



# **Santa Clara County School Linked Services 2018–19**

## *Year-End Report*

AUGUST 2019

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

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Informing Change

INFORMING   
CHANGE

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## EXECUTIVE SUMMARY

In the 2018–19 school year, 13 school districts participated in the School Linked Services Initiative (SLS). **Of the 13 districts, five are also piloting a “Feeder Model,” wherein two Feeder schools are identified in each district and assigned a “Feeder Model Coordinator” (in contrast to SLS Coordinators, who serve the school district as a whole).** Each Feeder Model includes an elementary school feeding into a middle school, or a middle school feeding into a high school. The intended value of the “Feeder Model” is to support students and families as students transition from elementary to middle or middle to high school (i.e., to provide continuity of services).

**This report represents data collected by SLS and Feeder Model Coordinators in 13 districts in Quarters 1, 2, 3, and 4 (July 1, 2018–June 30, 2019) of the 2018–19 academic school year.**<sup>1</sup> During Quarters 1–4, coordinators served 152 SLS schools in Santa Clara County. Included in those schools are 10 Feeder Model schools from five school districts.<sup>2</sup>

Overall, 10,180 unduplicated students received SLS services in the 2018–19 school year. Of these, 2,225 are unduplicated students at 10 Feeder Model schools and 7,955 are unduplicated students at 142 SLS non-Feeder Model schools (Exhibit 1).

- 10,291 referrals were made to 8,471 SLS students.
- 179 SLS one-time events were reported.
- 124 SLS series workshops were reported.

During the 2018–19 school year, the majority of students receiving SLS services described themselves as Latino (67%) and were enrolled in K–8<sup>th</sup> grade (62%). Similar proportions of students identified as male (51%) or female (48%), and slightly more than half reported that Spanish was their parents’ primary language (54%).

## Evaluation Goals & Key Findings

To understand the impact of School Linked Services (SLS), the evaluation examined the following four goals:

### 1. Increase family access to community resources and services.

**Key Findings:** The SLS program continues to grow in terms of the number of families served, number of referrals made, and attendance at SLS events and series. While the number of SLS Feeder Model students has remained constant, the number of SLS students at non-Feeder Model schools has nearly doubled. Behavioral/mental health referrals continue to be a majority of referrals, increasing from 62% to 70% of total referrals this year.

### 2. Improve families’ knowledge and behaviors related to school support, health, and wellbeing.

**Key Findings:** Most families that completed the Referral Follow-Up Form reported that the SLS services they received improved their family’s trust in or relationship with the school (95%), as well as their family’s relationships (85%) and wellbeing (82%). The majority of staff at County-sponsored referral organizations believe that SLS increased families’ access to community resources and services (84%) and improved families’ knowledge and behaviors related to school support, health, and wellbeing (74%).

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<sup>1</sup> Some districts did not submit data for all four quarters of the 2018–19 school year. In East Side Union High School District, data for family referrals is collected by the District Coordinator from staff at different schools using their own data collection forms. Given this situation, data submitted for Q4 (400 referrals) is omitted from this report because it could not be matched with data submitted in Q3. In Gilroy Unified School District, only two of the three coordinators submitted Q4 data, because the coordinator at Gilroy High left after Q3. In Alum Rock Unified School District, only three of the four coordinators submitted Q3 and Q4 data, because the coordinator at Ocala Middle left after Q2.

<sup>2</sup> Campbell Middle School—a Feeder Model school in past years—closed in 2018, and SLS services were transferred to Monroe Middle School. Therefore, students who received SLS services at Monroe Middle School in Q1 and Q2 are counted as Feeder Model students.

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### 3. Improve student academic outcomes, health, and wellbeing.

**Key Findings:** Most families that completed the Referral Follow-Up Form reported that the SLS services they received improved their child's safety at school (97%), as well as their child's behavioral/mental health (87%) and academic success (85%).

### 4. Improve school climate and school-family-community partnership.

**Key Findings:** Approximately two-thirds (63%) of staff at County-sponsored referral organizations believe the SLS model has improved school climate and school-family-community partnership. SLS Coordinators report that their outreach has helped to meet the changing needs of SLS students and families by filling gaps in services, informing staff and families of current initiatives, and strengthening and building partnerships within the community.

## 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 burdened by economic, social, and/or a range of other inequities. At the core of the SLS initiative is the intention to provide culturally sensitive and evidence-based behavioral and mental health services 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. This report describes all SLS activities to date (Q1–Q4) for the 2018–19 school year.

## SLS Initiative

In the 2018–19 school year, 13 school districts participated in 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 13 school districts, five districts are also piloting a “Feeder Model,” wherein two Feeder schools are identified in each district and assigned a “Feeder Model Coordinator” (in contrast to SLS Coordinators, who serve the school district as a whole).** Each Feeder Model includes an elementary school feeding into a middle school, or a middle school feeding into a high school. The intended value of the “Feeder Model” is to support students and families as they transition from elementary to middle or middle to high school (i.e., to provide continuity of services).

For the purpose of this report, students and/or their family members who received at least one referral or participated in at least one SLS activity—a one-time event or series workshop—are considered “SLS students.”

This report represents data collected by SLS and Feeder Model Coordinators in 13 districts in Quarters 1, 2, 3, and 4 (July 1, 2018–June 30, 2019) of the 2018–19 academic school year.<sup>3</sup> During Quarters 1–4, the coordinators served 152 SLS schools in Santa Clara County. Included in those schools are ten Feeder Model schools from five school districts.<sup>4</sup>

<sup>3</sup> Some districts did not submit data for all four quarters of the 2018–19 school year. In East Side Union High School District, data for family referrals is collected by the District Coordinator from staff at different schools using their own data collection forms. Given this situation, data submitted for Q4 (400 referrals) is omitted from this report because it could not be matched with data submitted in Q3. In Gilroy Unified School District, only two of the three coordinators submitted Q4 data, because the coordinator at Gilroy High left after Q3. In Alum Rock Unified School District, only three of the four coordinators submitted Q3 and Q4 data, because the coordinator at Ocala Middle left after Q2.

<sup>4</sup> Campbell Middle School—a Feeder Model school in past years—closed in 2018, and SLS services were transferred to Monroe Middle School. Therefore, students who received SLS services at Monroe Middle School in Q1 and Q2 are counted as Feeder Model students.

## Evaluation Goals

To understand the impact of the SLS initiative, the evaluation examined the following four evaluation goals. We highlight key findings with respect to each goal below.

### 1. Increase family access to community resources and services.

- More families participated in SLS in the 2018–19 school year compared to the 2017–18 school year.<sup>5</sup>
- Nearly twice as many SLS referrals were offered to students (10,180 vs. 5,701).
- The number of SLS students at Feeder Model schools remained relatively constant, but the number of SLS students at non-Feeder Model schools nearly doubled (7,955 vs. 4,059).
- A greater proportion of referrals were made for behavioral/mental health services (70% vs. 62%).
- Slightly more SLS students participated in events (1,621 vs. 1,380) and series (1,153 vs. 982).

### 2. Improve families' knowledge and behaviors related to school support, health, and wellbeing.

- Most families that completed the Referral Follow-Up Form reported that the SLS services they received improved their family's trust in or relationship with the school (95%), as well as their family's relationships (85%) and wellbeing (82%).
- The vast majority (84%) of staff members who completed the 2018–19 end-of-year BHSD satisfaction survey for County-sponsored referral organizations believe that SLS increased families' access to community resources and services.
- Three in four (74%) staff members who completed the 2018–19 end-of-year BHSD satisfaction survey for County-sponsored referral organizations believe that the SLS model improved families' knowledge and behaviors related to school support, health, and well-being.

### 3. Improve student academic outcomes, health, and wellbeing.

- Most families that completed the Referral Follow-Up Form reported that the SLS services they received improved their child's safety at school (97%), behavioral/mental health (87%), and academic success (85%).

### 4. Improve school climate and school-family-community partnership.

- Approximately two-thirds (63%) of staff members who completed the 2018–19 end-of-year BHSD satisfaction survey for County-sponsored referral organizations believe the SLS model improved school climate and school-family-community partnership.
- SLS Coordinator outreach has proven essential for sustaining and strengthening existing partnerships, filling gaps in service offerings, keeping district staff and families aware of current initiatives, and bringing in new partnerships. These efforts have resulted in new collaborations and programming that meet the changing needs of SLS students and families.

## SLS PARTICIPATION

These findings reflect an analysis of descriptive demographic, referral, and service data collected by all coordinators using the SLS data collection system in 2018–19.<sup>6</sup>

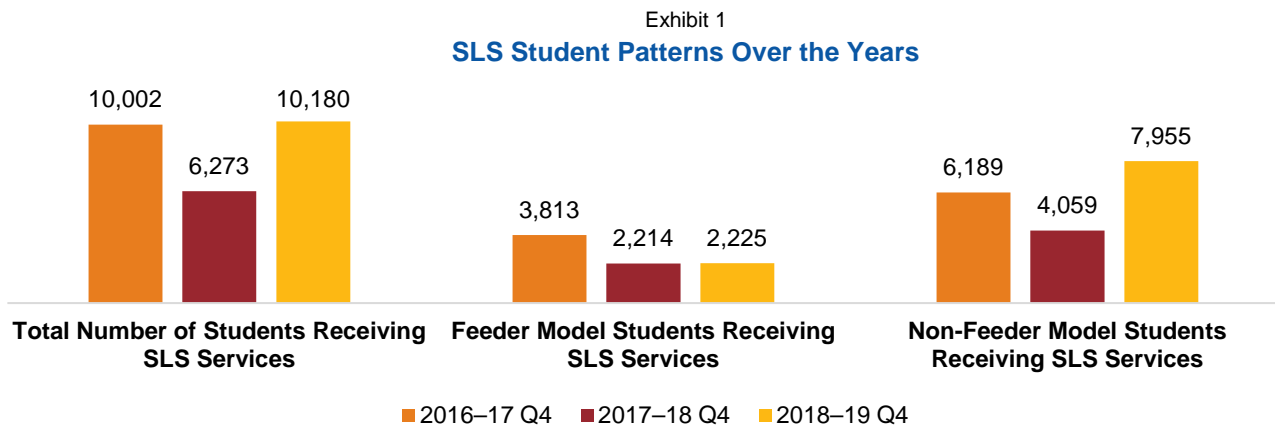
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<sup>5</sup> However, the number of students who participated in SLS in 2018–19 is similar to the number who participated in 2016–17 (Exhibit 1).

<sup>6</sup> In 2018–19, three districts piloted the SLS data collection system module in DataZone (a data warehouse system developed by the Santa Clara County Office of Education to capture student information): Campbell Union, Franklin-McKinley, and Mountain View Whisman.

## Overview

The exhibit below depicts the changes to the number of students receiving SLS services overall, and by Feeder Model vs. non-Feeder Model over the years (at the end of Q4 each year). Given the comparability of the SLS data collected, we only compare 2018–19 and 2017–18 findings in subsequent sections of the report.



Since the SLS evaluation began during the 2016–17 school year, some improvements have been made to the way referrals, events, and series are defined, categorized, and tracked for reporting purposes within the SLS data collection system.<sup>7</sup> These refinements have allowed coordinators to more accurately track their work and the students and families they are supporting through SLS services.

In the 2018–19 school year, **10,180 unduplicated students received SLS services**. Of these, **2,225** are unduplicated students at 10 Feeder Model schools and **7,955** are unduplicated students at 142 SLS non-Feeder Model schools (Exhibit 1).

- **10,291 referrals** were made to **8,471** SLS students. Of the 1,709 students who did not receive a referral, 1,135 students attended only an SLS event, **480** students attended only an SLS series, and **94** students attended both an event and a series. **Comparison to 2017–18: 5,701 referrals made.**
- **179 SLS one-time events** were reported, including **85** with student-level participation data attended by 1,621 unique SLS students.<sup>8</sup> **Comparison to 2017–18: 218 SLS one-time events.**
- **124 SLS series workshops** were reported, including **104** with student-level participation data attended by 1,153 unique SLS students. **Comparison to 2017–18: 128 SLS series workshops.**

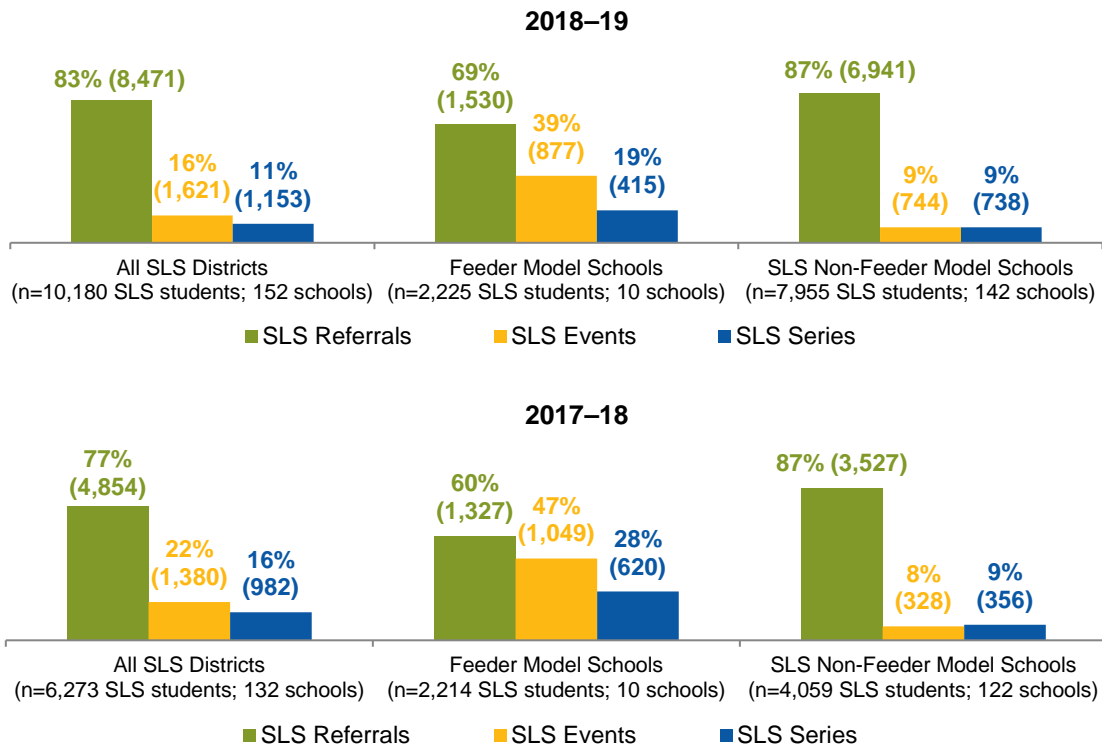
**Change over time:** Nearly twice as many SLS referrals were offered to students in the 2018–19 school year compared with the previous year (see bullets above). The number of non-Feeder Model students participating in SLS services nearly doubled, while the number of Feeder Model students participating in SLS services remained relatively constant. While the proportion of non-Feeder Model students participating in each type of SLS service remained constant compared to last year, a smaller proportion of Feeder Model students are participating in events and series (Exhibit 2). Overall, fewer events and series were offered this year compared to last year (see bullets above).

<sup>7</sup> Two key shifts in data collection were made beginning in 2017–18: 1) Coordinators no longer track the general promotion of events (e.g., simply passing out flyers). Referral was defined as communicating with families and linking them to services. 2) Series data is now only reported once the program is complete (in 2016–17, data for in-progress series were reported each quarter).

<sup>8</sup> In total, Feeder Model schools reported hosting 101 SLS events with a total 14,029 attendees between Q1 and Q4, while SLS non-Feeder Model schools reported hosting 78 SLS events with 10,155 attendees. Student-level participation data was received for 85 of the 179 events, representing attendance by 1,621 unique SLS students. Because most of the event data are reported in aggregate and not linked to student-level records, the number of unique families and students represented by these numbers is unknown. For this reason, only event data linked to student data are referenced in this report.



Exhibit 2  
**Number of SLS Students with at Least One SLS Referral, Event, or Series**



## Demographics of SLS Students

Exhibit 3  
**Race & Ethnicity Demographics of SLS Students**

	Santa Clara County Child Population Data <sup>9</sup>	All SLS Districts (n=10,030 SLS students; 152 schools)	Feeder Model Schools (n=2,207 SLS students; 10 schools)	SLS Non-Feeder Model Schools (n=7,823 SLS students; 142 schools)
<b>Race/Ethnicity</b>				
Latino	36%	67%	74%	65%
Asian	32%	14%	8%	14%
White	24%	8%	9%	8%
Multiracial/Other	6%	7%	6%	8%
African American	2%	4%	3%	4%

<sup>9</sup> Lucile Packard Foundation for Children's Health. (2018). All Data: Santa Clara County. Retrieved July 25, 2019, from <https://www.kidsdata.org/region/59/santa-clara-county/results#cat=6> (Ages 0–17, 2018).

