



Santa Clara County School Linked Services 2016–2017

Year-End Report

AUGUST 2017

*Prepared for
County of Santa Clara,
Behavioral Health
Services Department*

*Prepared by
Informing Change*

**INFORMING
CHANGE** 

Table of Contents

2016–2017 Key Findings	1
District Level Snapshots.....	8
Alum Rock Union	8
Campbell Union	17
East Side Union	25
Franklin-McKinley	33
Gilroy Unified	37
Luther Burbank	45
Morgan Hill Unified	49
Mt. Pleasant	53
Mountain View Whisman	60
Oak Grove	69
San Jose Unified	77
Pre- and Post-SLS Event Family Survey Findings	84
End-of-Year Survey Findings	88
Appendices	91
Appendix A: Schools Included in Year-End Report	A1
Appendix B: Referral Categories and Referral Types	B1

Santa Clara County Behavioral Health Services

2016–17 End of Year Report

INTRODUCTION

In early 2016, Santa Clara County engaged Informing Change to develop an evaluation plan and assess the impact of the School Linked Services (SLS). The goal of SLS is to address the opportunity gap and help level the playing field for youth who are burdened by economic, social, and/or a range of other inequities. At the core of the SLS initiative is the intention to provide behavioral and mental health services that are culturally sensitive and evidence-based, using service delivery that promotes prevention and early intervention. Another integral component of the SLS model is the engagement of families in their children's educational experience.

SLS Initiative

There are 11 participating school districts in the School Linked Services Initiative (SLS). At least one SLS District Coordinator is located at each district serving as the point of contact for students, families, and the community in the provision of service and resource referrals. Of the 11 school districts, five districts also receive Measure A funding to pilot a “feeder model,” where two feeder schools are identified in each district. Each “feeder model” includes an elementary school feeding into a middle school, or a middle school feeding into a high school. There are a total of 10 Measure A schools within the five districts; each Measure A school has a site-specific Measure A Coordinator to facilitate service linkage, family engagement, and campus collaborative meetings. Schools that do not have a Measure A Coordinator are considered “non-Measure A schools” where resource linkage for families are conducted by SLS District Coordinators.

During Quarter 1, Quarter 2, Quarter 3, and Quarter 4, the coordinators served 118 SLS schools in Santa Clara County. Included in the 118 schools are the 10 Measure A schools from five school districts. SLS services began in Santa Clara County in the 2011–12 school year, and Measure A funding was implemented later in the 2014–15 school year.

This report represents data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 (July 1, 2016–June 30, 2017) of the 2016–17 academic school year.¹ The data included in this report is an analysis of descriptive demographic, referral, and service data that is collected by all coordinators using the data collection system.

KEY FINDINGS

In all, a total of 10,002 students received SLS services (i.e., received a referral, attended an event, or attended a series) across 11 SLS school districts in 118 schools in the 2016–17 academic school year (July 1, 2016–June 30, 2017). Of these, 3,813 are unduplicated SLS students at ten Measure A schools and 6,189 are unduplicated students at 108 SLS non-Measure A schools (Exhibit 1 on the following page).

Almost half of all SLS students (47%) received at least one referral for services. A similar proportion of students received referrals in Measure A and SLS non-Measure A schools. In all, 5,711 referrals were made to 4,700 SLS students.

¹ Some data included in prior Q1 and Q2 reports from schools in Mountain View Whisman and San Jose Unified are not included in the Q3 report due to the loss of data during data collection. No data was received for Luther Burbank in Q4.

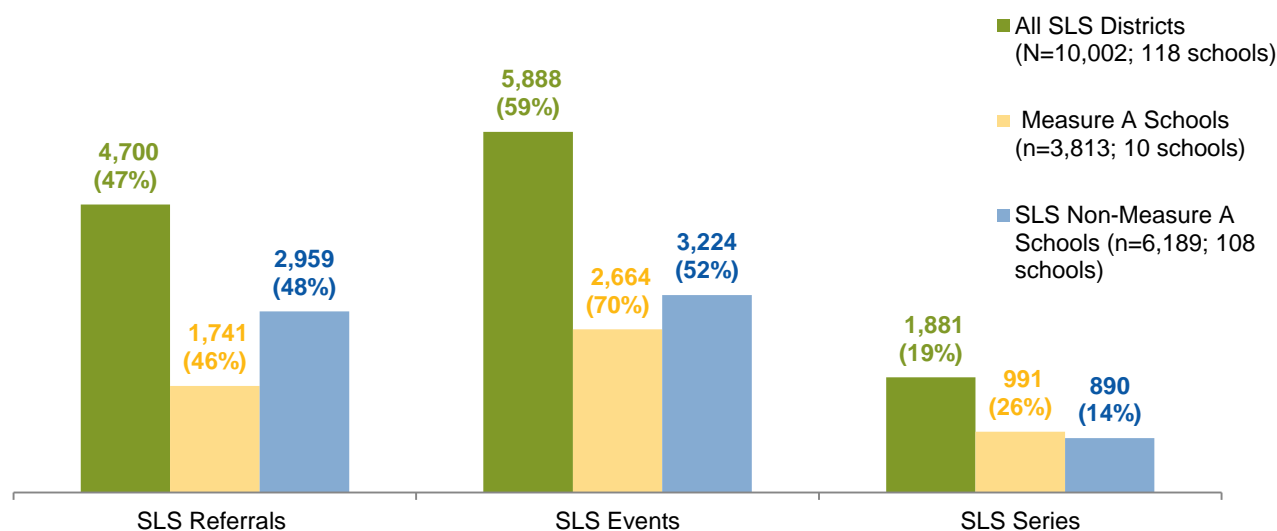
The majority (59%) of SLS students attended at least one SLS event (a one-time family engagement workshop or event). A higher proportion of Measure A students attended an SLS event compared to SLS non-Measure A students (70% vs. 52%). In all, 218 SLS one-time family engagement workshops or events were offered.

In addition, about one in five SLS students participated in at least one SLS series (a multi-session family engagement workshop or activity series). More Measure A students attended SLS series than SLS non-Measure A students (26% vs. 19%). In all, 128 SLS series workshops were offered.

For the purpose of this evaluation report, students/families who received at least one referral or participated in at least one SLS event—a one-time event or series workshop—are included, as they are considered “SLS students.” Services or referrals to these students may have been received by the student themselves, a family member, multiple family members, or all of the above.

Exhibit 1

Number of SLS Students with at Least One SLS Referral, Event, or Series



Demographics of SLS Students

- The majority—roughly two-thirds—are Latino (Exhibit 2 on the following page).
- The primary languages spoken by parents/caregivers are Spanish (48%) and English (42%) (Exhibit 3 on the following page).
- Nearly all SLS students are 15 years old or younger (93%) (Exhibit 3 on the following page).
- Half of all SLS students are elementary school students (53%), approximately one third are middle school students (31%), and a smaller proportion are high school students (14%) (Exhibit 3 on the following page). This proportion is consistent with the program delivery model.

Exhibit 2
Race & Ethnicity Demographics for SLS Students²

	Santa Clara County Child Population Data³	Students in All School Districts (n=10,002; 118 schools)	Measure A Students (n=3,813; 10 schools)	SLS non-Measure A Students (n=6,189; 108 schools)
Race/Ethnicity				
Latino	36%	70%	69%	70%
Asian	32%	12%	15%	10%
White	24%	10%	5%	13%
Multi-racial/Other	7%	7%	9%	5%
African American	2%	3%	2%	3%

Exhibit 3
Gender, Age, Grade & Primary Language Demographics for SLS Students⁴

	Students in All School Districts (n=9,971–9,992)	Measure A Students (n=3,799–3,802)	SLS non-Measure A Students (n=6,170–6,190)
Gender⁵			
Male	5,225 (52%)	1,923 (51%)	3,302 (53%)
Female	4,758 (48%)	1,876 (49%)	2,882 (47%)
Age			
0–15	9,272 (93%)	3,165 (83%)	6,107 (99%)
16–25	699 (7%)	636 (17%)	63 (1%)
Grade⁶			
Preschool–TK	139 (1%)	39 (1%)	100 (2%)
K–5	5,336 (53%)	973 (26%)	4,363 (71%)
6–8	3,099 (31%)	1,484 (39%)	1,615 (26%)
9–12	1,410 (14%)	1,306 (34%)	104 (2%)
Primary Language			
Spanish	4,802 (48%)	2,324 (61%)	2,478 (40%)
English	4,221 (42%)	988 (26%)	3,233 (52%)
Vietnamese	451 (5%)	282 (7%)	169 (3%)
Other	318 (3%)	117 (3%)	201 (3%)
Tagalog	106 (1%)	74 (2%)	32 (0.5%)
Mandarin	61 (0.6%)	5 (0.1%)	56 (0.9%)
Cantonese	19 (0.2%)	6 (0.2%)	13 (0.2%)
Arabic	14 (0.1%)	6 (0.2%)	8 (0.1%)

² Percentages in these tables may exceed 100% due to rounding.

³ KidsData.org (Ages 0–17)

⁴ There is a range of students in each category given there were a few students with missing demographic data.

⁵ Four additional students identified as “Other.”

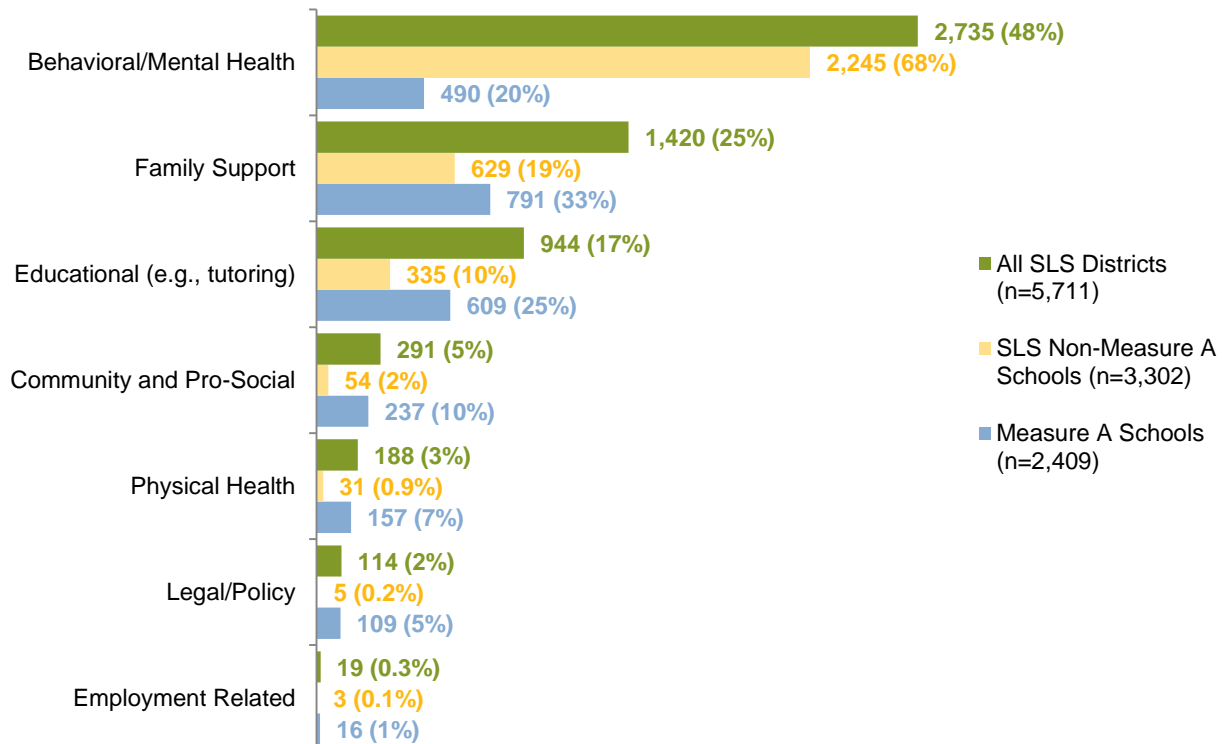
⁶ See Appendix A for a breakdown of elementary, middle, and high schools by district.

Family Referrals

Overall 5,711 referrals were provided to SLS students, representing a total of 4,700 unduplicated SLS students. Almost half of all referrals (2,410) were made to 1,741 Measure A students.

The majority of all SLS family referrals were for behavioral/mental health (48%) or family support (25%)⁶ (Exhibit 4). A larger proportion of referrals at Measure A schools, compared to SLS non-Measure A schools, were for family support (33%) but a significantly smaller proportion were for behavioral/mental health (20%).⁷

Exhibit 4
Number of Referrals by Category⁸

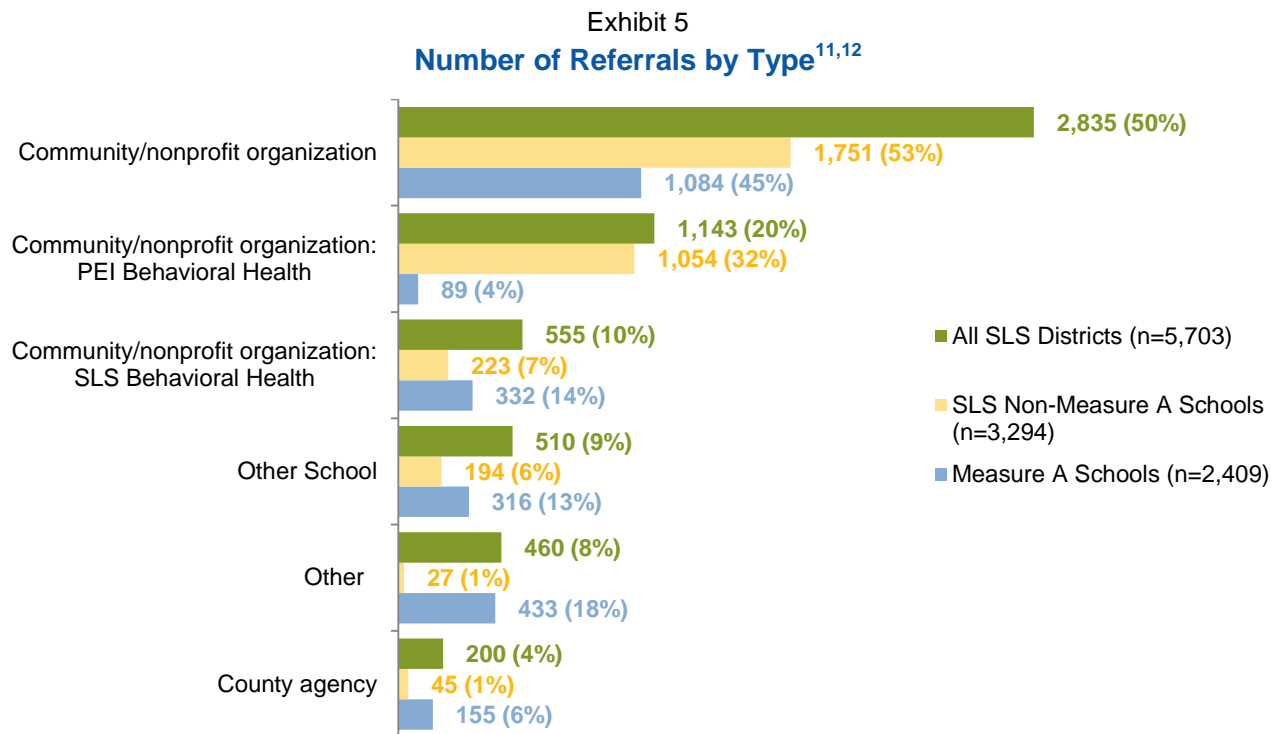


⁶ See Appendix B for definitions for each Referral Category.

⁷ A small percentage of students had missing data for Referral Category or Type.

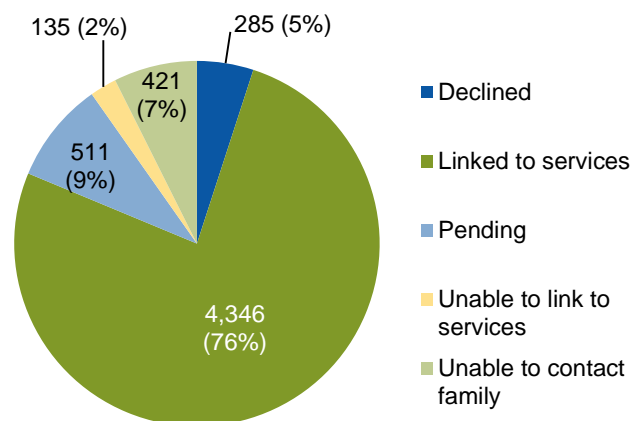
⁸ The difference in percentage of behavioral/mental health referrals between Measure A and non-Measure A is likely a reflection that behavioral/mental health referrals—especially PEI—are generally only an option at non-Measure A schools.

The majority of family referrals across all districts (80%), as well as across all Measure A schools (63%), were referrals to community or nonprofit organizations (Exhibit 5).¹⁰



About three-quarters (76%) of all referrals provided resulted in SLS students successfully linked to services (Exhibit 6). The rate at which referrals resulted in students successfully linking to services is similar for Measure A and SLS students (Exhibits 7 and 8 on the following page).

Exhibit 6
Referral Status – All SLS Districts (n=5,698)



¹⁰ See Appendix B for definitions for each Referral Type.

¹¹ Some referrals in the 'Other' category may be excluded or re-categorized in the next iteration of the report if new information is received.

¹² SLS Behavioral Health referrals dropped in number between Quarter 2 and Quarter 3 due to loss of data from San Jose Unified School District and re-categorized referrals from East Side Union High School District.

Exhibit 7
Referral Status – Measure A Schools
(n=2,391)

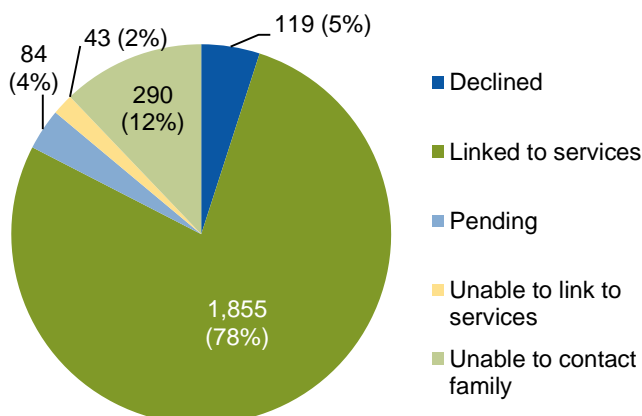
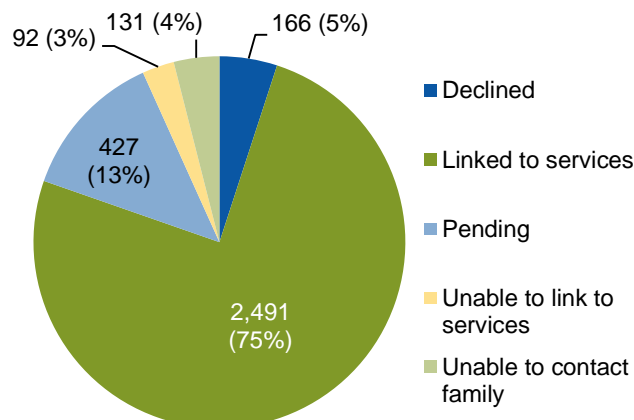


Exhibit 8
Referral Status – SLS Non-Measure A Schools
(n=3,307)

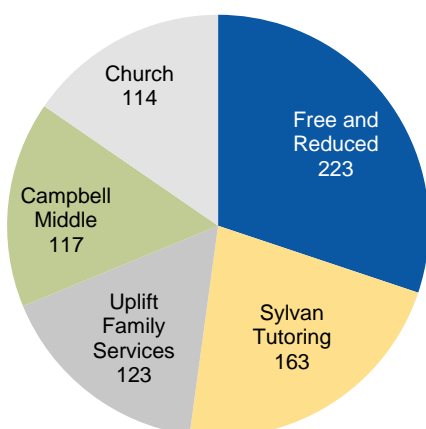


* The SLS coordinator is awaiting the outcome of the referral; this could include waiting to be connected to services or waiting to ensure an appointment has been made.

Measure A students were referred to 126 organizations in all.¹² The top five referral organizations for Measure A students (Free/Reduced Meal Eligibility, Sylvan Tutoring, Uplift Family Services, Campbell Middle, and Church) represented 31% of all referrals to Measure A students. All referrals made to Church and Sylvan Tutoring were made to Measure A students (Exhibit 9).

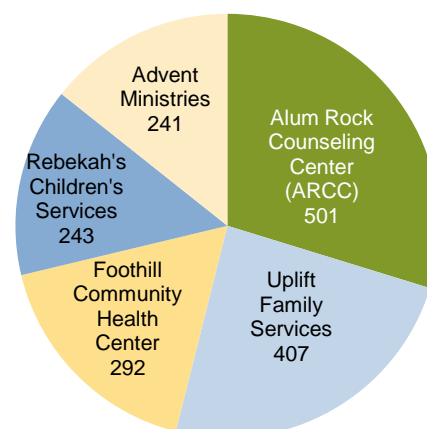
SLS non-Measure A students were referred to 91 organizations in all. The top five referral organizations for SLS non-Measure A students (Alum Rock Counseling Center, Uplift Family Services, Foothill Community Health Center, Rebekah's Children's Services, and Advent Ministries) represented 61% of all referrals to SLS non-Measure A students (Exhibit 10).

Exhibit 9
Top 5 Referral Organizations –
Measure A Schools*



* Not all schools provide referrals to these organizations.

Exhibit 10
Top 5 Referral Organizations –
SLS Non-Measure A Schools*



¹² Not all entities referred to as referral "organizations" are necessarily organizations.

Family Engagement: One-Time SLS Events

Of the 218 SLS events offered, a little under half (42%) were family engagement one-time workshops and about one-third (39%) were other family engagement activities (non-workshops) (Exhibit 11).

The most common SLS one-time events held included Coffee with the Principal/Cafecitos (27 events), English Learner Advisory Committee (ELAC) sessions (19 events), Field Trips (16 events), and Skills Workshops (15 events).

All SLS Students: Of the 5,888 unduplicated SLS students who attended an SLS event, about one-third (31%) participated in two or more events. Most who attended multiple events, participated in two events, however 813 students (14% of all SLS students who attended an event) participated in three to sixteen events in all.

Measure A Students Only: Of the 2,664 unduplicated Measure A students who attended an SLS event, a higher proportion (47%) participated in two or more events compared to SLS students as a whole. Many of these Measure A students participated in exactly two events, however 649 students (24% of all Measure A students who attended an event) participated in three to fourteen events in all.

Family Engagement: SLS Series

More than half (57%) of the 128 SLS series offered were family engagement series based workshops, and one-quarter (25%) were social skills groups for students (Exhibit 12).

Some of the more common SLS family engagement series included Strengthening Family Workshop (13 series), Girls or Boys Groups (12 series), Zumba (9 series), Tutoring (7 series), and Vision Literacy – ESL Classes for Parents (4 series). Social skills groups included Skills Streaming (8 series), Why Try (4 series) and Empowerment Group (2 series).

All SLS Students: Of the 1,881 unduplicated SLS students who participated in an SLS series, about one in five participated in two or more series (21%).

Measure A Students Only: In comparison to all SLS students, a much higher proportion of the 991 unduplicated Measure A students who attended an SLS series participated in two or more series (34%).

Exhibit 11
Types of SLS One-Time Events Offered – All SLS Districts (n=218)

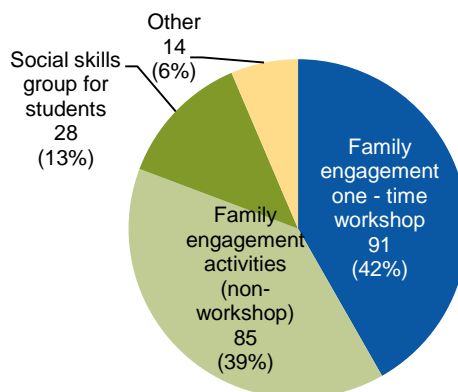


Exhibit 12
Types of SLS Series Offered – All SLS Districts (n=128)



District Level Snapshot: Alum Rock Union

Student-Level Data

In the 2016–17 school year, Alum Rock Union provided SLS at 24 schools and three of these schools received additional Measure A funding.¹ This report represents a full year of data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Alum Rock Union.

Exhibit 1

Alum Rock Union District Overview²

	Measure A: Ocala Middle ³	Measure A: Painter Elementary	Measure A: Sheppard Middle ⁴	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	489	379	622	8,804
Number of Students Receiving SLS	240	368	676	877
Percentage of Students Receiving SLS	49%	97%	109%	10%

Exhibit 2

Alum Rock Union SLS Student Demographics

	Measure A: Ocala Middle (n=240)	Measure A: Painter Elementary (n=368)	Measure A: Sheppard Middle (n=676)	SLS Non-Measure A Students (n=877)
Race/Ethnicity				
Latino	173 (72%)	197 (54%)	370 (55%)	759 (75%)
Asian	37 (15%)	135 (37%)	283 (42%)	49 (6%)
White	11 (5%)	11 (3%)	7 (1%)	18 (2%)
Multi-racial/Other	14 (6%)	23 (6%)	7 (1%)	28 (3%)
African American	5 (2%)	2 (1%)	9 (1%)	23 (3%)
Gender				
Male	130 (54%)	202 (55%)	345 (51%)	488 (56%)
Female	110 (46%)	166 (45%)	331 (49%)	389 (44%)

¹ See Appendix A for a breakdown of elementary, middle and high schools by district. Total enrollment data does not include KIPP and Renaissance at Fischer; enrollment data for this school was not available in Dataquest.

² Includes all students/families who have been identified in the data collection system as having had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

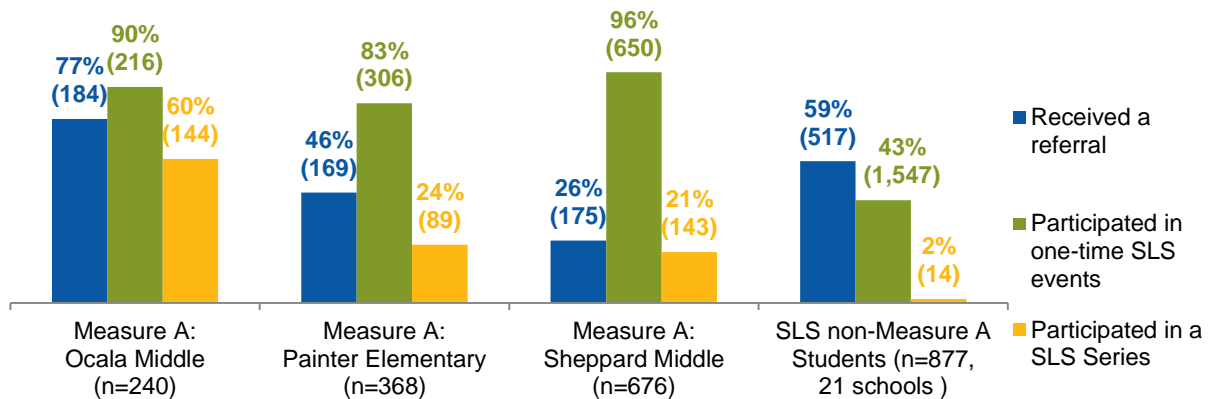
³ Ocala is a feeder school for Overfelt High in East Side Union. This applies to Exhibits 1–9.

