



*Reflecting on Our Past to
Strengthen The Future*

2022-2023 Annual Report



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Executive Director's Note

As the new Executive Director of Sacramento City Unified School District's Student Support & Health Services department (SSHS), it is my honor to present our 2022-23 Annual Report, showcasing the transformative work that has taken place over the past year to advance equity, inclusion, and healing within our district. This report reflects our dedicated team's unwavering commitment including the preceding Executive Director, Victoria Flores, whose dedicated leadership guided the work to foster an environment where every student feels seen, valued, and supported.

This report provides a comprehensive overview of our collective efforts to create a more inclusive and equitable experience for every student. Key highlights are:

1. **Equity focus:** We recognize that equity is not just an aspiration but a fundamental principle guiding our actions. This shows up in our commitment to expanding access to needed services evidenced by the increase in SSHS staff placed in schools.
2. **Healing-Centered focus:** The wellbeing of our students is paramount and at the center of all the work we carry out. Furthermore, we all continue to heal from our shared trauma of the Covid-19 Pandemic. Therefore, SSHS was committed to ensuring all staff received Professional development training and certified as healing-Centered Educators (HCE) to support our staff's own healing and support the healing of our students and families with these HCE principles and practices.
3. **Continuous Improvement/Data- Driven progress:** this report is grounded in data that reflects both the successes and the areas for growth within our department. By leveraging data analysis, we continuously evaluate the impact of our work and make informed adjustments to better serve the ever-changing needs of our SCUSD community.
4. **Transparency:** This report is not just a celebration of accomplishments but a commitment to transparency and accountability. We embrace the lessons learned from both achievement and challenges, using data to guide our decision-making.

As we move forward, our dedication to continuous improvement, equity and healing-centered practices will remain unwavering. We will continue to engage in ongoing professional development, listen to the voices of our students/families, and adapt our strategies to meet their evolving needs. Together, we will build a school community that fosters resilience, empathy, and a deep sense of belonging for our SCUSD students and families as well as our SCUSD staff.

I want to express my deepest gratitude to every member of the SCUSD community- student, caregiver, community partner, staff - for your ongoing support and partnership. It is only through these collective efforts that we strive to support EVERY student's well-being and success!

In service,



Jacqueline Garner
Executive Director, Student Support & Health Services
Sacramento City Unified School District

Part One: Our Why

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

Our Vision

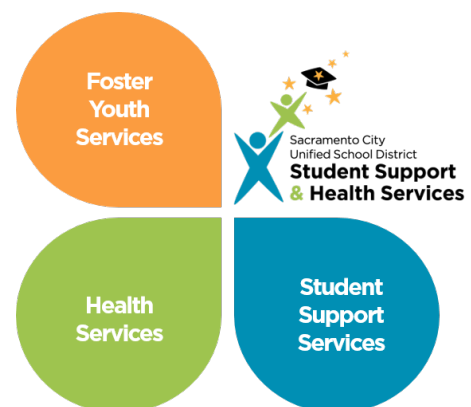
When SSHS was born in 2014 – by the joining of the Health Services and Integrated Support Services departments into one comprehensive, healing centered entity – we worked to develop a vision statement that captured our values and passions and that would unify us as one dedicated force for SCUSD students:

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

This vision, created organically with input from each staff member, also aligns well with SCUSD’s Guiding Principles of Equity, Access, and Social Justice, as well as SCUSD’s Core Value: “We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.”

Our Structure

SSHS is made up of three distinct divisions: Health Services, Foster Youth Services, and Student Support Services. These divisions work collaboratively within the department, with colleagues across the district, and with partners throughout the community to maximize knowledge and resources for the wellbeing of students and families.



Our Approach

Our staff are professionally trained in identifying and mobilizing the capacities, cultures, talents, and aspirations of each person, community, or system we work with, and maintain a commitment to doing this work using scientifically researched tools, theories, and approaches.

Healing Centered Engagement

As the education profession leans into the concepts such as Trauma-informed Practice and Adverse Childhood Experiences (ACEs), long-studied by health- and social-services professionals, SSHS staff have been leveraged as partners in professional development, and design and implementation of supports for these challenges.

The medical, psychology and mental health communities that have led ACEs and child trauma research for decades, as well as equity and social justice leaders, are calling for youth-serving professionals to pivot toward a newer, more thorough concept, called [Healing Centered Engagement](#) (HCE). According to professor and youth development thought leader Shawn Ginwright, HCE is holistic, strengths-based, centers culture, and views trauma “not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively” (2018).

Studying and embracing Ginwright’s principles of Healing Centered Engagement – Culture, Agency, Relationships, Meaning, and Aspirations – has refined and grounded our work, increasing our efficacy in engaging and partnering with students and their families. We hold fast to these principles in our daily activities and lift them up in this report for further consideration.

Evidence-based, Data-informed Practice

SCUSD students, families deserve the very best that we have to offer, which underlies our commitment to using evidence-based interventions and engaging – all levels, from department-wide to individual staff – in cycles of continuous improvement.

Documenting Intervention, Measuring Outcomes

Our rich, six-year collaboration with SCUSD’s [Strategy & Continuous Improvement](#) department, and [UC Merced’s Center for Educational Partnerships \(CEP\)](#) has allowed us to adopt and tailor our Support Services database in the EIS early-warning system to our practitioners’ unique needs.

In 2022-23, during our second-year implementation of an outcomes assessment tool developed in partnership with the [Family Development Matrix](#), we used the continuous improvement process to refine the tool and bolster training and confidence among staff in applying this collaborative evaluation with students and families.

Continuous Improvement through Collaborative Leadership

Our Continuous Improvement Workgroup (CIW, formerly Data Committee) grew organically out of staff commitment to data integrity and quality improvement. The CIW meets monthly to review and analyze department-level data, plan trainings, and explore areas for improvement in data collection, reporting, and data-driven decision-making.

Part Two: Our Work

We present a quantitative representation of our efforts this year. As you read, we ask you to keep in mind that our work is built on relationships. Relationships with students, families, school staff and administrators, community partners, and more. The time and care it takes to build trust and rapport with individuals and communities whom systems – including the educational system – have consistently failed and even exploited. Building these relationships is the heart, soul, and expertise of our work.

Supporting Our Students, Families, & School Communities

Supports at-a-Glance

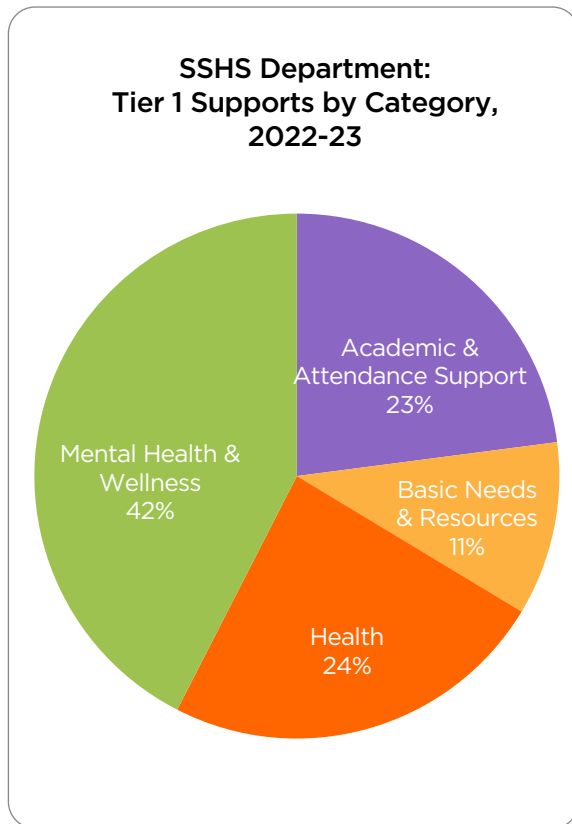
Collecting and reviewing quantitative data on the supports we provide to our students, their families, and school communities facilitates our ongoing Cycle of Continuous Improvement. Taking time to write and reflect on the qualitative data of our work – the stories – reminds us of the power this work has and fuels our ongoing passion for partnership and service.