Gender, Age, Grade & Primary Language Demographics of SLS Students<sup>10</sup>

	All SLS Districts (n=6,864–10,180 SLS students; 152 schools)	Feeder Model Schools (n=1,956–2,225 SLS students; 10 schools)	SLS Non-Feeder Model Schools (n=4,908–7,955 SLS students; 142 schools)
<b>Gender<sup>11</sup></b>			
Male	5,217 (51%)	1,153 (52%)	4,064 (51%)
Female	4,912 (48%)	1,066 (48%)	3,846 (48%)
<b>Age</b>			
0–15	8,325 (82%)	2,057 (92%)	6,268 (79%)
16–25	1,855 (18%)	168 (8%)	1,687 (21%)
<b>Grade<sup>12</sup></b>			
Preschool–TK <sup>13</sup>	109 (1%)	57 (3%)	52 (1%)
K–5	3,505 (34%)	524 (24%)	2,981 (37%)
6–8	2,805 (28%)	1,187 (53%)	1,618 (20%)
9–12	3,759 (37%)	457 (21%)	3,302 (42%)
<b>Primary Language<sup>14</sup></b>			
Spanish	3,714 (54%)	1,223 (63%)	2,491 (51%)
English	2,494 (36%)	551 (28%)	1,943 (40%)
Vietnamese	288 (4%)	43 (2%)	245 (5%)
Other <sup>15</sup>	368 (5%)	139 (7%)	229 (5%)

**Change over time:** Compared to 2017–18, a smaller proportion of Latino students are accessing SLS services (67% vs. 77%). The shift is primarily happening in non-Feeder Model schools, where a higher percentage of non-Latino students are receiving SLS services, particularly Asian and Multiracial students. A much higher proportion of students in high school received services this year compared to last year (37% vs. 13%), mirrored by a decrease in services to K–5 and 6–8 students, while Preschool and TK services remained constant.

<sup>10</sup> There is a range of students in each category, given that there were a few students with missing demographic data. Percentage totals may exceed 100% due to rounding.

<sup>11</sup> Twenty-nine additional students identified their gender as “Other.”

<sup>12</sup> See Appendix A for a breakdown of elementary, middle, and high schools by district.

<sup>13</sup> Districts using DataZone also had Pre-Kinder (PK) as an option for grade, along with the Preschool and Transitional Kindergarten (TK) options available to districts using the SLS database.

<sup>14</sup> A significant number of students from Gilroy Unified are missing information about their primary language.

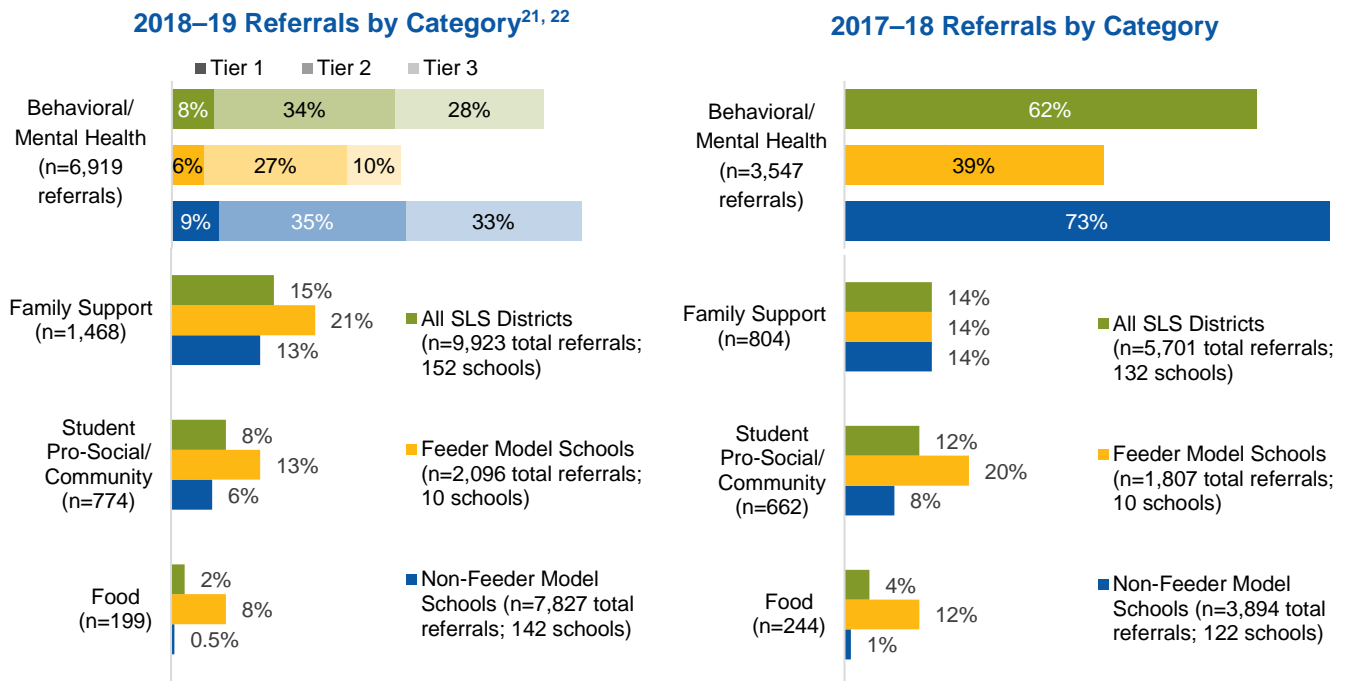
<sup>15</sup> Districts using DataZone chose from a list of 21 languages, including the eight options available to districts using the SLS database.



## Family Referrals<sup>16</sup>

Overall, 10,291 referrals were provided to SLS students, representing a total of 8,471 unduplicated SLS students. In all, 2,137 (21%) of all referrals were made to 1,530 Feeder Model students.

Exhibit 5



**Change over time:** Compared to 2017–18, a greater proportion of referrals are now being made for behavioral/mental health (70% vs. 62%), with increases seen for both Feeder Model and non-Feeder Model schools. Community and pro-social referrals have decreased overall from 12% to 8% of all referrals. The proportion of referrals for family support has remained roughly the same overall and for non-Feeder Model students, but has increased for Feeder Model students (21% vs. 14%).

The majority (70%) of all SLS referrals were for behavioral/mental health (Exhibit 5).<sup>19</sup> More behavioral/mental health referrals were made to students at SLS non-Feeder Model schools than Feeder Model schools—and a significantly greater proportion of Tier 3 (e.g., one-on-one student support) referrals were made at SLS non-Feeder Model schools (33% vs. 10% of all behavioral/mental health referrals). Interestingly, a similar proportion of Tier 1 (e.g., universal prevention programs) behavioral/mental health referrals were made to students at Feeder Model schools and SLS non-Feeder Model schools.<sup>20</sup>

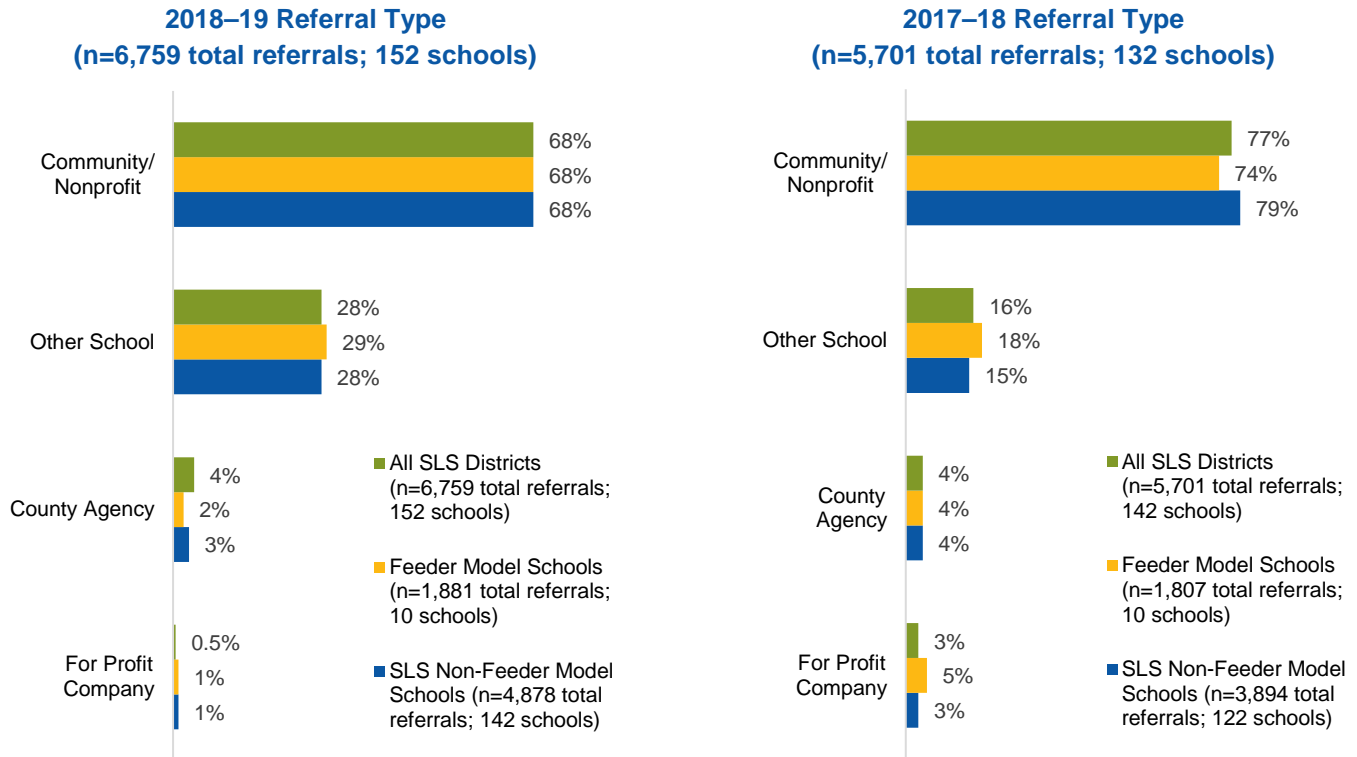
<sup>16</sup> See Appendix B for referral type and category definitions. A small percentage of students had missing data for referral type or category.

<sup>17</sup> Five other referral categories (housing, healthcare, transportation, immigration, and academic) are not graphed in Exhibit 4 because 7% or less of students within Feeder Model schools and 4% or less in non-Feeder Model schools received referrals for these types of services.

<sup>18</sup> The total number of referrals listed in each exhibit reflects those referrals for which we have the particular data being graphed, and may not be equal to the total overall number of referrals (e.g., while there were 10,291 referrals made to all SLS districts in 2018–19, SLS coordinators reported category data for 9,923 referrals—hence the N in Exhibit 5).

<sup>19</sup> One explanation for the high proportion of referrals to behavioral/mental health services is that behavioral/mental health problems are more visible and easy to identify in a school setting, where the majority of referrals are made by teachers, unlike needs addressed by the other referral categories.

<sup>20</sup> The behavioral/mental health and academic categories were changed from singular to tiered categories this year to capture more detailed information about the types of behavioral/mental health and academic referrals students are receiving. Coordinators can automatically refer students to Tier 2 or Tier 3 referrals if more intense services are needed. See Appendix B for referral category definitions.



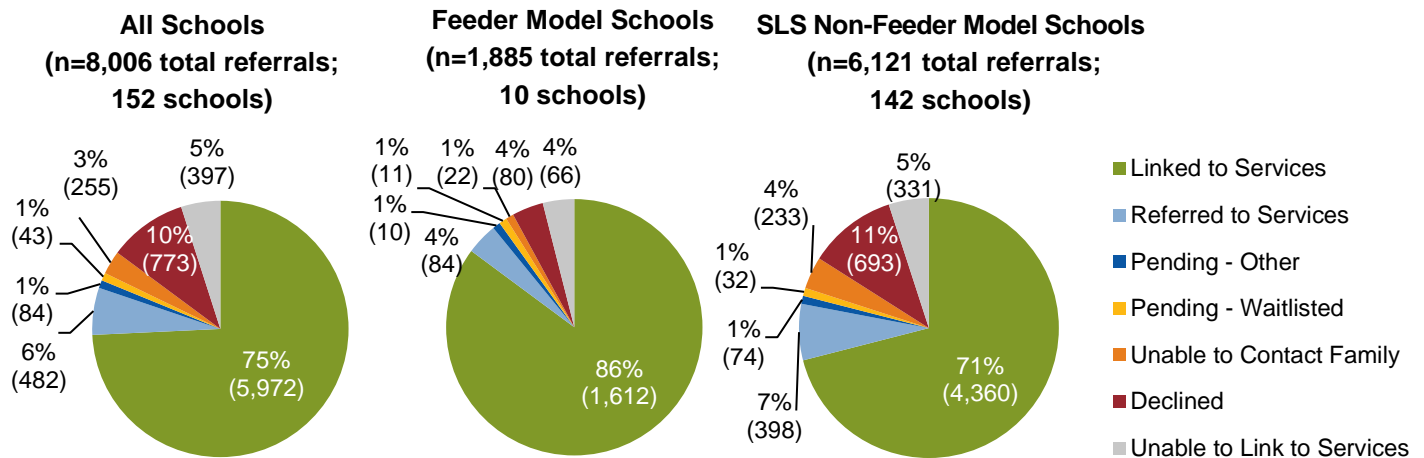
**Change over time:** Compared to the year before, a much higher proportion of referrals in 2018–19 are “other school” referrals (29% vs. 16%). For non-Feeder Model schools, a notably smaller proportion of referrals were made to community/nonprofit organizations in 2018–19 compared to the year before (68% vs. 79%).

The vast majority of referrals across all schools were to community/nonprofit organizations.<sup>21</sup> Of all referrals, approximately 1 in 9 (748; 11%) were SLS Behavioral Health referrals and approximately 1 in 5 (1,414; 21%) were PEI referrals. Of referrals made to Feeder Model schools, only a small proportion were for SLS Behavioral Health and PEI Behavioral Health—138 (7%) and 68 (4%), respectively. In contrast, of referrals made to SLS non-Feeder Model schools, 610 (13%) were for SLS Behavioral Health and 1,346 (28%) were for PEI. The difference in the proportion of PEI referrals between Feeder Model and SLS non-Feeder Model schools is likely due to the fact that PEI is generally only offered at SLS non-Feeder Model schools.<sup>22</sup>

<sup>21</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>22</sup> The new category of “Pending – Waitlist” was added this year. Definitions for all referral status categories are included in Appendix B.

Exhibit 7  
Referral Status



**Change over time:** The proportion of referrals linked is slightly lower (75% vs. 78%) overall, and the proportion of referrals declined is slightly higher (10% vs. 8%) overall compared to the previous year. The proportions of other referral statuses (referred, pending, and unable to contact family) are similar overall.

**SLS students in both Feeder Model and non-Feeder Model schools are referred to various organizations in the community to access support and resources.** Generally, Feeder Model and non-Feeder Model coordinators refer students to similar organizations.

Exhibit 8  
Organization Referrals

	Feeder Model Schools (n=1,879 referrals; 10 schools)		Non-Feeder Model Schools (n=5,260 referrals; 142 schools)	
	Total Number of Unique Organizations	Referrals Made to Top 5 Organizations	Total Number of Unique Organizations	Referrals Made to Top 5 Organizations
	69	29%	97	50%
Top 5 Referral Organizations <sup>23, 24</sup>	<ul style="list-style-type: none"> <li>• Second Harvest Food Bank (158 referrals)</li> <li>• Uplift Family Services (108 referrals)</li> <li>• Student Support Services (102 referrals)</li> <li>• Assistance League (100 referrals)</li> <li>• School Staff (86 referrals)</li> </ul>		<ul style="list-style-type: none"> <li>• ARCC (703 referrals)</li> <li>• Uplift Family Services (658 referrals)</li> <li>• Foothill Community Health Center (515 referrals)</li> <li>• FMSD (425 referrals)</li> <li>• School Intern (314 referrals)</li> </ul>	

<sup>23</sup> Not all schools provide referrals to these organizations.