⁴ The reason the number of students who received SLS is larger than the total enrollment at Sheppard Middle in 2016–17 may be due to differences in when data are captured. DataQuest provides a point in time snapshot of student enrollment, while referral data captures data over time including students moving in and out of the school throughout the academic year.

	Measure A: Ocala Middle (n=240)	Measure A: Painter Elementary (n=368)	Measure A: Sheppard Middle (n=676)	SLS Non-Measure A Students (n=877)
Age				
0–15	239 (99.6%)	368 (100%)	676 (100%)	876 (100%)
16–25	1 (0.4%)	-	-	-
Grade				
Preschool–TK	-	5 (1%)	-	23 (3%)
K–5	-	363 (99%)	-	670 (76%)
6–8	240 (100%)	-	676 (100%)	184 (21%)
9–12	-	-	-	-
Primary Language				
English	107 (45%)	101 (27%)	175 (26%)	210 (24%)
Spanish	106 (45%)	142 (39%)	285 (42%)	628 (72%)
Vietnamese	14 (6%)	88 (24%)	133 (20%)	20 (2%)
Tagalog	-	11 (3%)	40 (6%)	6 (1%)
Other, Arabic, Cantonese, Mandarin	10 (4%)	26 (7%)	43 (7%)	13 (1%)

Exhibit 3
Alum Rock Union

Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁵



⁵ Each row represents an unduplicated count of students with at least one referral, event, or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

Family Referrals

The vast majority of students who received a referral during the 2016-17 school year received just one referral (87%).

- At Ocala Middle, there were 244 referrals to 184 students.
- At Painter Elementary, there were 214 referrals to 169 students.
- At Sheppard Middle, there were 217 referrals to 175 students.
- At SLS Non-Measure A schools, there were 547 referrals to 517 students.

Exhibit 4
Alum Rock Union
Number of Referrals by Category⁶

	Measure A: Ocala Middle	Measure A: Painter Elementary	Measure A: Sheppard Middle	SLS Non-Measure A Students
Behavioral/Mental Health	59	61	82	351
Family Support (e.g., food, housing income assistance)	75	138	25	159
Educational	35	58	72	34
Community and Pro-Social	28	12	35	1
Legal/Policy (e.g., immigration, custody, tenants' rights)	42	1	-	1
Physical Health	4	-	3	1
Employment Related	1	-	-	-

Exhibit 5
Alum Rock Union
Number of Referrals by Type⁷

	Measure A: Ocala Middle	Measure A: Painter Elementary	Measure A: Sheppard Middle	SLS Non-Measure A Students
Community/Nonprofit	192	167	79	306
PEI Behavioral Health	-	-	4	195
Other	37	-	76	1
County Agency	13	47	1	14
SLS Behavioral Health	2	-	33	32
Other School	-	57	22	-

⁶ See Appendix B for definitions for each Referral Category.

⁷ See Appendix B for definitions for each Referral Type.

Exhibit 6
Alum Rock Union
Referral Status⁸

	Measure A: Ocala Middle	Measure A: Painter Elementary	Measure A: Sheppard Middle	SLS Non-Measure A Students
Linked to services	229	240	118	262
Pending	10	22	19	181
Declined	-	6	54	29
Unable to contact family	-	1	4	53
Unable to link to services	2	-	22	23

Exhibit 7
Alum Rock Union
Top 3 Referral Organizations

Measure A: Ocala Middle	Measure A: Painter Elementary	Measure A: Sheppard Middle	SLS Non-Measure A Students
<ul style="list-style-type: none"> Alum Rock Counseling Center (58) Church (27) Allearn Summer Program (26) 	<ul style="list-style-type: none"> Assistance League (103) Sylvan Tutoring (56) Foothill Community Health Center (52) 	<ul style="list-style-type: none"> Sylvan Tutoring (73) Alum Rock Counseling Center (37) School Counselor (23) 	<ul style="list-style-type: none"> Alum Rock Counseling Center (230) My New Red Shoes (159) Foothill Community Health Center (99)

Family Engagement: One-time SLS Events

- 48 one-time SLS events were held in Alum Rock during the 2016–17 school year, including 20 family engagement activities/non-workshops, 16 family engagement one-time workshops, 8 social skills groups for students, and 4 other events.

Exhibit 8
Alum Rock Union
Participation in SLS One-time Events

	Measure A: Ocala Middle (n=240)	Measure A: Painter Elementary (n=368)	Measure A: Sheppard Middle (n=676)	SLS Non-Measure A Students (n=877)
Participated in just 1 event	34 (14%)	120 (33%)	139 (21%)	306 (35%)
Participated in 2 or more events	182 (76%)	186 (51%)	511 (76%)	69 (8%)
Did not participate in any events	24 (10%)	62 (17%)	26 (4%)	502 (57%)

⁸ See Appendix B for definitions for each Referral Status.

Names of events	<ul style="list-style-type: none"> • Family Engagement Field Trip (7) • Coffee with the Principal/Cafecito (6) • Family Social Night (5) • Back to School Night (3) • Bullying Presentation (3) • Immigration & DACA (3) • Dia De Los Muertos (2) • Lunar New Year (2) • Project Cornerstone (2) • Unity Day (2) • 6th Grade and New Students Orientation • Alcohol Prevention Presentation • Campus Collaborative • Career Day • College Day • Consent Presentations • Carnival/Resource Fair • Mother Daughter Lunch/Golf • Multicultural Event • School Climate & Safety • School Pantry Leader • Veggieutations • Winter Wonderland Band Concert
------------------------	---

Family Engagement: SLS Series

- 23 SLS series were offered at Alum Rock during the 2016–17 school year. Most were family engagement series based workshops (18) and a few were social skills groups for students (5).

Exhibit 9 Alum Rock Union Participation in SLS Series

	Measure A: Ocala Middle (n=240)	Measure A: Painter Elementary (n=368)	Measure A: Sheppard Middle (n=676)	SLS Non-Measure A Students (n=877)
Participated in just 1 series	87 (36%)	45 (12%)	111 (16%)	14 (2%)
Participated in 2 or more series	57 (24%)	44 (12%)	32 (5%)	-
Did not participate in any series	96 (40%)	279 (76%)	533 (79%)	863 (98%)

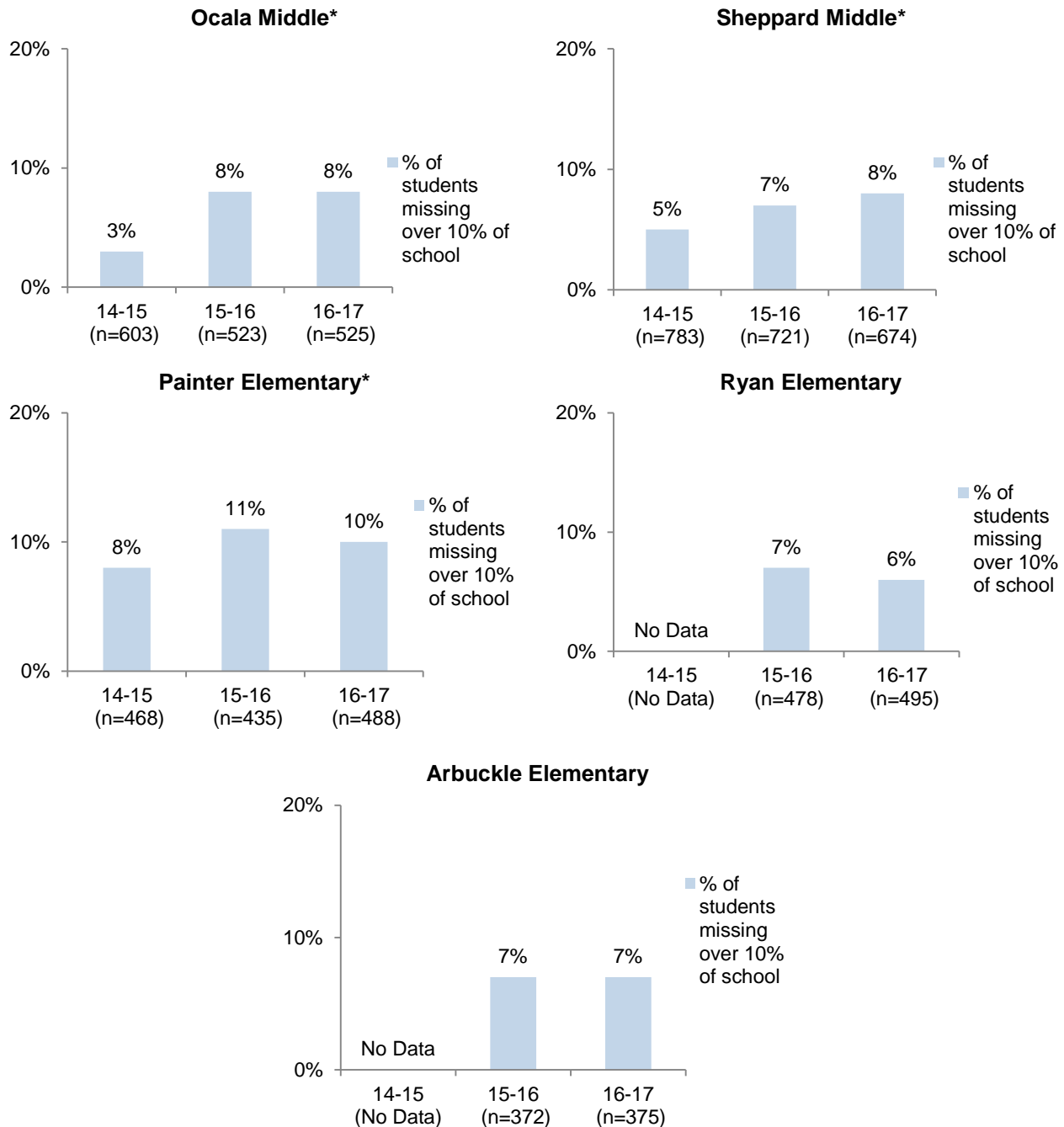
	Measure A: Ocala Middle (n=240)	Measure A: Painter Elementary (n=368)	Measure A: Sheppard Middle (n=676)	SLS Non-Measure A Students (n=877)
Names of series	<ul style="list-style-type: none"> • Sylvan Tutoring (5) • Early College Outreach Parent Program (ECOPP) (2) • Empowering Our Community for Success (2) • Health/Nutrition Workshop (2) • Strengthening Families Program (2) • Active Parenting • Boys Empowerment Group • Club Live • Coffee with the Principal/Cafecito • Empowerment Family Component • Girls Empowerment Group • Improving English Language Proficiency • Project Cornerstone • The Respect Institute • Too Good For Drugs 			

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

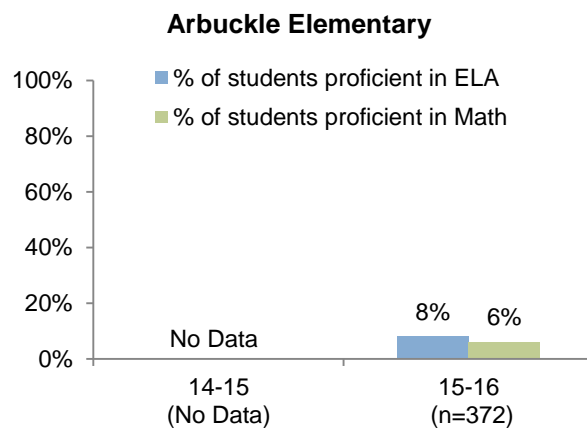
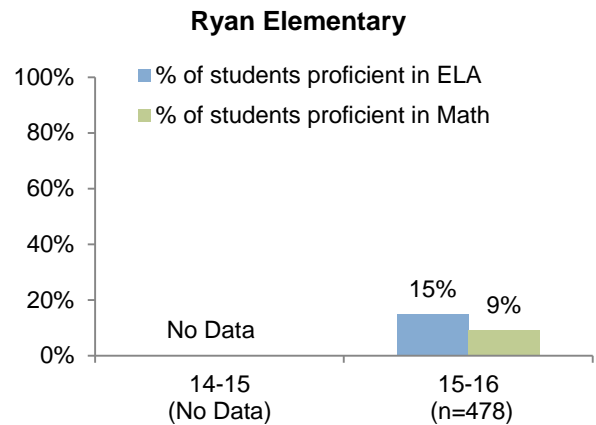
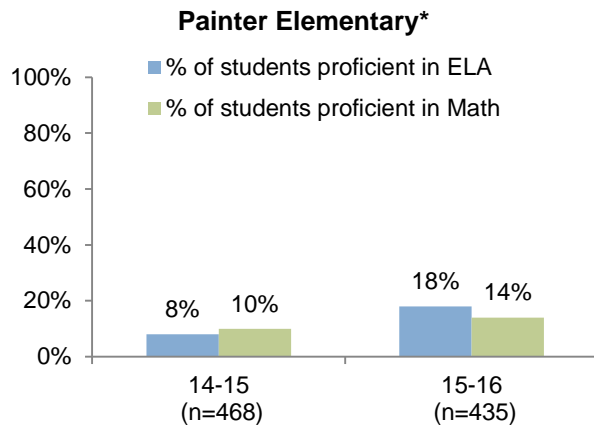
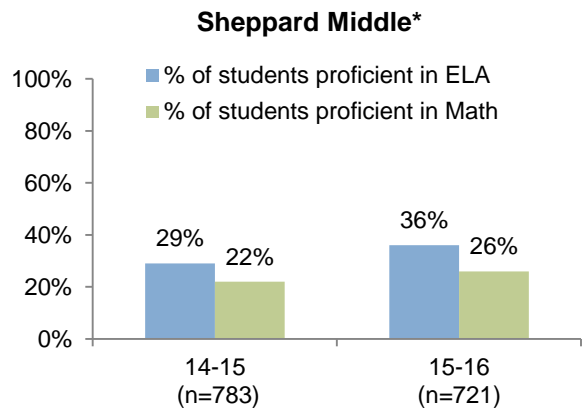
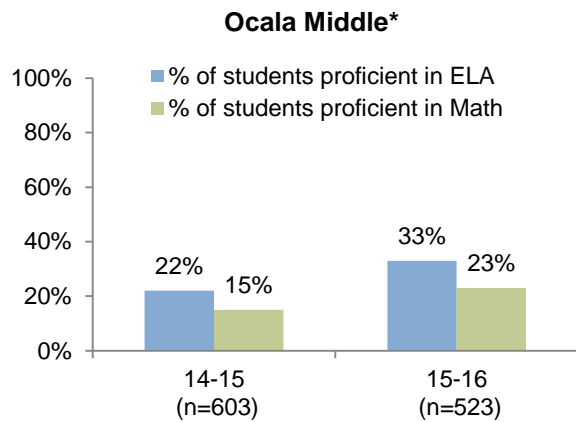
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



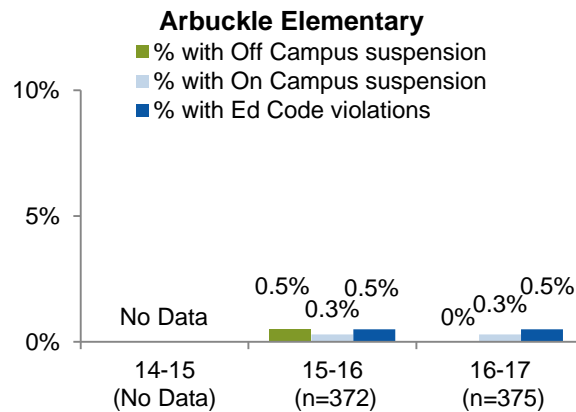
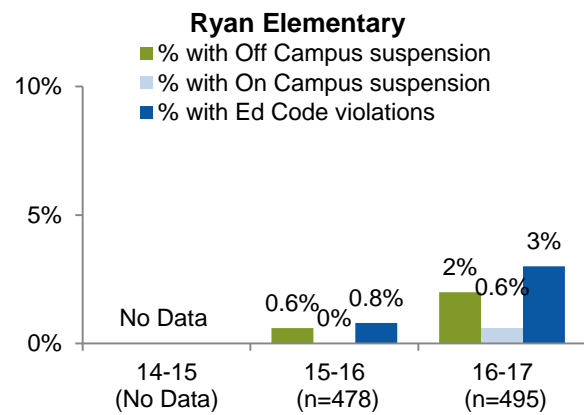
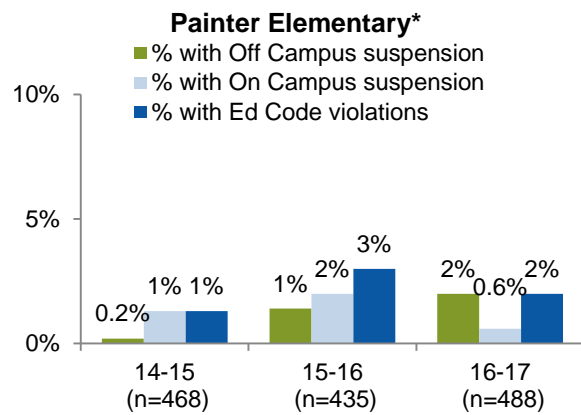
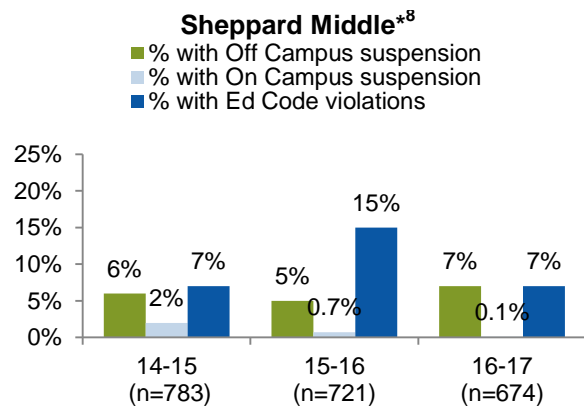
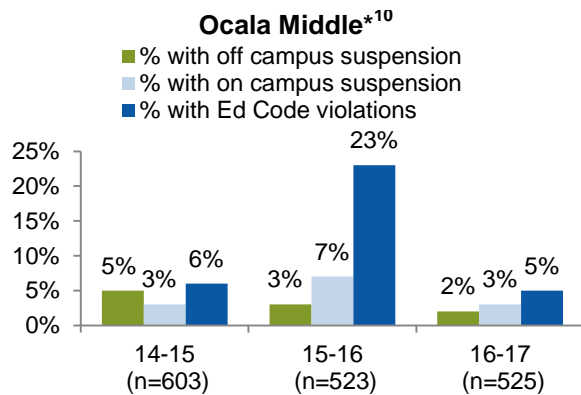
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).⁹



⁹ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

¹⁰ Please note that the y-axes on these graphs extend to 25%, whereas the rest of the School Climate graphs for Alum Rock have a y-axis that only extends to 10%. These graphs are therefore not visually comparable to the other graphs on this page.

District Level Snapshot: Campbell Union

Student-Level Data

In the 2016–17 school year, Campbell Union provided SLS at 12 schools and two of these schools received additional Measure A funding.¹¹ This report represents a full year of data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Campbell Union.

Exhibit 1
Campbell Union District Overview¹²

	Measure A: Campbell Middle	Measure A: Rosemary Elementary & Preschool ¹³	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	654	531	6,275
Number of Students Receiving SLS	304	373	268
Percentage of Students Receiving SLS	46%	70%	4%

Exhibit 2
Campbell Union SLS Student Demographics

	Measure A: Campbell Middle (n=304)	Measure A: Rosemary Elementary & Preschool (n=373)	SLS Non-Measure A Students (n=268)
Race/Ethnicity			
Latino	212 (70%)	331 (89%)	144 (54%)
White	26 (9%)	11 (3%)	77 (29%)
African American	37 (12%)	7 (2%)	22 (8%)
Asian	20 (7%)	11 (3%)	23 (9%)
Multi-racial/Other	9 (3%)	13 (3%)	2 (1%)
Gender			
Male	171 (56%)	197 (53%)	162 (60%)
Female	133 (44%)	176 (47%)	106 (40%)
Age			
0–15	303 (100%)	373 (100%)	268 (100%)

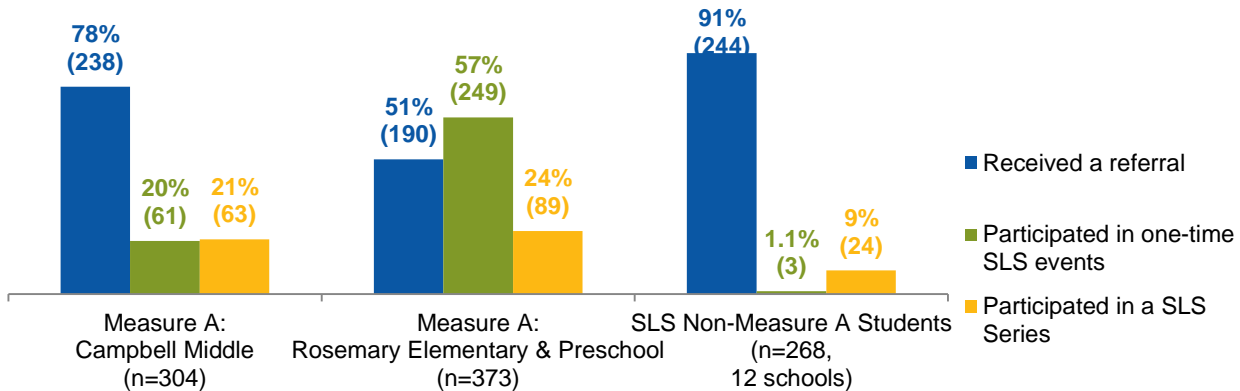
¹¹ See Appendix A for a breakdown of elementary, middle and high schools by district.

¹² Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

¹³ May include students from Rosemary Preschool. This applies to exhibits 1–9.

	Measure A: Campbell Middle (n=304)	Measure A: Rosemary Elementary & Preschool (n=373)	SLS Non-Measure A Students (n=268)
Grade			
Preschool–TK	-	34 (9%)	9 (3%)
K–5	21 (7%)	338 (91%)	205 (77%)
6–8	283 (93%)	1 (0.3%)	53 (20%)
9–12	-	-	-
Primary Language			
Spanish	153 (50%)	309 (83%)	58 (22%)
English	141 (46%)	45 (12%)	203 (76%)
Other	4 (1%)	12 (3%)	5 (2%)
Vietnamese	3 (1%)	5 (1%)	1 (0.4%)
Tagalog	3 (1%)	1 (0.3%)	-
Mandarin	-	1 (0.3%)	-
Cantonese	-	-	1 (0.4%)

Exhibit 3
Campbell Union
Number of Unduplicated Students with at Least One SLS Referral, Event or Series¹⁴



Family Referrals

Nearly all SLS students (88%) who received a referral during the 2016–17 school year received just one referral.

- At Campbell Middle, there were 283 referrals to 238 students.
- At Rosemary Preschool and Elementary, there were 245 referrals to 190 students.
- At SLS non-Measure A schools in Campbell Union, there were 249 referrals to 244 students.

¹⁴ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

Exhibit 4
Campbell Union
Number of Referrals by Category¹⁵

	Measure A: Campbell Middle	Measure A: Rosemary Elementary & Preschool	SLS Non-Measure A Students
Behavioral/Mental Health	72	80	249
Family Support (e.g., food, housing income assistance)	104	31	-
Educational	60	49	-
Physical Health	43	32	-
Legal/Policy (e.g., immigration, custody, tenants' rights)	3	7	-
Community and Pro-Social	1	46	-
Employment Related	-	-	-

Exhibit 5
Campbell Union
Number of Referrals by Type¹⁶

	Measure A: Campbell Middle	Measure A: Rosemary Elementary & Preschool	SLS Non-Measure A Students
Other School	131	40	143
Community/Nonprofit	88	88	3
PEI Behavioral Health	31	49	52
County Agency	15	29	2
SLS Behavioral Health	9	8	49
Other	9	31	-

¹⁵ See Appendix B for definitions for each Referral Category.

¹⁶ See Appendix B for definitions for each Referral Type.

Exhibit 6
**Campbell Union
Referral Status¹⁷**

	Measure A: Campbell Middle	Measure A: Rosemary Elementary & Preschool	SLS Non-Measure A Students
Linked to services	236	225	175
Declined	33	-	4
Pending	9	20	68
Unable to contact family	5	-	2
Unable to link to services	-	-	0

Exhibit 7
**Campbell Union
Top 3 Referral Organizations**

Measure A: Campbell Middle	Measure A: Rosemary Elementary & Preschool	SLS Non-Measure A Students
<ul style="list-style-type: none"> Campbell Middle (117) Uplift Family Services (47) Family Engagement Institute (23) 	<ul style="list-style-type: none"> Church (70) Uplift Family Services (57) Santa Clara County Dental Society (23) 	<ul style="list-style-type: none"> School Intern (141) Uplift Family Services (102) First 5 (3)

Family Engagement: One-time SLS Events

- 23 one-time SLS events were offered in Campbell Union in the 2016–17 school year, including 14 family engagement activities/non-workshops, 8 family engagement one-time workshops, and one other event.

Exhibit 8
**Campbell Union
Participation in SLS One-Time Events**

	Measure A: Campbell Middle (n=304)	Measure A: Rosemary Elementary & Preschool (n=373)	SLS Non-Measure A Students (n=268)
Participated in just 1 event	54 (18%)	111 (30%)	3 (1%)
Participated in 2 or more events	7 (2%)	138 (37%)	-
Did not participate in any events	243 (80%)	124 (33%)	265 (99%)

¹⁷ See Appendix B for definitions for each Referral Status.

	Measure A: Campbell Middle (n=304)	Measure A: Rosemary Elementary & Preschool (n=373)	SLS Non-Measure A Students (n=268)
Names of events	<ul style="list-style-type: none"> • Coffee with the Principal/Cafecito (4) • ELAC Meeting (4) • Field Trip (4) • Family Bridge to College Day (2) • 5th Grade Parent Tech Night • African American Student Needs Assessment • Crime Prevention Presentation • Cyber Bullying Prevention Workshop • Get Your Daughter in the Game (BAWSI) • Immigration & DACA • Parent Walk to the Campbell Community Center • Sylvan Tutoring 		

Family Engagement: SLS Series

- 21 SLS series were offered in Campbell Union during the 2016–17 school year, including 19 family engagement series based workshops and two other series.