In 2022-23, SSHS reached over **31,421 students and their families** with more than **317,361 contacts and supports**.

SSHs Partners with Students, Families, School Staff and Community Partners in Offering Healing Centered, Multi-Tiered Systems of Support (MTSS), 2022-23				
	Academic & Attendance	Basic Needs	Health	Mental Health & Wellness
Tier 3: Intensive Supports Systems of care to address critical student needs.	1,182 supports including: <ul style="list-style-type: none"> • 504 & IEP • AB 1608 Evaluation • Behavior Hearing • Home Visit • Homeless Education Supports • SARB 	137 supports including: <ul style="list-style-type: none"> • Homeless Program linkage 	11,311 supports including: <ul style="list-style-type: none"> • COVID-19 Contact Tracing • Emergency Care Plans • Home Hospital/Medical Independent Study • Infectious Disease Management 	4,757 supports including: <ul style="list-style-type: none"> • AOD Counseling • CFT/MFT • Crisis Intervention • Domestic Violence linkage • Mental Health Counseling • Safety Assessment • Safety Linkage
Tier 2: Targeted Supports Systems of early intervention; targeted groups of students receive specific supports to meet their needs.	2,879 supports including: <ul style="list-style-type: none"> • Academic Support • Attendance Intervention • Engagement Support Plan • PBIS Check-in/Checkout • Placement Assistance • Re-entry Support • SST 	5,722 supports including: <ul style="list-style-type: none"> • Employment/financial linkage • Family Support, Education • Food/Clothing linkage • Recreation/After School • Transportation Assistance • Youth Leadership 	2,970 supports including: <ul style="list-style-type: none"> • Direct Medical Care • Health Care linkage • Health Education • Health Insurance Enrollment • IEP Assessments 	8,307 supports including: <ul style="list-style-type: none"> • AOTD Brief Intervention • Conflict Resolution • Formal Assessment • Gang/Violence Prevention • LGBTQ Support • Mentoring • Psychoeducational Group • Social/Emotional Support
Tier 1: Universal Supports Systems of primary prevention; promoting healthy development and learning.	63,590 contacts including: <ul style="list-style-type: none"> • Attendance Events, Outreach • COST • Foster Youth College Tours • Homeless Education Identification • School-wide Events 	29,674 contacts including: <ul style="list-style-type: none"> • Family Nights & Engagement • Food Distribution • Foster Youth Independent Living • Uniform & School Supply Distribution 	40,126 contacts including: <ul style="list-style-type: none"> • Classroom Health Presentations • COVID-19 Surveillance Testing • Dental, Hearing, & Vision Screening • Immunization Clinics 	117,746 contacts including: <ul style="list-style-type: none"> • Classroom Intervention • Consultation • Drop-in Group • SEL/School Climate Activities

Tier 1: Universal Supports

Tier 1 supports are those that are offered widely across a school community, grade level, or classroom. Evidence-based, prevention strategies meant to equip all students and families with the basic access and resources needed for health, wellbeing, and achievement. With a significant increase in the number of staff in our department (thanks to ESSER funding), this year SSHS **increased Tier 1 prevention supports by 86%**!



Support	#
Attendance Committee, Events, Outreach	14,973
COST/MDT	2,606
Foster Youth College Tour	38
Homeless Identification Outreach	1,275
Return to School Outreach	3,222
Schoolwide Events	39,358
Summer Outreach	2,115
Coffee Chat/Caregiver Engagement	3,838
Family Nights	2,208
Food, Basic Needs Distributions	20,440
Foster Family Events	97
Foster Youth Independent Living Services	7
Uniform, School Supply Distributions	3,181
COVID-19 Surveillance Testing	30,481
COVID-19 Vaccine Clinics	490
Dental Screening	7,584
Employee TB Clinic	460
Hearing & Vision Screening	20,783
Immunizations	4,397
Classroom Intervention Contacts	67,699
Consultations	674
Drop-in Group	8,443
SEL/School Climate Activity	40,930

Tier 1 Supports in Action: Examples of Practice

- Girl, Inspired Continues to Lift Up Students:** This year's Girl Inspired Conference took place on May 24, 2023, at Sacramento City College. This year's theme was "We're Worth It". Nearly 200 seventh and eighth grade girls and gender expressive students participated in workshops led by local women leaders focusing on healthy lifestyle choices, positive self-image, healthy friendships and relationships, and college and career.

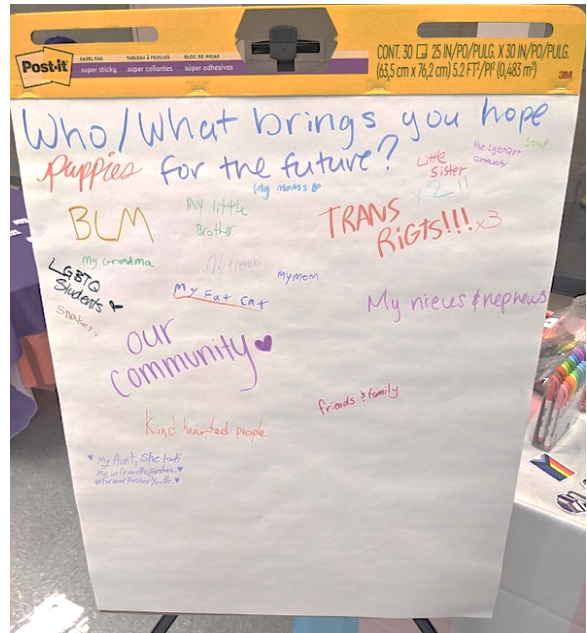
A parent attendee said of the conference, "... *this conference is great. I'm so glad*

I was able to attend. My daughter and I are having a good time. The topics being discussed are age appropriate and relatable. I hope you are still around so that my other daughter in 2nd grade can have this experience as well!" And a school counselor who brought students from Will C. Wood Middle School reflected *"The students said they had a wonderful time, and they LOVED the food! They even asked for seconds and there was enough for them to eat more. As you know, a lot of our kids only eat at school, so this was huge! There was something for everyone - our ELL students felt included and made new friends; our SDC students were so excited to participate and feel included. I also appreciated how the staff really supported kids and jumped in to build relationships. I am truly grateful!"*



2023 Girl, Inspired conference participants shine as they learn and grow together.

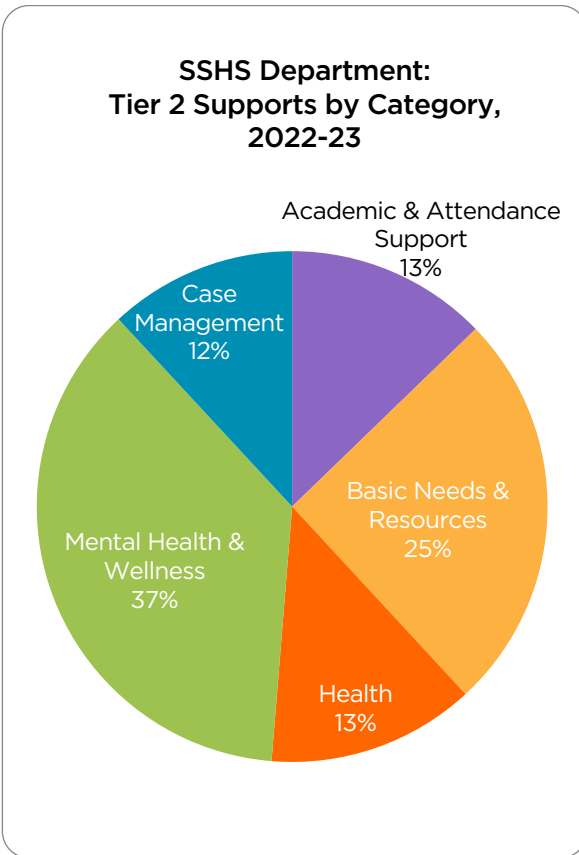
- Return of *Be Brave, Be You* in person:** This year the SSHS' LGBTQ+ Support Services program hosted their 11th annual Youth Leadership Conference: "Be Brave, Be You." This was the first year back in person since the world shut down due to COVID-19! The conference was made possible through collaboration with longtime partners such as WEAVE, 916 Ink, Stonewall Foundation of Greater Sacramento, funding from Kaiser Permanente's Community Benefits Grant, and dedicated community members. The conference featured workshops for the youth on Healthy Relationships, Zine Making and Self Expression, as well as LGBTQ+ Representation in the Media. There were 40 youth in attendance, they received Chipotle catered lunch, LGBTQ+ YA books, clothing, cosmetics, notebooks, educational flashcards on LGBTQ+ figures and places, and Pride gear (tote bags, lanyards, pronoun pins, etc.).