<sup>24</sup> The top five organizations for Feeder Model and non-Feeder Model referrals generally include organizations like Alum Rock Community Center (ARCC) and Uplift Family Services that are large-scale providers serving the entirety of Santa Clara County.

### SLS Coordinator Reflections on Family Referrals

Coordinators report a consistent and increasing need for mental health services in Santa Clara, including referrals to local mental health programs for students dealing with depression, anxiety, chronic stress, and other socioemotional issues. Relationships and communication with both families and CBO partners have been critical for coordinators to successfully connect families with appropriate resources. Coordinators have invested heavily in their relationships with students and parents in order to cultivate trust and confidence. This relationship-building is particularly important for SLS families that can be difficult to connect with—some do not have phone and internet access or a consistent home address. One coordinator shared that it has also been valuable to maintain a strong working relationship with staff at CBOs so that coordinators can easily follow up on referrals to make sure that families are linked to services.

***“I find that the best way to get family buy-in is to personally get to know your community members. It is because of these connections, which have taken years to grow, that families have the trust and confidence that we are doing the right thing for their students.”***

– SLS Coordinator, Mountain View Whisman School District

Although coordinators report that SLS has helped them connect students to services, some challenges remain. One coordinator shared that it is difficult to find resources for students who are not at PEI or SLS schools, and others reported that families are being placed on waitlists because providers are at capacity. On the service side, wait times seem to be an issue for certain referrals, including mental health. Lack of staff at referral organizations or issues with insurance can also contribute to growing wait times.

### Stories of Impact

***“One of the 4th grade students at Franklin Elementary had been struggling with her attendance. I made a home visit with our District social worker and learned that the student felt unwelcome at school and had a difficult time with a substitute teacher. After the home visit, I helped coordinate an IEP meeting with the parent. However, the student continued to attend school inconsistently, so I reached out to the parent again to see if we could provide support. The parent shared that they had been asked to move out of their home and were in need of immediate support to prevent them from becoming homeless. I made a referral to [one CBO] and helped the parent secure an appointment, but unfortunately they told her that another family on their waitlist had been given priority, leaving the Franklin family I referred without options. I sent the referral to [another CBO] right away—they got in touch with the family and connected them to The Health Trust Rental assistance program, which was able to provide the parent with rental assistance funding.”***

– SLS Coordinator, Franklin-McKinley School District

## Family Engagement: One-Time SLS Events & Series

In addition to referrals for support or resources, SLS Coordinators at Feeder Model and non-Feeder Model schools help coordinate one-time events and series for students and their families.

Exhibit 9

### Family Engagement: SLS Events & Series

	Feeder Model Schools (n=10 schools)		Non-Feeder Model Schools (n=142 schools)	
	Unduplicated Students Who Attended Events: 877	Number of SLS One-Time Events: 101	Unduplicated Students Who Attended Events: 744	Number of SLS One-Time Events: 78
Events	Most Common SLS One-Time Events:		Most Common SLS One-Time Events:	
	<ul style="list-style-type: none"> <li>• Food Distribution Event (26 events)</li> <li>• Family Event (16 events)</li> <li>• School Event (10 events)</li> <li>• ELAC (9 events)</li> <li>• Back to School (5 events)</li> </ul>		<ul style="list-style-type: none"> <li>• School Event (17 events)</li> <li>• Health and Wellness (16 events)</li> <li>• Intervention Meetings (6 events)</li> <li>• College Readiness (5 events)</li> <li>• Family Event (5 events)</li> </ul>	
Series	Unduplicated Students Who Attended Series: 415	Total Number of SLS Series: 50	Unduplicated Students who Attended Series: 738	Total Number of SLS Series: 74
	Most Common SLS Series:		Most Common SLS Series:	
	<ul style="list-style-type: none"> <li>• Health and Wellness (5 series)</li> <li>• Family Engagement Institute (5 series)</li> <li>• Literacy (5 series)</li> <li>• PIQE (5 series)</li> <li>• Sylvan (4 series)</li> </ul>		<ul style="list-style-type: none"> <li>• Girls or Boys Group (24 series)</li> <li>• Skillstreaming (10 series)</li> <li>• Strengthening Families (8 series)</li> <li>• Family Engagement Institute (5 series)</li> <li>• Health and Wellness (3 series)</li> </ul>	

### SLS Coordinator Reflections on Family Engagement Activities

Similar to referrals, relationships are key for hosting successful SLS events and series. Coordinators have established partnerships with a wide array of local community organizations to garner interest in and coordinate provision of services to their school. They are actively collaborating with coordinators at other school sites to host events and building relationships with community members to create trust and engage families in SLS services. Not only do parents find family engagement events to be informative and useful (e.g., support navigating the school system, accessing resources), but they are often fun and interactive opportunities to socialize with other parents, school staff, and their child.

#### Stories of Impact

***“Not only are parents required to fulfill a mandatory 30-hour volunteer requirement, but they are pushed to be active decision-makers and contributors to their school community. However, we have some parents that go above and beyond in supporting our school and we used the School Linked Services funds to recognize the work of these incredible leaders. Twenty-eight LUCHA parents accumulated over 100 hours of volunteer time this school year. These parents were recognized at our End of Year Celebration with a special certificate and a blue pullover with our school logo. We had many other parents asking how they could get one of those sweatshirts, and we shared that these were one-of-a-kind and earned through exceptional commitment to our school community.”***

– SLS Coordinator, Alum Rock Unified School District

***“The Early College Outreach Parent Program focused on the language and technology skills parents needed to best support and engage in their child’s learning. Parents get hands-on experience on laptop computers to email their children’s teachers to get real-time communication with how their academics and performance in class are progressing. Post data showed that 100% of participants felt more confident in communicating with school staff and asking specific questions regarding their child’s learning and felt more connected to the school.”***

– SLS Coordinator, Alum Rock Unified School District

## FAMILY KNOWLEDGE & BEHAVIOR

### Data Sources

#### Referral Follow-Up Form

In 2018, SCC BHSD and Informing Change collaborated to develop and roll out the Referral Follow-Up Form, a new data collection activity to understand whether families are following up on SLS referrals and how services they have utilized have helped improve their child’s or family’s wellbeing. The 10-question Referral Follow-Up Form was designed to be administered over the phone or in-person by SLS Coordinators 6–10 weeks after a referral was made. Though the form was available to all coordinators in its pilot year, distribution of the form was focused on SLS students from Feeder Model schools who had received a Tier 2 or Tier 3 academic or behavioral/mental health referral. Feeder Model Coordinators were encouraged to complete 20 Referral Follow-Up Forms per quarter, or up to the total amount of Tier 2 and Tier 3 referrals, if fewer than 20. In 2018–19, coordinators from Alum Rock, Campbell Union, Fremont Unified, and Gilroy Unified districts submitted Referral Follow-Up Forms for a combined total of 118 referrals.<sup>25</sup> This first year of data collected via the Referral Follow-Up Form will serve as a baseline for subsequent years’ data collected via this method.

#### Other Data Sources

In addition to the family Referral Follow-Up Form, BHSD administered an end-of-year satisfaction survey with staff involved with County-sponsored referral organizations for the first time this year. This survey included a handful of items directly relevant to SLS. Altogether, 108 school and district staff members across 13 SLS school districts completed the survey.<sup>26</sup> The results from this first year will serve as a benchmark (i.e., baseline data) for subsequent years.

In the past, we have also asked coordinators to administer a post-event family survey to assess parents’ gains in knowledge.<sup>27</sup> Looking back at findings from prior years,<sup>28</sup> we found that a vast majority of parents (94% or more) across years reported that they had learned: (a) something new, (b) something that they feel will change the way they interact with their child, and (c) about available resources and services for their family.

<sup>25</sup> Alum Rock: Painter Elementary (n=40), Sheppard Middle (n=39); Campbell Union: Rosemary Elementary and Preschool (n=8); Fremont Union: Cupertino High (n=3), Fremont High (n=3), Homestead High (n=1); Gilroy Unified: Gilroy High (n=13), South Valley Middle (n=11). All schools are Feeder Model schools except Cupertino High, Fremont High, and Homestead High.

<sup>26</sup> Nine staff members from non-SLS school districts are also included in this sample.

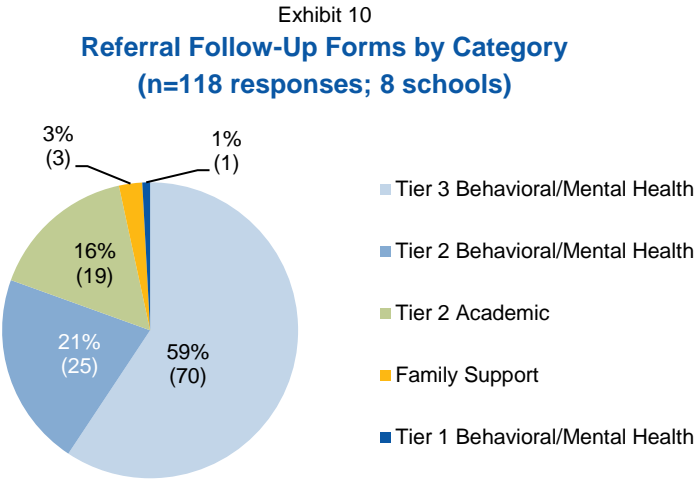
<sup>27</sup> We are no longer employing this data collection method, in part to reduce the data collection burden on coordinators (particularly given the addition of the Referral Follow-Up Form). However, in the 2019–20 school year, we will be implementing a post-series survey to assess the influence of deeper engagement, multi-session SLS touchpoints.

<sup>28</sup> 2017–18 and 2016–17.

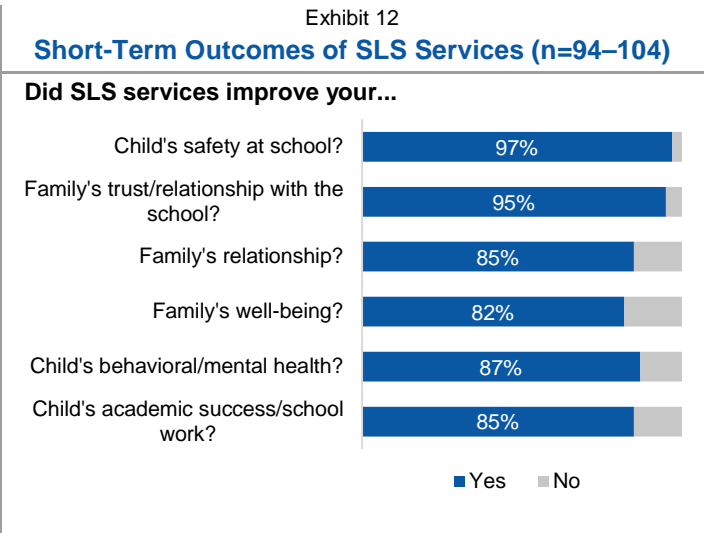
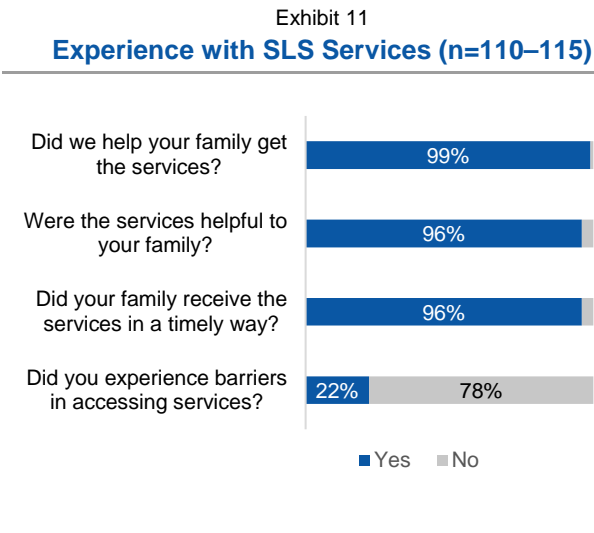
Findings

The vast majority of individuals who completed the 2018–19 end-of-year BHSD satisfaction survey for County-sponsored referral organizations (84%) believe that SLS increased family access to community resources and services. Three in four (74%) believe that the SLS model improved families’ knowledge and behaviors related to school support, health, and well-being.

***“We have many more families attending parenting classes, feeling empowered to participate and partner in their children’s education.”***  
– Staff, County Sponsored Referral Organization



Families who completed a Referral Follow-Up Form overwhelmingly reported positive experiences and outcomes with SLS. A large proportion (82%–97%) of families reported that the referrals contributed to positive short-term outcomes for both the child and the family (Exhibits 11 and 12). In particular, families nearly unanimously reported that SLS services improved their family’s trust in or relationship with the school (95%) and their child’s safety at school (97%).



Nearly all families said that SLS helped their family to get services and nearly all were satisfied with the services they received (with 63% reporting being “very satisfied,” 35% “somewhat satisfied,” and 2% “not satisfied”). About one in five (22%) families experienced barriers to accessing services (Exhibit 10).



## SLS Coordinator Reflections on Improvements in Families' Knowledge and Behaviors

SLS provides parents with resources to improve their parenting skills and increase family wellbeing generally, including classes and workshops on communication and mental health issues. One coordinator shared that parents who attended a Family Engagement Institute class on parent communication said they really enjoyed the classes and found them relevant and practical for raising teens. Through participation in SLS events and series, families are also exposed to new experiences they may not otherwise have had access to, such as field trips to local museums, guest speakers, and documentary screenings. SLS Coordinators often work directly with parents to help them complete school paperwork, make sense of updates related to their child's academic progress, and even apply for benefits, like Medi-Cal. SLS Coordinators are an important touchstone for parents who are unsure of where to seek help, and SLS series and events provide an entry point for parent engagement in the broader school community.

***“Many families don’t know where to begin or what questions to ask when seeking help—and they have been so grateful to have one person they can connect with for that help with resources.”***

—SLS Coordinator, Morgan Hill Unified School District

### Stories of Impact

***“A parent came to our school to ask for support. Her son had been out of school for approximately two months and the parent was very nervous about getting him back into school and being questioned. I helped her navigate through the enrollment paperwork and she explained it has been extremely overwhelming because her husband was the main income provider in their household and he was incarcerated, causing them to live in their car. I reassured her that I would try my best to get her some support and resources.”***

— SLS Coordinator, Mt. Pleasant Elementary School District

***“Parents whose sole interaction with our school was attending the college non-credit courses have now volunteered to be part of other events such as our International Night or STEAM projects. What is very encouraging about these parent leaders is that they are parents who came from other countries and have limited education. They felt limited to become involved because of the language barrier. I believe our parenting classes have empowered them to increase their involvement and to believe they can have better education for them[selves] and be a role model for their children.”***

— SLS Coordinator, Campbell Unified School District

## SCHOOL CLIMATE & SCHOOL-FAMILY-COMMUNITY PARTNERSHIP<sup>29</sup>

In 2018, SCC BHSD and Informing Change collaborated to collect, analyze and synthesize findings from two key sources to assess improvements in school climate and school-family-community partnership. We used two data sources—collected by SCC BHSD—for this analysis: a) narrative quarterly reporting forms completed by SLS Coordinators, and b) the end-of-year BHSD staff survey.<sup>30</sup>

<sup>29</sup> The 2018–19 narrative quarterly reporting form does not include specific questions about community impact. The SCC BHSD team, with support from Informing Change, will be redesigning the narrative quarterly reporting form in 2019–20 and will incorporate questions to assess community impact. Therefore, we anticipate that 2019–20 SLS evaluation reporting will incorporate findings to this effect.

<sup>30</sup> See description in the “Family Knowledge & Behavior” section of this report.

In prior years, we have also collected data from parents on their experience with SLS through an end-of-year family survey. The primary focus of this survey was to assess parents' sense of support from and relationship with their child's school. Overall, findings have been consistently positive from year to year. Looking back at findings from prior years,<sup>31</sup> we found that across years a) nearly all parents (88% or more) felt supported by their school in various ways,<sup>32</sup> b) the vast majority (94% or more) felt connected to their child's school in a various ways,<sup>33</sup> and c) more than half (53–58%) had interacted with their child's teacher on at least three occasions.

## Findings

Approximately two-thirds (63%) of staff members who completed the 2018–19 end-of-year BHSD satisfaction survey for County-sponsored referral organizations believe the SLS model improved school climate and school-family-community partnership.