Exhibit 9 Campbell Union Participation in SLS One-Time Series

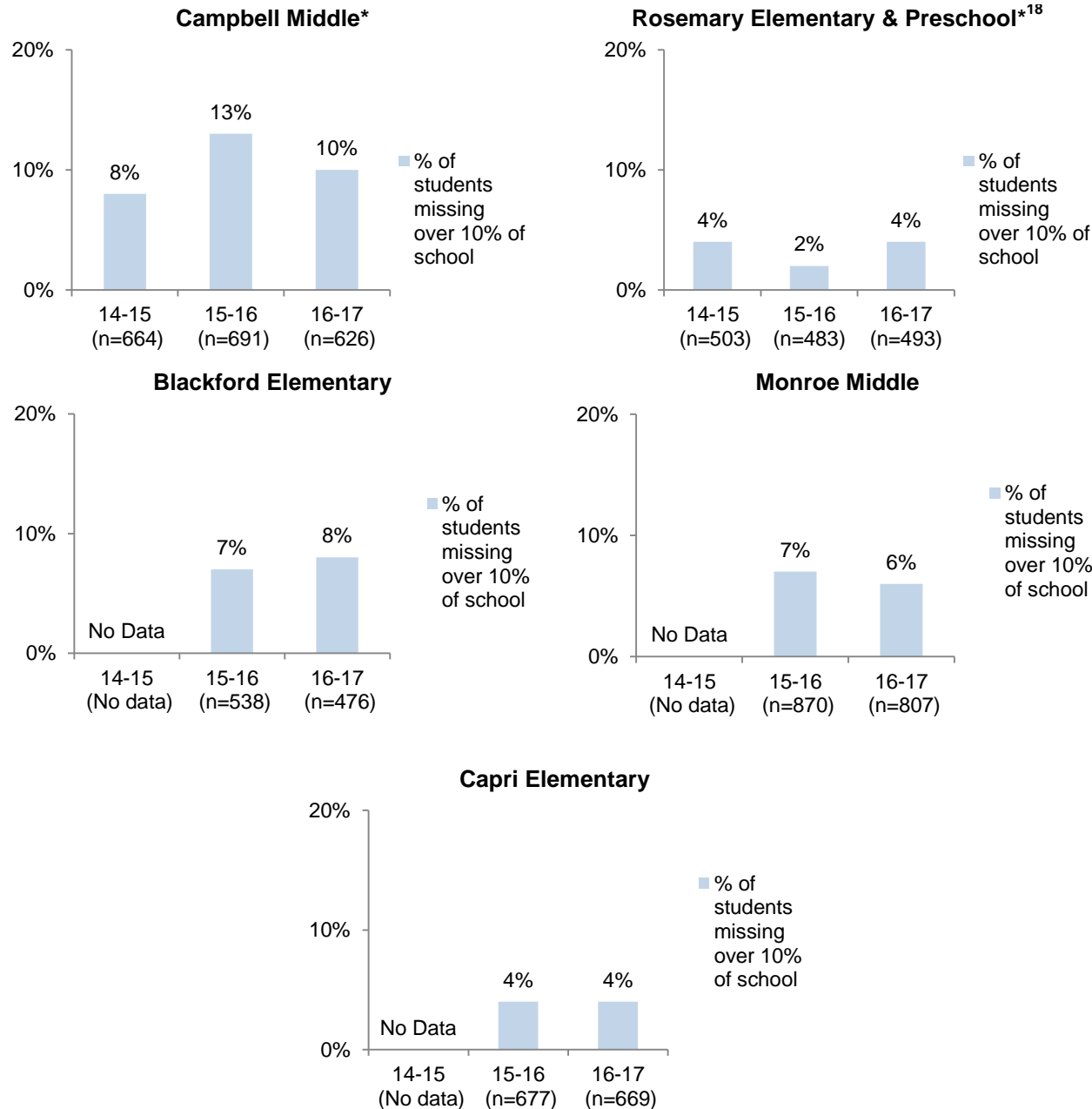
	Measure A: Campbell Middle (n=304)	Measure A: Rosemary Elementary & Preschool (n=373)	SLS Non-Measure A Students (n=268)
Participated in just 1 series	39 (13%)	55 (15%)	19 (7%)
Participated in 2 or more series	24 (8%)	34 (9%)	5 (2%)
Did not participate in any series	241 (79%)	284 (76%)	244 (91%)
Names of series	<ul style="list-style-type: none"> • Positive Discipline (4) • Family Engagement Institute (3) • Parent Nutrition Class (2) • Sylvan Tutoring (2) • Positive Parenting Program (2) • Abriendo Puertas • Baby Care • Infant Music & Movement • Parent Computer Classes • Parents as Leaders • SEEDS Class • Strengthening Families Program 		

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

A. Chronic Absenteeism Rates

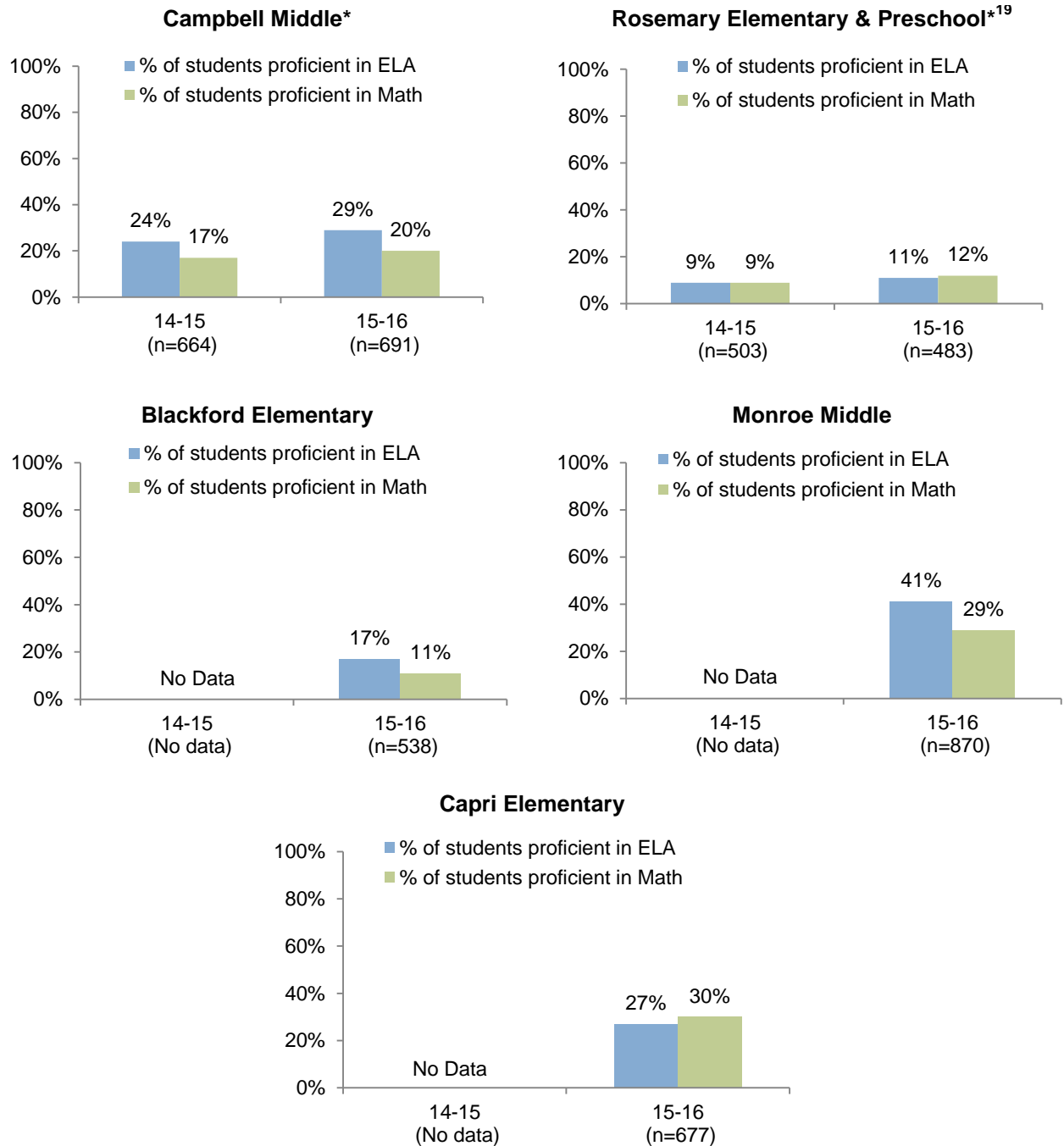
Definition: Students defined as chronically absent miss 10% or more days of school.



¹⁸ The enrollment data from DataQuest only reflects total enrollment for Rosemary Elementary School and does include Preschool enrollment data.

B. Academic Performance

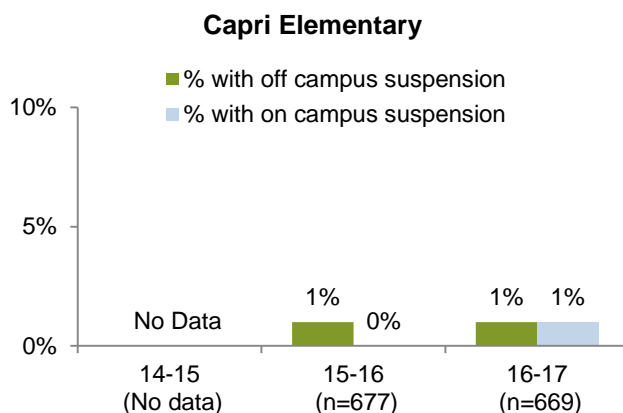
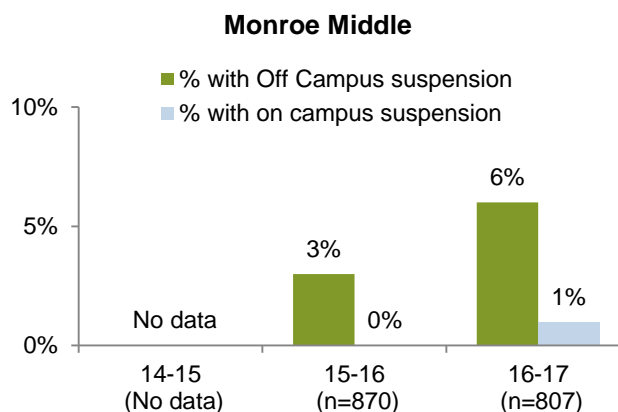
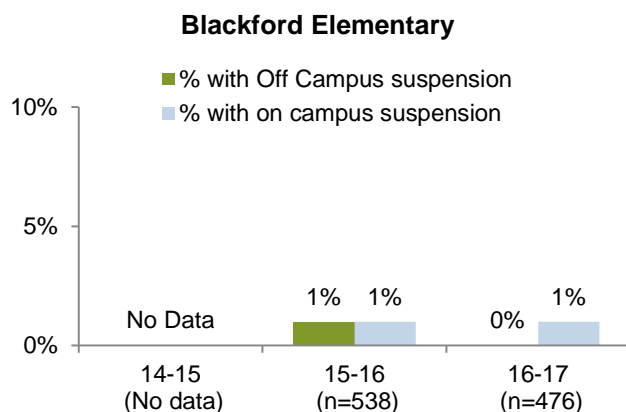
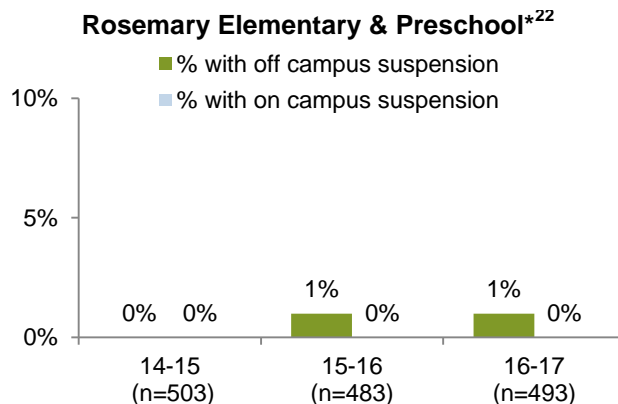
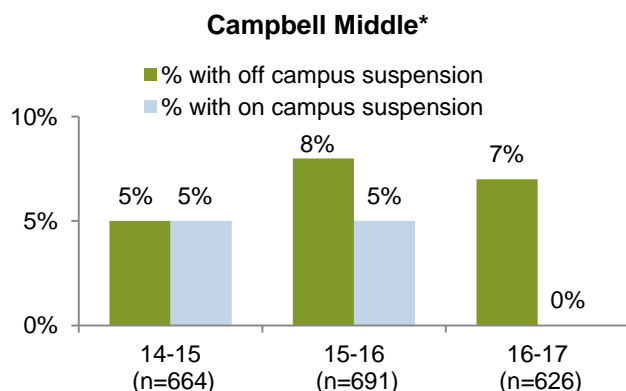
Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



¹⁹ The enrollment data from DataQuest only reflects total enrollment for Rosemary Elementary School and does include Preschool enrollment data.

C. School Climate²⁰

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).²¹



²⁰ Campbell Union District reported no Ed Code Violations in SY 2014–15, 2015–16, and 2016–17.

²¹ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

²² The enrollment data from DataQuest only reflects total enrollment for Rosemary Elementary School and does include Preschool enrollment data.

District Level Snapshot: East Side Union

Student-Level Data

In the 2016–17 school year, East Side Union provided SLS at just one school, which also received additional Measure A funding.²³ This report represents a full year of data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in East Side Union.

Exhibit 1
East Side Union District Overview²⁴

	Measure A: William C Overfelt High
Total Number of Enrolled Students in the Schools	1,462
Number of Students Receiving SLS	616
Percent of Students Receiving SLS	42%

Exhibit 2
East Side Union SLS Student Demographics

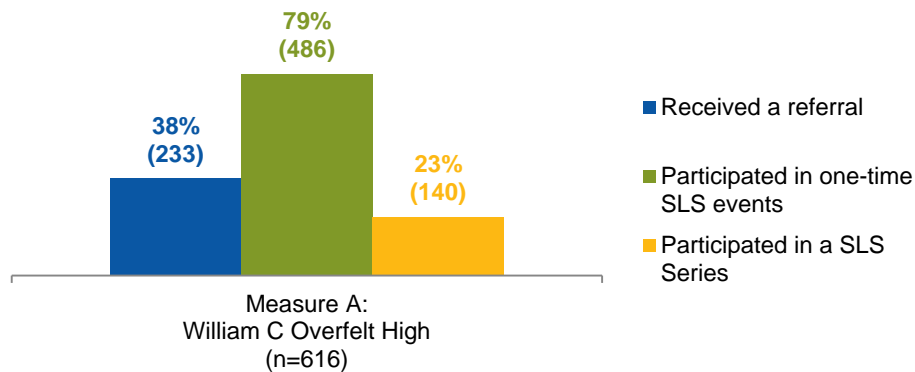
	Measure A: William C Overfelt High (n=606)
Race/Ethnicity	
Latino	476 (79%)
Asian	70 (12%)
Multi-racial/Other	38 (6%)
White	13 (2%)
African American	9 (1%)
Gender	
Male	311 (51%)
Female	295 (49%)
Age	
0–15	345 (57%)
16–25	261 (43%)

²³ See Appendix A for a breakdown of elementary, middle, and high schools by district.

²⁴ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	Measure A: William C Overfelt High (n=606)
Grade	
Preschool–TK, K–5, and 6–8	-
9–12	606 (100%)
Primary Language	
Spanish	403 (67%)
English	131 (22%)
Vietnamese	39 (6%)
Tagalog	17 (3%)
Other, Arabic, Cantonese	16 (3%)

Exhibit 3
East Side Union
Number of Unduplicated Students with at Least One SLS Referral, Event or Series²⁵



Family Referrals

Roughly two-thirds (65%) of SLS students who received a referral during the 2016–17 school year received just one referral, while the remaining one-third (35%) received two or more referrals.

- At William C Overfelt High, there were 425 referrals to 233 students.

²⁵ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

Exhibit 4
East Side Union
Number of Referrals by Category²⁶

	Measure A: William C Overfelt High
Educational	210
Community and Pro-Social	104
Physical Health	56
Behavioral/Mental Health	23
Family Support (e.g., food, housing income assistance)	21
Legal/Policy (e.g., immigration, custody, tenants' rights)	8
Employment Related	3

Exhibit 5
East Side Union
Number of Referrals by Type²⁷

	Measure A: William C Overfelt High
SLS Behavioral Health	235
Community/Nonprofit	155
County Agency	15
Other	15
PEI Behavioral Health	5
Other School	1

²⁶ See Appendix B for definitions for each Referral Category.

²⁷ See Appendix B for definitions for each Referral Type.

Exhibit 6
East Side Union
Referral Status²⁸

	Measure A: William C Overfelt High
Unable to contact family	279
Linked to services	104
Unable to link to services	16
Declined	13
Pending	3

Exhibit 7
East Side Union
Top 3 Referral Organizations

Measure A: William C Overfelt High

- Camp Everytown (103)
- Foothill College Family Engagement Institute (66)
- Parent Project (61)

Family Engagement: One-time SLS Events

- 29 events were offered at East Side Union in the 2016–17 school year, including 17 family engagement one-time workshops, 8 family engagement activities/non-workshops (e.g., move nights, etc.), 2 social skills groups for students, and 2 other events.

Exhibit 8
East Side Union
Participation in SLS One-time Events

	Measure A: William C Overfelt High (n=616)
Participated in just 1 event	371 (60%)
Participated in 2 or more events	115 (19%)
Did not participate in any events	130 (21%)

²⁸ See Appendix B for definitions for each Referral Status.

	Measure A: William C Overfelt High (n=616)
Names of events	<ul style="list-style-type: none"> • Coffee with the Principal/Cafecito (9) • Resource Hour (6) • Field Trip (5) • Parent Welcome (3) • Camp Everytown Interviews • Immigration & DACA • PUENTE Parent Welcome • School Site Council • Sister2Sister Substance Abuse Resource Workshop

Family Engagement: SLS Series

- 17 series were offered at William C Overfelt High in the 2016–17 school year including 8 family engagement activities/non –workshops, 6 family engagement series based workshops, 2 social skills groups for students, and 1 other series.

Exhibit 9 East Side Union Participation in SLS Series

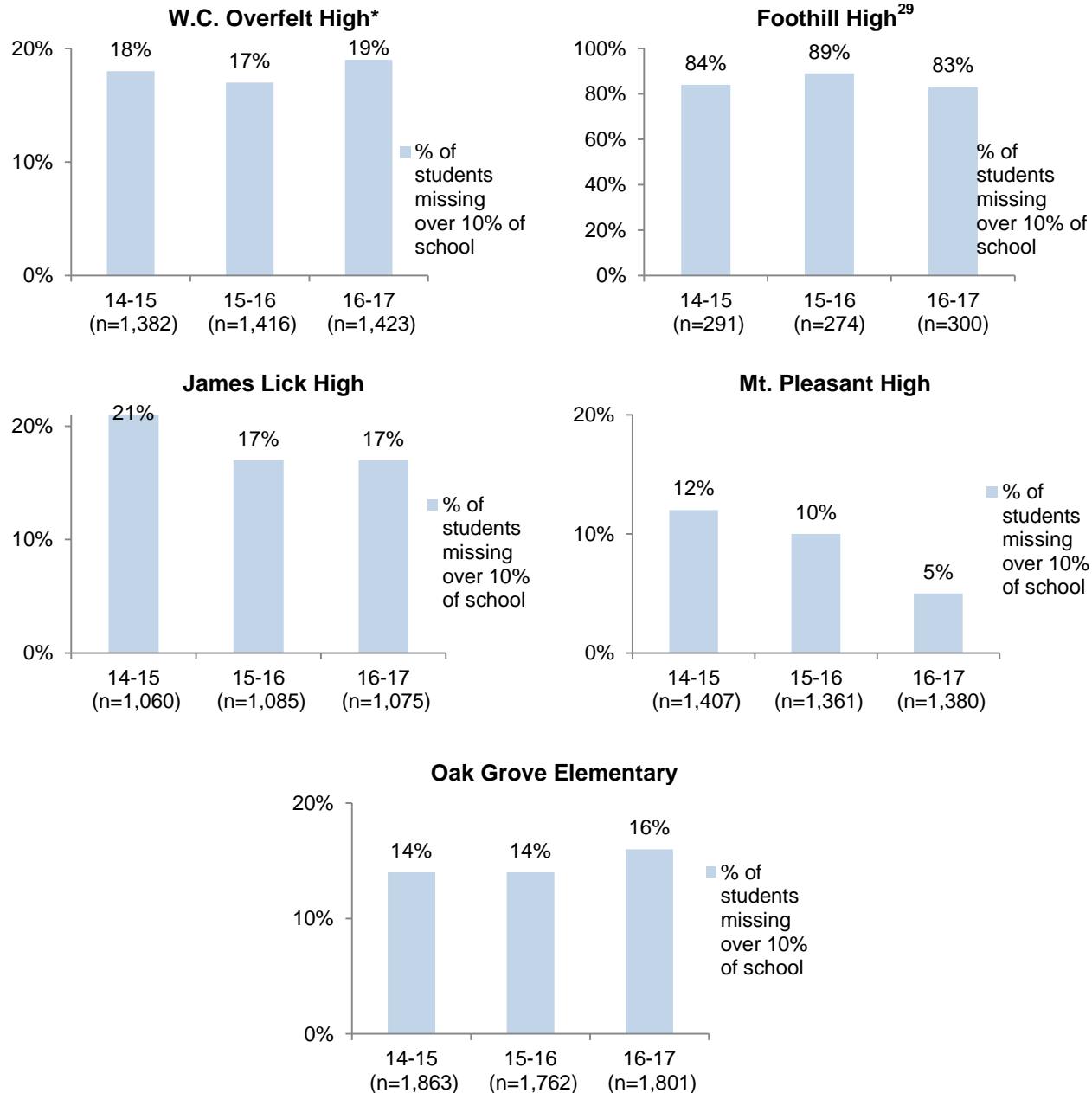
	Measure A: William C Overfelt High (N=616)
Participated in just 1 series	81 (13%)
Participated in 2 or more series	59 (10%)
Did not participate in any series	476 (77%)
Names of series	<ul style="list-style-type: none"> • Zumba (8) • Sylvan Tutoring (3) • Computer Class (2) • Coffee with the Principal/Cafecito • Empowering Our Community for Success • Parent Project • Yes! For Schools

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

A. Chronic Absenteeism Rates

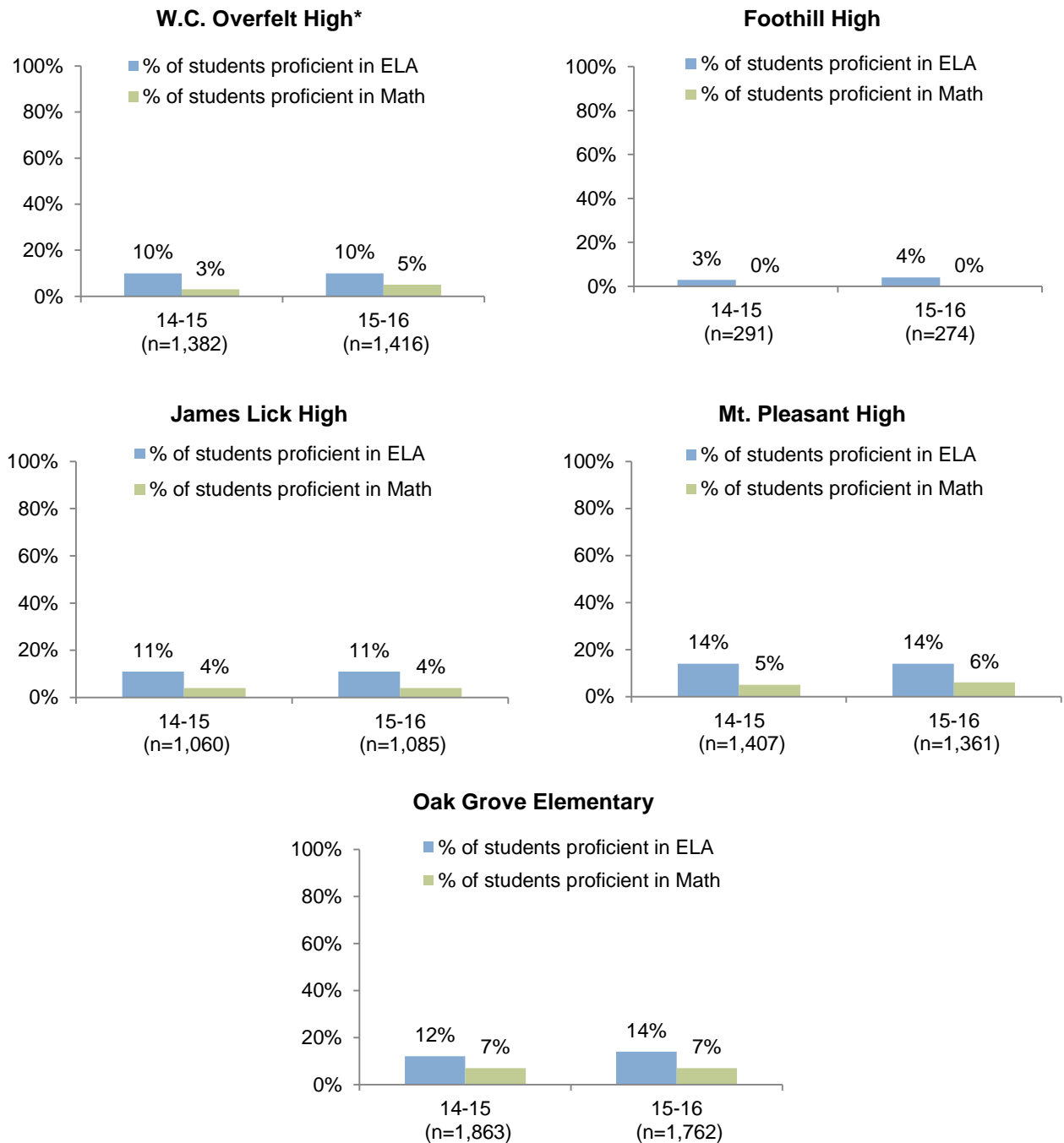
Definition: Students defined as chronically absent miss 10% or more days of school.



²⁹ Please note that the y-axis on this graph extends to 100%, whereas the rest of the Chronic Absenteeism graphs for East Side Union have a y-axis that only extends to 20%. This graph is therefore not visually comparable to the other graphs on this page.