Be Brave, Be You participants build community, share resources, and fortify their hope for the future.

Tier 2: Strategic Supports

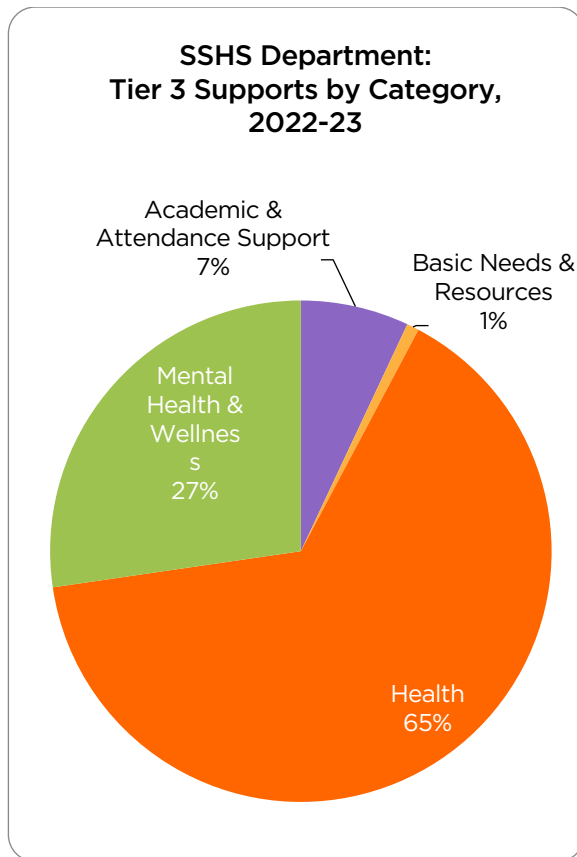
Tier 2 supports are more targeted in nature, addressing groups or individual students whose needs are not quite met by Tier 1. Along with our significant increase in Tier 1 supports over this year, our staff also exceeded the number of Tier 2 assistance to students and families provided in years passed. In 2022-23 we saw a **34% increase in Tier 2 supports** delivered!



Support	#
504, IEP, MDT, SST	997
Academic Support	942
Attendance Intervention	442
Engagement Support Plan (ESP)	154
PBIS Check-in/Checkout	114
Placement Assistance	124
Re-entry Support Meetings	106
Basic Needs	2,756
Caregiver Support, Education	1,893
Employment/Financial	131
Interpretation & Translation	296
Legal Assistance	62
Recreation & After School	126
Transportation Assistance	252
Youth Leadership	206
Daily Direct Medical Care	248
Health Care	162
Health Education	77
Health Insurance Enrollment	92
IEP Health Assessments	2,391
ATOD Brief Intervention	55
Behavior Intervention	1,810
Conflict Resolution & Peer Mediation	927
Formal Assessment	35
Gang/Violence Prevention	5
LGBTQ Support	481
Mentoring	911
Psychoeducational Group	1,059
Social/Emotional Support	3,042
Case Management	2,683

Tier 3: Intensive Supports

Tier 3 supports are the most intensive in nature, strategically tailored to the specific needs of each student. Tier 3 data from this year seems to support MTSS literature, as our push to increase Tier 1 and Tier 2 supports looks correlate with the **33% decrease** in Tier 3 supports this year!



Support	#
Behavior Hearing & SARB	77
Home Visit	582
Homeless Student Education Interventions	558
Homeless Program Linkage	137
COVID-19 Contact Tracing	92
Emergency Care Plans	3,577
Home Hospital/Medical Independent Study	22
AOD Counseling	42
Child & Family Team Meeting	59
Crisis Intervention	1,197
Domestic Violence/Shelter	45
Mental Health/Therapy	2,525
Safety Assessment	559
Safety Referral	330

Tier 3 Supports in Action: Examples of Practice

- Meeting Complex Stories with Compassion and Care:** Homeless Services and Student Support Center staff received a referral from a teacher about a family that started a go-fund-me to pay for housing. They reached out to the mother and learned that she and her three kids had recently been evicted. Further complicating the family’s crisis, mom’s undocumented legal status increased the scarcity of resources available. SSHS staff were able to meet with mom and provide emergency food, clothing, hygiene items, blankets, and transportation while helping mom find a place to stay temporarily.

Despite the immense challenges faced by this resilient family, together with mom

we were able to keep her children attending and engaged in school. Her high school senior graduated with their class and will be attending college this Fall!

- **Pregnant and Parenting Students Succeeding:** Secondary school is hard enough – an increase in the number of teachers and classes combined with developmental changes and increased social/emotional stressors – without the added pressure of contending with pregnancy and/or parenthood! That said, SSHS was so pleased to work for a second year with SCUSD students doing just that – learning in class while learning to parent.



Participants in SSHS and SHINE's Pregnant & Parenting Students program learn and support one another at a Mommy & Me Playgroup at Cap City School.

Ten students were referred to and participated in our Pregnant & Parenting Students (PPS) program, which matched them with comprehensive case

management services including assessment, training, resource and referral, and more. Of these ten students,

- two students were high school seniors who graduated;
- 67% reported a decrease in parental stress
- 79% of their babies were meeting developmental milestones per the ASQ3 and ASQSE-2; and
- On average read to their babies more than 20 minutes per day!

Supports in Detail

Whether facilitating a meeting, conducting a safety assessment, linking a family to resources for food and housing, or helping a caregiver advocate for their child, SSHS staff offer supports with cultural humility, respect for students' and families' agency and self-determination, and an emphasis on their strengths, relationships, and aspirations.

Department-wide Supports

- **Attendance:** SSHS' primary focus in all its programs is to increase school attendance and ability to learn. A child with poor health, mental health, or other challenges is more likely to experience attendance difficulties, and as a result can find it more challenging to learn when they do attend. SSHS administrators work closely with the Attendance & Engagement department; a school social worker

and a school nurse participate in all Site Attendance Review Board (SARB) meetings when a student's attendance becomes so problematic that the family may be referred to truancy court; and all site- and program-based SSHS staff partner with their administrators, faculty, and families to raise awareness, incentivize, intervene, and reward attendance efforts.

- **Child Find:** Identifying students who have non-academic challenges impacting attendance or learning. SSHS staff consult with school administrators, office staff and teachers to identify students that have health, mental health, safety, basic needs, or concerns that impact their attendance or the ability to learn at school; then work collaboratively with the family to assess strengths and student needs; and facilitate access to supports that enable students to attend school and learn safely.

For example: this year, School Nurse Terre supported a student who was chronically absent due to asthma. The school nurse helped the parent navigate their medical system to communicate with the doctor, explaining the impact of his condition at school and getting appropriate treatments prescribed. Terre arranged for medication at school, set up a Health Plan, trained staff to be aware of the condition, how to modify activity when needed, when to use medication and how to provide care in an emergency. School Nurse interventions prevent exacerbations of chronic health conditions and prevent school absence.

- **Dental Screenings:** Students with poor oral health, cavities and tooth decay are four times as likely to miss school and have difficulty learning. In fact, in 2018, over 440,000 California K-12 students missed school due to dental problems. SSHS' school nurses and Student Support Center staff help families find care for their students impacted by oral health problems. Working with partners such as [Early Smiles Sacramento](#) and the [Sacramento District Dental Society](#), SSHS staff provide oral health screening and varnish treatments at school sites.