***“SLS is critical to my school. We have an amazing climate and happy kids because they know they are safe and there are adults who can help them solve problems when life is difficult. Our providers are mentors and adult role models to the students. Some of our kids do not have those in their homes and SLS reinforces the idea that we are all here to help each other and... thrive.”***

– School or District Staff Member

### SLS Coordinator Reflections on Improvements in School Climate & School-Family-Community Partnerships

Coordinators continue to grow connections with and between CBO partners, service providers, families, school staff, and community members. SLS coordinator outreach (and their work with the campus collaborative, in particular) has proven essential for sustaining and strengthening existing partnerships, filling gaps in service offerings, keeping district staff and families aware of current initiatives, and bringing in new partnerships. These efforts have resulted in new collaborations and programming that meet the changing needs of SLS students and families, and some coordinators are starting to see increases in participation and community engagement at school events as a result. Coordinators believe that stronger partnerships have also resulted in better continuity of services for SLS families, as they work across schools and districts to engage families in school transition planning and coordinate services for siblings at different schools.

***“My role as an SLS Coordinator has made an impact not only at the school site, but also in the entire school community as multiple resources that we have available are needs driven and tailored to the school community.”***

– SLS Coordinator, Campbell Unified School District

<sup>31</sup> 2017–18 and 2016–17.

<sup>32</sup> Parents believed that their school helped them to improve their child's academic success, advocate for their child, improve family relationships, improve their child's health and wellbeing, and find resources for their family.

<sup>33</sup> Parents felt comfortable and welcomed at their school, felt the school community provides a safe space for their child, know who to go to for help at the school, and generally felt connected to the school community.

## Stories of Impact

***“I make an effort to attend all campus collaborative meetings and build relationships with CBOs, providers, nonprofits, and community outreach. By building connections, I often receive calls from our campus collaborative members who want to provide support in addition to services they currently provide at our Feeder Model schools. This has increased the resources available at a district level.”***

– SLS Coordinator, Campbell Unified School District

## Challenges

Coordinators reported both “external” and “internal” challenges related to school climate and school-family-community partnerships:

### External

- Families continue to experience fear related to their **undocumented status, gang activity** in the community, and increased use of **social media and cyber bullying**.
- **Homelessness** and lack of access to stable housing continues to be a barrier for families served by SLS.
- Variation in families’ **insurance** pose different barriers to access.

### Internal

- Coordinators experienced an increased demand for mental health services and counseling in 2018–19, resulting in **longer waitlists and delayed access to services**. (This was particularly challenging in Quarter 4 when coordinators are trying to submit their referrals before the start of summer.)
- In at least some cases, coordinators were **unable to identify appropriate agencies** for referral, particularly for less common issues or needs (e.g., gaming/screen addiction, issues specific to homeless families).

## CONCLUSION

While in prior years, the SLS evaluation largely focused on assessing progress toward two of four overarching SLS evaluation goals (increasing family access and improving families’ knowledge and behaviors), this year’s evaluation marks an important turning point as we were able to assess progress toward all four goals to at least some degree.

Overall, evidence from SLS Coordinators, CBOs, and families suggests that SLS has largely been successful in meeting its goals—particularly with respect to increasing family access to community resources and services, improving families’ knowledge and behaviors related to school support and health and wellbeing, and improving school climate and school-family-community partnerships.

The vast majority of students and families in need of services are successfully “linked” to services, and families who have reflected on short-term outcomes overwhelmingly report positive impacts on both the student and family. Furthermore, coordinators and CBOs continue to strengthen their partnerships with one another, schools, and the families they serve, adapting to growing and changing needs among the SLS student population. Increases in the number of behavioral/mental health referrals along with coordinators’ observations and experiences

working directly with families and CBOs indicate a growing need for behavioral/mental health services among the SLS student population.

The incorporation of qualitative data reflecting coordinators' experiences and perspectives on SLS, for the first time this year, provides important context and texture to our understanding of these needs, the types of supports provided to families by coordinators and CBOs and the nature and depth of relationships developed between schools, parents and local organizations through the SLS program.

## **Looking Ahead**

Going forward, evaluation of the County of Santa Clara SLS program would greatly benefit from enhanced quantitative data to assess student-level outcomes as well as stronger qualitative data (e.g., via coordinator narrative reports) to assess improvements in school climate and other evaluation goals. To this end, in the coming year (2019–20)—building upon the lessons learned from the current pilot year—BHSD, Informing Change and the SLS Data and Evaluation Workgroup will work together to a) improve data collection and analysis relating to measuring student-level outcomes (in collaboration with the DataZone team at the Santa Clara County Office of Education), and b) revamp the coordinator narrative reporting tool to more directly align with the goals of the SLS evaluation.

# District-Level Snapshot:

## Alum Rock Union School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Alum Rock Union School District (ARUSD) and includes data on students and their families in three Feeder Model schools (**Ocala Middle**,<sup>1</sup> **Painter Elementary**, and **Sheppard Middle**) and 23 SLS non-Feeder Model schools.<sup>2</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>3</sup>

Exhibit 1  
Alum Rock Union: Demographics of Students Receiving SLS<sup>4, 5</sup>

	Ocala Middle (n=122 SLS students)	Painter Elementary (n=169 SLS students)	Sheppard Middle (n=149 SLS students)	SLS Non-Feeder Model Schools (n=789 SLS students)
<b>Race/Ethnicity</b>				
Latino	88 (72%)	99 (59%)	119 (80%)	683 (87%)
White	10 (8%)	5 (3%)	2 (1%)	14 (2%)
Asian	12 (10%)	49 (29%)	21 (14%)	45 (6%)
Black	5 (4%)	3 (2%)	2 (1%)	25 (3%)
Multiracial/Other	7 (6%)	13 (8%)	5 (3%)	22 (3%)
<b>Gender</b>				
Male	71 (58%)	102 (60%)	79 (53%)	418 (53%)
Female	51 (42%)	67 (40%)	70 (47%)	371 (47%)
<b>Grade<sup>6</sup></b>				
Preschool–TK	-	12 (7%)	-	9 (1%)
K–5	-	157 (93%)	-	470 (60%)
6–8	122 (100%)	-	149 (100%)	309 (39%)
9–12	-	-	-	1 (0.1%)

<sup>1</sup> In Alum Rock Unified School District, only three of the four coordinators submitted Q3 and Q4 data, because the coordinator at Ocala Middle left after Q2.

<sup>2</sup> Adelante Academy, Adelante II at Arbuckle Elementary, Aptitud Community Academy at Goss, Arbuckle Elementary, Cassell Elementary, Cesar Chavez Elementary, Cureton Elementary, Dorsa Elementary, Fischer Middle, Hubbard Media Arts, 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, Russo/McEntee Academy, Ryan Elementary, and San Antonio Elementary.

<sup>3</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

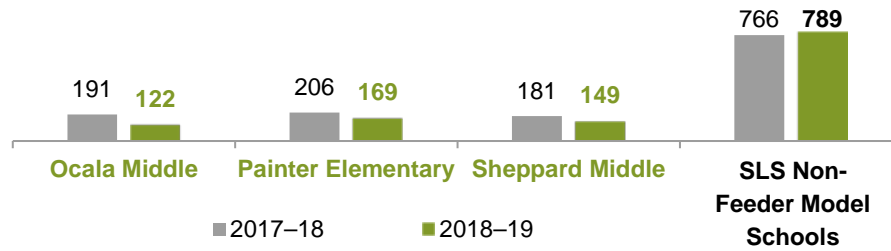
<sup>4</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>5</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

<sup>6</sup> All SLS students in Alum Rock Union were age 15 or under.

## SLS Overview

Exhibit 2  
**Alum Rock Union: Number of Students Receiving SLS**  
**—Referrals & Family Engagement Programs—Over the Years**



## SLS Family Referrals

Exhibit 3  
**Alum Rock Union: Number of SLS Students Receiving Referrals Over the Years**

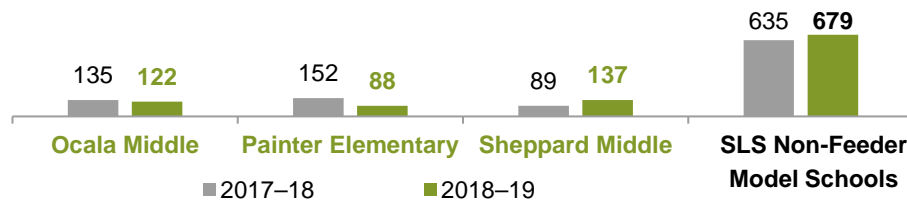


Exhibit 4  
**Alum Rock Union: Referrals by Organization Type<sup>7</sup>**

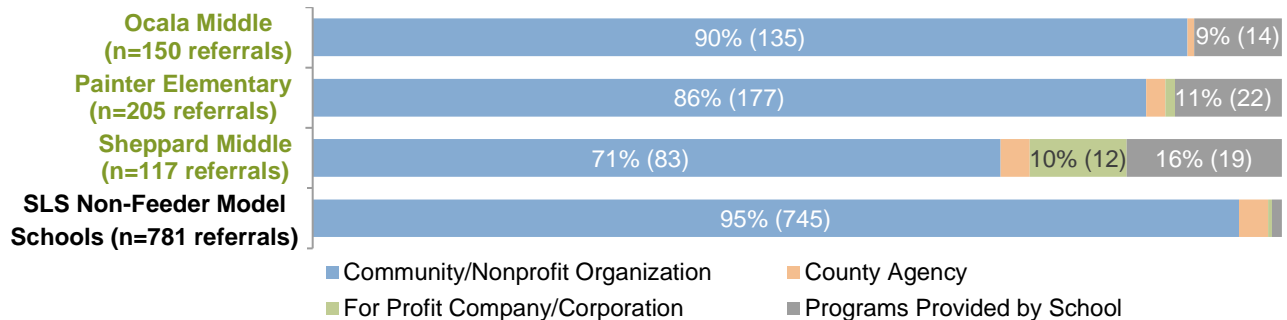
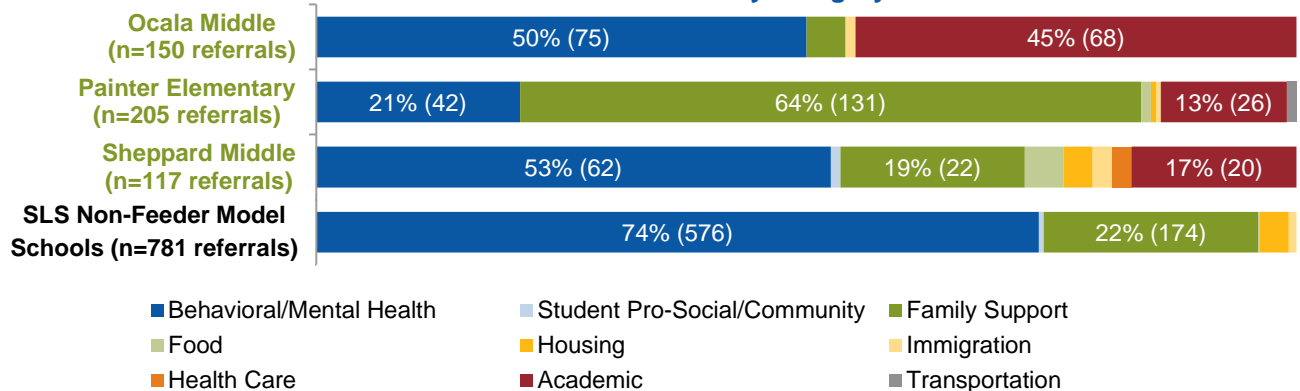


Exhibit 5  
**Alum Rock Union: Referrals by Category<sup>8</sup>**



<sup>7</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>8</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include for **Ocala Middle**: 13 Tier 1 referrals, 34 Tier 2 referrals, and 28 Tier 3 referrals; for **Painter Elementary**: one Tier 1, two Tier 2, and 39 Tier 3 referrals; for **Sheppard Middle**: two Tier 1, nine Tier 2, and 51 Tier 3 referrals.

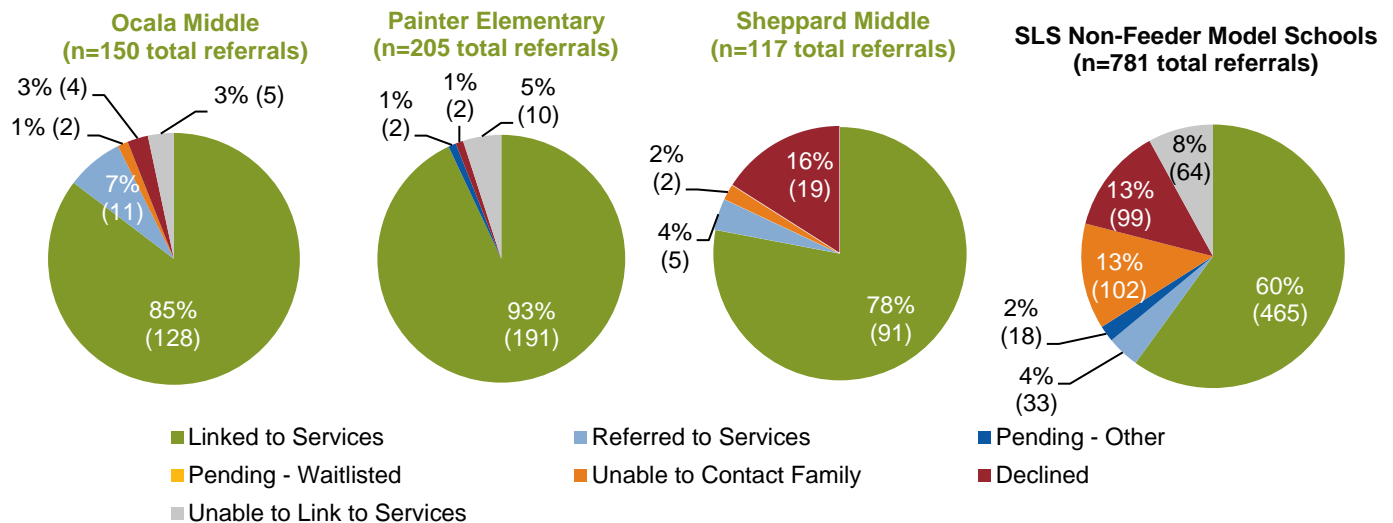
Exhibit 6

### Alum Rock Union: Top 5 Referral Organizations

	Ocala Middle (n=150 referrals)	Painter Elementary (n=205 referrals)	Sheppard Middle (n=117 referrals)	SLS Non-Feeder Model Schools (n=781 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>City Year (68)</li> <li>ARCC (36)</li> <li>City of San Jose (17)</li> <li>School Counselor (9)</li> <li>Fresh Lifelines for Youth (5)</li> </ul>	<ul style="list-style-type: none"> <li>Assistance League (97)</li> <li>Church (25)</li> <li>Foothill Community Health Center (21)</li> <li>School Staff (13)</li> <li>The City Peace Project (10)</li> </ul>	<ul style="list-style-type: none"> <li>ARCC (29)</li> <li>Foothill Community Health Center (16)</li> <li>The City Peace Project (14)</li> <li>Other School (8)</li> <li>Sylvan Tutoring (7)</li> </ul>	<ul style="list-style-type: none"> <li>ARCC (397)</li> <li>Foothill Community Health Center (157)</li> <li>My New Red Shoes (151)</li> <li>SCC Behavioral Health's Call Center (16)</li> <li>Bill Wilson Center (14)</li> </ul>

Exhibit 7

### Alum Rock Union: Referral Status<sup>9</sup>



## SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students that have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>10</sup>

referrals; and for **Non-Feeder Model Schools**: no Tier 1, 17 Tier 2, and 559 Tier 3 referrals. The Academic referrals include, for **Ocala Middle**: 68 Tier 1 referrals and no Tier 2 and Tier 3 referrals; for **Painter Elementary**: one Tier 1, 25 Tier 2, and no Tier 3 referrals; and for **Sheppard Middle**: 11 Tier 1, nine Tier 2, and no Tier 3 referrals.

<sup>9</sup> Most of the "Declined" referrals were due to families declining services; few are due to families seeking services elsewhere. Most of the "Unable to Link to Services" referrals were due to the family not following up with the coordinator or the client already receiving services.

<sup>10</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.