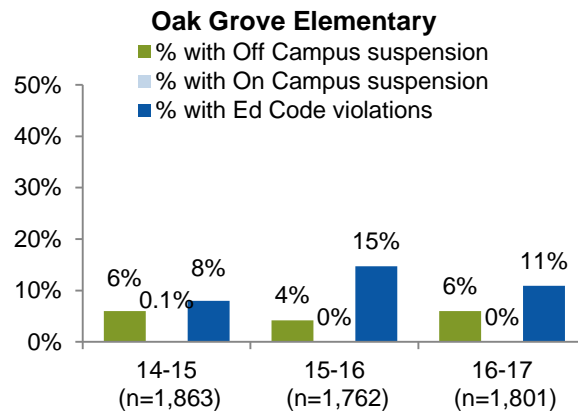
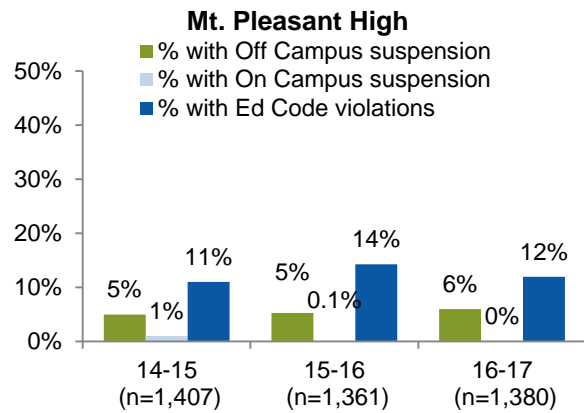
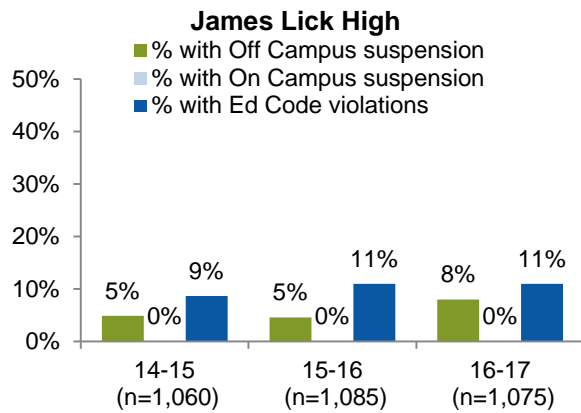
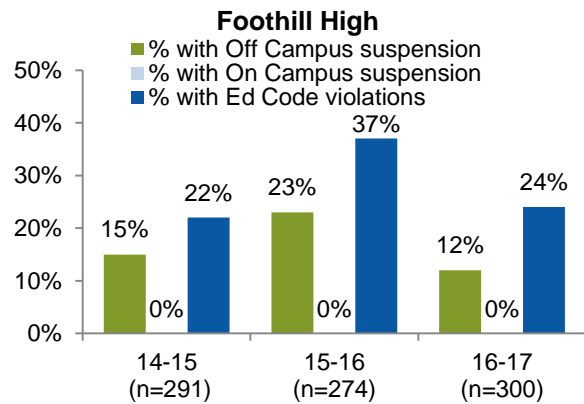
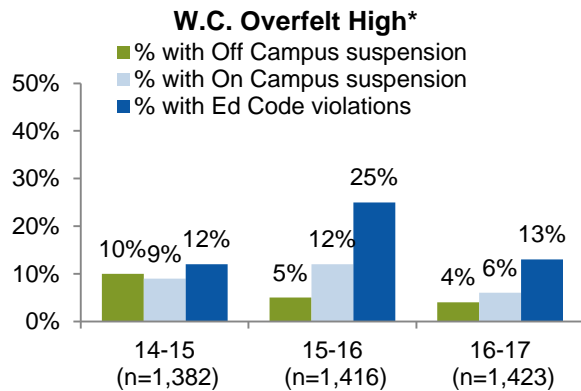
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate³⁰

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).³¹



³⁰ Axes for East Side Union School Climate graphs extend to 50% and are therefore not visually comparable to graphs in other district reports.

³¹ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

District Level Snapshot: Franklin-McKinley

Student-Level Data

In the 2016–17 school year, Franklin-McKinley provided SLS at 17 schools.³² This report represents a full year of data collected by SLS coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Franklin-McKinley.

Exhibit 1
Franklin-McKinley District Overview³³

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	7,988
Number of Students Receiving SLS	1,137
Percentage of Students Receiving SLS	14%

Exhibit 2
Franklin-McKinley SLS Student Demographics

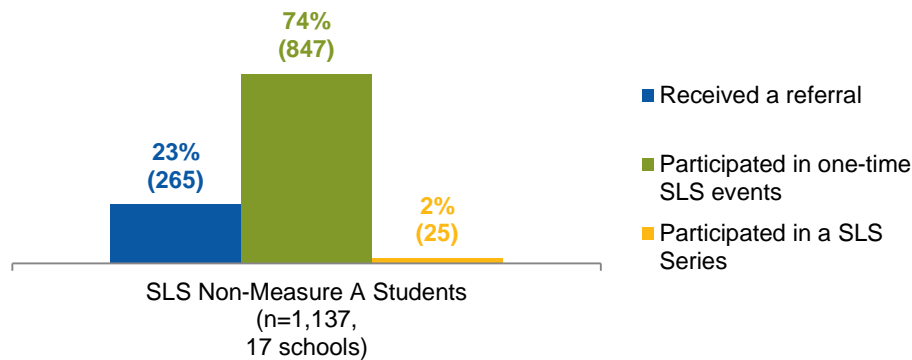
	SLS Non-Measure A Students (n=1,137)
Race/Ethnicity	
Latino	762 (67%)
Asian	285 (25%)
White	36 (3%)
Multi-racial/Other	36 (3%)
African American	17 (1%)
Gender	
Male	574 (51%)
Female	561 (49%)
Age	
0–15	1,133 (100%)
16–25	3 (0.3%)
Grade	

³² See Appendix A for a breakdown of elementary, middle, and high schools by district.

³³ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	SLS Non-Measure A Students (n=1,137)
Preschool–TK	7 (1%)
K–5	1,027 (90%)
6–8	102 (9%)
9–12	-
Primary Language	
English	939 (83%)
Spanish	101 (9%)
Vietnamese	97 (9%)

Exhibit 3
Franklin-McKinley
Number of Unduplicated Students with at Least One SLS Referral, Event, or Series³⁴



Family Referrals

The majority of SLS students (81%) who received a referral during the 2016–17 school year received just one referral.

- At SLS non-Measure A schools, there were 316 referrals to 265 students.

Exhibit 4
Franklin-McKinley
Number of Referrals by Category³⁵

	SLS Non-Measure A Students
Behavioral/Mental Health	216
Family Support (e.g., food, housing income assistance)	81
Educational	8
Community and Pro-Social	4

³⁴ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

³⁵ See Appendix B for definitions for each Referral Category.

	SLS Non-Measure A Students
Employment Related	3
Physical Health	3
Legal/Policy (e.g., immigration, custody, tenants' rights)	1

Exhibit 5
Franklin-McKinley
Number of Referrals by Type³⁶

	SLS Non-Measure A Students
Community/Nonprofit	197
PEI Behavioral Health	65
SLS Behavioral Health	28
County Agency	9
Other School	6
Other	2

Exhibit 6
Franklin-McKinley
Referral Status³⁷

	SLS Non-Measure A Students
Linked to services	256
Declined	33
Unable to link to services	16
Unable to contact family	9
Pending	3

Exhibit 7
Franklin-McKinley
Top 3 Referral Organizations

SLS Non-Measure A Students
<ul style="list-style-type: none"> • Catholic Charities (126) • Community Center (70) • Uplift Family Services (30)

³⁶ See Appendix B for definitions for each Referral Type.

³⁷ See Appendix B for definitions for each Referral Status.

Family Engagement: One-time SLS Events

- All nine one-time SLS events offered in Franklin-McKinley in the 2016–17 school year were social skills groups for students.

Exhibit 8
Franklin-McKinley
Participation in SLS One-Time Events

	SLS Non-Measure A (n=1,137)
Participated in just 1 event	846 (74%)
Participated in 2 or more events	1 (0.1%)
Did not participate in any events	290 (26%)
Names of events	<ul style="list-style-type: none">• Skills Streaming (7)• Kaiser Permanente Educational Theater - Peace Signs• Social Skills

Family Engagement: SLS Series

- One family engagement series based workshop was offered at Franklin McKinley during the 2016–17 school year.

Exhibit 9
Franklin-McKinley
Participation in SLS One-Time Series

	SLS Non-Measure A (n=1,137)
Participated in just 1 series	25 (2%)
Participated in 2 or more series	-
Did not participate in any series	1,112 (98%)
Names of series	<ul style="list-style-type: none">• Computer Fundamentals

District Level Snapshot: Gilroy Unified

Student-Level Data

In the 2016–17 school year, Gilroy Unified provided SLS at 17 schools and 2 of these schools received additional Measure A funding.³⁸ This report represents a full year of data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Gilroy Unified.

Exhibit 1
Gilroy Unified District Overview³⁹

	Measure A: Gilroy High	Measure A: South Valley Middle	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	1,601	861	9,210
Number of Students Receiving SLS	690	177	1,002
Percentage of Students Receiving SLS	43%	21%	11%

Exhibit 2
Gilroy Unified SLS Student Demographics

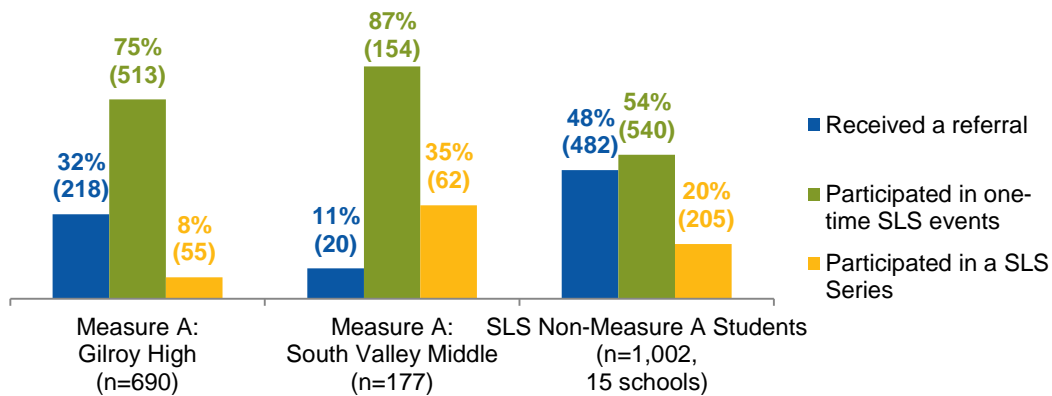
	Measure A: Gilroy High (n=690)	Measure A: South Valley Middle (n=177)	SLS Non-Measure A Students (n=1,002)
Race/Ethnicity			
Latino	403 (58%)	151 (85%)	818 (82%)
Multi-racial/Other	188 (27%)	18 (10%)	28 (3%)
White	84 (12%)	7 (4%)	120 (12%)
African American	9 (1%)	1 (1%)	21 (2%)
Asian	6 (1%)	-	15 (1%)
Gender			
Female	394 (57%)	91 (51%)	467 (47%)
Male	293 (42%)	86 (49%)	535 (53%)
Age			
0–15	318 (46%)	175 (99%)	945 (94%)
16–25	372 (54%)	2 (1%)	56 (6%)

³⁸ See Appendix A for a breakdown of elementary, middle, and high schools by district.

³⁹ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	Measure A: Gilroy High (n=690)	Measure A: South Valley Middle (n=177)	SLS Non-Measure A Students (n=1,002)
Grade			
Preschool–TK	-	-	20 (2%)
K–5	3 (0.4%)	1 (0.6%)	615 (62%)
6–8	3 (0.4%)	160 (90%)	265 (27%)
9–12	684 (99%)	16 (9%)	100 (10%)
Primary Language			
Spanish	480 (70%)	139 (79%)	539 (54%)
English	210 (30%)	38 (21%)	459 (46%)
Vietnamese, Arabic, Other	-	-	4 (0.4%)

Exhibit 3
Gilroy Unified
Number of Unduplicated Students with at Least One SLS Referral, Event, or Series⁴⁰



Family Referrals

Nearly all students at Gilroy High and South Valley Middle who received a referral during the 2016–17 school year received just one referral (94% and 90% respectively).

- At Gilroy High, there were 232 referrals to 218 students.
- At South Valley Middle, there were 22 referrals to 20 students.

The vast majority of SLS non-Measure A students who received a referral received just one referral (95%).

- At SLS non-Measure A schools, there were 514 referrals to 482 students.

⁴⁰ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

Exhibit 4
Gilroy Unified
Number of Referrals by Category⁴¹

	Measure A: Gilroy High	Measure A: South Valley Middle	SLS Non-Measure A Students
Behavioral/Mental Health	67	4	428
Family Support (e.g., food, housing income assistance)	55	17	76
Legal/Policy (e.g., immigration, custody, tenants' rights)	48	-	1
Educational	20	1	4
Physical Health	19	-	-
Employment Related	12	-	-
Community and Pro-Social	11	-	5

Exhibit 5
Gilroy Unified
Number of Referrals by Type⁴²

	Measure A: Gilroy High	Measure A: South Valley Middle	SLS Non-Measure A Students
Community/Nonprofit	179	13	399
County Agency	31	4	1
Other	16	-	6
PEI Behavioral Health	-	-	84
SLS Behavioral Health	3	-	24
Other School	3	5	-

Exhibit 6
Gilroy Unified
Referral Status⁴³

	Measure A: Gilroy High	Measure A: South Valley Middle	SLS Non-Measure A Students
Linked to services	220	19	467
Declined	7	-	21
Unable to link to services	1	2	3

⁴¹ See Appendix B for definitions for each Referral Category.

⁴² See Appendix B for definitions for each Referral Type.

⁴³ See Appendix B for definitions for each Referral Status.

	Measure A: Gilroy High	Measure A: South Valley Middle	SLS Non-Measure A Students
Unable to contact family	1	-	6
Pending	-	1	17

Exhibit 7
Gilroy Unified
Top 3 Referral Organizations

Measure A: Gilroy School	Measure A: South Valley Middle ⁴⁴	SLS Non-Measure A Students
<ul style="list-style-type: none"> Service Immigrant Rights and Education Network (SIREN) (32) Saint Joseph Family Center (26) Community Solutions (25) 	<ul style="list-style-type: none"> Exchange Club (12) Gilroy Unified School District (GUSD) (5) 	<ul style="list-style-type: none"> Rebekah Children's Services (170) Community Solutions (92) Youth Alliance (73)

Family Engagement: One-time SLS Events

- 30 one-time SLS events were offered at Gilroy Unified in the 2016–17 school year, including 17 family engagement one-time workshops, 9 family engagement activities/non-workshops, and 4 other one-time SLS events.

Exhibit 8
Gilroy Unified
Participation in SLS Events

	Measure A: Gilroy High (n=690)	Measure: South Valley Middle (n=177)	SLS Non-Measure A Students (n=1,002)
Participated in just 1 event	464 (67%)	117 (66%)	495 (49%)
Participated in 2 or more events	49 (7%)	37 (21%)	45 (4%)
Did not participate in any events	177 (26%)	23 (13%)	462 (46%)
Names of events	<ul style="list-style-type: none"> Family Social Event (6) Health & Safety Workshop (4) Field Trip (3) Immigration & DACA (3) ALAS Conference Behavioral Health Computer Class For Parents Club CSU Stanislaus Dia de los Muertos Drug And Alcohol Prevention Workshop 		

⁴⁴ Community Solutions, Foothill Community Health Center, Santa Clara County Public Health Department, St. Joseph's, and Discovery Counseling were all tied for third with one referral each.

	Measure A: Gilroy High (n=690)	Measure: South Valley Middle (n=177)	SLS Non-Measure A Students (n=1,002)
Names of events (cont'd)	<ul style="list-style-type: none"> • FAFSA Or A Dream Act • Internet Safety Workshop • My New Red Shoes • PBIS Presentation • Reclassification on English Learning Students • School Loop And Student Grades Workshop • Sra Hub Workshop 		

Family Engagement: SLS Series

- 19 SLS series were offered at Gilroy High School in the 2016–17 school year, including 14 social skills groups for students, 4 family engagement series based workshops, and 1 family engagement activities / non-workshop series.

Exhibit 9 Gilroy Unified Participation in SLS Series

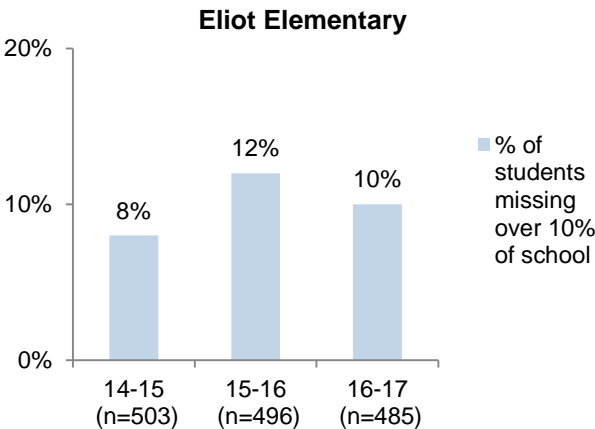
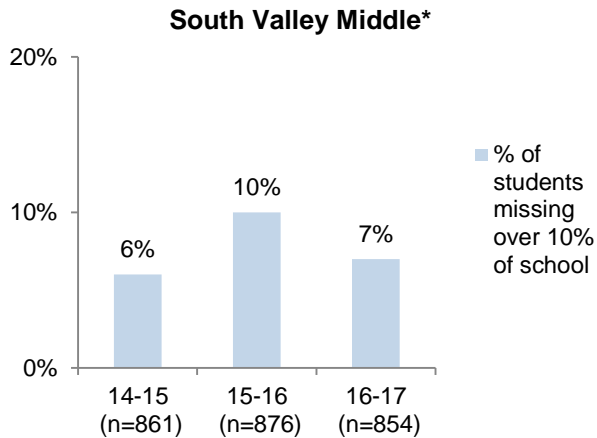
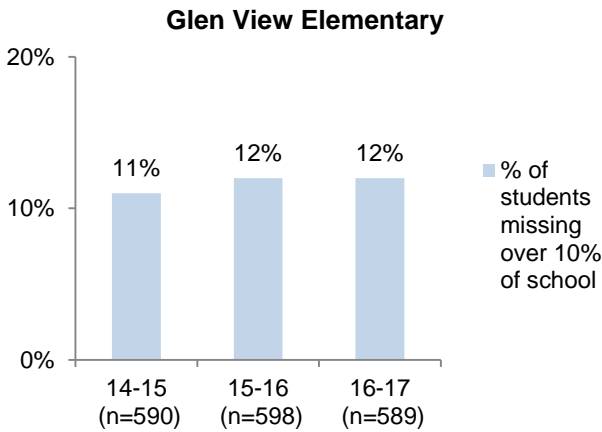
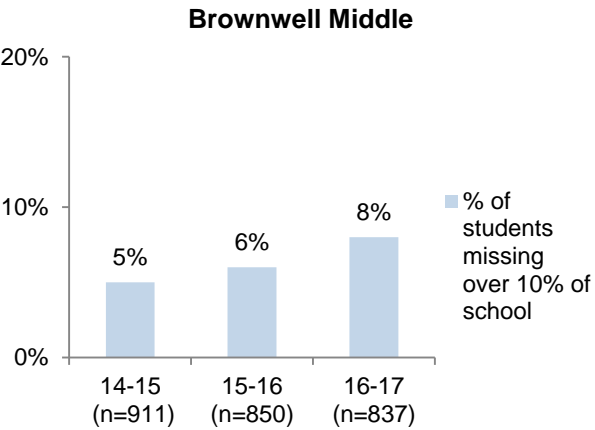
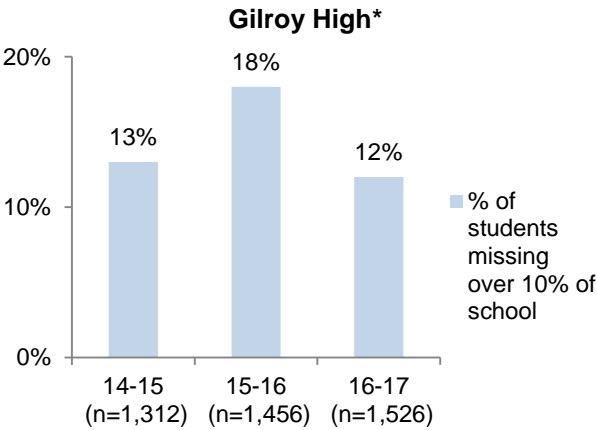
	Measure A: Gilroy High (n=690)	Measure: South Valley Middle (n=177)	SLS Non-Measure A Students (n=32)
Participated in just 1 series	55 (8%)	37 (21%)	195 (19%)
Participated in 2 or more series	-	25 (14%)	10 (1%)
Did not participate in any series	635 (92%)	115 (65%)	797 (80%)
Names of series	<ul style="list-style-type: none"> • Girls Group (3) • Why Try Group (3) • Dina Dinosaur Group (2) • Joven Noble Group (2) • Xinachtli Group (2) • Folklorico Club • HEROES Group • Mariachi Club • Mental Health First Aid • Skills Streaming • Strengthening Families Program • Zumba/Nutrition 		

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

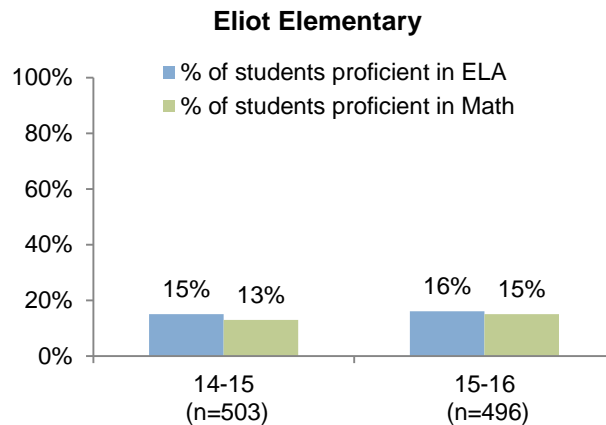
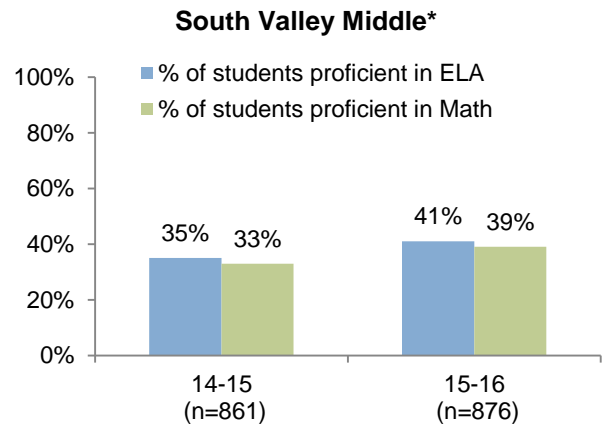
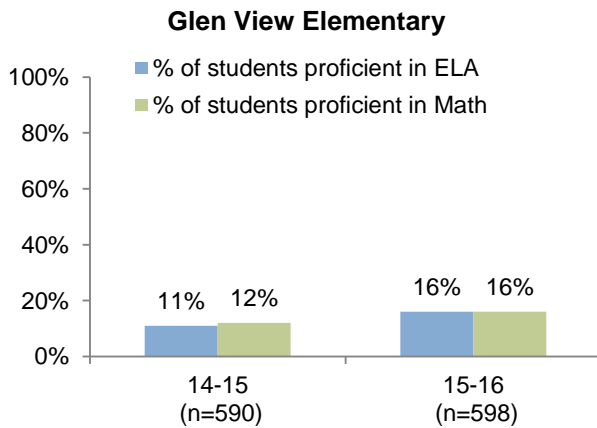
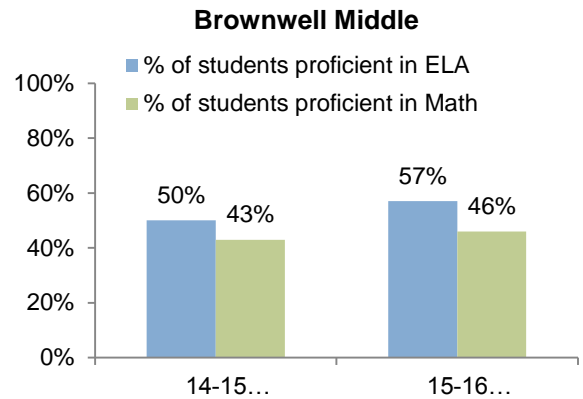
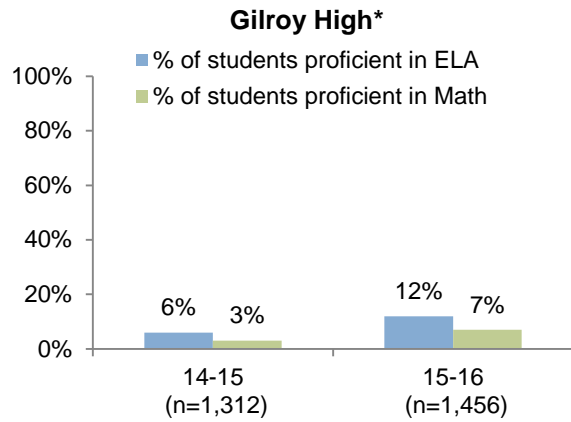
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



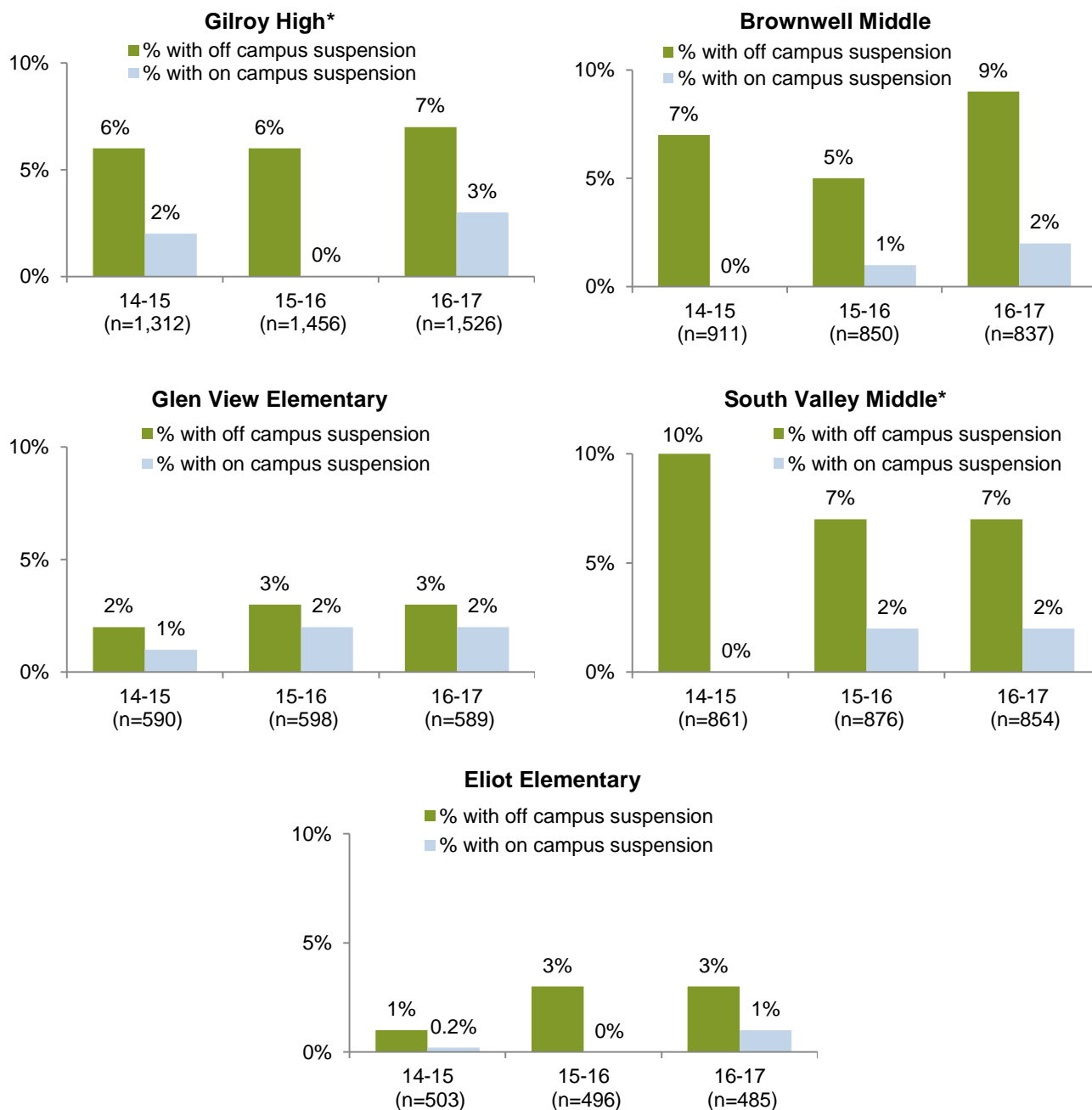
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate⁵⁷

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).⁵⁸



⁵⁷ Gilroy District reported no Ed Code Violations in SY 2014–15, 2015–16, and 2016–17.

