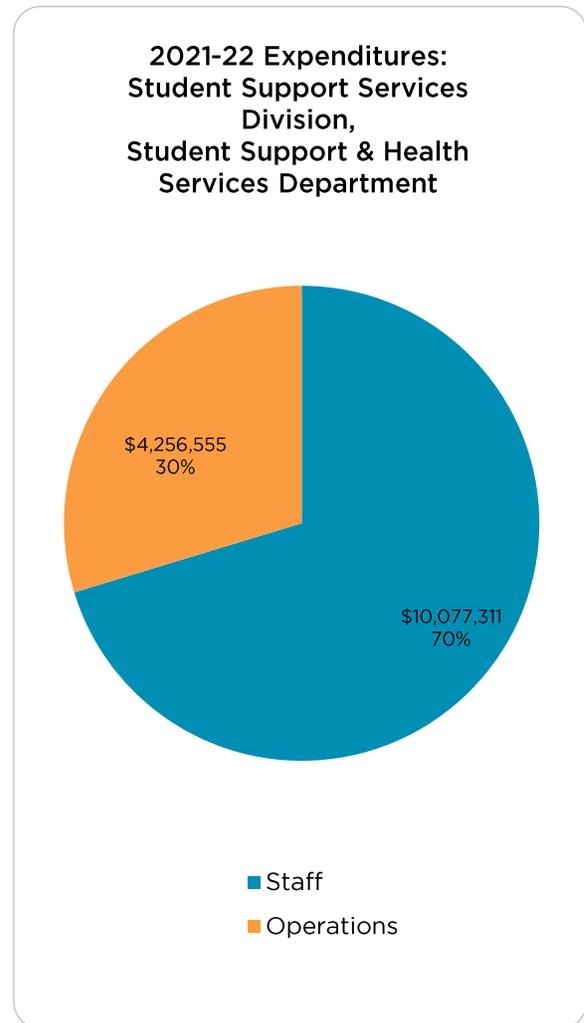
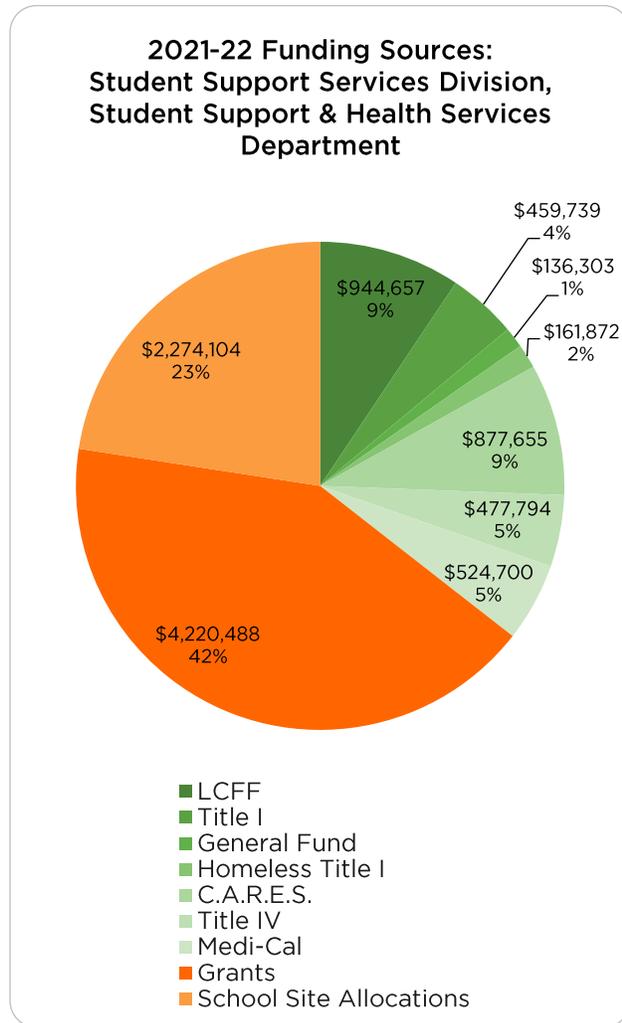
Health Services Budget

The majority – 81% – of SSHS’ Health Services Division 2021-22 budget came from COVID-19 Recovery dollars, money spent entirely on providing COVID-19 response interventions such as each school site’s health aides, surveillance testing, at home test kit distribution throughout the school year, and the 84 vaccine clinics organized and staffed by the division.



Student Support Services Budget

SSHS' Student Support Services division continues to rely primarily (67%) on grants and school site allocations for its provision of supports to students and families. A 10% increase from COVID-19 Recovery Funds allowed for the hiring of additional staff to expand supports to District schools that otherwise had no onsite services. Staff who serve students on a daily basis required most of the funds (70%), and a majority of operational dollars allowed for the provision of much-needed professional development, which will also directly benefit students and their families.



Staffing

COVID-related funding allowed SSHS to grow staffing by 27% as compared with the 2019-20 pre-pandemic school year. This growth has exponentially expanded students' access to health, mental health, housing, basic needs, and other resources and services fundamental to academic and life success. One example of this growth is the Student Support Services (SSS) division: This academic year SSS staffing increased by 15%. This addition yielded the **highest number of unduplicated students served to date** – 19,252, a 26% increase over last academic year and a 132% increase over the 2019-20 pre-pandemic year.

Currently made up of 120 caring and committed employees – **92% of whom are engaged in daily direct service to students** and families – the majority of SSHS staff are clinically trained, holding master's degrees (or higher) in social work, nursing, and/or counseling.

Position	# of Positions	Total FTE
Foster Youth Services Division		
Coordinator II, Foster Youth	1	1.00
Youth Services Specialist	1	1.00
Program Associate	8	8.00
Clerk III	1	1.00
<i>Division Total</i>	11	11.00
Health Services Division		
Coordinator II	2	2.00
Lead School Nurse	2	2.00
School Nurse	31	27.49
Health Services Technician	2	2.00
Health Services Clerk	3	2.63
Health Services Aide III	9	6.44
Home Hospital Teacher	4	4.00
<i>Division Total</i>	53	46.56
Support Services Division		
Director I, Student Support Services	1	1.00
Coordinator, Mental Health	1	1.00
Coordinator I, Learning Support Services	2	2.00
Program Coordinator, Homeless	1	1.00
Specialist II, Learning Support Services	14	14.00
School Social Worker	27	27.00
Youth & Family Mental Health Advocate	7	7.00
FACE Program Technician	1	1.00
Clerk II	1	1.00
<i>Division Total</i>	55	55.00
Director III	1	1.00
Department Total	120	113.56

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