Exhibit 8

### Alum Rock Union: Number of SLS Students & their Families Participating in One-time Events & Series

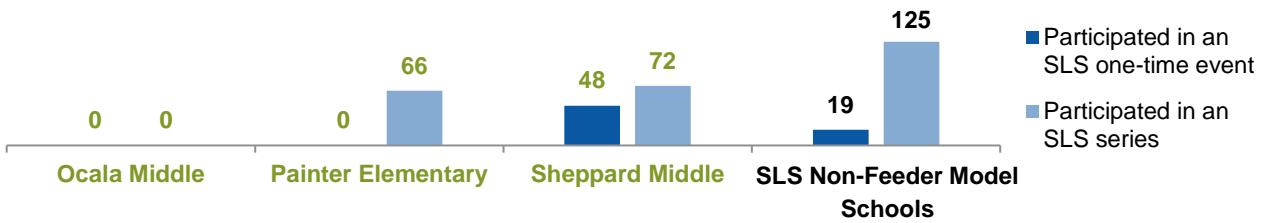


Exhibit 9

### Alum Rock Union: Name & Number of SLS Family Engagement Events & Series

	Ocala Middle (n=4 events)	Painter Elementary (n=19 events; 7 series)	Sheppard Middle (n=24 events; n=7 series)	SLS Non-Feeder Model Schools (n=1 event; 13 series)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>Back-to-school event</li> <li>Empowering Our Community for Success: Bullying Presentation</li> <li>SJPD Prevention Presentation</li> <li>Winter Wonderland</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-School BBQ</li> <li>ELA Night Family Night</li> <li>Family Field Trip</li> <li>Family Picnic Day</li> <li>Food Pantry (10)</li> <li>Halloween Family Costume Dance</li> <li>Parent/Volunteer Luncheon</li> <li>Walk-A-Thon</li> <li>Winter Holiday Family Event (2)</li> </ul>	<ul style="list-style-type: none"> <li>6th Grade Parent Orientation Day</li> <li>Back-to-School Night - Sheppard</li> <li>Black History Month Trivia Night</li> <li>City Peace Project Social Skills Field Trip</li> <li>Community Connections Night</li> <li>Family Engagement Field Trip</li> <li>Family Engagement Meeting</li> <li>Family Engagement Recognition</li> <li>Family Luau</li> <li>Feeder School 5th Grade Visit (3)</li> <li>Honor Roll Night</li> <li>Project Cornerstone Developmental Assets Staff Training</li> <li>School Pantry (9)</li> <li>SMS Family Xmas in the Park</li> </ul>	<ul style="list-style-type: none"> <li>Star Night at Aptitud</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>No family engagement series recorded</li> </ul>	<ul style="list-style-type: none"> <li>ESL Classes</li> <li>Springboard Literacy Parent Workshops</li> <li>Springboard Literacy Program (2)</li> <li>Sylvan Math Tutoring</li> <li>Sylvan Parent Workshops</li> <li>The City Peace Project Social Skills</li> </ul>	<ul style="list-style-type: none"> <li>City Peace Project Social Skills Group</li> <li>ECOPP English Classes</li> <li>Project Cornerstone TIP</li> <li>Saturday Academy</li> <li>Sylvan Learning Math Parent Program (2)</li> <li>Targeted Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>All the World's a Stage (2)</li> <li>ECOPP ESL Program</li> <li>Healthy Living Circle (5)</li> <li>Promoting Alternative Thinking Strategies (2)</li> <li>Strengthening Families Program (3)</li> </ul>

# District-Level Snapshot: Campbell Union School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Campbell Union School District (CUSD) and includes data on students and their families in two Feeder Model schools (**Monroe Middle**<sup>1</sup> and **Rosemary Elementary**<sup>2</sup>) and ten SLS non-Feeder Model schools.<sup>3</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>4</sup>

Exhibit 1  
Campbell Union: Demographics of Students Receiving SLS<sup>5, 6</sup>

	Monroe Middle (n=384–387 SLS students)	Rosemary Elementary (n=304–312 SLS students)	SLS Non-Feeder Model Schools (n=399–404 SLS students)
<b>Race/Ethnicity</b>			
Latino	307 (80%)	281 (92%)	280 (70%)
White	25 (7%)	7 (2%)	70 (18%)
Asian	9 (2%)	9 (3%)	16 (4%)
Black	26 (7%)	2 (1%)	10 (3%)
Multiracial/Other	17 (4%)	5 (2%)	23 (6%)
<b>Gender</b>			
Male	180 (47%)	171 (55%)	220 (54%)
Female	207 (53%)	141 (45%)	184 (46%)
<b>Grade</b>			
Preschool–TK	-	45 (14%)	1 (0.2%)
K–5	-	267 (86%)	343 (85%)
6–8	387 (100%)	-	60 (15%)
9–12	-	-	-

<sup>1</sup> SLS was transferred to Monroe Middle School after Campbell Middle School—a Feeder Model school in past years—closed in 2018. Therefore, students who received SLS at Monroe Middle School in Q1 and Q2 of the 2018–19 school year are counted as Feeder Model students. Monroe Middle does not have comparable data as a Feeder Model school from the previous year.

<sup>2</sup> Rosemary Elementary includes an onsite preschool.

<sup>3</sup> Blackford Elementary, Campbell School of Innovation, Capri Elementary, Castlemont Elementary, Forest Hill Elementary, Lynhaven Elementary, Marshall Lane Elementary, Rolling Hills Middle, Sherman Oaks Elementary, and Village School.

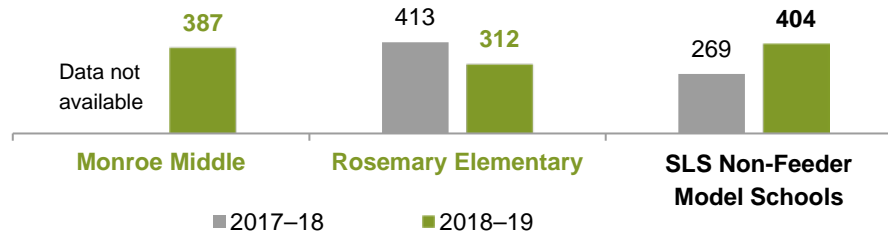
<sup>4</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

<sup>5</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>6</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data. Sample sizes, or “n’s,” may also vary due to missing data for some variables (e.g., race/ethnicity).

## SLS Overview

Exhibit 2  
Campbell Union: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—Over the Years



## SLS Family Referrals

Exhibit 3  
Campbell Union: Number of SLS Students Receiving Referrals Over the Years

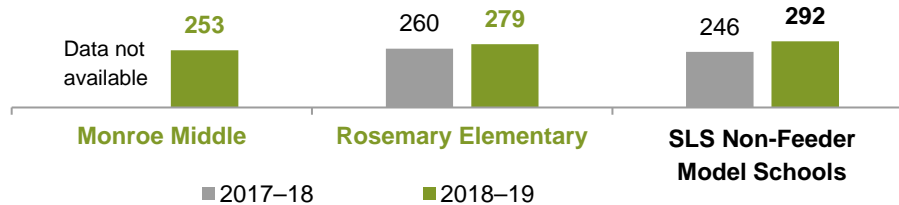


Exhibit 4  
Campbell Union: Referrals by Organization Type<sup>7</sup>

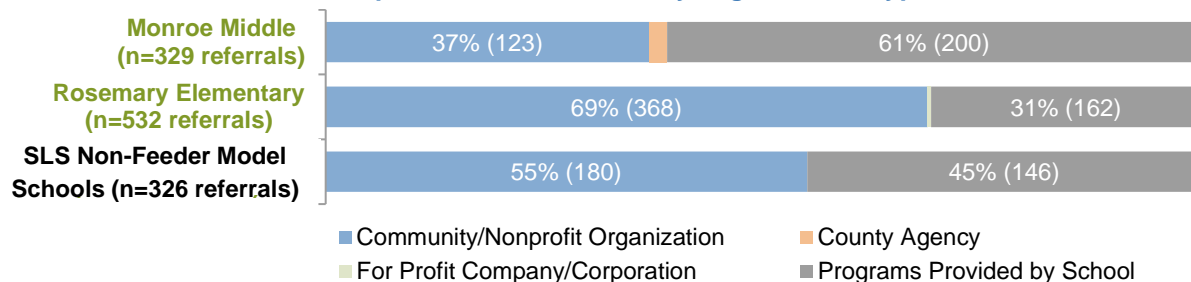
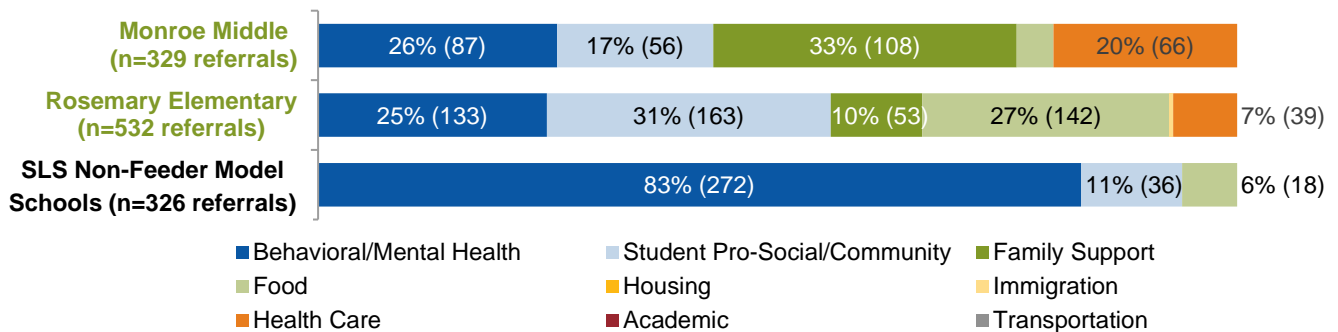


Exhibit 5  
Campbell Union: Referrals by Category<sup>8</sup>



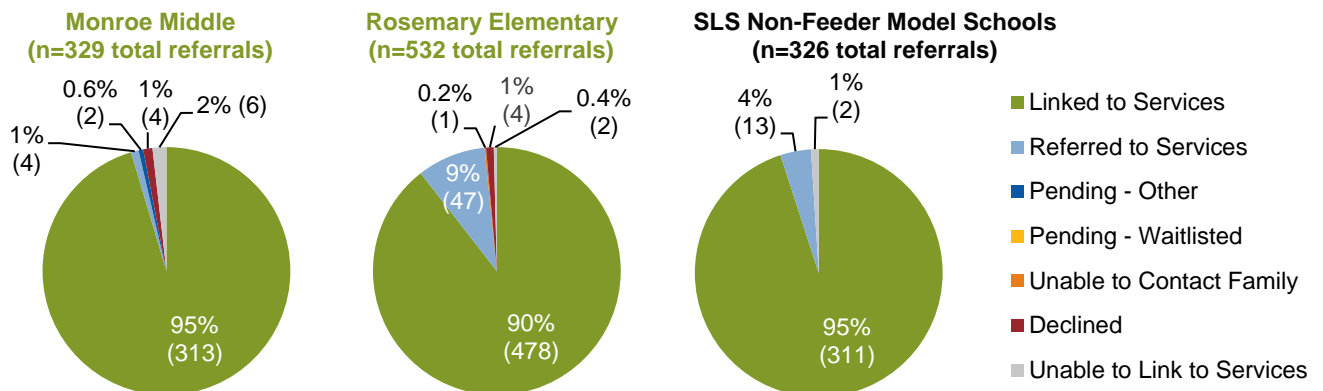
<sup>7</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>8</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include for **Monroe Middle**: 34 Tier 1, 53 Tier 2, and no Tier 3 referrals; for **Rosemary Elementary**: three Tier 1, 130 Tier 2, and no Tier 3 referrals; and for **Non-feeder Model Schools**: 42 Tier 1, 230 Tier 2, and no Tier 3 referrals.

Exhibit 6  
Campbell Union: Top 5 Referral Organizations

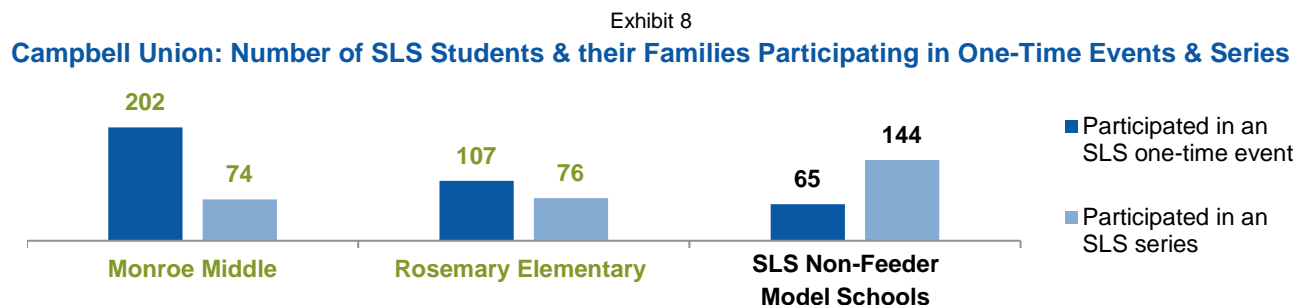
	Monroe Middle (n=329 referrals)	Rosemary Elementary (n=531 referrals)	SLS Non-Feeder Model Schools (n=304 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>Student Support Services (89)</li> <li>School Nurse (48)</li> <li>Family Engagement Institute (34)</li> <li>School Intern (29)</li> <li>Uplift Family Services (22)</li> </ul>	<ul style="list-style-type: none"> <li>Second Harvest Food Bank (142)</li> <li>After school program &amp; tutoring (74)</li> <li>Uplift Family Services (65)</li> <li>Community Center (47)</li> <li>School Staff (40)</li> </ul>	<ul style="list-style-type: none"> <li>School Intern (146)</li> <li>Uplift Family Services (84)</li> <li>Family Engagement Institute (42)</li> <li>Second Harvest Food Bank (18)</li> <li>Community Services Agency (11)</li> </ul>

Exhibit 7  
Campbell Union: Referral Status<sup>9</sup>



## SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>10</sup>



<sup>9</sup> Most "Declined" referrals within CUSD were due to families declining services or due to insurance status.

<sup>10</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

## Campbell Union: Name &amp; Number of SLS Family Engagement Events &amp; Series

	Monroe Middle (n=8 events; n=11 series)	Rosemary Elementary (n=16 events; n=11 series)	SLS Non-Feeder Model Schools (n=4 events; 9 series)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• Advancing Latinx Achievement Success</li> <li>• Campus Collaborative (2)</li> <li>• Family Bridge to College Day</li> <li>• Thanksgiving Dinner Vouchers (2)</li> <li>• Tzu Chi Foundation Tour</li> <li>• Vision to Learn</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying and Cyberbullying Parent Workshop</li> <li>• Community Bike Giveaway Event – District-Wide (2)</li> <li>• Community Safety Parent Workshop</li> <li>• Dental Hygiene Parent Workshop by the Tzu Chi Foundation</li> <li>• Deputy DA Josue Fuentes Prevention/Early Intervention Parent Workshop</li> <li>• Drug Awareness/Prevention Workshop</li> <li>• ELAC #3</li> <li>• Family Bridge to College Day</li> <li>• Gang Awareness Parent Workshop</li> <li>• Immigration Resources Parent Workshop</li> <li>• Money Management &amp; Consumer Safety Workshop</li> <li>• Parent Input Meeting</li> <li>• Parent Stress Management Workshop</li> <li>• Tenants' Rights Guest speaker (At ELAC meeting)</li> <li>• Trauma-Informed Parent Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Advancing Latinx Achievement Success</li> <li>• Bridge to College Day – Foothill College</li> <li>• Family Bridge to College Day</li> <li>• Family Giving Tree for McKinney Vento students – District-Wide</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>• Deputy District Attorney Mentorship Program – Maverick Men</li> <li>• Family STEAM nights</li> <li>• Family Engagement Institute: Families as Leaders</li> <li>• Female Intervention Team</li> <li>• Navigating Middle School (2)</li> <li>• Nutrition Classes</li> <li>• Yoga (2)</li> <li>• Zumba (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Abriendo Puertas</li> <li>• Catholic Charities: Triple P (2)</li> <li>• Family Engagement Institute: Family STEAM Labs (2)</li> <li>• Family Engagement Institute: STEAM Digital Life (2)</li> <li>• Parent Institute for Quality Education (PIQE)</li> <li>• SEEDS of Early Literacy (2)</li> <li>• Strengthening Families Program</li> </ul>	<ul style="list-style-type: none"> <li>• Folklorico (2)</li> <li>• Parent Project Jr. Active Parenting Workshops</li> <li>• Positive Discipline Class: Spanish</li> <li>• Positive Parenting Class through Organizacion Edificando Vidas</li> <li>• STEAM – Family Learning Labs (2)</li> <li>• Strong Start Parenting Class through Foothill College Family Engagement Institute (2)</li> </ul>

# District-Level Snapshot:

## East Side Union High School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in East Side Union High School District (ESUHSD) and includes data on students and their families in one Feeder Model school (**William C. Overfelt**) and 12 SLS non-Feeder Model schools.<sup>1,2</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>3</sup>

Exhibit 1

### East Side Union: Demographics of Students Receiving SLS<sup>4,5</sup>

	William C. Overfelt High (n=279–286 SLS students)	Non-Feeder Model Schools (n=2,728–2,849 SLS students)
<b>Race/Ethnicity</b>		
Latino	231 (83%)	1,485 (54%)
White	3 (1%)	197 (7%)
Asian	24 (9%)	665 (24%)
Black	9 (3%)	193 (7%)
Multiracial/Other	12 (4%)	188 (7%)
<b>Gender<sup>6</sup></b>		
Male	130 (46%)	1,287 (45%)
Female	151 (54%)	1,519 (54%)
<b>Grade</b>		
Preschool–TK	-	-
K–5	-	-
6–8	-	-
9–12	286 (100%)	2,849 (100%)

<sup>1</sup> The SLS coordinator for ESUHSD left the position after Q2 of the 2017–18 school year and the role remained vacant for the remainder of the school year. A new permanent SLS coordinator was placed in ESUHSD during Q2 of the 2018–19 school year. In ESUHSD, data for family referrals is collected by the District Coordinator from staff at different schools using their own data collection forms. Given this situation, data submitted for Q4 (400 referrals) is omitted from this report because it could not be matched with data submitted in Q3.