⁵⁸ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

District Level Snapshot: Luther Burbank

Student-Level Data

In the 2016–17 school year, Luther Burbank provided SLS at one school, Luther Burbank K-8. This report represents data collected by SLS coordinators in Quarters 1, 2, and 3 of the 2016–17 academic school year.⁵⁹ The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Luther Burbank.

Exhibit 1
Luther Burbank District Overview⁶⁰

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	520
Number of Students Receiving SLS	127
Percentage of Students Receiving SLS	24%

Exhibit 2
Luther Burbank SLS Student Demographics

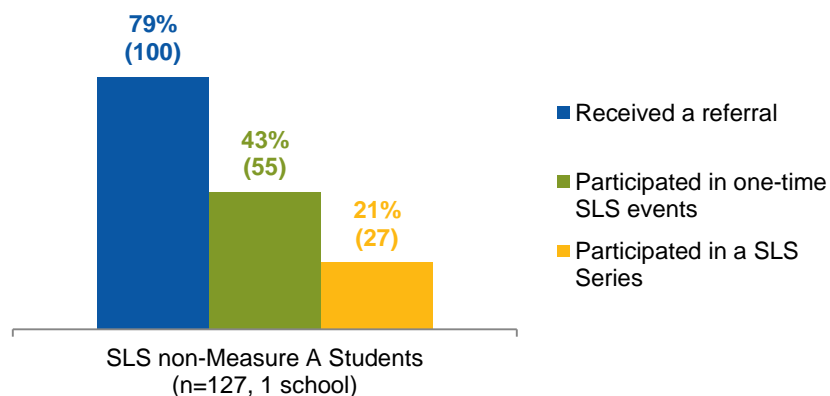
	SLS Non-Measure A Students (n=127)
Race/Ethnicity	
Latino	123 (97%)
White, Multi-racial/Other	4 (3%)
Gender	
Male	76 (60%)
Female	51 (40%)
Age	
0–15	127 (100%)
Grade	
Preschool–TK	2 (2%)
K–5	92 (72%)
6–8	33 (26%)
9–12	-

⁵⁹ No student-level data was received for Luther Burbank for Q4 of the 2016–17 academic school year.

⁶⁰ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	SLS Non-Measure A Students (n=127)
Primary Language	
Spanish	68 (54%)
English	59 (46%)

Exhibit 3
Luther Burbank
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁶¹



Family Referrals

All but two SLS students who received a referral during 2016–17 school year received just one referral.

- At Luther Burbank K-8, there were 103 referrals to 100 students.

Exhibit 4
Luther Burbank
Number of Referrals by Category⁶²

	SLS Non-Measure A Students
Family Support (e.g., food, housing income assistance)	70
Behavioral/Mental Health	33
Physical Health	-
Educational	-
Employment Related	-
Community and Pro-Social	-
Legal/Policy (e.g., immigration, custody, tenants' rights)	-

⁶¹ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

⁶² See Appendix B for definitions for each Referral Category.

Exhibit 5
Luther Burbank
Number of Referrals by Type⁶³

	SLS Non-Measure A Students
Community/Nonprofit	92
County Agency	8
Other School	3
PEI Behavioral Health	-
SLS Behavioral Health	-
Other	-

Exhibit 6
Luther Burbank
Referral Status⁶⁴

	SLS Non-Measure A Students
Linked to services	99
Declined	4
Unable to link to services	-
Pending	-
Unable to contact family	-

Exhibit 7
Luther Burbank
Top 3 Referral Organizations

SLS Non-Measure A Students

- Assistant League (61)
- Children's Health Council (CHC) (12)
- Alum Rock Counseling Center (ARCC) (9)

Family Engagement: One-time SLS Events

- A total of ten one-time SLS events were offered at Luther Burbank during the 2016–17 school year. Seven were social skills groups for students and three were family engagement one-time workshops.

⁶³ See Appendix B for definitions for each Referral Type.

⁶⁴ See Appendix B for definitions for each Referral Status.

Exhibit 8
Luther Burbank
Participation in SLS One-Time Events

	SLS Non-Measure A (n=127)
Participated in just 1 event	12 (9%)
Participated in 2 or more events	43 (34%)
Did not participate in any events	72 (57%)
Names of events	<ul style="list-style-type: none"> • Social Group (7) • Behavioral Success at Home • Immigration & DACA • Read Aloud Strategies for Parents

Family Engagement: SLS Series

- Two SLS series were offered at Luther Burbank during the 2016–17 school year. Both series were family engagement series based workshops.

Exhibit 9
Luther Burbank
Participation in SLS One-Time Series

	SLS Non-Measure A (n=127)
Participated in just 1 series	16 (13%)
Participated in 2 or more series	11 (9%)
Did not participate in any series	100 (79%)
Names of series	<ul style="list-style-type: none"> • Bullying vs. Conflict • Positive Power Words

District Level Snapshot: Morgan Hill Unified

Student-Level Data

In the 2016–17 school year, Morgan Hill Unified provided SLS at eight schools.⁶⁵ This report represents a full year of data collected by SLS coordinators in Quarters 1, 2, 3 and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral and service data collected by SLS coordinators in Morgan Hill Unified.

Exhibit 1

Morgan Hill Unified District Overview⁶⁶

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	5,996
Number of Students Receiving SLS	318
Percentage of Students Receiving SLS	5%

Exhibit 2

Morgan Hill Unified SLS Student Demographics

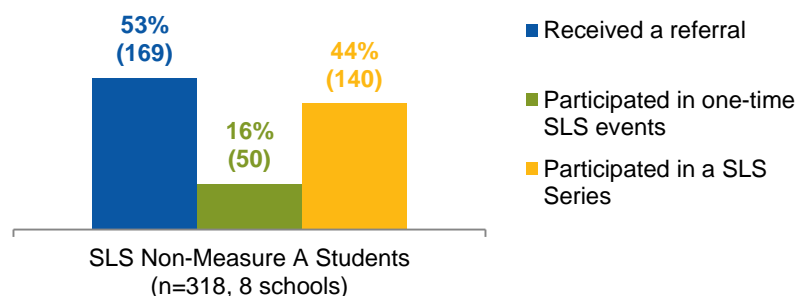
	SLS Non-Measure A Students (n=318)
Race/Ethnicity	
Latino	202 (64%)
White	86 (27%)
Asian	15 (5%)
Multi-racial/Other	9 (3%)
African American	6 (2%)
Gender	
Male	166 (52%)
Female	152 (48%)
Age	
0–15	316 (99%)
16–25	2 (1%)

⁶⁵ See Appendix A for a breakdown of elementary, middle, and high schools by district.

⁶⁶ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

SLS Non-Measure A Students (n=318)	
Grade	
Preschool–TK	3 (1%)
K–5	285 (90%)
6–8	27 (8%)
9–12	3 (1%)
Primary Language	
English	206 (65%)
Spanish	110 (35%)
Mandarin, Vietnamese	2 (0.6%)

Exhibit 3
Morgan Hill Unified
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁶⁷



Family Referrals

Nearly all SLS students who received a referral at Morgan Hill Unified during the 2016–17 school year received just one referral (93%).

- At SLS non-Measure A schools, there were 181 referrals to 169 students.

Exhibit 4
Morgan Hill Unified
Number of Referrals by Category⁶⁸

SLS Non-Measure A Students	
Behavioral/Mental Health	168
Community and Pro-Social	10
Physical Health	2

⁶⁷ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

⁶⁸ See Appendix B for definitions for each Referral Category.

	SLS Non-Measure A Students
Educational	1
Employment Related	-
Family Support (e.g., food, housing income assistance)	-
Legal/Policy (e.g., immigration, custody, tenants' rights)	-

Exhibit 5
Morgan Hill Unified
Number of Referrals by Type⁶⁹

	SLS Non-Measure A Students
PEI Behavioral Health	139
Community/Nonprofit	19
SLS Behavioral Health	12
Other	10
Other School	1
County Agency	-

Exhibit 6
Morgan Hill Unified
Referral Status⁷⁰

	SLS Non-Measure A Students
Linked to services	148
Unable to contact family	17
Declined	8
Pending	7
Unable to link to services	5

⁶⁹ See Appendix B for definitions for each Referral Type.

⁷⁰ See Appendix B for definitions for each Referral Status.

Exhibit 7
Morgan Hill Unified
Top 3 Referral Organizations

SLS Non-Measure A Students

- Community Solutions (96)
- Rebekah's Children's Services (57)
- Discovery Counseling (14)

Family Engagement: One-time SLS Events

- Two one-time SLS events were offered in Morgan Hill Unified during the 2016–17 school year. Both events were family engagement activity / non-workshops.

Exhibit 8
Morgan Hill Unified
Participation in SLS One-time Events

	SLS Non-Measure A (n=318)
Participated in just 1 event	36 (11%)
Participated in 2 or more events	14 (4%)
Did not participate in any events	268 (84%)
Names of events	<ul style="list-style-type: none"> • Fiesta Care Fair • Library Event

Family Engagement: SLS Series

- 11 series were offered at Morgan Hill Unified during the 2016–17 school year, including 7 social skills groups for students and 4 family engagement series based workshops.

Exhibit 9
Morgan Hill
Participation in SLS One-time Series

	SLS Non-Measure A (n=318)
Participated in just 1 series	136 (43%)
Participated in 2 or more series	4 (1%)
Did not participate in any series	178 (56%)
Names of series	<ul style="list-style-type: none"> • Skill Streaming (7) • Strengthening Families Program (3) • Positive Parenting Program (2)

District Level Snapshot: Mt. Pleasant

Student-Level Data

In the 2016–17 school year, Mt. Pleasant provided SLS at five schools.⁷¹ This report represents a full year of data collected by SLS coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Mt. Pleasant.

Exhibit 1

Mt. Pleasant District Overview⁷²

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	2,370
Number of Students Receiving SLS	524
Percentage of Students Receiving SLS	22%

Exhibit 2

Mt. Pleasant SLS Student Demographics

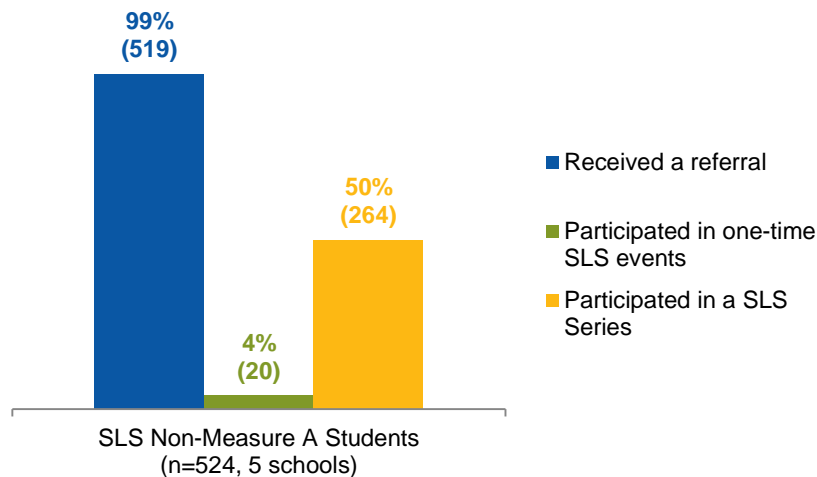
	SLS Non-Measure A Students (n=524)
Race/Ethnicity	
Latino	402 (77%)
Asian	56 (11%)
Multi-racial/Other	35 (7%)
African American	17 (3%)
White	14 (3%)
Gender	
Male	292 (56%)
Female	232 (44%)
Age	
0–15	292 (99.8%)
16–25	1 (0.2%)
Grade	
Preschool–TK	10 (2%)
K–5	191 (36%)

⁷¹ See Appendix A for a breakdown of elementary, middle, and high schools by district.

⁷² Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	SLS Non-Measure A Students (n=524)
6–8	323 (62%)
9–12	-
Primary Language	
Spanish	244 (47%)
English	234 (45%)
Vietnamese	30 (6%)
Tagalog, Mandarin, Cantonese, Other	15 (3%)

Exhibit 3
Mt. Pleasant
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁷³



Family Referrals

Roughly 4 of 5 students (82%) who received a referral during the 2016-17 school year received just one referral.

- At SLS Non-Measure A schools, there were 629 referrals to 519 students.

Exhibit 4
Mt. Pleasant
Number of Referrals by Category⁷⁴

	SLS Non-Measure A Students
Behavioral/Mental Health	303

⁷³ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

⁷⁴ See Appendix B for definitions for each Referral Category.

	SLS Non-Measure A Students
Educational	254
Family Support (e.g., food, housing income assistance)	27
Physical Health	25
Community and Pro-Social	18
Legal/Policy (e.g., immigration, custody, tenants' rights)	2
Employment Related	-

Exhibit 5
Mt. Pleasant
Number of Referrals by Type⁷⁵

	SLS Non-Measure A Students
Community/Nonprofit	431
PEI Behavioral Health	142
SLS Behavioral Health	33
Other School	14
County Agency	6
Other	3

Exhibit 6
Mt. Pleasant
Referral Status⁷⁶

	SLS Non-Measure A Students
Linked to services	459
Pending	92
Declined	49
Unable to link to services	16
Unable to contact family	13

⁷⁵ See Appendix B for definitions for each Referral Type.

⁷⁶ See Appendix B for definitions for each Referral Status.

Exhibit 7
Mt. Pleasant
Top 3 Referral Organizations

SLS Non-Measure A Students

- Advent Ministries (241)
- Alum Rock Counseling Center (ARCC) (159)
- Foothill Community Health Center (132)

Family Engagement: One-time SLS Events

Exhibit 8
Mt. Pleasant
Participation in SLS One-time Events

	SLS Non-Measure A (n=524)
Participated in just 1 event	20 (4%)
Participated in 2 or more events	-
Did not participate in any events	504 (96%)
Names of events	<ul style="list-style-type: none"> • Big Smiles Dental Mobile • City of San Jose Crime Prevention

Family Engagement: SLS Series

- Five SLS Series were offered at Mt. Pleasant during the 2016–17 school year, including two family engagement series based workshops, one family engagement activity/non-workshop series, and two other SLS series.

Exhibit 9
Mt. Pleasant
Participation in SLS One-time Series

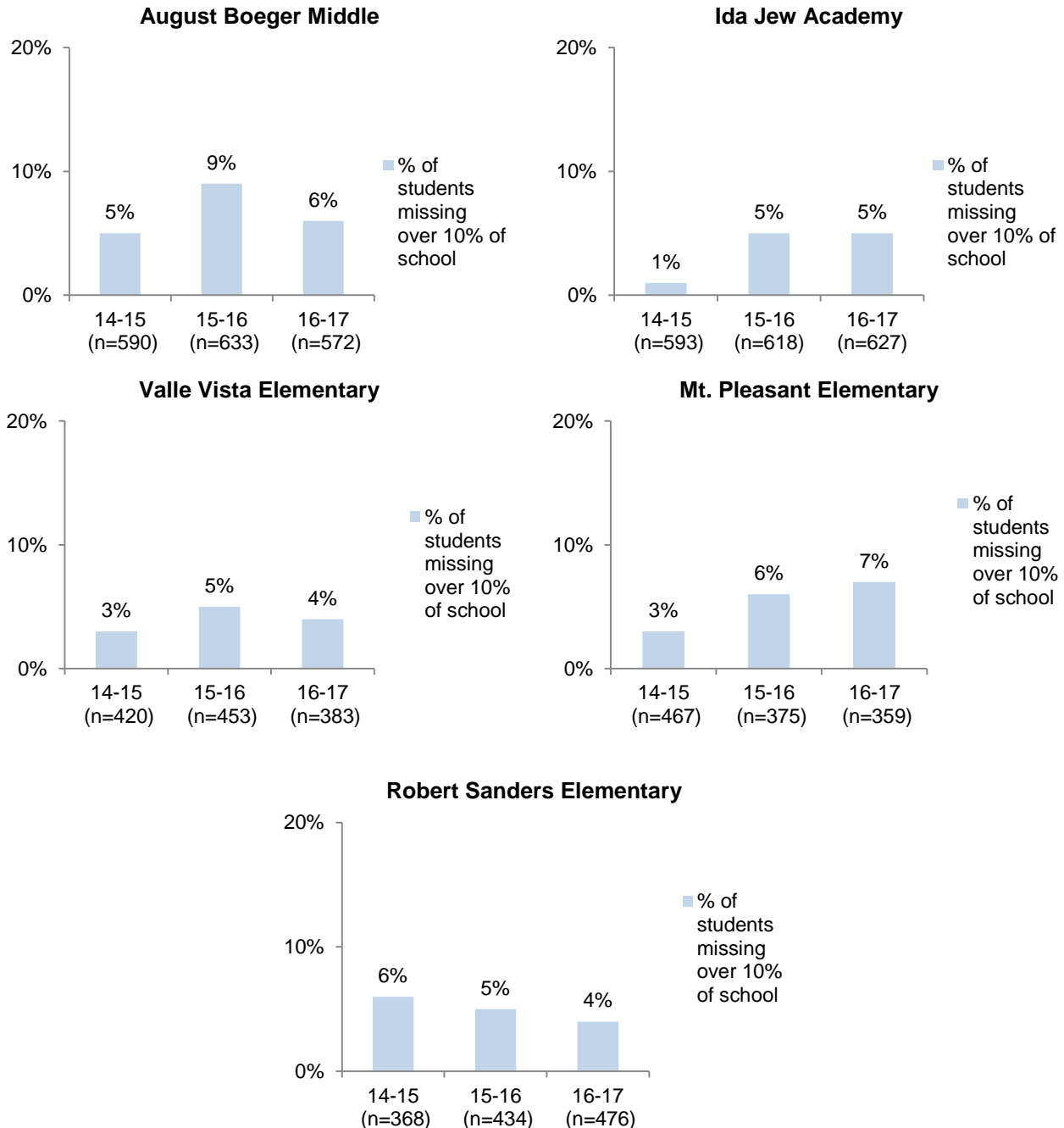
	SLS Non-Measure A (n=524)
Participated in just 1 series	262 (50%)
Participated in 2 or more series	2 (0.4%)
Did not participate in any series	260 (49.6%)
Names of series	<ul style="list-style-type: none"> • Strengthening Families Program (3) • Too Good For Drugs (2)

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

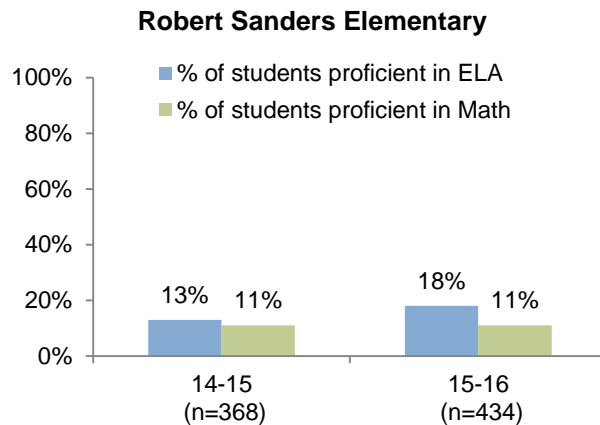
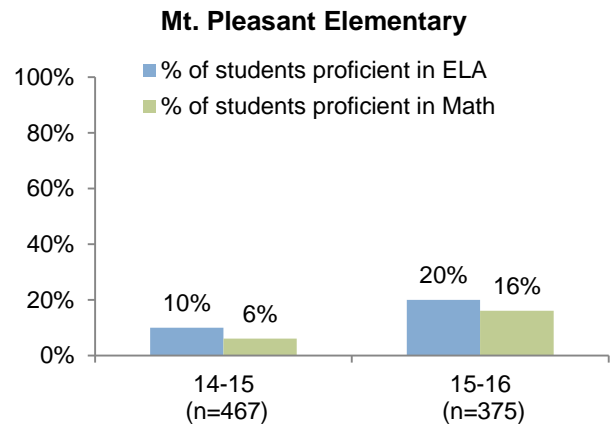
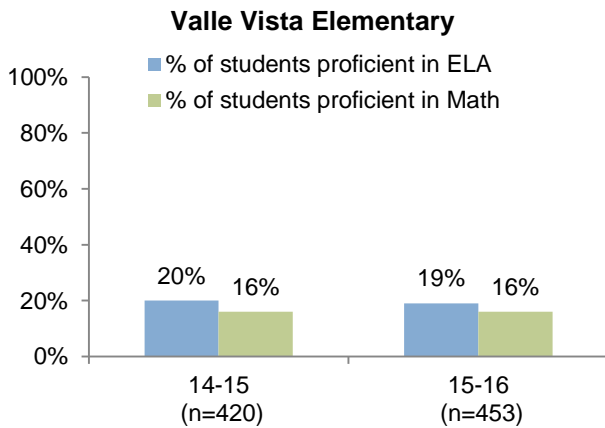
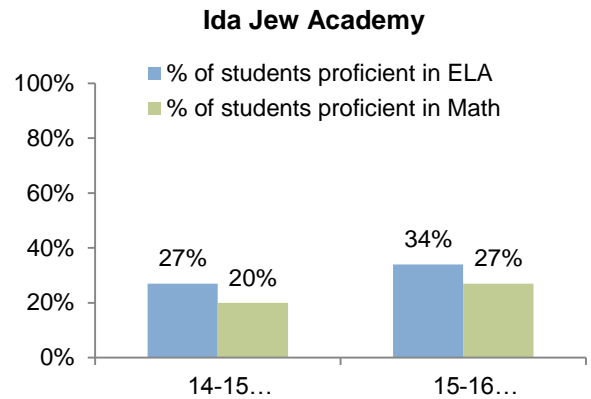
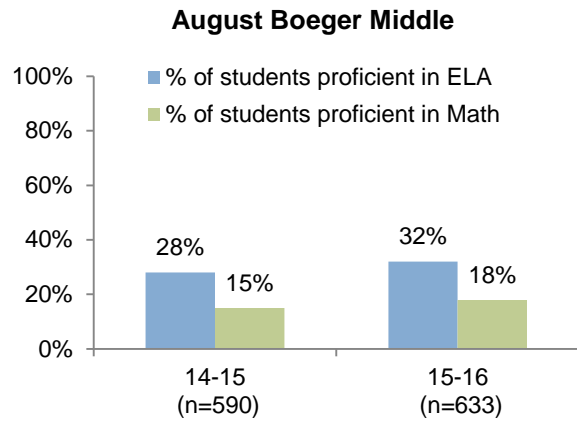
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



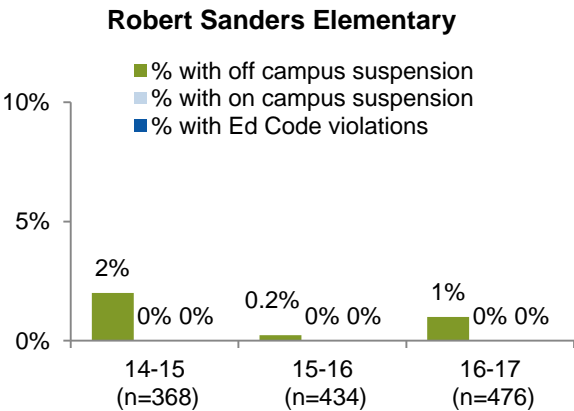
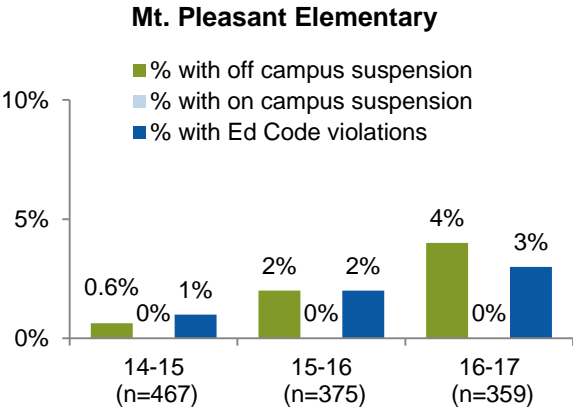
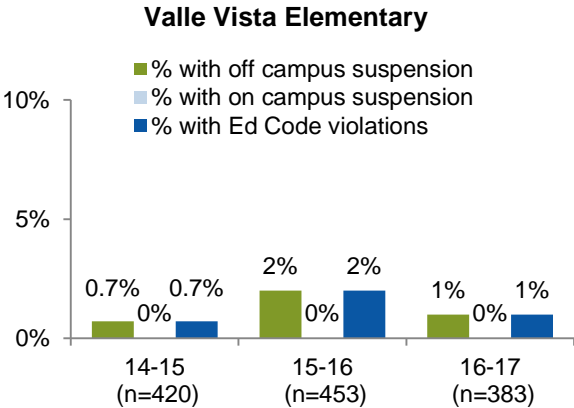
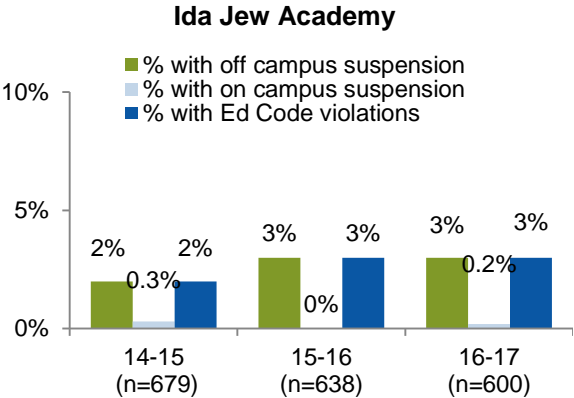
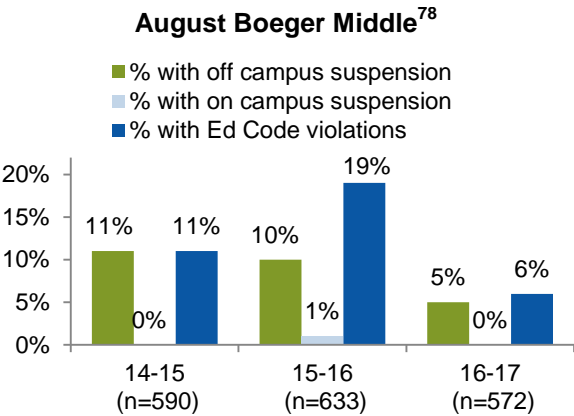
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).⁷⁷



⁷⁷ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

⁷⁸ Please note that the y-axis on this graph extends to 20%, whereas the rest of the School Climate graphs for Mt. Pleasant have a y-axis that only extends to 10%. The graph for August Boeger Middle is therefore not visually comparable to the other graphs on this page.