Per state law All Kinder and TK students must provide an Oral Health Assessment form Health Services collects those documents and reports results to the state. **812** Oral Health Assessments forms signed by dental providers and **2,187** **waivers** signed by kindergarten parents were received and reported on this year. **4,786 SCUSD students were screened for oral health issues overall.**

- **Training, Education, and Professional Development:** Staff in all three SSHS divisions – Foster Youth Services, Health Services, and Student Support Services – regularly facilitate formal and informal training, education, and professional development in their areas of expertise with staff, students, and families across the district. More specific data on this work is highlighted later in this section.

Foster Youth Services Division

- **Counseling and Case Management:** Counseling and case management is available to all foster youth students within the SCUSD. Case management services differ between elementary, middle, and high school students. Students receive strategic supports as identified by their needs. FYS staff assist with partial credits and transcripts translation, connecting students to After School programs and tutoring services. Middle school and high school students have the option to participate in small support groups on their school sites during lunch. These small group meetings encourage academic success, good attendance and focus on social skills development, preparing for high school, and college and career exploration.
- **Educational Liaison:** The Coordinator of FYS serves as the Foster Youth Educational Liaison for the district. The Educational Liaison is mandated by State legislation to implement AB 490, AB 167 and AB 1933 at the district level. The Educational Liaison works to address the educational issues involved with foster youth such as decisions regarding school placement in the best interest of the child, facilitating and supporting immediate enrollment as well as participate in disciplinary and special education meetings.
- **Enrollment and Re-entry Support:** Foster Youth Services collaborates with SCUSD's Special Education and Student Hearing & Placement Departments help facilitate enrollment for incoming STRTP and juvenile justice youth and any other foster youth, that are new to the district. When the school placement is determined, students are sent to their school site with a "re-entry" plan, which includes appropriate interventions and support for students as well as SST recommendation date of 30 days after admittance. FYS staff participate in SSTs and IEP meetings as necessary.
- **Transitioning and Emancipation Support:** Current and former foster youth, ages 16 and above, are referred to the Independent Living Program (ILP). ILP eligible students are encouraged to participate; however, this program is voluntary. While attending classes and events, youth learn how to complete and submit college financial aid applications, find scholarships, rent an apartment, everyday living skills, obtain health care, employment support, financial literacy and accessing community resources. Youth who are not participating in the ILP also receive guidance and referrals for housing, health care, post-secondary education, etc. FYS high school staff also work in tandem with school personnel and administration, attending SSTs, TDM meetings, and IEP meetings. They provide individual and group self-advocacy training, including the ILP classes that are taught by FYS high school case management staff.

- **Tutoring:** Students that are performing below grade level are eligible for 1:1 or small group tutoring. Tutoring services are provided by an outside contracted provider trained in the unique issues affecting foster youth. All tutoring services are tailored to each foster youth student's needs. FYS case management staff refer and support participation in tutoring programs.

Health Services Division

- **504 Coordination:** Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability. SSHS maintains responsibility for monitoring and implementing SCUSD's compliance with state and federal laws prohibiting disability discrimination. This year, school site staff received one-on-one consultation and training on 504 accommodations and compliance, and **1,083 students** had active 504 Accommodation Plans.

- **AED:** Health Services maintains 138 AEDs on 81 district sites. This academic year, an AED was used to respond to a cardiac arrest on one of our campuses. Staff were trained and responded. AEDs save lives from the leading cause of death in the U.S. CA law requires schools with sports programs to have at least one AED on site and all coaches be CPR certified. Nurses provide annual notifications and training on hands only CPR and how to use an AED. School district policy requires site administrators and office managers be CPR trained. CPR training is offered and provided free for any school staff.



One of 138 AEDs across 81 SCUSD campuses maintained by Health Services

- **Communicable Disease:** The COVID pandemic, and in previous years outbreaks of Pertussis and Norovirus affect student and staff wellbeing and school attendance. Health Services coordinates with the Sacramento County Health department to identify incidence and orchestrate communication between schools, district staff, medical providers to determine the appropriate response for preventing spread of disease and keeping our staff and students healthy.



Health Services staff lead a TB Screening event at Hiram Johnson High School

- **Coordinated School Health Committee (CSHC):** The CSHC works to promote health and wellness in educational settings. Co-facilitated by SSHS, along with the SCUSD Director of Nutrition Services, and local partner, Valley Vision, the CSHC includes school site and district staff, parents, and community partners. This year the CSHC's work focused on reviving the committee after disruption due to Covid and reviewing promotional materials for Student Wellness Policy.
- **COVID-19 Pandemic:** Pandemic response was a huge endeavor for the district and for Health Services continuing into school year 2022-23. The year began with COVID prevention and response measures fully in place including school site testing, school site isolation/Care Rooms, contact tracing and exposure notifications. Nurses supported sites consulting on Covid cases, answered the COVID Helpline and provided contact tracing. Health Aides staffed Care Rooms taking care of students with Covid symptoms while waiting for parent pick up and providing Covid testing. OTC tests were distributed monthly for staff and families to test at home. Over the school year masking, testing and contact tracing requirements were scaled back and the Health and Safety Plan followed Sacramento County Public Health and CDPH guidance. In addition to on-site testing. During this academic year there were **3,648 student cases** reported, **1,151 staff cases** reported, and **3,754 of those were on-site while infectious, requiring notifications to staff and families.**

2022-23 COVID Cases in SCUSD				
Month/Year	All Tracing Cases	Student Cases	Staff Cases	Cases On-site while infected
July 2022	672	154	147	174
August 2022	388	78	81	57
September 2022	1120	490	115	494
October 2022	828	276	96	337
November 2022	1245	521	156	428
December 2022	1385	600	175	686
January 2023	701	364	93	251
February 2023	825	362	112	442
March 2023	685	303	71	380
April 2023	514	264	50	231
May 2023	403	201	49	233
June 2023	73	35	6	41
Total 2022-23	8,839	3,648	1,151	3,754

- **Direct Medical Care:** Students with certain chronic health conditions require treatments or procedures daily. If unable to care for themselves due to age or developmental level, health services or contracted health staff are mandated to provide these services as outlined in an IEP or a 504 Accommodation Plans. This year, Health Services provided direct medical care services for **248 students**, including:
 - **115 students with diabetes**, type 1 and type 2, teaching carbohydrate counting and how to calculate the correct dosage of insulin.
 - Health aides and LVNs provided **G-Tube feedings to 15 students** who cannot eat enough to maintain optimum growth or who cannot take anything by mouth at all.
 - We supported **24 students with seizure disorders** with an aide each to monitor their condition and administer rescue medications as needed.
 - **Three students with Spinal Muscular atrophy** attend our schools and are provided with full time aides to assist with everything from note taking to activities of daily living.
 - **Ten students required assistance with urinary catheterization.** The health aide, LVN or school nurse must develop a trusting relationship with the student and caregiver to provide this service.
- **Emergency Care Plans and Individualized Health Care Plans:** Each year Emergency Care Plans and Individualized Health Care Plans are developed and/or updated for students with an identified health need that requires care school, conditions such as diabetes, seizure disorders, severe asthma, and anaphylactic allergy. Nurses distribute Emergency Care Plans and provide training to staff and students their health condition, promoting their independent care. In 2022-23, **over 14,063 students reported having one or more health conditions.** Emergency Care Plans and/or Individualized Care Plans were developed for **3,577 of those students.**
- **Employee Virtual TB Clinic:** School Nurses provided **460 TB Risk Assessment Screenings** for SCUSD employees.
- **Football Game Ambulance Coverage:** Ambulance coverage is required for all high school football home games. Health Services coordinates the service agreement and scheduling of ambulance coverage for each game, ensuring our athletes have prompt response in case of emergency illness or injury.
- **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, Shriners, 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. This year **our hospital teachers served 558 students** across **four local hospitals** (UC Davis Children's, Sutter Children's, Sutter Psychiatry, and Shriner's).