<sup>2</sup> Andrew P. Hill High School, Calero High School, Evergreen Valley High School, Foothill High School, Independence High School, James Lick High School, Mt. Pleasant High School, Oak Grove High School, Piedmont Hills High School, Santa Teresa High School, Silver Creek High School, and Yerba Buena High School.

<sup>3</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

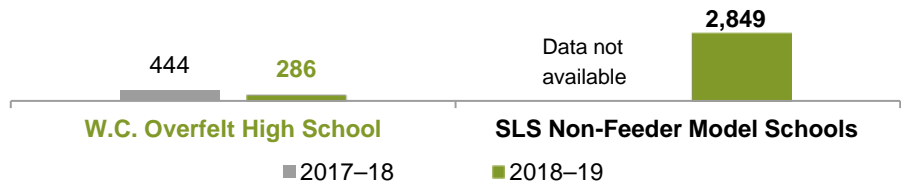
<sup>4</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>5</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data. Sample sizes, or “n’s,” may also vary due to missing data for some variables (e.g., race/ethnicity).

<sup>6</sup> 26 students identified their gender as “Other.”

# SLS Overview

Exhibit 2  
East Side Union: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—Over the Years<sup>7</sup>



# SLS Family Referrals

Exhibit 3  
East Side Union: Number of SLS Students Receiving Referrals Over the Years

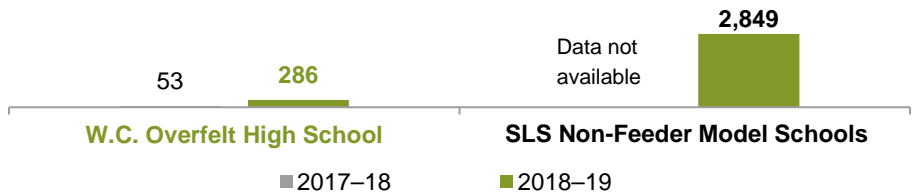
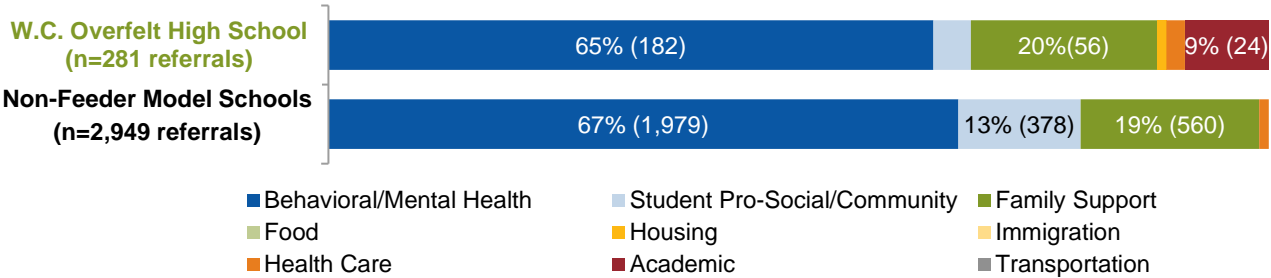


Exhibit 4  
East Side Union: Referrals by Organization Type<sup>8,9</sup>



Exhibit 5  
East Side Union: Referrals by Category<sup>10</sup>



<sup>7</sup> In the 2017–18 school year, the ESUHS coordinator reported student-level data for 20 SLS events; a significant portion of SLS students (370 of the 444 total SLS students) were only linked to an SLS event (did not receive a referral or attend a series). In the 2018–19 school year, no event data were reported, which accounts for the change in total SLS students from last year to this year (444 and 286, respectively).

<sup>8</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>9</sup> Organization type data was only provided for 66 referrals at W.C. Overfelt High and for no referrals at SLS Non-Feeder Model schools.

<sup>10</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include for **W.C. Overfelt High**: 11 Tier 1, 156 Tier 2, and 15 Tier 3 referrals; and for **Non-Feeder Model schools**: no Tier 1, 1,817 Tier 2, and 162 Tier 3 referrals. The Academic referrals include for **W.C. Overfelt High**: eight Tier 1, seven Tier 2, and nine Tier 3 referrals.



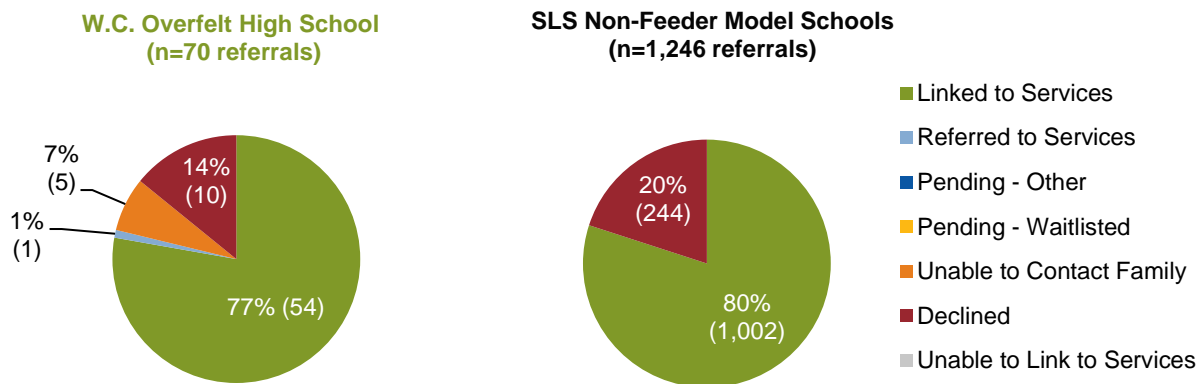
Exhibit 6

### East Side Union: Top Referral Organizations

	W. C. Overfelt High School (n=67 referrals)	SLS Non-Feeder Model Schools (n=420 referrals)
Top Referral Organizations (Number of referrals)	<ul style="list-style-type: none"> <li>• School Staff (21)</li> <li>• School Counselor (14)</li> <li>• Student Support Services (13)</li> <li>• Overfelt Neighborhood Clinic (3)</li> <li>• McKinney-Vento (3)</li> </ul>	<ul style="list-style-type: none"> <li>• Foothill Community Health Center (89)</li> <li>• AARS (77)</li> <li>• AACI (59)</li> <li>• Bill Wilson Center (59)</li> <li>• Uplift Family Services (33)</li> </ul>

Exhibit 7

### East Side Union: Referral Status<sup>11</sup>



### SLS Family Engagement Events & Series

*There was no student-level events or series data reported for ESUHSD during the 2018–19 school year.*

Exhibit 9

### East Side Union: Name & Number of SLS Family Engagement Events & Series

	W.C. Overfelt High (n=1 event)	SLS Non-Feeder Model Schools
SLS Family Engagement Events	<ul style="list-style-type: none"> <li>• Family Engagement Resource Fair</li> </ul>	<i>No family engagement events recorded</i>
SLS Family Engagement Series	<i>No family engagement series recorded</i>	<i>No family engagement series recorded</i>

<sup>11</sup> All “Declined” referrals within ESUHSD were due to families declining services.

# District-Level Snapshot: Franklin-McKinley School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Franklin-McKinley School District (FMSD) and includes data on students and their families in 16 SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 and 2018–19.<sup>2</sup>

Exhibit 1

## Franklin-McKinley: Demographics of Students Receiving SLS<sup>3,4</sup>

	SLS Non-Feeder Model Schools (n=1,275 SLS students)
<b>Race/Ethnicity</b>	
Latino	951 (75%)
White	34 (3%)
Asian	238 (19%)
Black	30 (2%)
Multiracial/Other	22 (2%)
<b>Gender</b>	
Male	681 (53%)
Female	594 (47%)
<b>Grade</b>	
Preschool–TK	16 (1%)
K–5	774 (61%)
6–8	485 (38%)
9–12	-

<sup>1</sup> Bridges Academy Middle, College Connection Academy, Dahl Elementary, Franklin Elementary, Hellyer Elementary, Kennedy Elementary, Lairon College Prep Academy, Los Arboles Elementary, McKinley Elementary, Meadows Elementary, Ramblewood Elementary, Santee Elementary, Shirakawa Elementary, Stonegate Elementary, Sylvandale Middle, and Windmill Springs Elementary.

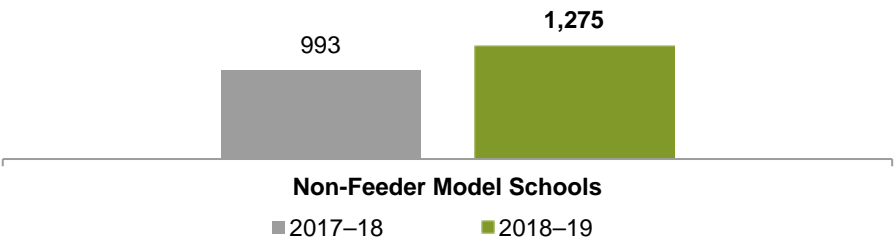
<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

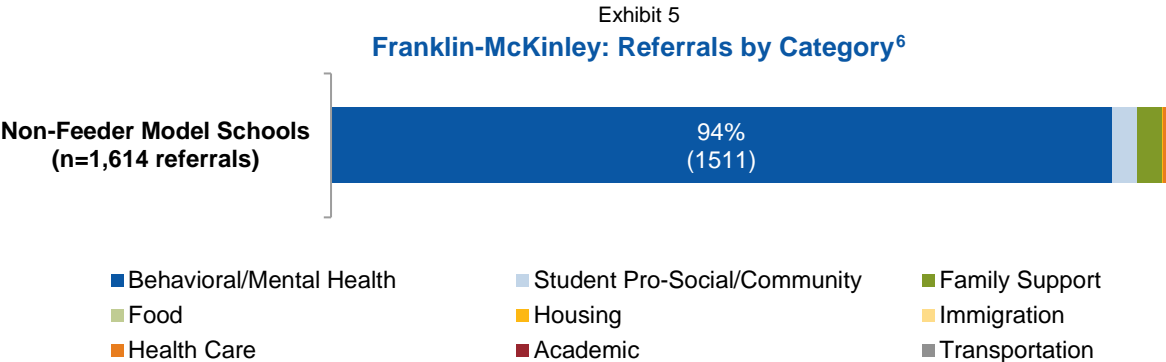
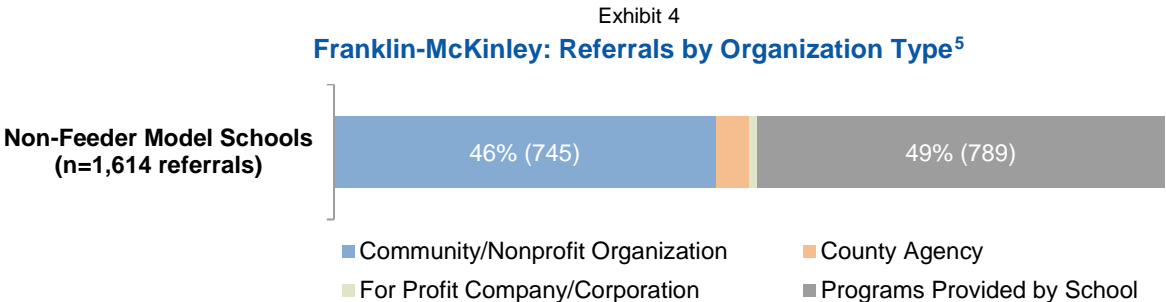
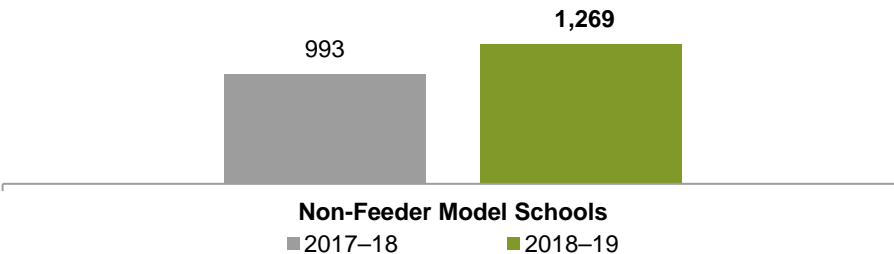
SLS Overview

Exhibit 2  
**Franklin-McKinley: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—Over the Years**



SLS Family Referrals

Exhibit 3  
**Franklin-McKinley: Number of SLS Students Receiving Referrals Over the Years**



<sup>5</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.  
<sup>6</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include 443 Tier 1, no Tier 2, and 1,068 Tier 3 referrals. The Academic referrals include two Tier 1 and no Tier 2 or Tier 3 referrals.

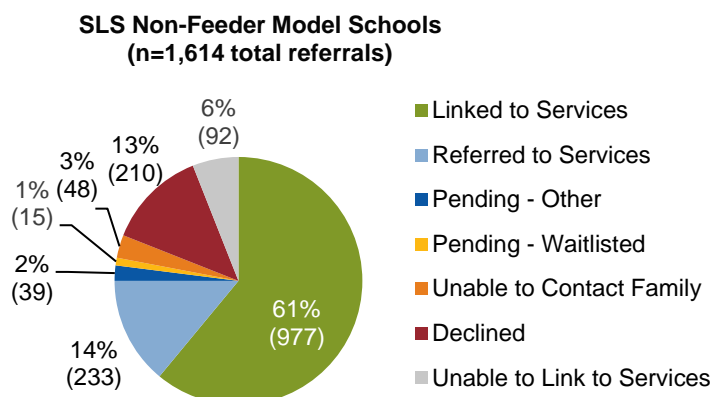
Exhibit 6

### Franklin-McKinley: Top 5 Referral Organizations

	SLS Non-Feeder Model Schools (n=1,613 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>FMSD (425)</li> <li>Uplift Family Services (244)</li> <li>Catholic Charities (225)</li> <li>Student Support Services (185)</li> <li>School Intern (168)</li> </ul>

Exhibit 7

### Franklin-McKinley: Referral Status<sup>7</sup>



### SLS Family Engagement Events & Series

Exhibit 8 shows the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>8</sup>

Exhibit 8

### Franklin-McKinley: Number of SLS Students & their Families Participating in One-time Events and Series

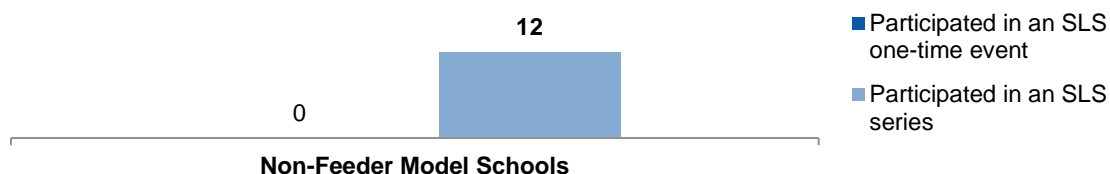


Exhibit 9

### Franklin-McKinley: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=2 series)
<b>SLS Family Engagement Events</b>	<i>No family engagement events recorded</i>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>Social Skills Girls Group (2)</li> </ul>

<sup>7</sup> Most "Declined" referrals within FMSD were due to families declining services or due to the family seeking services elsewhere.