District Level Snapshot: Mountain View Whisman

Student-Level Data

In the 2016–17 school year, Mountain View Whisman provided SLS at ten schools and two of these schools received additional Measure A funding.⁷⁹ This report represents a full year of data collected by SLS and Measure A coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Mountain View Whisman.

Exhibit 1

Mountain View Whisman District Overview⁸⁰

	Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	274	845	3,986
Number of Students Receiving SLS	247	121	1,474
Percentage of Students Receiving SLS	90%	14%	37%

Exhibit 2

Mountain View Whisman SLS Student Demographics

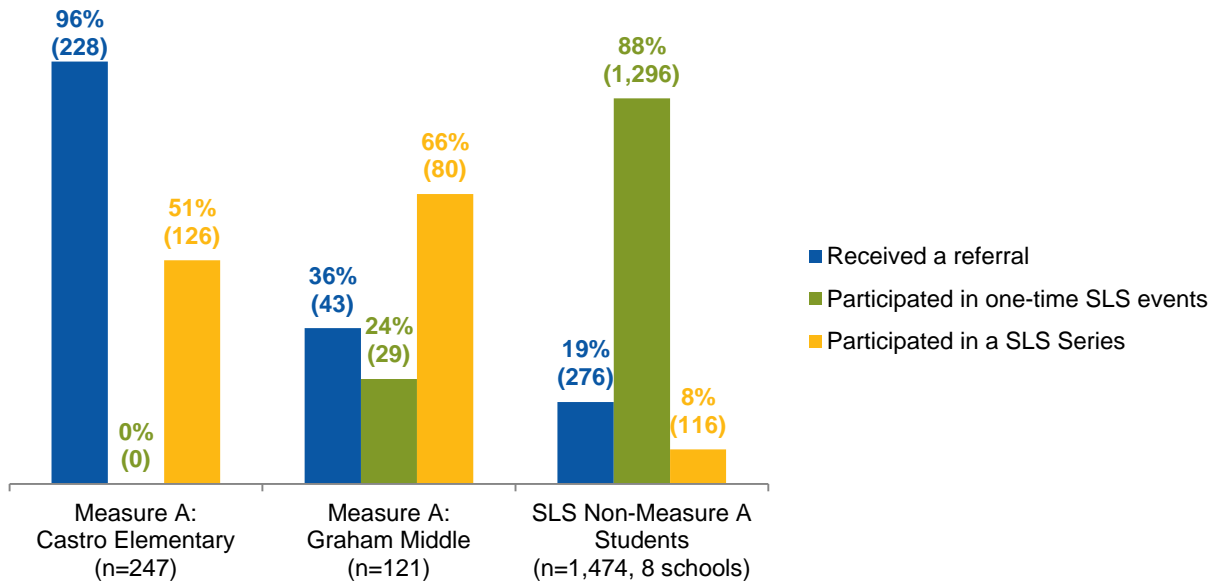
	Measure A: Castro Elementary (n=247)	Measure A: Graham Middle (n=121)	SLS Non-Measure A Students (n=1,457-1,474)
Race/Ethnicity			
Latino	225 (91%)	95 (79%)	735 (50%)
White	7 (3%)	15 (12%)	393 (27%)
Multi-racial/Other	11 (4%)	6 (5%)	170 (12%)
Asian	2 (1%)	5 (4%)	134 (9%)
African American	2 (1%)	-	42 (3%)
Gender			
Female	125 (51%)	55 (55%)	747 (51%)
Male	122 (49%)	66 (55%)	727 (49%)
Age			
0–15	247 (100%)	121 (100%)	1,456 (100%)
16–25	-	-	1 (0.1%)

⁷⁹ See Appendix A for a breakdown of elementary, middle and high schools by district.

⁸⁰ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	Measure A: Castro Elementary (n=247)	Measure A: Graham Middle (n=121)	SLS Non-Measure A Students (n=1,457-1,474)
Grade			
Preschool–TK	-	-	20 (1%)
K–5	247 (100%)	-	961 (65%)
6–8	-	121 (100%)	493 (33%)
9–12	-	-	-
Primary Language			
Spanish	214 (87%)	90 (74%)	581 (39%)
English	19 (8%)	21 (17%)	622 (42%)
Other	12 (5%)	7 (6%)	176 (12%)
Mandarin	1 (0.4%)	1 (1%)	51 (3%)
Tagalog	1 (0.4%)	1 (1%)	19 (1%)
Vietnamese	-	-	11 (1%)
Cantonese	-	1 (1%)	8 (1%)
Arabic	-	-	6 (0.4%)

Exhibit 3
Mountain View Whisman
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁸¹



⁸¹ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

Family Referrals

The majority of students who received a referral at Castro Elementary had two or more referrals (69%).

- At Castro Elementary, there were 428 referrals to 238 students.

All SLS students who received a referral at Graham Middle during the 2016–17 school year received just one referral.

- At Graham Middle, there were 43 referrals to 43 students.

One of every four SLS non-Measure A students who received a referral in 2016–17 received two or more referrals.

- At SLS non-Measure A schools, there were 367 referrals to 276 students.

Exhibit 4
Mountain View Whisman
Number of Referrals by Category⁸²

	Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
Family Support (e.g., food, housing income assistance)	325	-	210
Behavioral/Mental Health	25	17	116
Educational	78	26	27
Community and Pro-Social	-	-	14
Physical Health	-	-	-
Employment Related	-	-	-
Legal/Policy (e.g., immigration, custody, tenants' rights)	-	-	-

Exhibit 5
Mountain View Whisman
Number of Referrals by Type⁸³

	Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
Community/Nonprofit	123	-	296
Other	223	26	3
Other School	57	-	18
PEI Behavioral Health	-	-	38

⁸² See Appendix B for definitions for each Referral Category.

⁸³ See Appendix B for definitions for each Referral Type.

	Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
SLS Behavioral Health	25	17	9
County Agency	-	-	3

Exhibit 6
**Mountain View Whisman
Referral Status⁸⁴**

	Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
Linked to services	421	43	341
Declined	6	-	8
Pending	-	-	10
Unable to contact family	-	-	5
Unable to link to services	-	-	2

Exhibit 7
**Mountain View Whisman
Top 3 Referral Organizations**

Measure A: Castro Elementary	Measure A: Graham Middle	SLS Non-Measure A Students
<ul style="list-style-type: none"> Free/Reduced Meal Eligibility (223) Beyond the Bell (49) CHAC (23) 	<ul style="list-style-type: none"> Tuesday Tutoring (26) Uplift Family Services (14) CHAC (3) 	<ul style="list-style-type: none"> Non-Emergency Police (135) CHAC (56) Cops that Care (35)

Family Engagement: One-time SLS Events

- 30 of 60 one-time SLS events offered in Mountain View Whisman were family engagement activities/ non-workshop (e.g., movie nights, etc.), 28 were family engagement one-time workshops; and 2 were other types of SLS one-time of events.

⁸⁴ See Appendix B for definitions for each Referral Status.

Exhibit 8
Mountain View Whisman
Participation in SLS One-time Events⁸⁵

	Measure A: Castro Elementary (n=247)	Measure A: Graham Middle (n=121)	SLS Non-Measure A Students (n=1,474)
Participated in just 1 event	-	12 (10%)	855 (58%)
Participated in 2 or more events	-	17 (14%)	441 (30%)
Did not participate in any events	247 (100%)	92 (76%)	178 (12%)
Names of events	<ul style="list-style-type: none"> • Coffee with the Principal/Cafecito (12) • ELAC (9) • Parent University (6) • Parent Ed Night (4) • Back to School Night (2) • Immigration & DACA (2) • Istation Meeting (2) • Parent Presentation (2) • School Orientation (2) • Acuitus • Backpack Giveaway • Family Fun Night • Latino/a Role Model Conference • Letter Camp • Newcomer Dinner • PIQE • Power School • Tamale Making Social 		

Family Engagement: SLS Series

- 19 SLS series were held at Mountain View Whisman in the 2016–17 school year, including 10 family engagement workshop based series, 5 family engagement activities/non-workshop series, and 3 social skills groups for students.

Exhibit 9
Mountain View Whisman
Participation in SLS One-time Series

	Measure A: Castro Elementary (n=247)	Measure A: Graham Middle (n=121)	SLS Non-Measure A Students (n=1,474)
Participated in just 1 series	76 (31%)	72 (60%)	104 (7%)
Participated in 2 or more series	50 (20%)	8 (7%)	12 (1%)

⁸⁵ No student level data was collected for the events at Castro Elementary, largely due to confidentiality of their participation in those events (e.g., Free/Reduced Meal Applications).

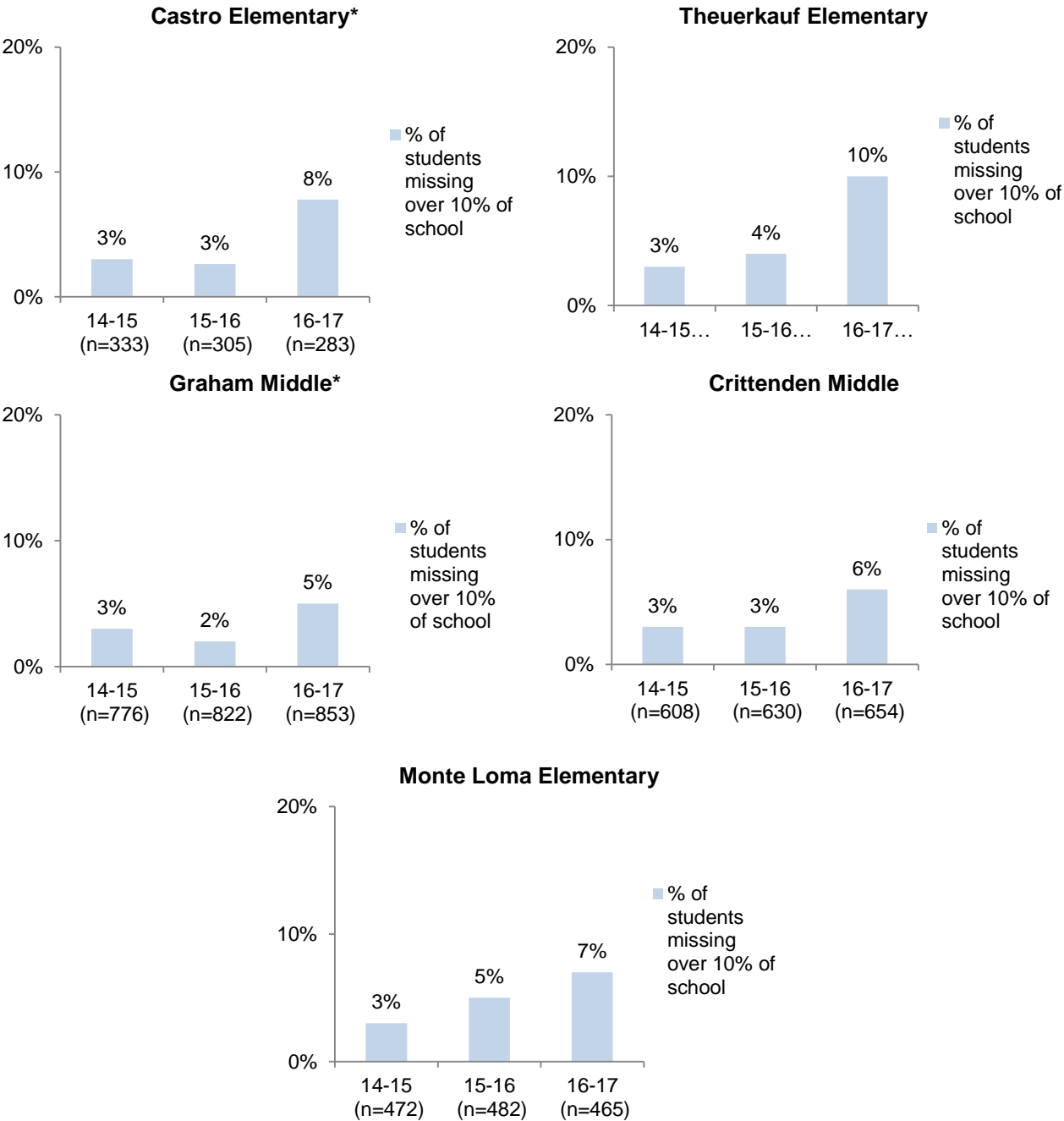
	Measure A: Castro Elementary (n=247)	Measure A: Graham Middle (n=121)	SLS Non-Measure A Students (n=1,474)
Did not participate in any series	121 (49%)	41 (34%)	1,358 (92%)
Names of series	<ul style="list-style-type: none"> • Vision Literacy - ESL Classes for Parents (4) • Cheetah Cubs Season Session (3) • Family Engagement Initiative (3) • PIQE Workshop (3) • Amigos de las Americas • Little Lions Playgroup • Parent University • Positive Parenting Program • S.L.A.M -Science, Literature, Art, and More • Soar into Summer Reading 		

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

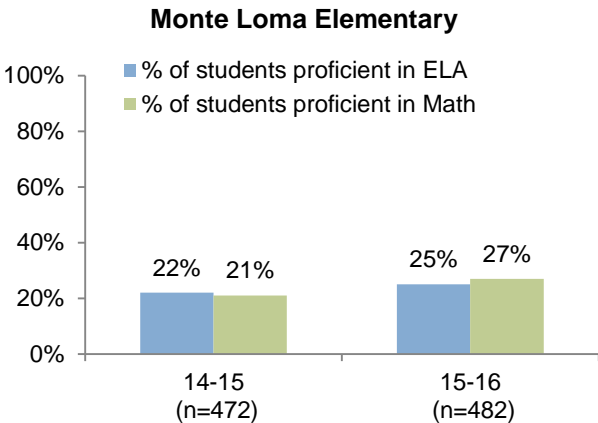
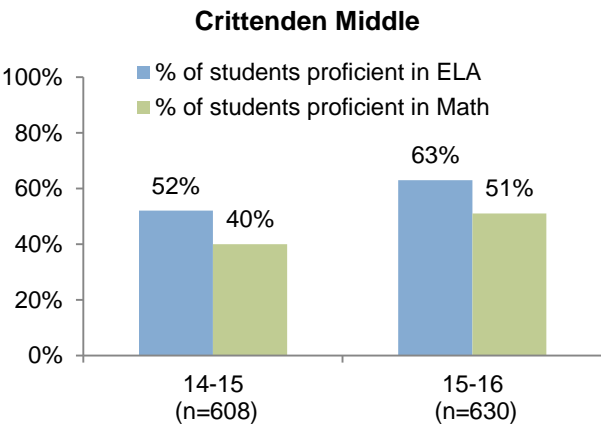
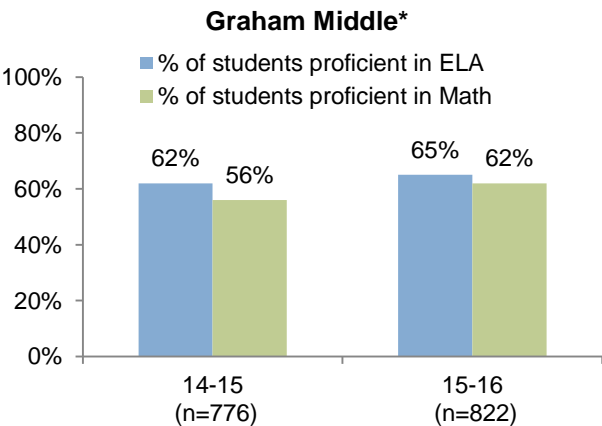
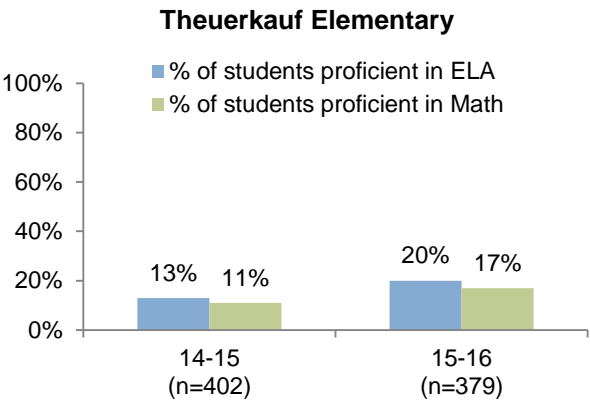
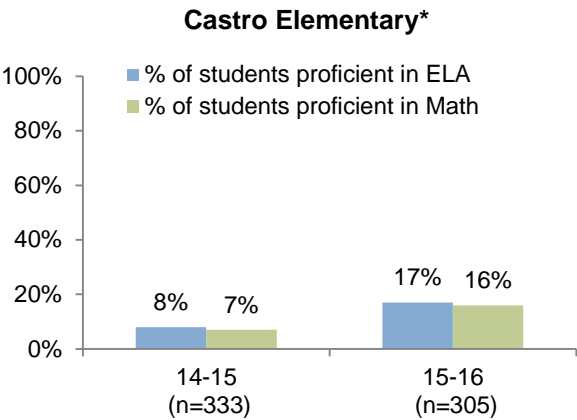
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



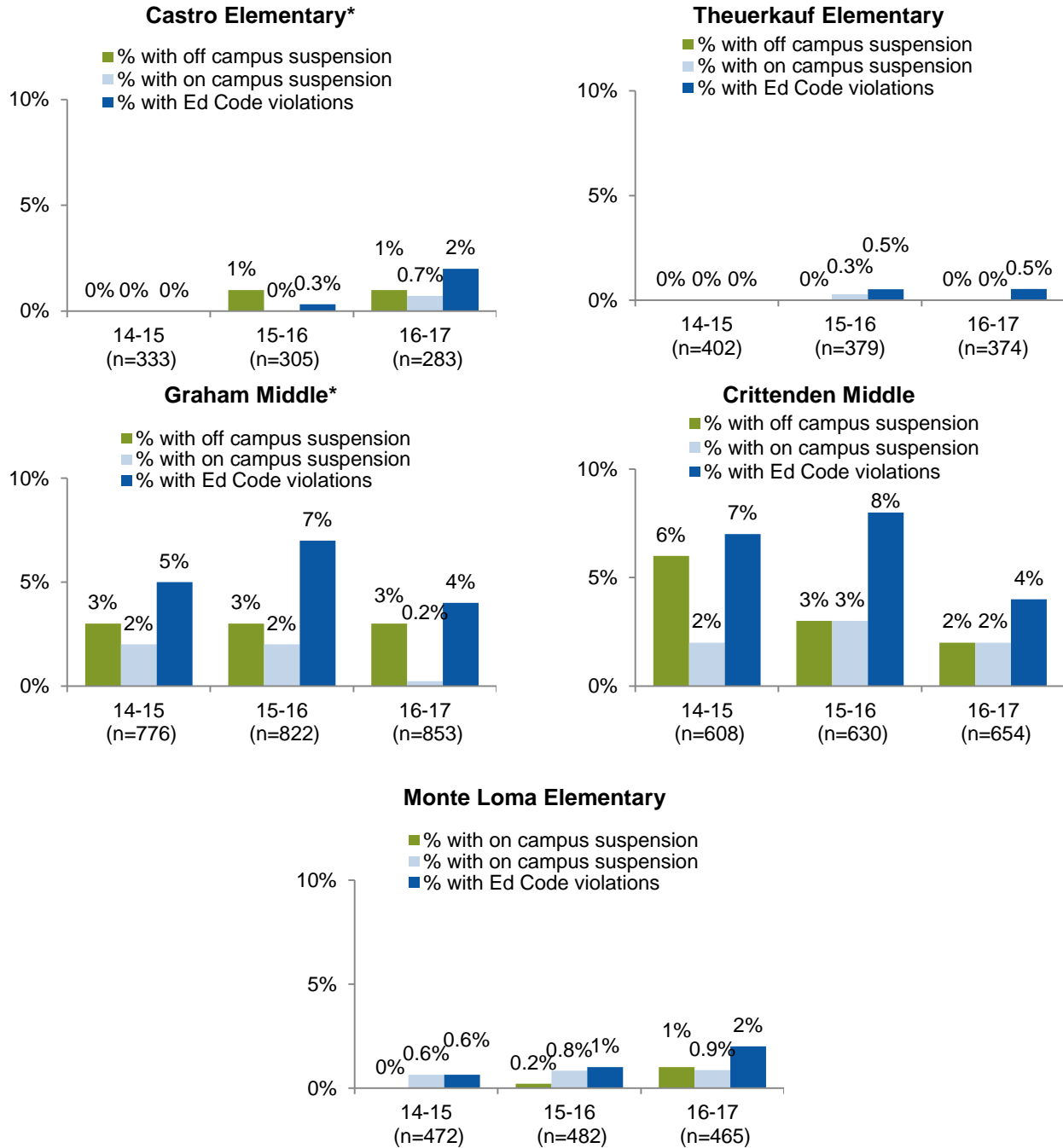
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).⁸⁶



⁸⁶ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

District Level Snapshot: Oak Grove

Student-Level Data

In the 2016–17 school year, Oak Grove provided SLS at 14 schools.⁸⁷ This report represents a full year of data collected by SLS coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in Oak Grove.

Exhibit 1
Oak Grove District Overview⁸⁸

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	7,315
Number of Students Receiving SLS	225
Percent of Students Receiving SLS	3%

Exhibit 2
Oak Grove SLS Student Demographics

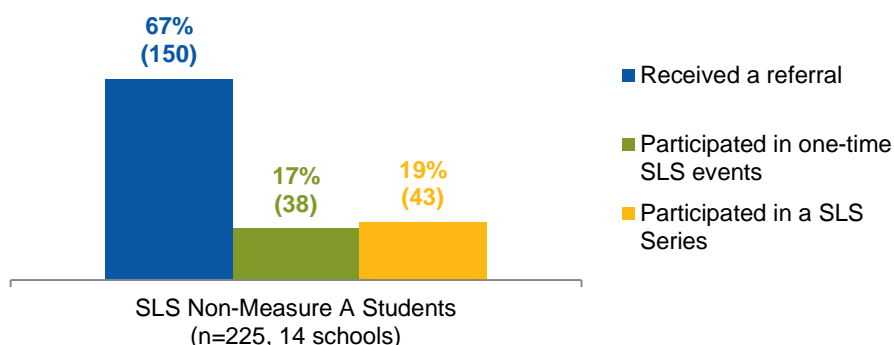
	SLS Non-Measure A Students (n=221–225)
Race/Ethnicity	
Latino	173 (78%)
White	25 (11%)
Asian	13 (6%)
African American	7 (3%)
Multi-racial/Other	3 (1%)
Gender	
Male	131 (59%)
Female	90 (41%)
Age	
0–15	225 (100%)
16–25	–
Grade	
Preschool–TK	4 (2%)
K–5	116 (52%)
6–8	100 (45%)

⁸⁷ See Appendix A for a breakdown of elementary, middle and high schools by district.

⁸⁸ Includes all students/families who have been identified in the data collection system as having had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	SLS Non-Measure A Students (n=221–225)
9–12	1 (0%)
Primary Language	
Spanish	115 (51%)
English	97 (43%)
Vietnamese	8 (4%)
Tagalog, Other	5 (2%)

Exhibit 3
Oak Grove
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁸⁹



Family Referrals

The vast majority of SLS students who received a referral during the 2016–17 school year received just one referral (93%).

- At SLS non-Measure A schools, there were 160 referrals to 150 students.

Exhibit 4
Oak Grove
Number of Referrals by Category⁹⁰

	SLS Non-Measure A Students
Behavioral/Mental Health	148
Educational	7
Family Support (e.g., food, housing income assistance)	3
Community and Pro-Social	2
Physical Health	–

⁸⁹ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

⁹⁰ See Appendix B for definitions for each Referral Category.

	SLS Non-Measure A Students
Employment Related	—
Legal/Policy (e.g., immigration, custody, tenants rights)	—

Exhibit 5
Oak Grove
Number of Referrals by Type⁹¹

	SLS Non-Measure A Students
PEI Behavioral Health	103
SLS Behavioral Health	36
Other School	9
Community/Nonprofit	8
County Agency	2
Other	2

Exhibit 6
Oak Grove
Referral Status⁹²

	SLS Non-Measure A Students
Linked to services	98
Pending	49
Unable to link to services	5
Unable to contact family	5
Declined	3

⁹¹ See Appendix B for definitions for each Referral Type.

⁹² See Appendix B for definitions for each Referral Status.

Exhibit 7
Oak Grove
Top 3 Referral Organizations

SLS Non-Measure A Students

- Alum Rock Counseling Center (ARCC) (98)
- Rebekah's Children's Services (16)
- Community Solutions (16)

Family Engagement: One-time SLS Events

- Four one-time SLS events were offered in Oak Grove in the 2016–17 school year, including two family engagement activities/non-workshops (e.g., movie night), one family engagement workshop, and one social skills group for students.

Exhibit 8
Oak Grove
Participation in SLS One-time Events

	SLS Non-Measure A (n=225)
Participated in just 1 event	37 (16%)
Participated in 2 or more events	1 (0.4%)
Did not participate in any events	187 (83%)
Name of events	<ul style="list-style-type: none"> • Behavioral Health • Community Fair • Cyberbullying Crime Prevention Workshop • Mental Health and Safety Community Input Meeting

Family Engagement: SLS Series

- Seven SLS series were offered in Oak Grove during the 2016–17 school year, including four family engagement series based workshops, two social skills groups for students, and one other type of SLS series.