- **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 a total of **22 students** for this school year.
- **Immunization (IZ) Clinic:** The IZ Clinic is a service provided to district families to assist them in complying with California school laws that mandate immunizations for school enrollment. The clinic operates on Thursdays from 3-6pm through the school year and more frequent clinics in August. Services include immunizations, health insurance enrollment through Sacramento Covered, and free oral health exams through the Center for Oral Health. This year the IZ Clinic provided **4,397 vaccines** to **1,681 students**. Since 2021 the clinic has also been providing COVID vaccine and in the 2022-23 school year vaccinated **490** individuals.
- **NARCAN:** Sacramento had 223 deaths due to opioid overdose in 2021 with numbers increasing since then. In response to the opioid epidemic, SCUSD added another life-saving rescue medication to all our school sites, with the provision of Naloxone (NARCAN) nasal spray. School Nurses distributed Narcan on school sites and provided training on response to opioid overdose and use of Narcan. This life-saving medication was used **4 times in this first year of implementation in response to an unconscious student**.
- **Pregnant & Parenting Students:** This is the second year that SSHS has been working hard to identify and support our adolescent pregnant and parenting student population. For the 2022-23 school year **41 pregnant and parenting students** were identified. SSHS partnered with a community agency, SHINE, to enhance services. SHINE helps young moms by providing them a helping hand in striving to create bright futures for themselves and their children. Ten of the 41 identified students participated and received comprehensive services such as: educational support, parenting education, support groups, developmental screeners for their babies, health and wellness, free diapers and wipes and much more. Additionally, **67% of students that participated in SHINE reported feeling less stressed**. Looking forward to the 2023-2024 school year we are planning to provide quality childcare for student's children at the American Legion campus,

with the goal to eliminate additional barriers that young parents face in accessing their education and providing equity for all SCUSD students.

- **School Staff Education & Training:** One of the primary roles of the school nurse is staff training for the care of students with health conditions and for health emergencies at school. Every year they train site staff on AED/Sudden Cardiac Arrest, EpiPen/Anaphylaxis, Narcan, medication administration, seizure care, diabetes care and other health care issues as they apply to the specific school community. They do all-staff training at a staff meeting each year at each site and small group or 1:1 training for specific staff that need hands-on practice, or more extensive training for individual health issues.
- **Special Education Health Assessments:** School Nurses serve on the IEP team supporting students with disabilities to access their education. They complete health assessments and contribute reports for all students receiving an initial or triennial evaluation. Health Assessments include vision, hearing and oral health screening, assessment of current health, any health-related supports needed at school, 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 and follow up interventions were completed for **2,391 students**.
- **State Health Reporting:** Immunizations- Annual state reports are compiled and submitted to the California Department of Public Health for kindergarten and first grade immunizations (Ca. Health & Safety Code 120325-120375) Audits are conducted regularly by the California Department of Public Health to ensure compliance with vaccine mandates. Kindergarten oral health assessments (Ed Code 59452.8). Data from the forms collected is reported to California Department of Public Health annually. Hearing screening results are submitted annually to California Department of Health Care Services (Ed Code 49420, CEC and Section 2950, CCR, Title 17). Communicable Disease (CCR 2500) requires that reports of certain communicable disease be reported immediately. In addition, any unusually high incidence of ill-ness related student absences, greater than 10% of school or 25% of a classroom, must be reported to Sacramento County Public Health
- **Stock Epinephrine Program (“EpiPens”):** In 2022-23 the district had **1,501 students with diagnosed anaphylactic allergy** who were at risk of having a life-threatening reaction at school. In addition, it is known that 25% of all anaphylaxes occurs in persons who do not have known allergy. For this reason, Education Code 49414 requires that all schools have Stock Epinephrine on site and available in case of suspected anaphylactic reaction. Health Services replaces 4 doses of epinephrine at each site annually. School Nurses provide annual anaphylaxis and

EpiPen training to all staff and specific training to volunteers who can administer the Stock EpiPen. In 2022-23, **Epinephrine was administered to 5 students** experiencing allergic reactions. 4 of those were Stock EpiPens.

- **Vision and Hearing Team:** Per Ed Code 49420 and 49455 students in their TK/Kindergarten, 2nd 5th and 8th grades must receive a vision and hearing screening performed by certificate school nurses with audio metrist certification. A team of 2 nurses and one Health Clerk provide screening for far vision, near vision and hearing for students in the mandated grades at each site. In addition, students can be referred by teachers or staff to their site school nurse for vision and hearing screening if there is any concern. This year a total of **10,368 students received hearing screenings** and **10,415 students received vision screenings**. When students fail a screening, referrals are sent home and the site School Nurse follows up with the family to ensure medical evaluations are received. This year **340 students failed the hearing screening** and were referred for medical follow up. **1,998 students failed the vision screening** and were referred for an optometry follow up.

Student Support Services Division

- **Crisis Response:** SSHS leads SCUSD's Crisis Response Team. In crisis situations – whether a death in the school community, a natural disaster, or neighborhood violence – this trained team of school-based mental health professionals is ready to serve and support at a moment's notice. SSHS coordinates this team, trains, and dispatches its members, and keeps valuable data for prevention and follow-up purposes. In 2022-23, the **Crisis Response Team was Deployed 20 times** – 19 times to a school site, and once for a District Office/department-based crisis.
- **Food Access:** Established in May 2023 as a partnership between SSHS, SCUSD's Nutrition Services department, the Sacramento Food Bank Food Bank, and Alchemist Community Development Corporation, the mission of the Food Access Center project is to provide consistent access to food for families who cannot access other community-based food pantries due to lack of transportation or other barriers. In just **two months of operation, the program has already provided food to more than 1,000 families!**
- **Homeless Services:** The Homeless Services program supports the enrollment, attendance, and achievement of students experiencing homelessness, ensuring that they receive equitable access to educational opportunities. The Homeless Services program stocks and distributes clothing,



In its first two months of operation, the Food Access Center provided over 1,000 families with fresh food.

hygiene items, and school supplies to unhoused families. In addition to supplies, the Homeless Services program provides in-depth case management to our unhoused families, including assisting with school enrollment, referrals to housing agencies and emergency shelters, health & immunization support, employment referrals, and education support services under the McKinney-Vento Homeless Assistance Act. In 2022-23, Homeless Services partnered with the **families of 1,222 students** to offer **4,769 supports**.

- **LGBTQ Support Services:** SSHS' LGBTQ+ Support Services Program is focused both on systems-level work and direct service, partnering with individual schools, clubs, and students, in furthering the inclusion, safety, and wellbeing of LGBTQ+-identified students. This year the program provided **359 supports to students** and brought the popular "Be Brave, Be You" event back in person for the first time since the COVID-19 Pandemic!



Be Brave Be You in person for the first time since 2019!

- **Student Support Centers and The Connect Center:** SSHS operates Student Support Centers (SSC) at 52 SCUSD school sites, and the centralized Connect Center at the District Office. These centers partner with families, school staff and administrators and develop/maintain community partnerships to offer supports and services that improve student academic achievement, social and emotional learning, health, mental health, and overall wellbeing.

Staff offer direct services such as Tier 1 classroom intervention and school-wide events; Tier 2 case management, mentoring, resource, and referral; and Tier 3 crisis intervention. SSC staff also collaborate with site administrators in sharing leadership over various initiatives, systems, and processes such as COST, PBIS, and more, and providing professional development in areas of expertise. In 2022-23, Student Support Centers and The Connect Center connected with **30,875 students** through **239,519 contacts and supports**.

- **Suicide Prevention and Intervention:** SSHS coordinates the district-wide student suicide prevention and intervention program, including training all district-employed mental health professionals (school counselors, nurses, psychologists, social workers, etc.) on suicide risk assessment procedures. Training includes signs and risk factors, clinical attending/rapport building during an assessment,

and the use of District-approved tools such as suicide risk screener, safety plan, and more. SSHS has developed and manages a response system for intervening when a student is identified at risk of suicide, harm to self, or harm to others. In 2022-23 SSHS provided new-user and refresher **training to 72 staff**. **SSHS Student Support Services staff alone completed 559 assessments**, a **44% increase** over last academic year, and the **highest number of such assessments recorded to date**.

Professional Development & Systems Change

While direct service is at the heart of SSHS' work, we are acutely aware of our responsibility to improve academic and life outcomes for our students by contributing to the improvement of our educational system at a macro level, including dismantling existing policies and practices complicit in the injustice and oppression of traditionally marginalized groups.