<sup>8</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

# District-Level Snapshot:

## Fremont Union High School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Fremont Union High School District (FUHSD) and includes data on students and their families in six SLS non-Feeder Model schools.<sup>1,2</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 and 2018–19.<sup>3</sup>

Exhibit 1

### Fremont Union: Demographics of Students Receiving SLS<sup>4, 5</sup>

	SLS Non-Feeder Model Schools (n=231 SLS students)
<b>Race/Ethnicity</b>	
Latino	134 (58%)
White	29 (13%)
Asian	51 (22%)
Black	5 (2%)
Multiracial/Other	12 (5%)
<b>Gender</b>	
Male	127 (55%)
Female	104 (45%)
<b>Grade</b>	
Preschool–TK	-
K–5	-
6–8	-
9–12	231 (100%)

<sup>1</sup> Cupertino High, Educational Options, Fremont High, Homestead High, Lynbrook High, and Monta Vista High.

<sup>2</sup> No data is available for Q2 of 2017–18, given that a coordinator was not placed within the district until Quarter 4 of that school year.

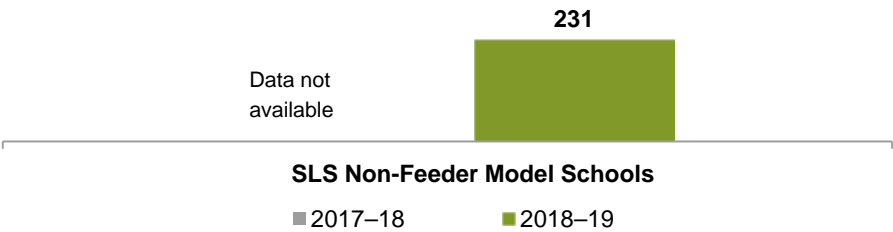
<sup>3</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

<sup>4</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>5</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

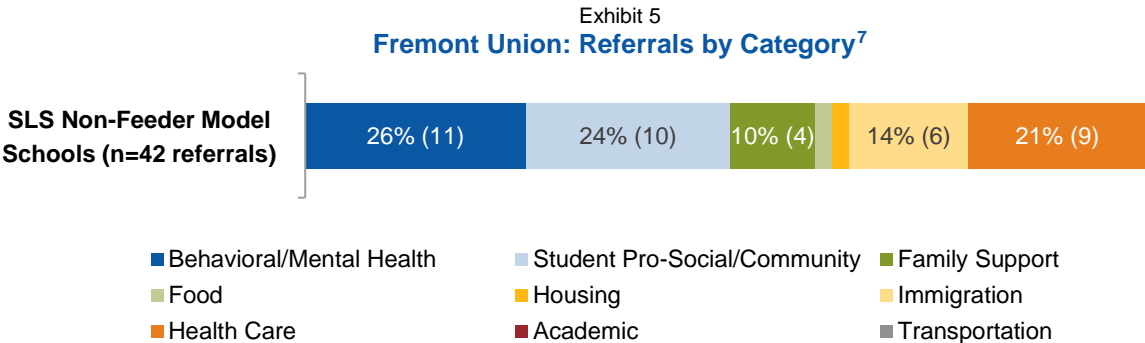
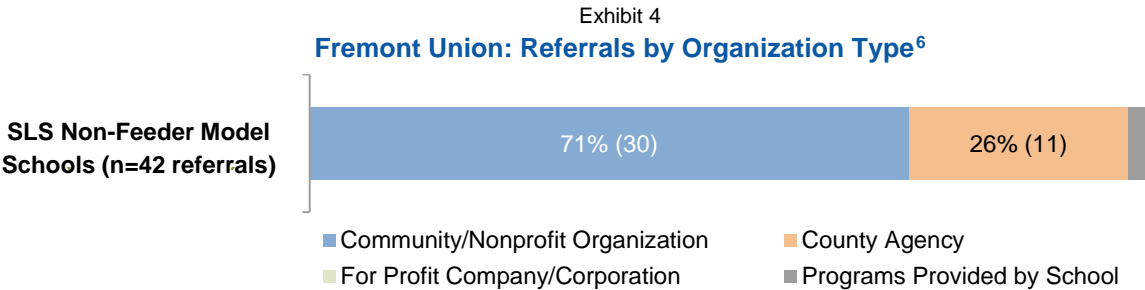
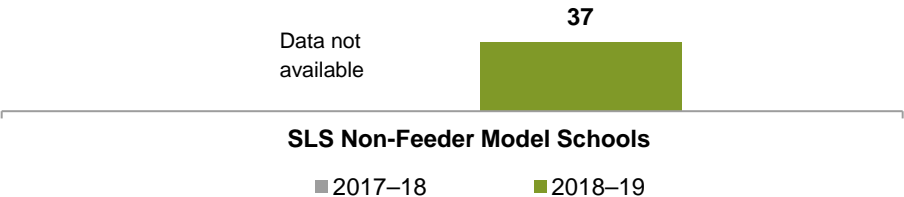
# SLS Overview

Exhibit 2  
**Fremont Union: Number of Students Receiving SLS  
 —Referrals & Family Engagement Programs—Over the Years**



# SLS Family Referrals

Exhibit 3  
**Fremont Union: Number of SLS Students Receiving Referrals Over the Years**



<sup>6</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.  
<sup>7</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include no Tier 1 or Tier 2 referrals and 11 Tier 3 referrals.

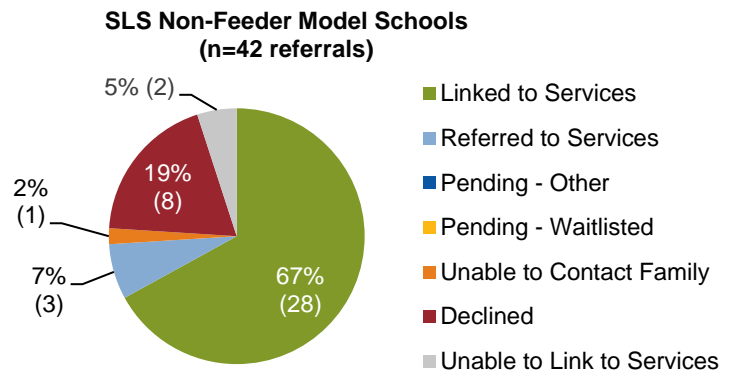
Exhibit 6

### Fremont Union: Top Referral Organizations

	SLS Non-Feeder Model Schools (n=42 referrals)
<b>Top Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>Child Protective Services (11)</li> <li>Seneca (11)</li> <li>Healthier Kids Foundation (8)</li> <li>Catholic Charities (4)</li> <li>Planned Parenthood (2)</li> </ul>

Exhibit 7

### Fremont Union: Referral Status<sup>8</sup>



### SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>9</sup>

Exhibit 8

### Fremont Union: Number of SLS Students & their Families Participating in One-time Events & Series

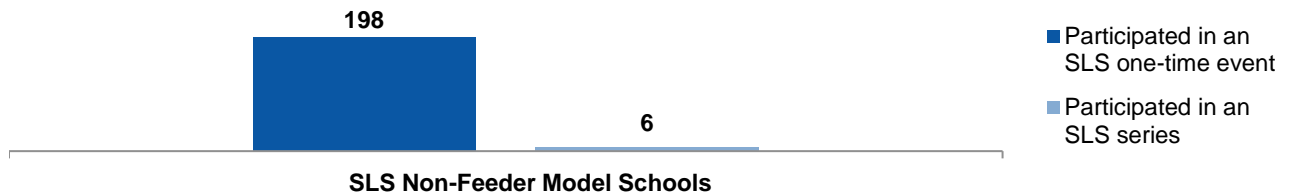


Exhibit 9

### Fremont Union: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=11 events; 2 series)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>Catholic Charities Legal Consultations</li> <li>Chronic Absentee Intervention DA Meeting (6)</li> <li>Healthy Behaviors, Healthy Relationships Class</li> <li>Know Your Rights Catholic Charities Presentation</li> <li>Mental Health Awareness Event</li> <li>Parenting in the Age of Social Media</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>Family Engagement Institute: Strengthening Communication Parenting Class</li> <li>NGSS Science Engagement Night</li> </ul>

<sup>8</sup> Most "Declined" referrals within FUHSD were due to families or providers declining services or due to insurance status.

<sup>9</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.



# District-Level Snapshot: Gilroy Unified School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Gilroy Unified School District (GUSD) and includes data on students and their families in two Feeder Model schools (**Gilroy High** and **South Valley Middle**) and 12 SLS non-Feeder Model schools.<sup>1, 2</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>3</sup>

Exhibit 1

## Gilroy Unified: Demographics of Students Receiving SLS<sup>4,5</sup>

	Gilroy High (n=170 SLS students)	South Valley Middle (n=119 SLS students)	SLS Non-Feeder Model Schools (n=451–457 SLS students)
<b>Race/Ethnicity</b>			
Latino	126 (74%)	84 (71%)	270 (60%)
White	23 (14%)	8 (7%)	54 (12%)
Asian	9 (5%)	-	10 (2%)
Black	4 (2%)	2 (2%)	13 (3%)
Multiracial/Other	8 (5%)	25 (21%)	104 (23%)
<b>Gender<sup>6</sup></b>			
Male	86 (51%)	56 (47%)	240 (53%)
Female	84 (49%)	62 (52%)	217 (47%)
<b>Grade</b>			
Preschool–TK	-	-	2 (0.4%)
K–5	-	4 (3%)	157 (34%)
6–8	-	114 (96%)	192 (42%)
9–12	170 (100%)	1 (1%)	106 (23%)

<sup>1</sup> In Gilroy Unified School District, only two of the three coordinators submitted Q4 data, because the coordinator at Gilroy High left after Q3.

<sup>2</sup> Antonio Del Buono Elementary, Brownell Middle, Christopher High, El Roble Elementary, Eliot Elementary, Gilroy Early College Academy (GECA), Glen View Elementary, Luigi Aprea Elementary, Mt. Madonna High, Rod Kelley Elementary, Rucker Elementary, and Solorsano Middle.

<sup>3</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

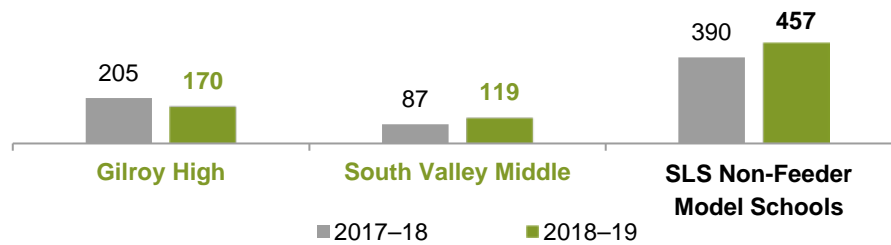
<sup>4</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>5</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data. Sample sizes, or “n’s,” may also vary due to missing data for some variables (e.g., race/ethnicity).

<sup>6</sup> One student from South Valley Middle identified their gender as “Other.”

## SLS Overview

Exhibit 2  
**Gilroy Unified: Number of Students Receiving SLS**  
**—Referrals & Family Engagement Programs—Over the Years**



## SLS Family Referrals

Exhibit 3  
**Gilroy Unified: Number of SLS Students Receiving Referrals Over the Years**

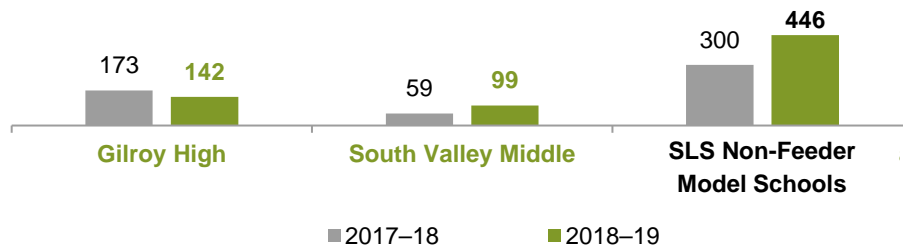


Exhibit 4  
**Gilroy Unified: Referrals by Organization Type<sup>7</sup>**

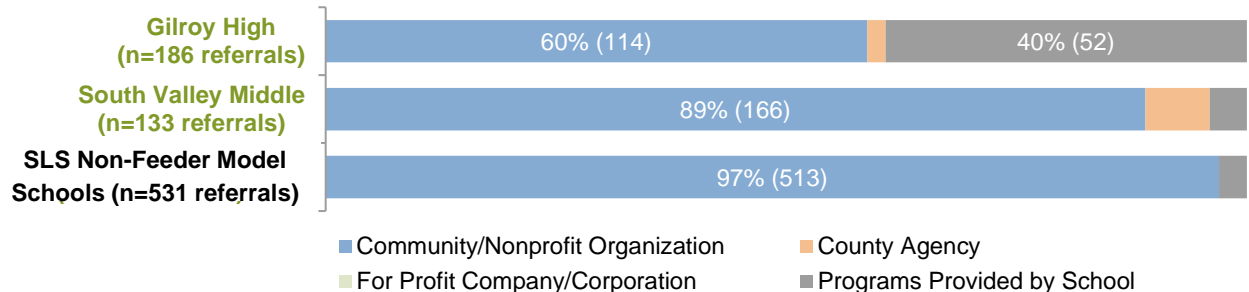
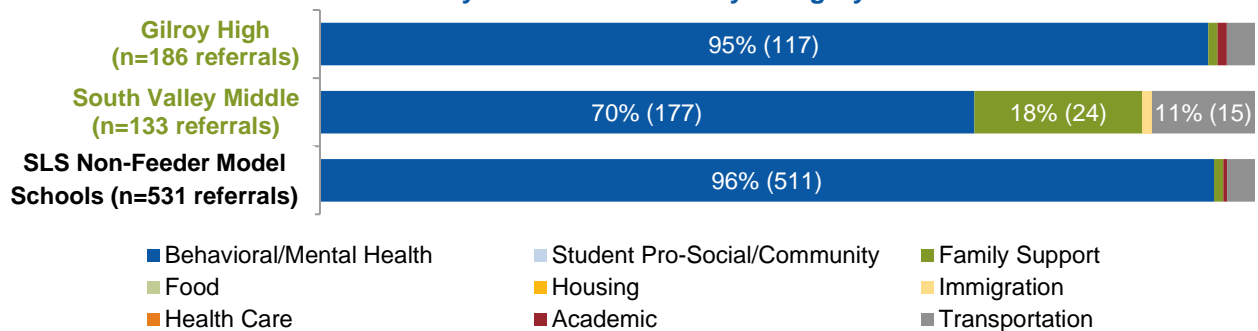


Exhibit 5  
**Gilroy Unified: Referrals by Category<sup>8</sup>**



<sup>7</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>8</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include for **Gilroy High**: 64 Tier 1, 110 Tier 2, and three Tier 3 referrals; for **South Valley Middle**: no Tier 1, 51 Tier 2, and 42 Tier 3 referrals; and for **Non-Feeder Model Schools**: 77 Tier 1, 180 Tier 2, and 254 Tier 3

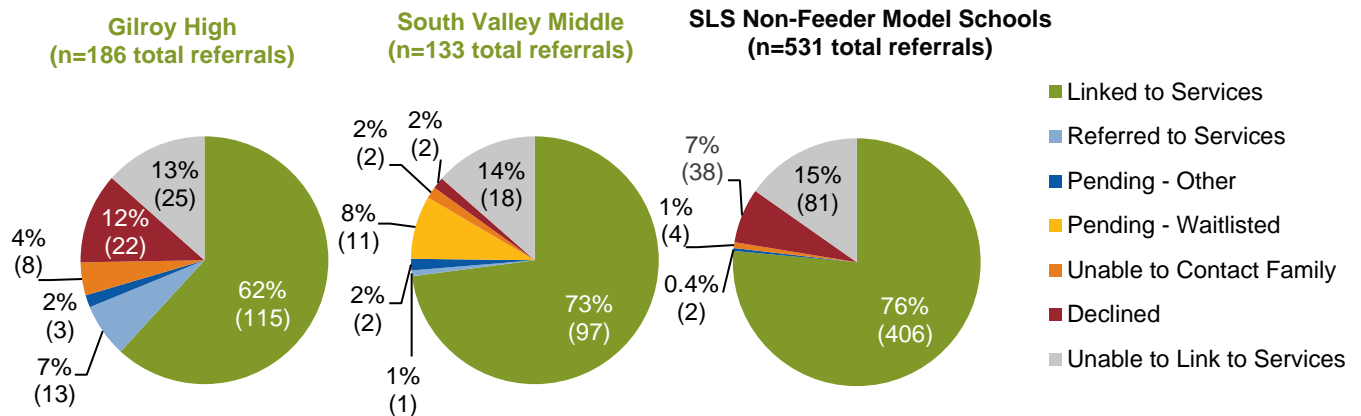
Exhibit 6

### Gilroy Unified: Top 5 Referral Organizations

	Gilroy High (n=186 referrals)	South Valley Middle (n=131 referrals)	SLS Non-Feeder Model Schools (n=526 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>Youth Alliance (53)</li> <li>Community Solutions (45)</li> <li>Foothill Community Health Center (24)</li> <li>Fresh Lifelines for Youth (23)</li> <li>Discovery Counseling (12)</li> </ul>	<ul style="list-style-type: none"> <li>Rebekah Children's Services (65)</li> <li>GUSD (24)</li> <li>South County (ONE) (15)</li> <li>Community Solutions (13)</li> <li>The Tech Museum (10)</li> </ul>	<ul style="list-style-type: none"> <li>Rebekah Children's Services (207)</li> <li>Discovery Counseling (111)</li> <li>Community Solutions (96)</li> <li>Youth Alliance (68)</li> <li>Foothill Community Health Center (14)</li> </ul>