Exhibit 9
Oak Grove
Participation in SLS Series

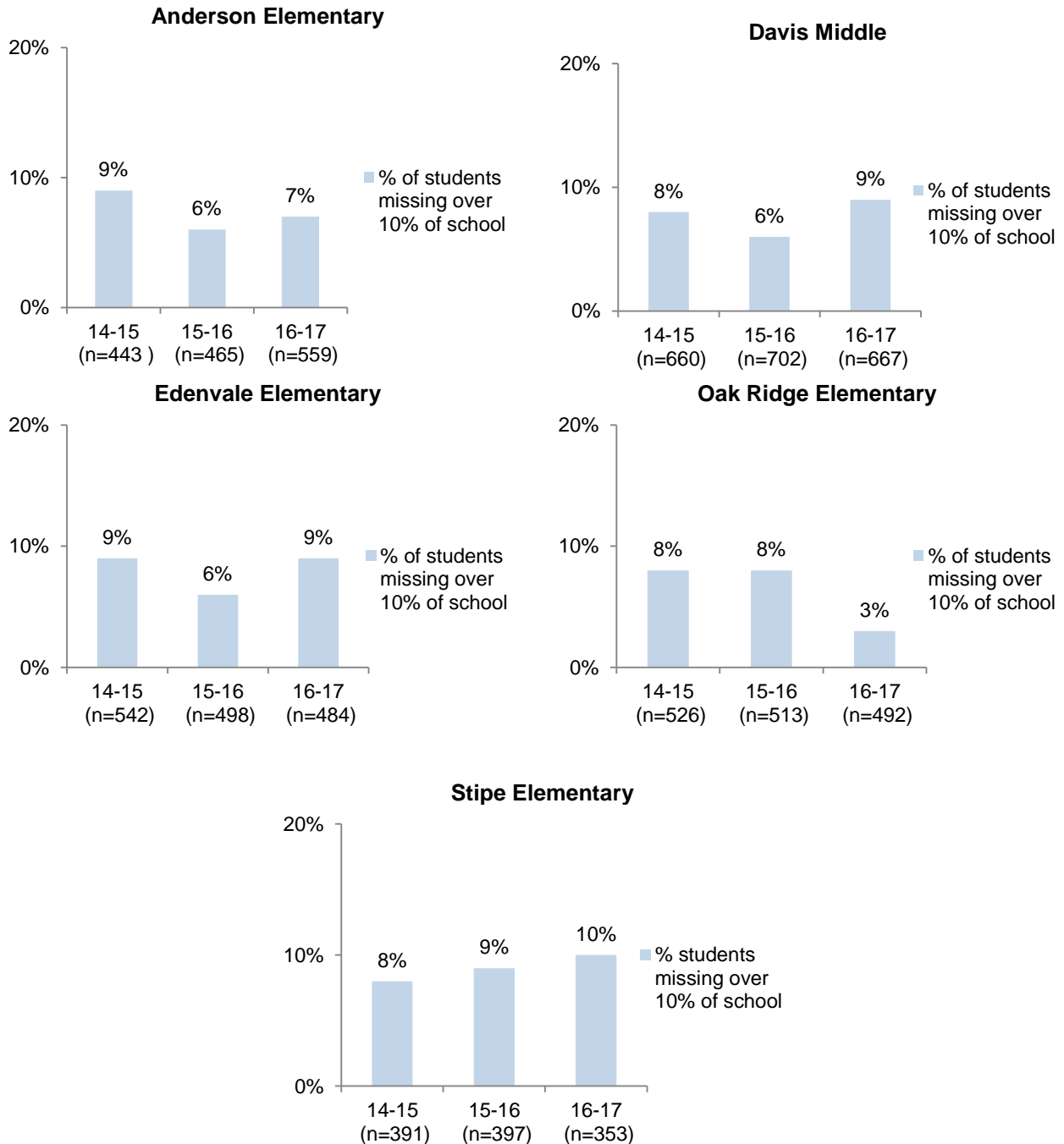
	SLS Non-Measure A (n=225)
Participated in just 1 series	33 (15%)
Participated in 2 or more series	10 (4%)
Did not participate in any series	182 (81%)
Names of series	<ul style="list-style-type: none"> • Strengthening Families Workshop (3) • 10 Steps to a Healthier You • Friendship Group • Girl Talk • HSSV Educational & Community Service Series

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

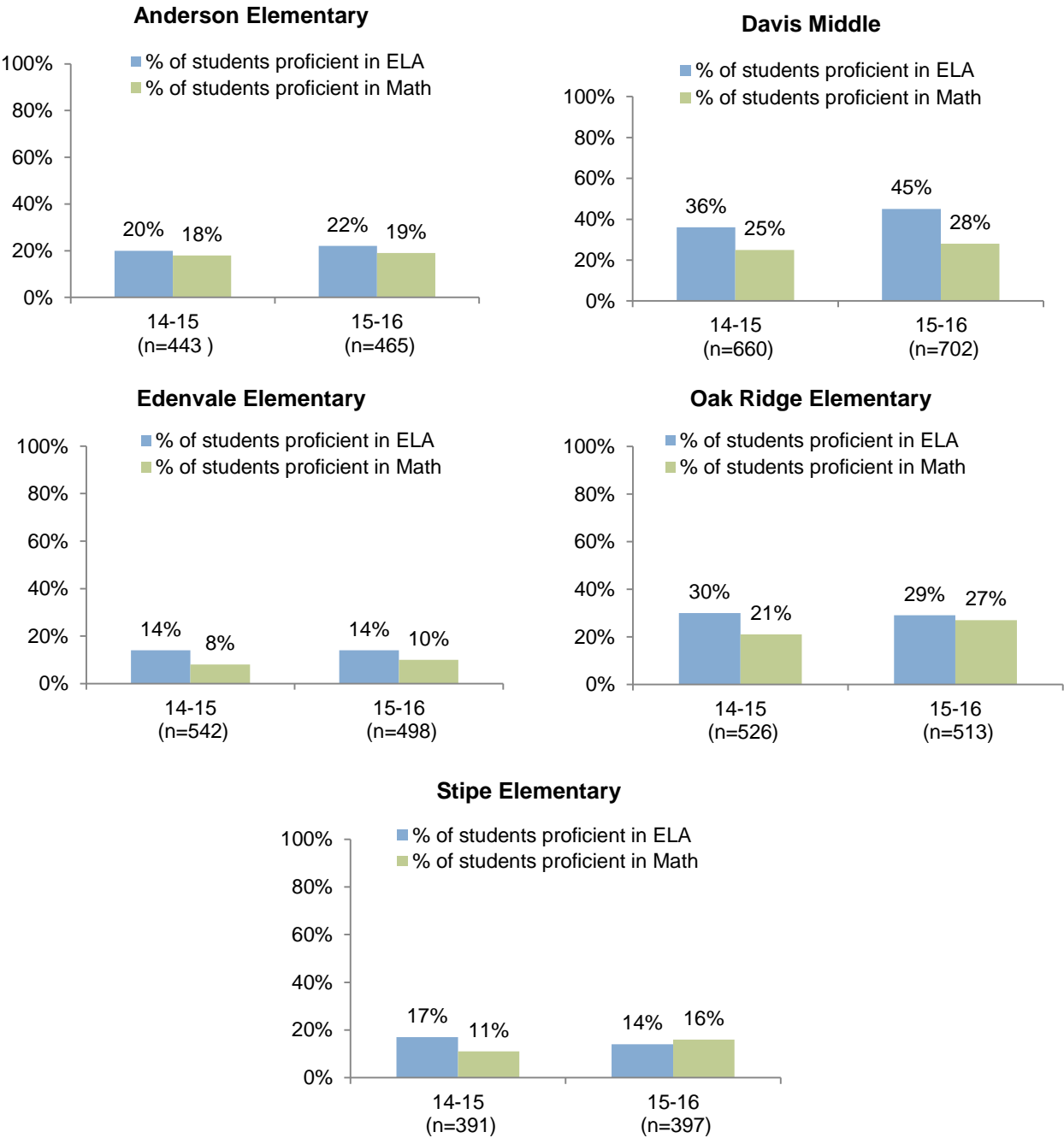
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



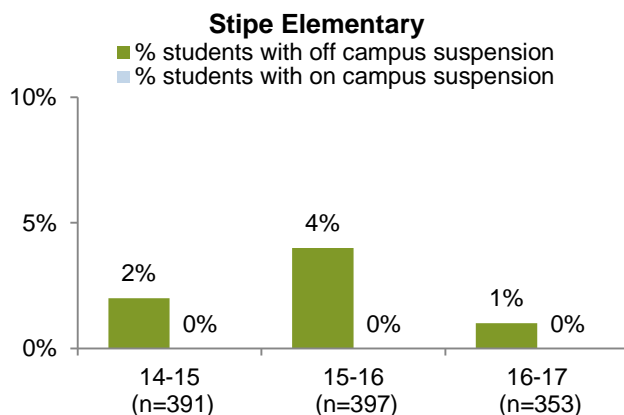
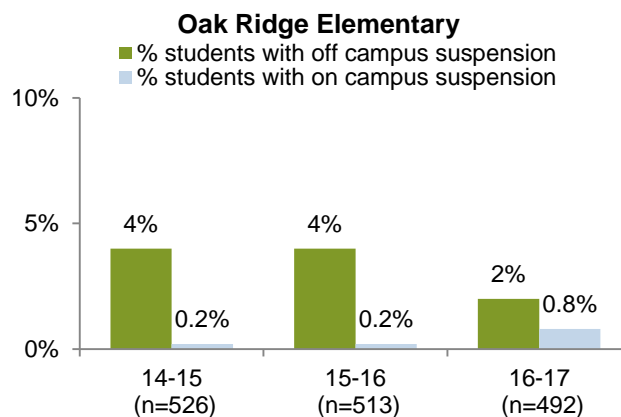
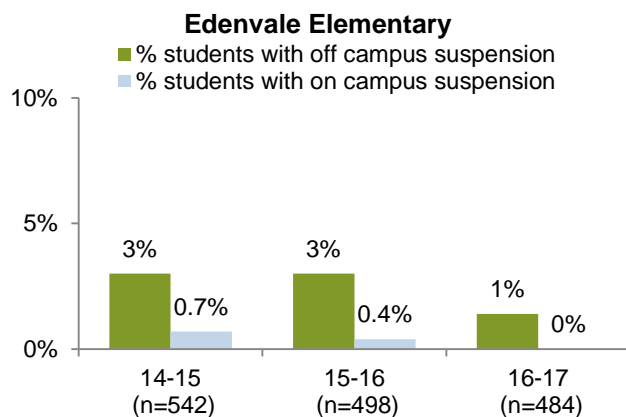
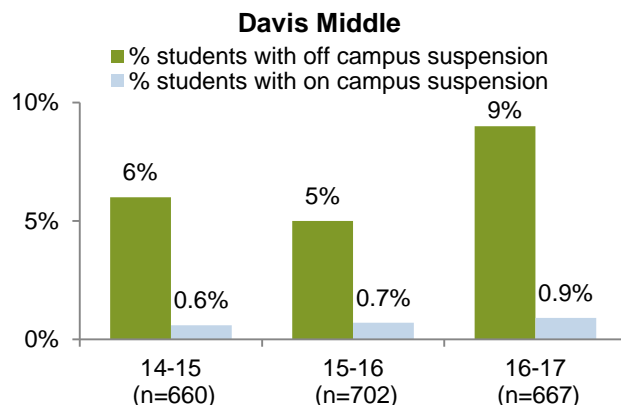
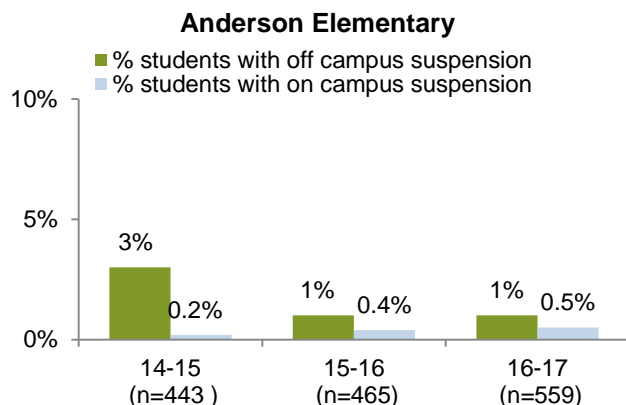
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate⁹³

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).⁹⁴



⁹³ Oak Grove District reported no Ed Code Violations in SY 2014–15, 2015–16, and 2016–17.

⁹⁴ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

District Level Snapshot: San Jose Unified

Student-Level Data

In the 2016–17 school year, San Jose Unified provided SLS at nine schools.⁹⁵ This report represents a full year of data collected by SLS coordinators in Quarters 1, 2, 3, and 4 of the 2016–17 academic school year. The data included in this report is an analysis of descriptive demographic, referral, and service data collected by SLS coordinators in San Jose Unified.

Exhibit 1

San Jose Unified District Overview⁹⁶

	SLS Non-Measure A Students
Total Number of Enrolled Students in the Schools	5,573
Number of Students Receiving SLS	237
Percentage of Students Receiving SLS	4%

Exhibit 2

San Jose Unified SLS Student Demographics

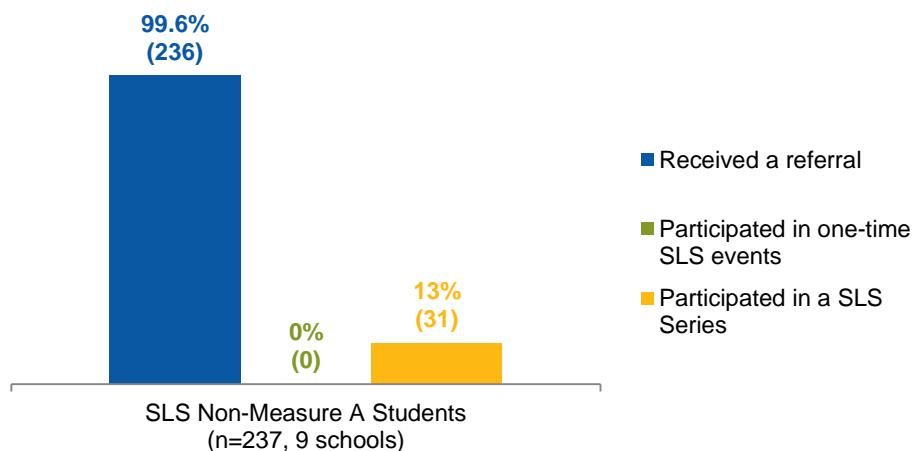
	Non-Measure A Students (N=237)
Race/Ethnicity	
Latino	194 (82%)
African American	16 (7%)
White	14 (6%)
Multi-racial/Other	10 (4%)
Asian	3 (1%)
Gender	
Male	151 (64%)
Female	86 (36%)
Age	
0–15	237 (100%)
16–25	-
Grade	
Preschool–TK	2 (1%)
K–5	200 (84%)
6–8	35 (15%)
9–12	-

⁹⁵ See Appendix A for a breakdown of elementary, middle and high schools by district.

⁹⁶ Includes all students/families who have had one or more of the following experiences: received a referral, participated in a one-time event, participated in a SLS series.

	Non-Measure A Students (N=237)
Primary Language	
English	204 (86%)
Spanish	33 (14%)

Exhibit 3
San Jose Unified
Number of Unduplicated Students with at Least One SLS Referral, Event or Series⁹⁷



Family Referrals

All SLS students who received a referral during the 2016–17 school year received just one referral.

- At San Jose Unified, there were 236 referrals to 236 students.

Exhibit 4
San Jose Unified
Number of Referrals by Category⁹⁸

	SLS Non-Measure A Students
Behavioral/Mental Health	233
Family Support (e.g., food, housing income assistance)	3
Physical Health	-
Educational	-
Employment Related	-
Community and Pro-Social	-
Legal/Policy (e.g., immigration, custody, tenants' rights)	-

⁹⁷ Each row represents an unduplicated count of students with at least one referral, event or series, however the same student may be represented within a column (e.g., a student may have received both a referral and connected to a one-time SLS event).

⁹⁸ See Appendix B for definitions for each Referral Category.

Exhibit 5
San Jose Unified
Number of Referrals by Type⁹⁹

	SLS Non-Measure A Students
PEI Behavioral Health	236
County Agency	-
Community/Nonprofit	-
SLS Behavioral Health	-
Other School	-
Other	-

Exhibit 6
San Jose Unified
Referral Status¹⁰⁰

	SLS Non-Measure A Students
Linked to services	186
Unable to link to services	22
Unable to contact family	21
Declined	7
Pending	-

Exhibit 7
San Jose Unified
Top Referral Organization

SLS Non-Measure A Students

- Uplift Family Services

Family Engagement: One-time SLS Events

- No one-time SLS events were offered in San Jose Unified during the 2016–17 school year.

Family Engagement: SLS Series

- One SLS series was offered in San Jose Unified during the 2016–17 school year.

⁹⁹ See Appendix B for definitions for each Referral Type.

¹⁰⁰ See Appendix B for definitions for each Referral Status.

Exhibit 9
San Jose Unified
Participation in SLS Series

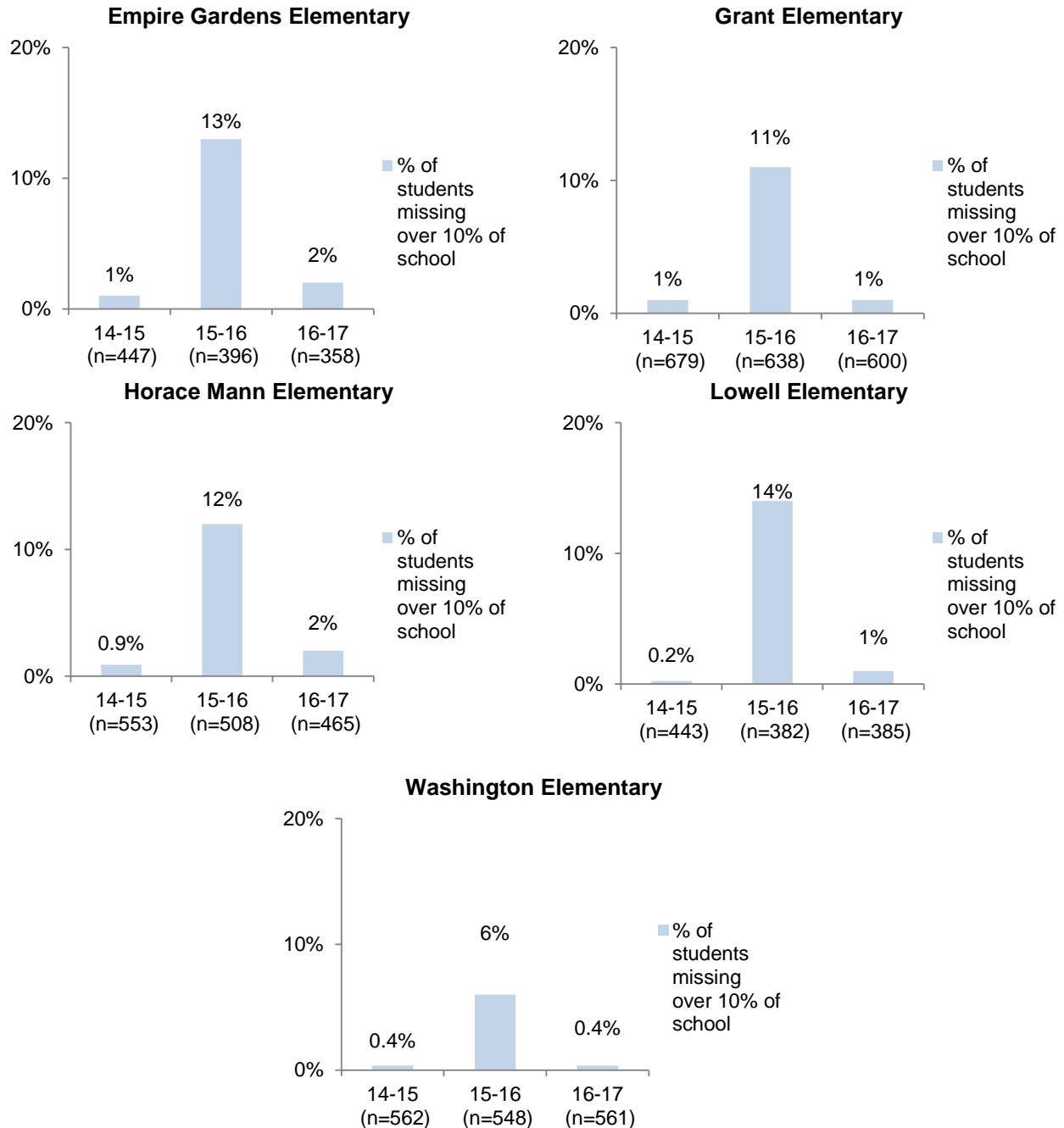
	SLS Non-Measure A (n=237)
Participated in just 1 series	31 (13%)
Participated in 2 or more series	-
Did not participate in any series	206 (87%)
Names of series	<ul style="list-style-type: none"> Strengthening Families Workshop

School-Level Data

This data includes three key indicators: chronic absenteeism, academic performance, and school climate. Baseline data begins in 2014–2015. The data described reflects the total school population for the full school year. As schools receive different programs and services, many factors contribute to the results. The five schools herein were determined by Measure A status (*), PEI/SLS designation, and number of students receiving SLS.

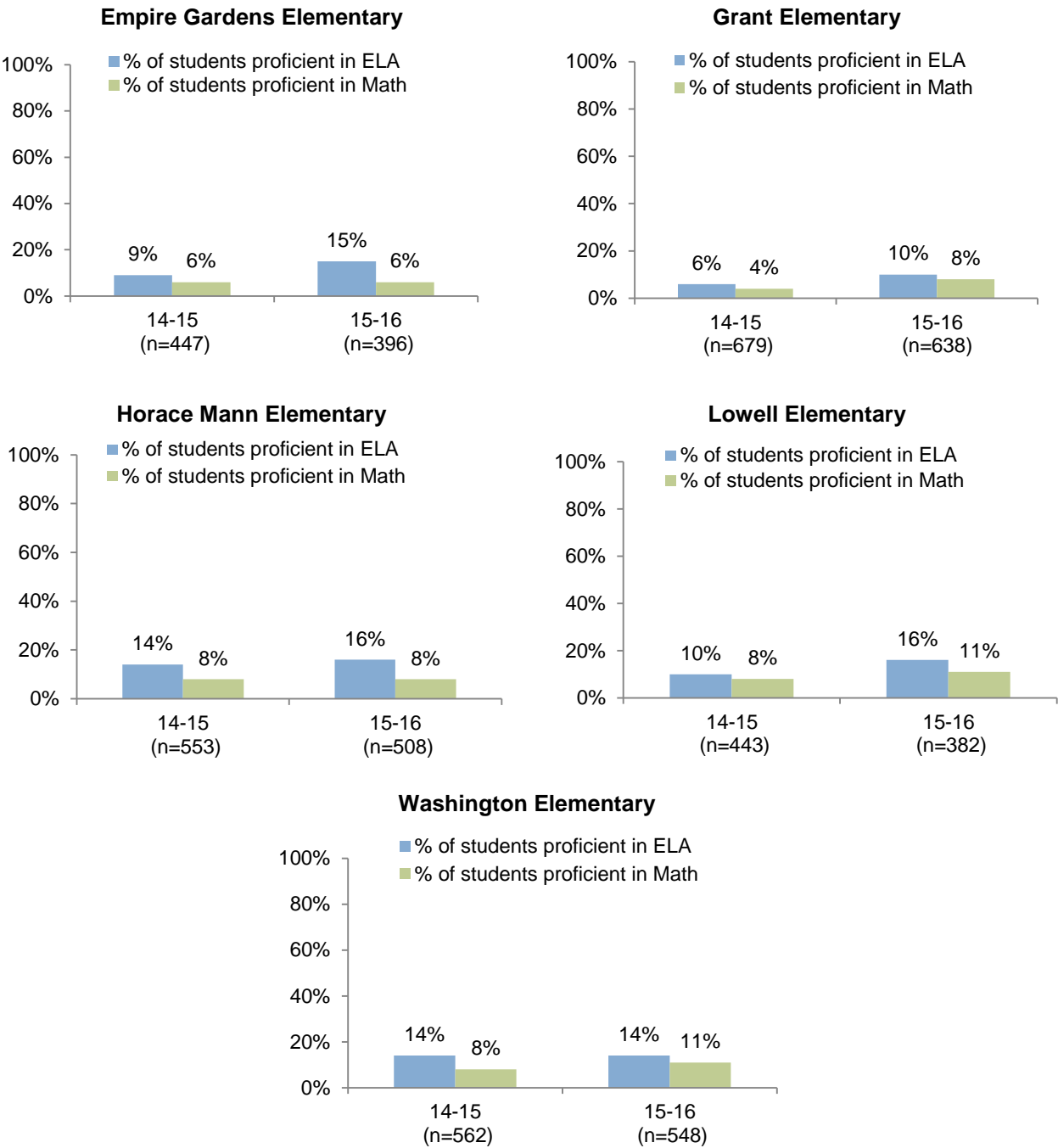
A. Chronic Absenteeism Rates

Definition: Students defined as chronically absent miss 10% or more days of school.



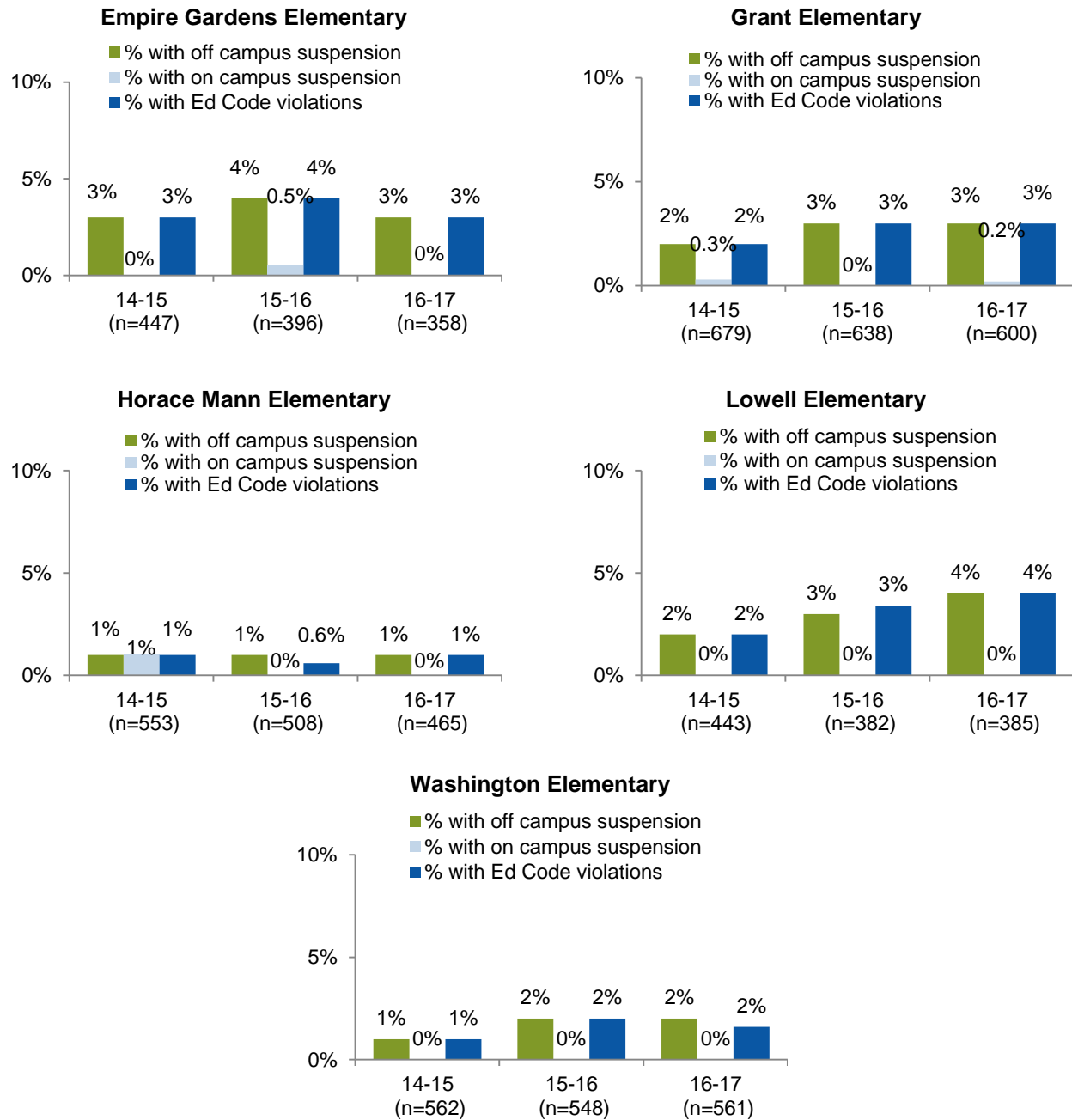
B. Academic Performance

Definition: The percentage of students performing at proficiency or higher on their Math and English Language Arts (ELA) portions of the SBAC tests. Proficiency or above proficiency is indicated by a score of a 3 or a 4 on the test.