SSHS staff participate in macro-level systems change work by participating actively in developing and refining Board Policies relevant to our areas of expertise, and by facilitating the ongoing professional development of district staff at all levels.

Training the SCUSD Community

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.

While much of the work of the SSHS 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 2022-23 SSHS staff provided professional development **training to more than 1,633 staff, families, and community partners** at school sites and at the district level, including:

- Teacher, teacher aides, and training specialists
- Site- and District-level administrators
- Support staff such as yard supervisors, cafeteria staff, office managers, family advocates, and more
- Professional support staff such as school counselors, school nurses, school psychologists, school social workers, specialists and coordinators

36 formal trainings:

- **72** hours
- **1,633** trained

Informal, individual education, consultation and staff training services are not quantified.

Training Topics:

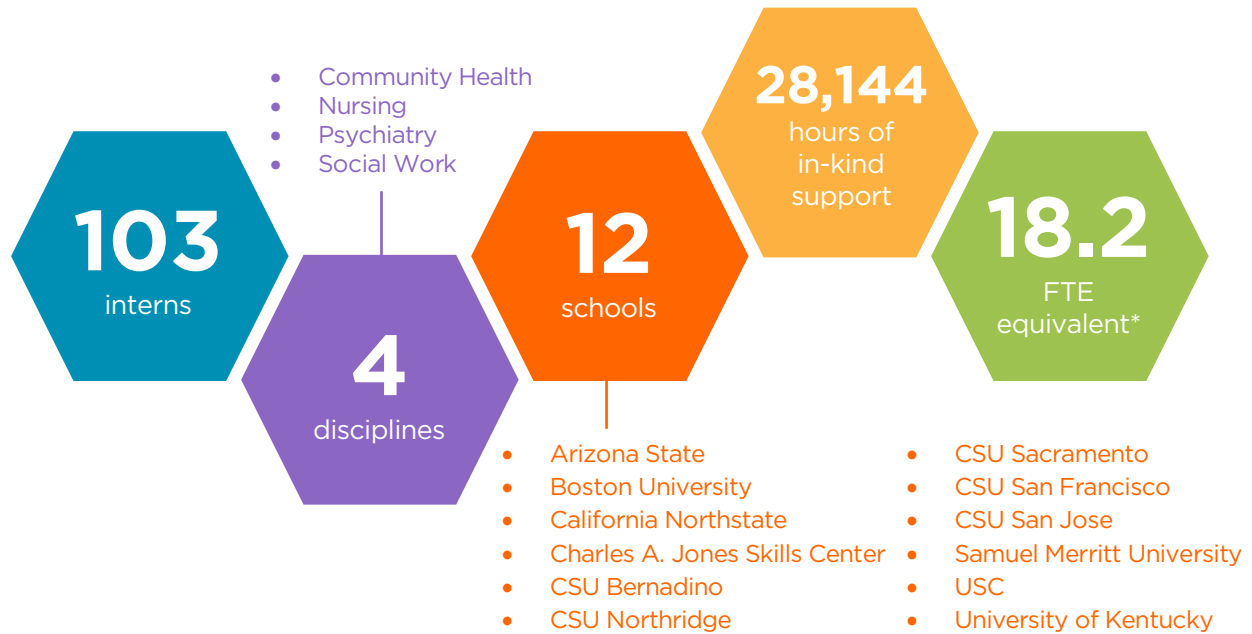
- ACEs & Trauma-informed Schools
- Bullying Prevention & Intervention
- Community Schools model
- Creating psychological safety for students
- Cyber/Online Safety
- Healing Centered Engagement
- Mandated Child Abuse Reporter (MCART)
- Mental Health Crisis Response
- Mindfulness
- MTSS
- Student Chronic Health Conditions
- Staff Self-care
- Supporting LGBTQ+ students
- Suicide Prevention
- Suicide Risk Assessment
- Zones of Regulation
- & more!

These data are exclusive of online trainings that SSSH has developed and/or contracted with to provide critical health, mental health, and crisis training. **3,103 SCUSD staff participated in online training** through one or more modules in the Health Services Online Training library, and/or the Kognito training library this year!

Training Future Practitioners

Our commitment to professional development includes preparing the next generation of practitioners. Our Internship Program leverages partnerships with nearly one dozen higher education institutions to put emerging professionals on our school campuses for real-world training.

SSHS staff leveraged their advanced education and skills in training and instruction to partner with 10 universities to train **103** undergraduate-, graduate-, postgraduate-, and doctoral-level interns across three disciplines. This resulted in **28,144 hours of in-kind support** to SCUSD students and families, the equivalent of **18.2 FTE**.



*FTE Equivalent based on full-time School Social Work position: 8 hours/day, 193 days/year.

Part Three: Grants & Partnerships

The adage “it takes a village to raise a child,” applies to education. Meeting the needs of the whole student requires resources, and partnerships with community assets from grassroots neighborhood groups to large institutions. We are humbled by our community’s response to our continued call for collaboration, and are proud to be supported by, and work with some of the best entities our region has to offer.

Grants

California Workforce Development Board (CWDB) High Road Training Partnership Grant

Teachers for Healthy Kids and SCUSD applied for and received a grant in the amount of \$955,231 for the Sacramento County School Nurse Residency & Pathway Program. This workforce development grant aims to retain school nurses in Sacramento County by funding 50 school nurses in the School Nurse credential program through California State University, Sacramento. Nurse recipients of this program will have tuition paid in the amount of \$11,400 and receive a stipend for books and supplies of \$500. In addition, the nurse preceptor supporting them in the program will also receive a stipend of \$1,500. SCUSD is the coordinator of the grant until SCOE can take over the administration. To date **9 nurses in the county are participating** in the 2023 cohort, **4 of them SCUSD nurses**. 23 nurses county-wide have applied for the 2024 cohort and 5 of those SCUSD nurses.

CDE Community Schools Grant

Previously awarded this same grant for **six schools** (Fern Bacon, Luther Burbank, Hiram Johnson, Rosa Parks, John Still, and Will C. Wood) in 2021-22, this year SSHS applied for a second round of funds through the California Department of Education’s “California Community Schools Partnership Program (CCSPP).” If awarded, the grant would provide for an **additional twelve schools** identified using SCUSD’s EIS Equity Index:

- Abraham Lincoln Elementary
- César Chávez Intermediate
- Earl Warren Elementary
- Edward Kemble Elementary
- Ethel I. Baker Elementary
- Ethel Phillips Elementary
- John Bidwell Elementary
- John D. Sloat Elementary
- Oak Ridge Elementary
- Pacific Elementary
- Parkway Elementary
- Woodbine Elementary

This funding opportunity allows SCUSD to sustain and replicate a central coordination model that has been proven through decades of research and experience to meet 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.

The continued vision of all SCUSD Community Schools is to “*create welcoming community hubs, by engaging, supporting, and strengthening students, families and neighborhoods*” was continuously carried for this school year. What sustains these hubs are strong family, school, and community partnerships - an effort that SCUSD Student Support continues to be dedicated to implementing.

Kaiser Permanente Staff Wellness Grant

Also in 2022-23, SSHS applied for and was awarded funding from Kaiser Permanente to focus on Staff Wellness. With implementation set to begin in the 2023-24 academic year, our goal for the upcoming school year will be to improve the health of our department community by focusing on improving department culture and climate and supporting staff in improving their own wellness. By improving the wellness of our own department staff, we know that that we will more effectively serve SCUSD students, families, and school communities. SSHS will work with the Alliance for Healthier Generation to put together a professional development series to be presented to all department staff.

This grant will also help us to continue working with Flourish Agenda in training all new Student Support Staff in Healing Centered Engagement. This work continues to align with our division vision. Also included will be to continue to allow staff to become Mindful Educators by learning about how to implement their own mindful practice and conduct mindfulness in classrooms.

Partnerships

With roots in collaboration since its inception decades ago, SSHS offers an impressive breadth and depth of supports to students, families, and school communities in part through strong relationships formed with local, statewide, and national organizations.

