

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

---

---

<b>TITLE:</b>	Youth and Family Mental Health Advocate	<b>CLASSIFICATION:</b>	Classified Non-Management (SEIU/Aide-Paraprofessional)
<b>SERIES:</b>	None	<b>FLSA:</b>	Non-Exempt
<b>JOB CLASS CODE:</b>	0734	<b>WORK YEAR:</b>	10 to 12 Months
<b>DEPARTMENT:</b>	Student Support & Health Services	<b>SALARY:</b>	Range 42 Salary Schedule C
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	08-16-07
		<b>BOARD REVISION:</b>	04-26-12
		<b>CABINET REVISION:</b>	06-06-17 03-24-21

---

---

**BASIC FUNCTION:**

Perform a variety of functions to advocate for the needs of students with mental health issues, including participating in program management decisions, working directly with students and family members, and training school staff.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Participate in management team meetings and advisory committee meetings to provide input on decision-making that includes the perspective of mental health consumers. **E**

Directly assist students and families in addressing barriers that prevent access to needed mental health services. **E**

Collaborate with district staff and community service providers to identify and address gaps in service. **E**

Assist with the organization of school/community events to promote the social and emotional health of students. **E**

Maintain accurate and up-to-date, computer-based documentation of services provided. **E**

Make home visits and other field visits as needed. **E**

Participate in staff development activities; attend county and community meetings that address the needs of mental health consumers. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform related duties as assigned.

**TRAINING, EDUCATION, AND EXPERIENCE:**

Graduation from high school, experience in mental healthcare is required, as well as a strong understanding of recovery-based principles in mental health care. Associate's degree or higher is preferred. Three years of work experience in a public/private school, public agency, or community-based organization is preferred. Do not include personal medical information in support of training, education, and experience.

**LICENSES AND OTHER REQUIREMENTS:**

Hold a valid California driver's license; provide personal automobile and proof of insurance. Must be available to work two evenings per week or on Saturdays. Overall scores in computer software testing program preferred as follows:

Keyboarding.....50 Correct WPM  
Word.....75% Overall Score

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds represented in the school district.  
Recovery-based principles in mental health.  
Policies and objectives of assigned program and activities.  
Community resources.  
Applicable sections of the State Education Code and other applicable rules, regulations, and laws.  
Interpersonal skills using tact, patience, and courtesy.  
Record-keeping techniques.  
Oral, written, and public speaking skills.  
Operation of a computer, related software, and standard office equipment.  
Health and safety regulations.

**ABILITY TO:**

Perform the basic function of the position.  
Demonstrate positive working relationship with students, staff, parents, and other professionals.  
Work with diverse groups of students in varied socioeconomic and multicultural areas.  
Establish workload priorities and meet timelines.  
Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.  
Communicate effectively both orally and in writing.  
Operate a computer, related software, and standard office equipment.  
Analyze situations accurately, and adopt an effective course of action.  
Work at least two evenings per week or on Saturdays.  
Lift light objects according to safety regulations.  
Work independently with little direction.  
Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office or homes of families; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read and prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects. Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions.

**SAMPLE HAZARDS:**

May conduct home visits in high crime and gang-affiliated homes and communities; contact with dissatisfied, hostile, volatile, mentally ill, or under the influence individuals at their homes while on home visits; may risk exposure to communicable diseases, home environments that are not clean or safe, and personal safety hazards.