C. School Climate

Definition: The percentage of students receiving at least one on campus suspension, off campus suspension or Ed Code violation (when Ed Code violations are reported by schools to districts).¹⁰¹



¹⁰¹ On campus suspensions and off campus suspensions are defined, respectively, as the total number of unduplicated students who have received at least one full-day suspension; Ed Code violations include the total number of unduplicated students who have received at least one Ed Code violation of any kind (including most severe and secondary violations).

Pre- & Post-SLS Event Family Survey Findings: Satisfaction & Engagement

OVERVIEW

Altogether, 239 pre-event surveys and 700 post-event surveys were given to parents and caregivers at SLS schools and collected by SLS coordinators between May 2016 and July 2017. All of the pre- and post-event surveys were collected from Measure A schools.

Exhibit 1
Pre- and Post-Surveys by School¹⁰²

	Pre-Surveys (n=239)	Post-Surveys (n=700)
Gilroy High (Measure A)	31	172
Ocala Middle (Measure A)	43	188
Ben Painter Elementary (Measure A)	26	44
William Sheppard Middle (Measure A)	10	40
Rosemary Elementary and Preschool (Measure A)	53	114
Campbell Middle (Measure A)	32	47
William C. Overfelt High (Measure A)	-	16
Ben Painter Elementary and William Sheppard Middle (Measure A)	-	9
Castro Elementary (Measure A)	5	5
Graham Middle (Measure A)	3	3
South Valley Middle (Measure A)	36	62

FINDINGS

Of the parents who completed the pre-event survey, about one-third are new parents at the school this year (30%), one-third have been a parent at the school for one to two years (34%), and another third have been at the school for three or more years (33%).

Pre-Event Survey

About half of parents surveyed initially heard about the SLS event they attended from a school flier, email, website, or phone call (Exhibit 2). The primary reasons parents decided to attend an SLS event included learning more about the topic and improving their children's academic success (Exhibit 3). The vast majority of parents reported knowing little to nothing about the activity's main topic (88%) prior to the event, while about 10% of parents believed that they already knew "a lot" about the topic.

¹⁰² The following schools were omitted from these findings because they only submitted one pre- or post-event survey: Aptitud Community Academy, Luther Burbank K-8, and Mount Pleasant Elementary.

Approximately two-thirds of families strongly felt supported by their schools in a number of areas (63%–74%) prior to participating in the SLS event or activity, while the other third of parents felt that the schools supported them a little in various areas (Exhibit 4).

Exhibit 2¹⁰³

How Parents Heard About Events (Pre-Event)

<i>Select all that apply</i>	n=239
From a school flier, email, website, or phone call	105 (44%)
From a SLS Coordinator	77 (32%)
From a school counselor or another school staff person	65 (27%)
From their child	48 (20%)
From their child's teacher	35 (15%)
From another parent or caregiver	20 (8%)
Other (monthly parent meeting calendar, Mustang Express, newsletter)	13 (5%)

Exhibit 3¹⁰⁴

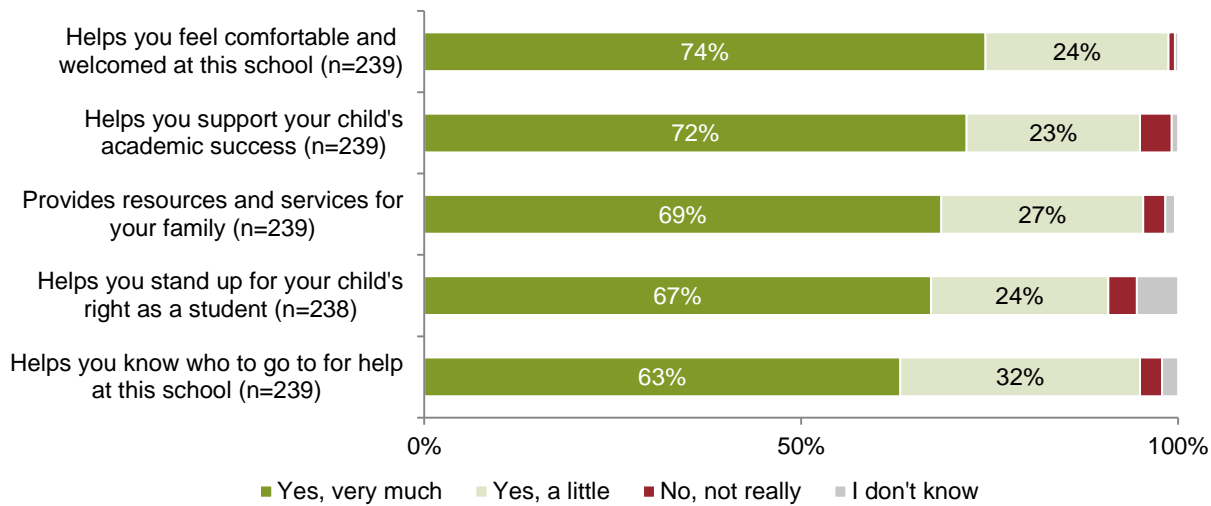
Why Parents Attended Events (Pre-Event)

<i>Select all that apply</i>	n=239
To learn more about the topic	156 (65%)
They thought it might help improve their child's academic success	105 (44%)
They thought it might help improve their parenting	66 (28%)
A teacher or another school staff person encouraged them to attend	24 (10%)

¹⁰³ Parents could report that they heard about the events from more than one source.

¹⁰⁴ Parents could report that they attended an event for more than one reason.

Exhibit 4
Parents' Sense of Support from the School (Pre-Event)



Post-Event Survey

Following their participation in SLS activities, nearly all families (85%) were very confident that they knew who to go to for help at their schools. Most also felt strongly that their schools provided them with tools and support to help improve their children's academic success (79%) and advocate for their children (82%) (Exhibit 5).

In addition, a large majority of families expressed that their experience participating in an SLS activity or event made them feel much more comfortable, welcomed (87%), and connected to the school (81%). Most learned about available resources for their families (83%) and also learned new things that would help change the way they interact with their children (83%) (Exhibits 6 and 7).

Interestingly, while almost all families (93%) were very satisfied with the event or activity they participated in, only about 7 of 10 families (68%) felt that the event or activity was very relevant to issues their families are experiencing (Exhibit 8).

Exhibit 5
Parents' Sense of Support from the School (Post-Event)

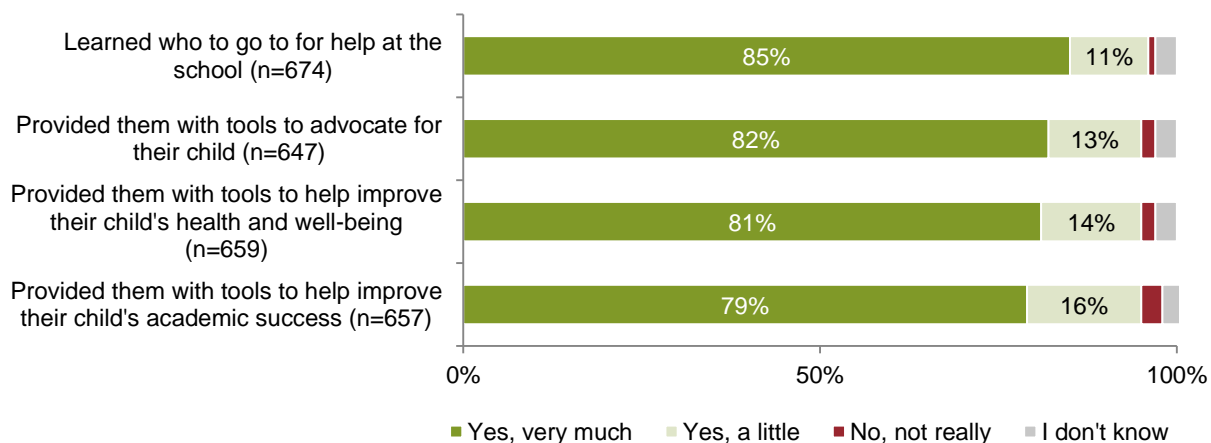


Exhibit 6

Parents' Sense of Connectedness to the School (Post-Event)

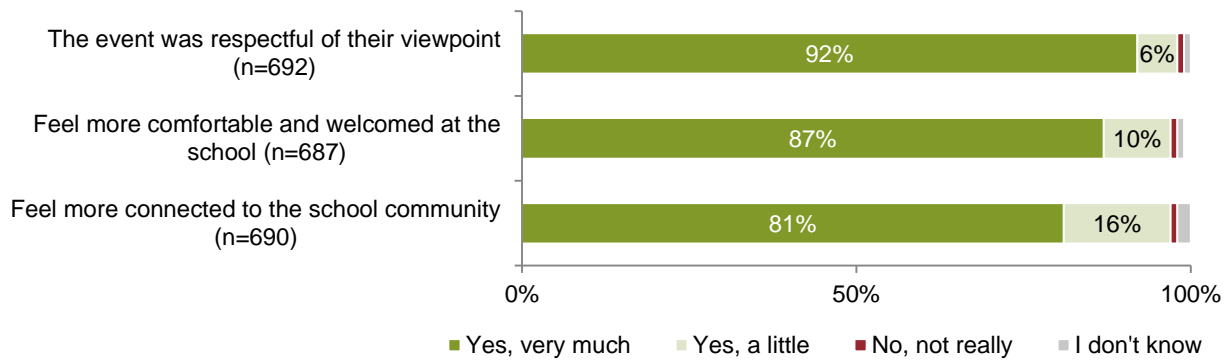


Exhibit 7

Parents' Gains in Knowledge (Post-Event)

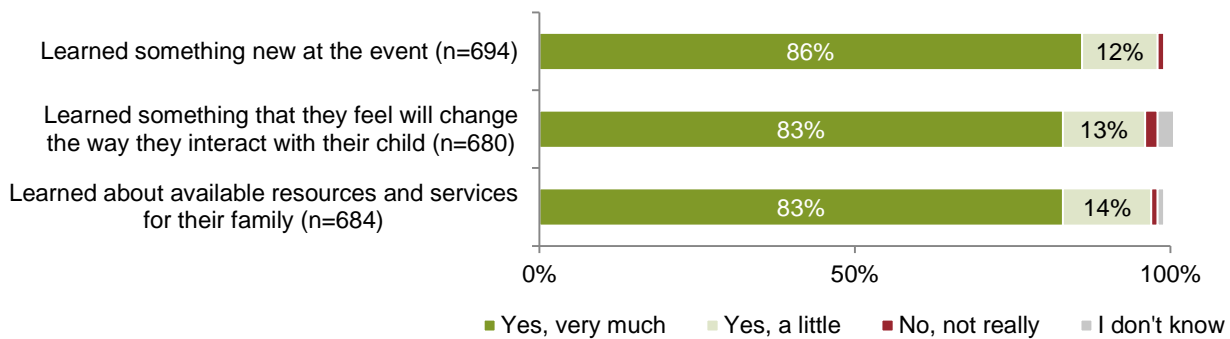
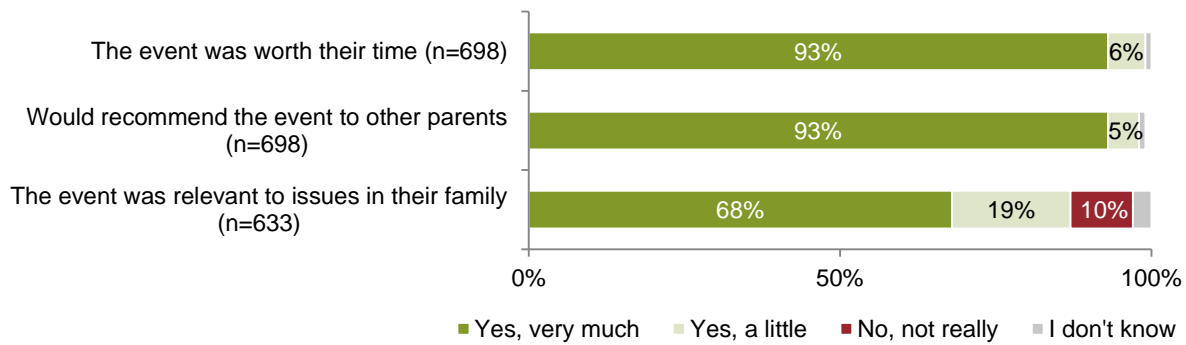


Exhibit 8

Parents' Satisfaction with the SLS Event (Post-Event)



End-of-Year Family Survey Findings

OVERVIEW

SLS coordinators administered surveys to SLS non-Measure A and Measure A schools between May and July 2017 and collected 391 end-of-year family surveys. Almost two-thirds of the surveys collected are from Measure A schools (Exhibit 1).

Exhibit 1
End-of-Year Surveys by School¹⁰⁵

	Responses (n=391)
Aptitud Community Academy at Goss	44
Campbell Middle School (Measure A)	74
Capri Elementary School	15
Castlemont Elementary School	6
Forest Hill Elementary School	19
Lynhaven Elementary School	12
Marshall Lane Elementary School	15
Ocala Middle School (Measure A)	32
Rolling Hills Middle School	10
Rosemary School (Measure A)	82
Sherman Oaks Elementary School	8
South Valley Middle School (Measure A)	58
Village Elementary School	16

FINDINGS

A little less than half (42%) of the parents that completed the end-of-year survey have been parents at the school for three or more years, while another third (34%) of the parents have been parents at the school for one to two years. Less than a quarter (20%) of parents indicated this was their child's first year at the school.

School-wide events appear to be drawing in more parents than the educational activities that schools offer to families. Parents reported attending parent teacher conferences (75%) and school events (64%) more than other events such as family sessions (25%) or parent workshops (22%). Fewer parents also reported accessing tutoring services (21%) or social skills groups (13%) for their students (Exhibit 2 on the following page).

The majority of parents indicated that they felt supported by the school in many different ways. Almost all (99%) of parents said the school has supported them a little or a lot in helping them improve their children's academic success. Most parents also felt the school has supported them a little or a lot in helping them advocate for their

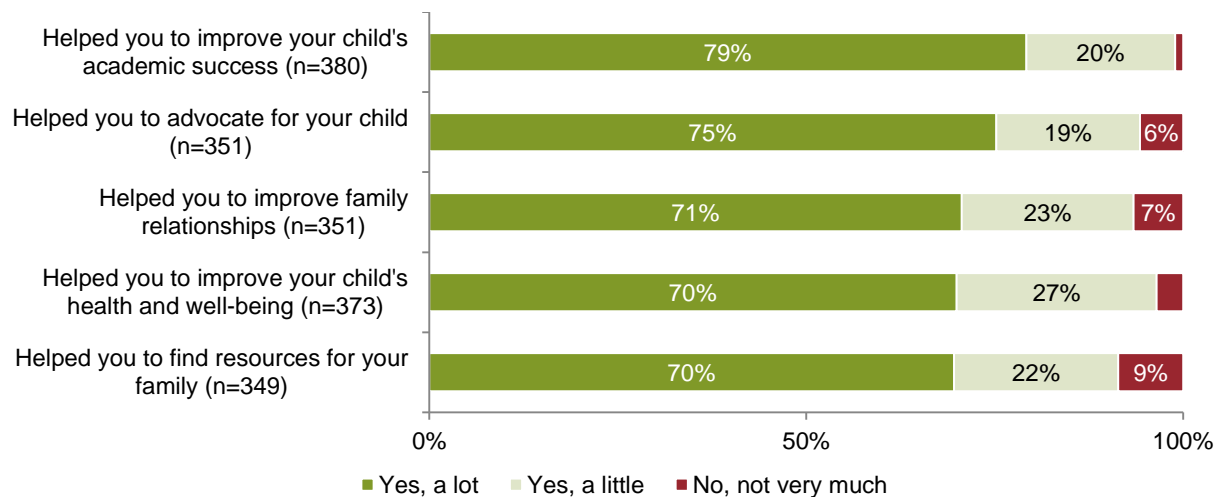
¹⁰⁵ The following schools were omitted from these findings because they only submitted one or two end-of-year surveys: Adelante Dual Language Academy, Blackford Elementary, Monroe Middle School, and O.S. Hubbard Elementary.

children, improve their children's health and well-being, improve family relationships, and connect to resources for their families (Exhibit 3).

Exhibit 2¹⁰⁶
Activities Attended This Year

Select all that apply	(n=391)
Parent teacher conferences	75% (292)
School events (e.g., back to school night, movie nights)	64% (252)
Any parent education class (e.g., bullying, cyber-safety, nutrition)	37% (143)
Family sessions (e.g., PEI, SLS, and other behavioral health services)	25% (97)
Parenting workshops series (e.g., PIQE, Respect Institute, Family Engagement Institute, Parent Project)	22% (85)
Tutoring or academic support services	21% (81)
Social skills group for students	13% (51)

Exhibit 3
Parents' Sense of Support from the School



Most parents had at least one or two interactions with their children's teachers or another school staff person, or contacted a resource they were given at school. However, almost one quarter (23%) of parents reported that they had never contacted a resource they received at school. This seems to indicate there is room for coordinators or school staff to follow up with families and encourage them or help them connect with those resources (Exhibit 4 on the following page).

The majority of parents reported that they felt a little or very welcomed (97%) at school, and connected to the school community (95%). Most parents also felt that the school provided a safe space for their children (98%) and that they knew who to go to for help at school (96%) (Exhibit 5 on the following page).

¹⁰⁶ Parents could report that they attended more than one event or activity. Parents who indicated they had not attended any events or answered that all survey questions were not applicable were also removed from the dataset.

Exhibit 4
Parents' Interactions with School & Staff

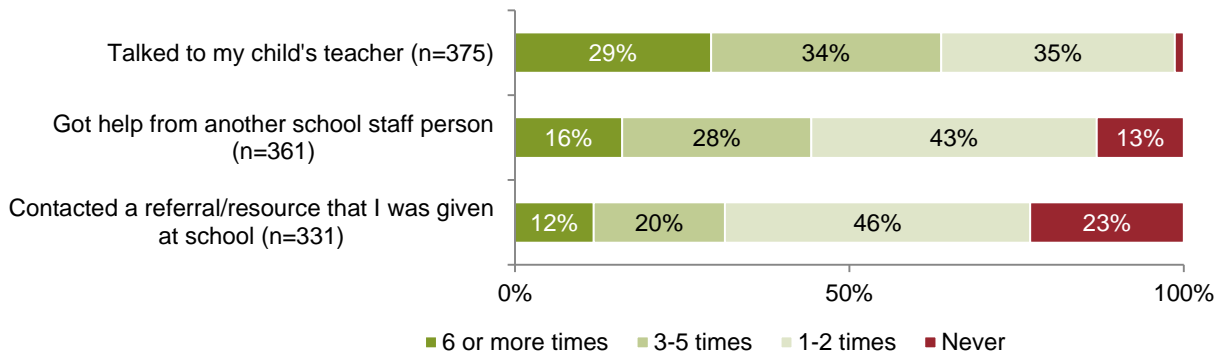
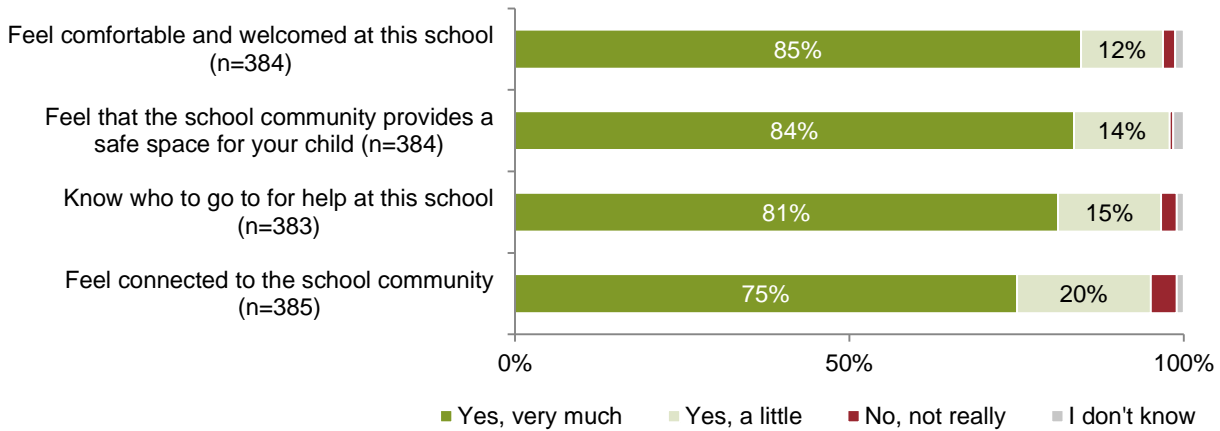


Exhibit 5
Parents' Sense of Connectedness to the School



Schools Included in Q4 Report

SLS Districts (n=11)	Measure A Schools (n=10)	SLS Non-Measure A Schools ¹ (n=112)
Alum Rock Union	<ul style="list-style-type: none"> Ocala Middle Painter Elementary Sheppard Middle 	<ul style="list-style-type: none"> Adelante Academy Arbuckle Elementary Aptitud Community Academy Cassell Elementary Cesar Chavez Elementary Cureton Elementary Dorsa Elementary Fischer Middle Hubbard Media Arts Academy Joseph George Middle Lee Mathson Middle Linda Vista Elementary LUCHA Elementary Lyndale Elementary McCollam Elementary Meyer Elementary Renaissance at Fischer Middle Renaissance at Mathson Middle Ryan Elementary Russo Academy San Antonio Elementary
Campbell Union	<ul style="list-style-type: none"> Campbell Middle Rosemary Elementary and Preschool 	<ul style="list-style-type: none"> Blackford Elementary Capri Elementary Castlemont Elementary Forest Hill Elementary Lynhaven Elementary Marshall Lane Elementary Monroe Middle Rolling Hills Middle Sherman Oaks Elementary Village Elementary
East Side Union	<ul style="list-style-type: none"> William C Overfelt High 	<ul style="list-style-type: none"> Foothill High James Lick High Mt. Pleasant High Oak Grove Elementary
Franklin-McKinley		<ul style="list-style-type: none"> Bridges Academy Middle College Connection Academy Cornerstone Academy Preparatory Dahl Elementary Franklin Elementary Hellyer Elementary

¹ This list reflects all schools that receive SLS and PEI services, and may not include all schools in each district. Only school level outcomes data was received for the four SLS non-Measure A schools in East Side Union. With respect to student level data, n=118.

SLS Districts (n=11)	Measure A Schools (n=10)	SLS Non-Measure A Schools ¹ (n=112)
		<ul style="list-style-type: none"> Kennedy Elementary Lairon College Prep Academy Los Arboles Elementary McKinley Elementary Meadows Elementary Ramblewood Elementary Santee Elementary Shirakawa Elementary Stonegate Elementary Sylvandale Middle Windmill Springs Elementary
Gilroy Unified	<ul style="list-style-type: none"> Gilroy High South Valley Middle 	<ul style="list-style-type: none"> Advance Path Academy Antonio Del Buono Elementary Ascencion Solorsano Middle Brownell Middle Christopher High El Roble Elementary Eliot Elementary Gilroy Early College Academy (GECA) Gilroy Prep School Glen View Elementary Las Animas Elementary Luigi Aprea Elementary Mt. Madonna High Rod Kelley Elementary Rucker Elementary
Luther Burbank		<ul style="list-style-type: none"> Luther Burbank K–8
Morgan Hill Unified		<ul style="list-style-type: none"> Barrett Elementary Britton Middle El Toro Elementary Live Oak High Jackson Academy San Martin/Gwinn Elementary Ann Sobrato High Walsh Elementary
Mountain View Whisman	<ul style="list-style-type: none"> Castro Elementary Graham Middle 	<ul style="list-style-type: none"> Bubb Elementary Crittenden Middle Huff Elementary Gabriela Mistral Elementary Landels Elementary Monta Loma Elementary Stevenson Elementary Theuerkauf Elementary
Mt. Pleasant		<ul style="list-style-type: none"> August Boeger Middle

SLS Districts (n=11)	Measure A Schools (n=10)	SLS Non-Measure A Schools ¹ (n=112)
		<ul style="list-style-type: none"> • Ida Jew Academy K-8 • Mount Pleasant Elementary • Robert Sanders Elementary • Valle Vista Elementary
Oak Grove		<ul style="list-style-type: none"> • The Academy • Anderson Elementary • Bernal Intermediate • Christopher Elementary • Davis Middle • Del Roble Elementary • Edenvale Elementary • Frost/Indigo Elementary • Glider Elementary • Herman Intermediate • Miner Elementary • Oak Ridge Elementary • Parkview Elementary • Stipe Elementary
San Jose Unified		<ul style="list-style-type: none"> • Bachrodt Elementary • Burnett Middle • Empire Elementary • Grant Elementary • Hoover Middle • Horace Mann Elementary • Lowell Elementary • Trace Elementary • Washington Elementary

Referral Categories, Types & Statuses

Referral Category	Description
Physical Health	Relates to both preventative care and treatment services for injuries and illness, as well as resources that help people access such services (for example, insurance).
Behavioral/Mental Health	Includes crisis, early intervention, and ongoing mental health care and substance abuse treatment services.
Educational	Supports children and/or adult learning and include tutoring, ESL classes, and awareness-raising workshops around specific issues such as citizenship/immigration or nutrition.
Employment Related	Relates to job opportunities and career/job readiness, including volunteer and internship opportunities that can build skills for employment.
Legal/Policy	Legal information for young people and family members who are involved in the criminal justice system or child welfare system, as well as those who need information about their legal rights (e.g., immigration, custody, tenants' rights).
Family Support	Helps families meet their basic material needs (food, income assistance, shelter, transportation, clothing), and include services that provide case management and low-cost child or adult care.
Community and Pro-Social	Supports individual strengths and protective factors, reduce risk factors, provide peer support, and/or support overall community well-being.

Referral Type	Description
PEI Behavioral Health	PEI provides prevention and early intervention services to children and their families, where the goal is to help prevent mental illness and address mental health disorders at the earliest possible stages. PEI Teams consist of Family Partners, Family Specialists, and Clinicians who are assigned to school sites. Services are provided for 3–6 months, which are school based, home based, and/or community based depending on the needs of the youth and family.
SLS Behavioral Health	Long Term support services with an 8-month average length of stay. Therapy focused program designed to support youth and families with a more significant level of distress. Clinician provides various levels of therapeutic supports. Access to a psychiatrist/medication support if needed.
Other School	Relates to programs provided by the schools themselves, such as school counselors.
County Agency	Examples include Valley Medical, Las Plumas, etc.
Community/Nonprofit	Examples include Second Harvest Food Bank, Community Solutions, Uplift, etc.

Referral Status	Description
Linked to Services	Coordinators ensured student/families were connected to services or resources by creating an initial appointment to service or ensuring first appointment was attended.
Pending	Services/resources are pending until family is reached, space becomes available, etc.
Declined	Student/Families declined services/resources.
Unable to Link Services	Coordinators were unable to find services/resources for the student/families for linkages (e.g., family is homeless and needs shelter; however, there are no services available due to accessibility or eligibility issues, etc.)
Unable to Contact Family	Coordinators have made multiple attempts to reach family without success.



2040 Bancroft Way, Suite 400
Berkeley, CA 94704
tel 510.665.6100
fax 510.665.6129

informingchange.com