In 2022-23, partners included:

- Alchemist CDC
- Alliance for a Healthier Generation
- Arizona State University
- Assistance League of Sacramento
- Black Child Legacy Campaign
- Boston University
- CSU Northridge, School of Social Work
- CSU Sacramento, Division of Social Work
- CSU San Francisco, Division of Social Work
- CSU San Jose, Division of Social Work
- Early Smiles Sacramento
- Faith-based organizations and churches (various)
- Gender Health Center
- Kaiser Permanente
- Law Enforcement Chaplaincy

- Legal Services of Northern California
- PRO Youth & Families
- Sacramento Children's Home
- Sacramento County, Behavioral Health
- Sacramento County, Public Health
- Sacramento Covered
- Sacramento District Dental Society
- Sacramento Food Bank & Family Services
- Sacramento LGBT Center
- SHINE
- Shoes That Fit
- Soroptimist International of Sacramento
- Stonewall Foundation of Greater Sacramento
- Sutter Children's Bereavement Art Group
- The California Endowment
- UC Davis, Center for Regional Change
- Valley Vision
- WEAVE
- Youth Forward
- ...and more!

Part Four: Aspirations

Continue Increasing Student & Family Access to Support

Community Schools Expansion

Following the successful implementation of our first six CDE Community Schools (CS) sites, we are looking forward to adding another twelve schools to the initiative.

California's CS statute defines them as *public schools with "strong and intentional community partnerships ensuring pupil learning and whole child and family development,"* ([CDE, 2022](#)). To that end, CDE highlights its **Four Pillars of Community Schools**:

1. **Integrated student supports**, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health, and social services."
2. **Family and community engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including "home visits, home-school collaboration, [and] culturally responsive community partnerships." Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.
3. **Collaborative leadership and practices for educators and administrators** that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice.
4. **Extended learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both "extended learning" and "expanded learning" and defines them as including "before and after school care and summer programs.

Food Access Center

With the success of our two-month pilot this May and June, we look forward to increasing the number of families who have access to fresh, healthy food through our Food Access Center, located at the former Parker Family Resource Center on the Ethel Phillips Elementary campus.

Continue Leveraging Relationships for Excellence

Coordinated School Health Committee

In 2023-24 the CSHC's work will focus on re-educating staff and students; and distributing information regarding the Student Wellness Policy.

Hiram Johnson Wellspace School-Based Health Clinic:

In mid-September of 2016 the school-based health clinic began serving students at Hiram Johnson High School, providing medical and dental care. Medical Care was discontinued in 2020 due to lack of staffing and has not resumed after the Pandemic. In 2023-24, Health Services plans to pursue the reestablishment of services on the Hiram Johnson site to support our students primary care health, dental health, and reproductive health needs, providing easy access to care and reducing absences.

Continue Building Staff Capacity to Serve with Compassion & Care

Kaiser Permanente Staff Wellness Initiative

While 73% of SSHS staff have a graduate degree or other post-baccalaureate credential, we are never complacent about the need to continue learning. Since 2019 SSHS has been working with organizations such as [Flourish Agenda](#) and [Mindful Schools](#) to fine-tune our craft, expand our perspective, and hone new skills.

Additionally, while all SCUSD staff have some proximity to the challenges our students face, the school nurses, school social workers, specialists and coordinators in the Student Support & Health Services Department are the district staff tasked with *intervening* with students and families seeking support for traumatic experiences. Given the frequency with which SSHS staff are joining with students and families during some of their most intensely painful moments, it is critical that we keep their wellbeing front of mind.

In 2023-24 SSHS will continue its commitment to professional learning and protecting the wellbeing of staff. Funded by Kaiser Permanente, our Staff Wellness Initiative will focus on improving department climate and culture and supporting staff in improving their own wellness. By improving the wellness of our own department staff, we know that that we will more effectively serve SCUSD students, families, and school communities. SSHS will partner with the Alliance for a Healthier Generation to put together a professional development series to be presented to all department staff.

Part Five: Budget & Staffing

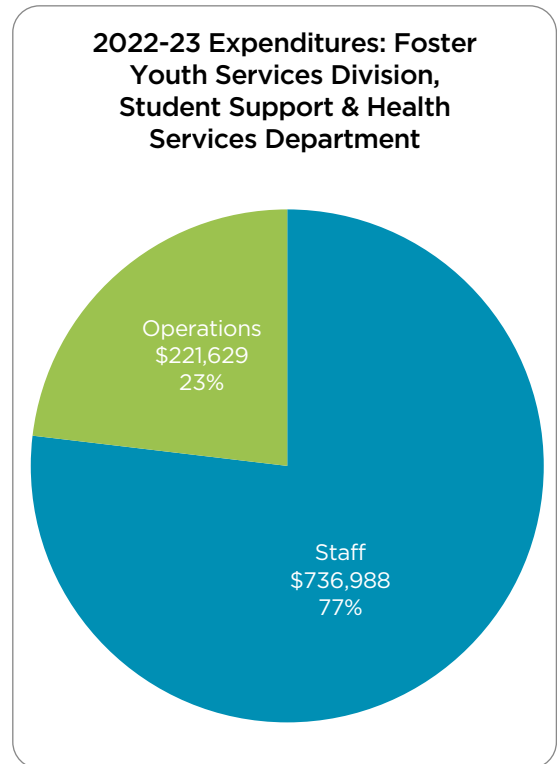
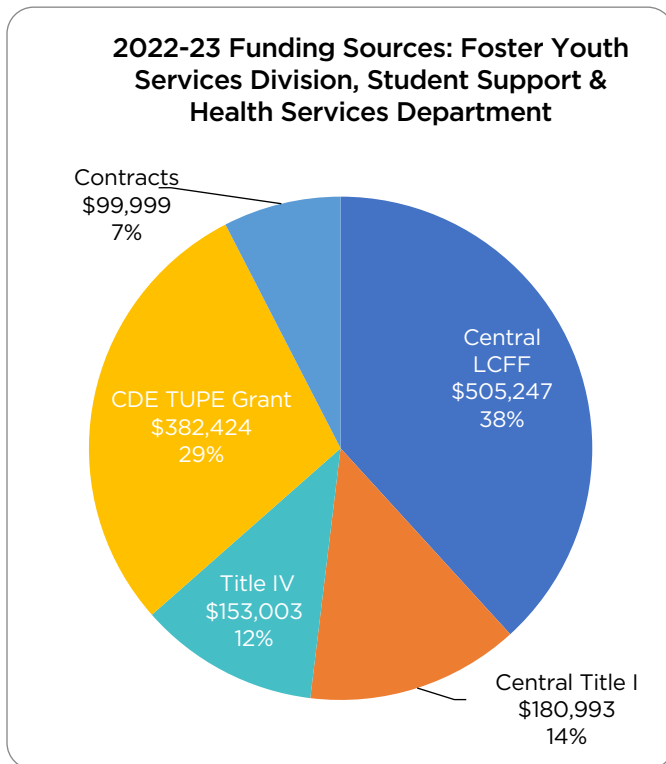
Staff

Position	# of Positions	Total FTE
Executive Director	1	1.0
Foster Youth Services Division		
Coordinator II, Foster Youth	1	1.0
Youth Services Specialist (TUPE)	1	1.0
Program Associate	7	7.0
Clerk III	1	1.0
Division Total	10	10.0
Health Services Division		
Coordinator II, Health Services	1	1.0
Coordinator II, 504 & Educational Supports	1	1.0
Lead School Nurse	2	2.0
School Nurse	37	31.89
Health Aide	10	7.875
Health Services Technician	2	2.0
Health Services Clerk	4	3.5
Hospital Teacher	4	4.0
Division Total	61	53.27
Student Support Services Division		
Director I, Student Support	1	1.0
Coordinator II, Student Support	1	1.0
Coordinator I, Learning Support Services	2	2.0
Coordinator I, Mental Health	3	3.0
Program Coordinator, Homeless	1	1.0
Mental Health Specialist II	17	17.0
School Social Worker	35	35.0
Youth & Family Mental Health Advocate	7	7.0
Student & Family Support Specialist	1	1.0
FACE Program Technician	2	2.0
Clerk II	1	1.0
Division Total	71	71.0
Department Total	142	134.27

Budget

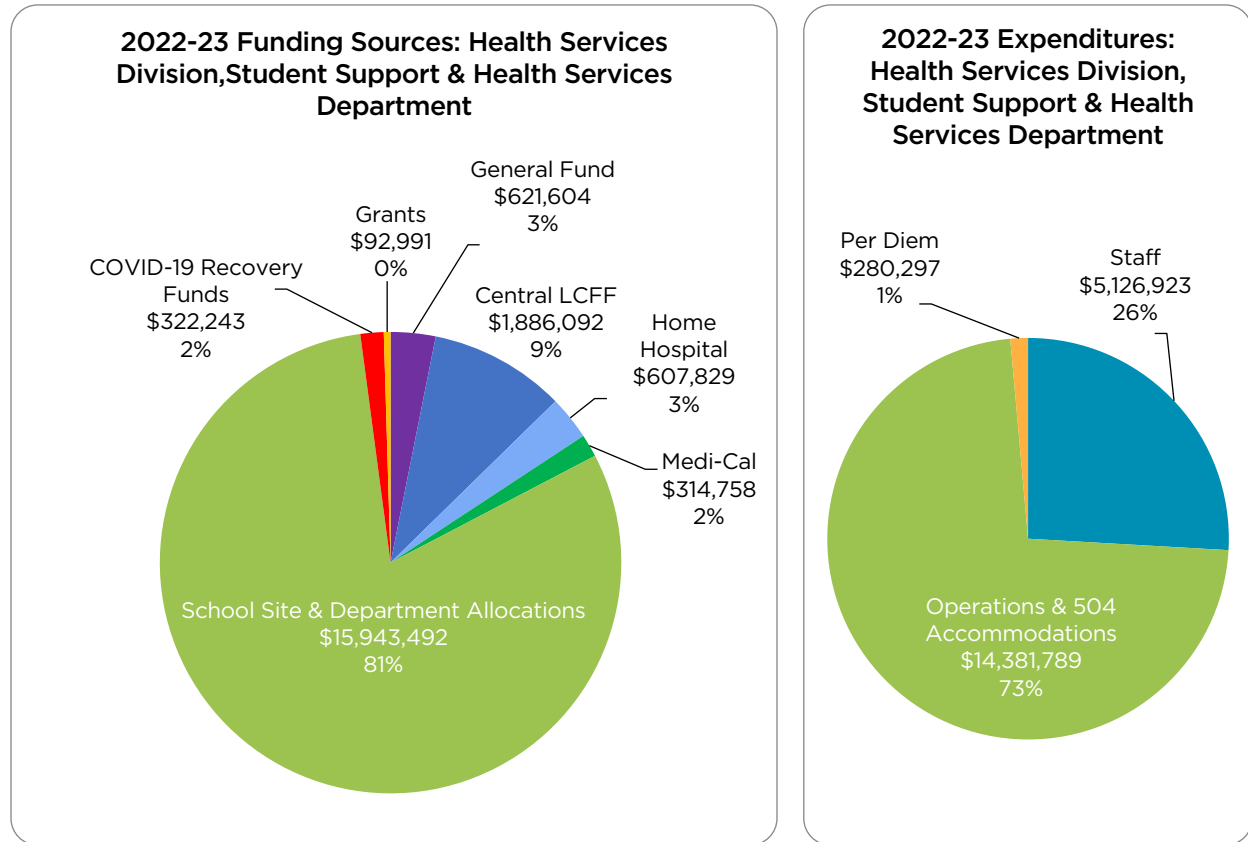
Foster Youth

77% of the Foster Youth Services division budget of \$958,617 is spent on staff, all of whom provide direct supports to students and families in proximity to the foster care system. The remaining 23% is spent on operations.



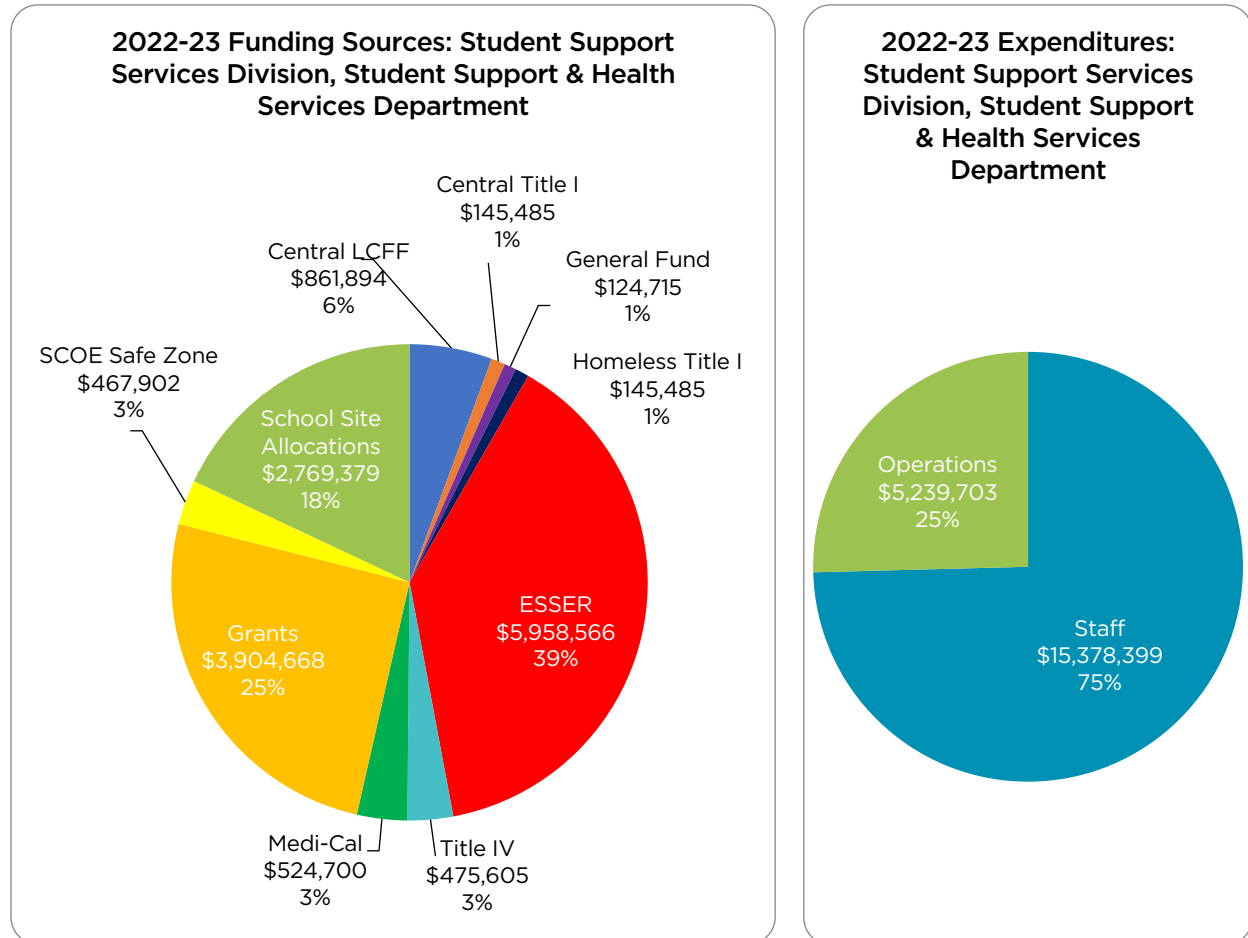
Health Services

Health Services is responsible not only for providing all mandated school nursing services to students across the district, but also for maintaining contracts with providers outside of the school nursing perview.



Student Support

Most of the Student Support Services division’s budget is spent on staff, **86% of whom are providing direct service on school sites every day**. In 2022-23 the number of such staff nearly doubled, thanks to federal ESSER funding (39% of this year’s budget).



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Tina Tran
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Tracy Hewell Starnes
Vidalyn Kem-Grey
Yisel Santacruz
Zenaida Agramonte

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