Exhibit 7

### Gilroy Unified: Referral Status<sup>9</sup>

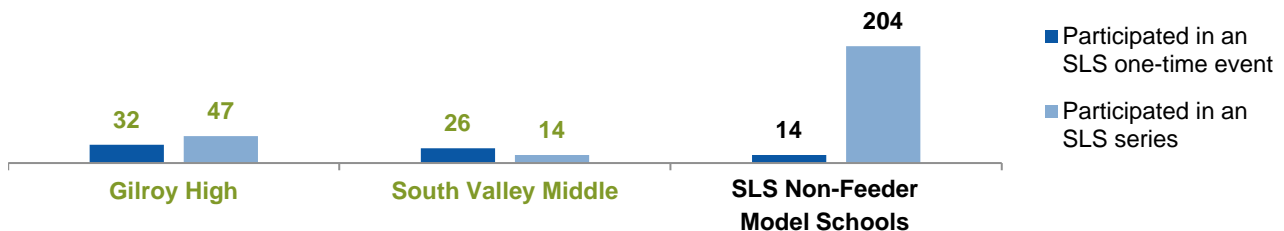


### SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>10</sup>

Exhibit 8

### Gilroy Unified: Number of SLS Students & their Families Participating in One-time Events & Series



referrals. The academic referrals include for **Gilroy High**: one Tier 1 and no Tier 2 or Tier 3 referrals; and for **Non-Feeder Model Schools**: no Tier 1, two Tier 2, and no Tier 3 referrals.

<sup>9</sup> Most "Declined" referrals within GUSD were due to families declining services or not following up. Most "Unable to Link to Services" were due to SLS being unable to contact the family or because the student did not attend the meetings or submit forms.

<sup>10</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

### Gilroy Unified: Name & Number of SLS Family Engagement Events & Series

	<b>Gilroy High (n=1 events; n=4 series)</b>	<b>South Valley Middle (n=12 events; 1 series)</b>	<b>SLS Non-Feeder Model Schools (n=2 events; n=20 series)</b>
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• Winter Fiesta</li> </ul>	<ul style="list-style-type: none"> <li>• Food Pantry (5)</li> <li>• Back to school event (2)</li> <li>• College Presentation</li> <li>• Drug and Alcohol Prevention</li> <li>• Harvest Festival</li> <li>• Supply Bags for Teachers</li> <li>• Triple P Parenting Class</li> </ul>	<ul style="list-style-type: none"> <li>• GUSD Giving Tree</li> <li>• SFP Workshop</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>• El Joven Noble</li> <li>• F.L.Y. Program</li> <li>• Youth Alliance – HEROES</li> <li>• Youth Alliance – Women</li> </ul>	<ul style="list-style-type: none"> <li>• PIQE</li> </ul>	<ul style="list-style-type: none"> <li>• At Risk Group (2)</li> <li>• CS Group (Girls)</li> <li>• Grief &amp; Loss Group (2)</li> <li>• Ollin (Boys) (2)</li> <li>• RCS Boys Group (2)</li> <li>• RCS Girls Group (2)</li> <li>• Why Try? (Boys) (3)</li> <li>• Why Try? (Girls) (4)</li> <li>• Xinachtli (Girls) (2)</li> </ul>

# District-Level Snapshot: Luther Burbank School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Luther Burbank School District (LBSD) and includes data on students and their families in one SLS non-Feeder Model school: Luther Burbank K–8. Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>1</sup>

Exhibit 1

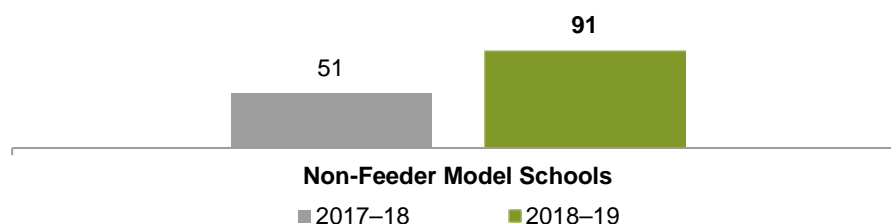
## Luther Burbank: Demographics of Students Receiving SLS<sup>2, 3</sup>

SLS Non-Feeder Model Schools (n=91 SLS students)	
<b>Race/Ethnicity</b>	
Latino	85 (93%)
White	1 (1%)
Asian	3 (3%)
Black	1 (1%)
Multiracial/Other	1 (1%)
<b>Gender</b>	
Male	66 (73%)
Female	25 (27%)
<b>Grade</b>	
Preschool–TK	2 (2%)
K–5	59 (65%)
6–8	30 (33%)
9–12	-

## SLS Overview

Exhibit 2

## Luther Burbank: Number of Students Receiving SLS —Referrals & Family Engagement Programs—Over the Years



<sup>1</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

<sup>2</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>3</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

SLS Family Referrals

Exhibit 3  
Luther Burbank: Number of SLS Students Receiving Referrals over the Years

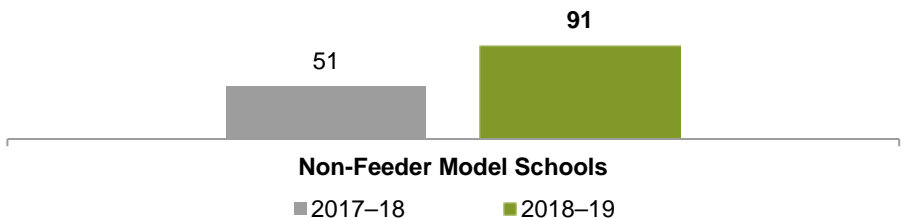


Exhibit 4  
Luther Burbank: Referrals by Organization Type<sup>4</sup>



Exhibit 5  
Luther Burbank: Referrals by Category<sup>5</sup>

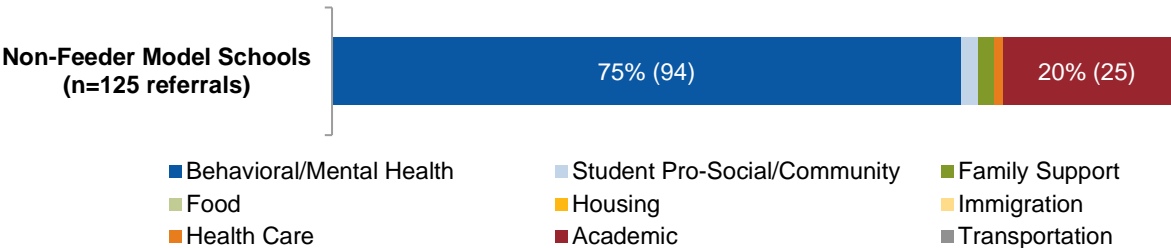
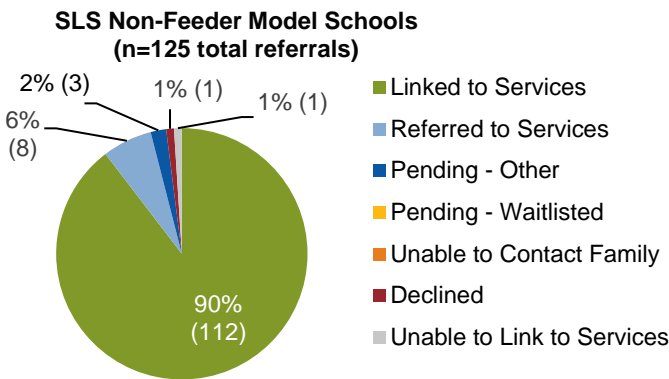


Exhibit 6  
Luther Burbank: Top 5 Referral Organizations

	SLS Non-Feeder Model Schools (n=115 referrals)
Top Referral Organizations	<ul style="list-style-type: none"><li>School counselor (53)</li><li>Other school (38)</li><li>Uplift Family Services (13)</li><li>Children's Health Council (11)</li></ul>

Exhibit 7  
Luther Burbank: Referral Status<sup>6</sup>



<sup>4</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.  
<sup>5</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include seven Tier 1, 44 Tier 2, and 43 Tier 3 referrals. The Academic referrals include no Tier 1, 12 Tier 2, and 13 Tier 3 referrals.  
<sup>6</sup> The "Unable to Link to Services" referral within LBSD was due to insurance status and the "Declined" referral because the parent did not return calls.

SLS Family Engagement Events & Series

There was no student-level events or series data reported for LBSD during the 2018–19 school year.

Exhibit 8  
Luther Burbank: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=14 events; n=4 series)
SLS Family Engagement Events	<ul style="list-style-type: none"><li>• Achievement Assembly (5)</li><li>• Advisory Council</li><li>• AVID Family Night</li><li>• Back to School Night</li><li>• Family Conferences (2)</li><li>• Family Movie Night</li><li>• Halloween Parade</li><li>• Open House</li><li>• Winter Program</li></ul>
SLS Family Engagement Series	<ul style="list-style-type: none"><li>• Advisory Council</li><li>• PIQE</li><li>• Spring Parent Workshops</li><li>• Triple P</li></ul>



# District-Level Snapshot:

## Milpitas Unified School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Milpitas Unified School District (MUSD) and includes data on students and their families in 13 SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>2</sup>

Exhibit 1

### Milpitas Unified: Demographics of Students Receiving SLS<sup>3, 4</sup>

	SLS Non-Feeder Model Schools (n=225–226 SLS students)
<b>Race/Ethnicity</b>	
Latino	99 (44%)
White	16 (7%)
Asian	62 (27%)
Black	30 (13%)
Multiracial/Other	19 (8%)
<b>Gender<sup>5</sup></b>	
Male	120 (53%)
Female	105 (46%)
<b>Grade</b>	
Preschool–TK	-
K–5	76 (34%)
6–8	41 (18%)
9–12	108 (48%)

<sup>1</sup> Burnett Elementary, Calaveras Hills High School, Curtner Elementary, Milpitas High, Pomeroy Elementary, Rancho Middle, Randall Elementary, Rose Elementary, Russell Middle, Sinnott Elementary, Spangler Elementary, Weller Elementary, and Zanker Elementary.

<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

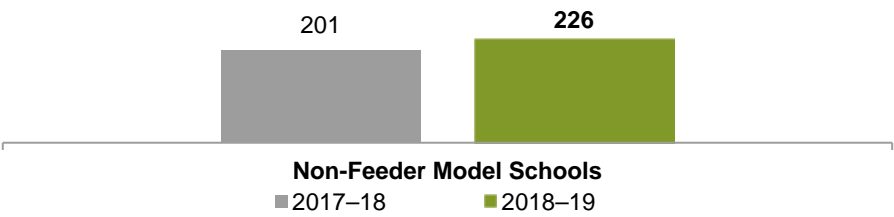
<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data. Sample sizes, or “n’s,” may also vary due to missing data for some variables (e.g., gender).

<sup>5</sup> One student identified their gender as “Other.”

SLS Overview

Exhibit 2  
Milpitas Unified: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—Over the Years



SLS Family Referrals

Exhibit 3  
Milpitas Unified: Number of SLS Students Receiving Referrals Over the Years

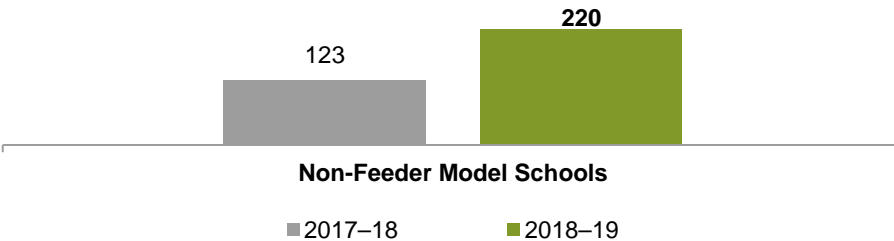


Exhibit 4  
Milpitas Unified: Referrals by Organization Type<sup>6</sup>

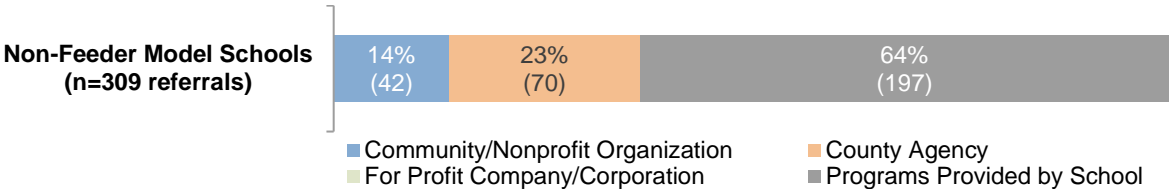
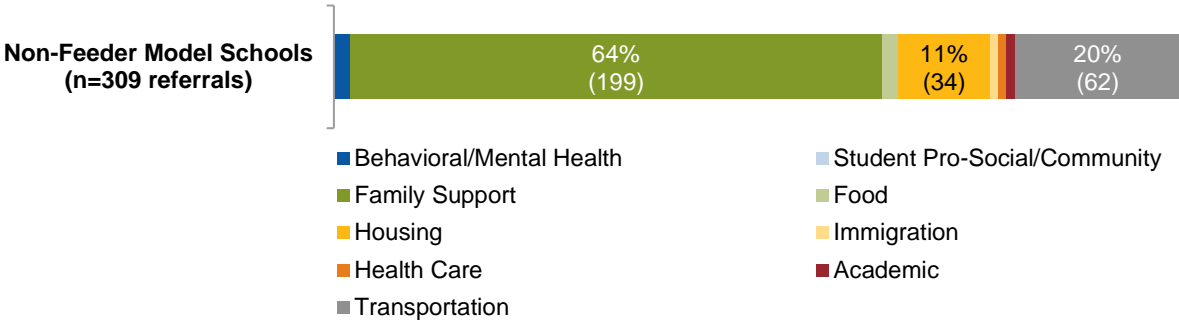


Exhibit 5  
Milpitas Unified: Referrals by Category<sup>7</sup>



<sup>6</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>7</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include three Tier 1, no Tier 2, and two Tier 3 referrals. The Academic referrals include one Tier 1 referral and no Tier 2 or Tier 3 referrals.

Exhibit 6

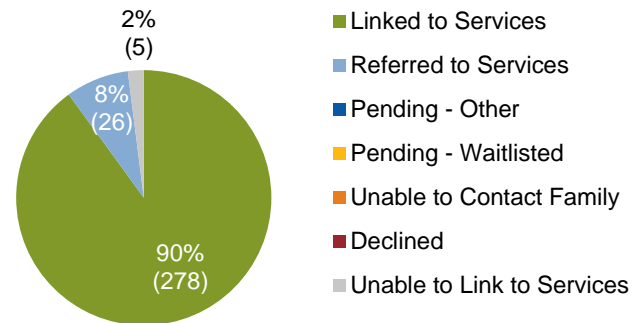
### Milpitas Unified: Top 5 Referral Organizations

	SLS Non-Feeder Model Schools (n=309 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>• McKinney-Vento (193)</li> <li>• VTA (64)</li> <li>• Bay Area Legal Aid (13)</li> <li>• Bill Wilson (5)</li> <li>• Catholic Charities (4)<sup>8</sup></li> </ul>

Exhibit 7

### Milpitas Unified: Referral<sup>9</sup>

#### SLS Non-Feeder Model Schools (n=309 total referrals)



## SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students that have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>10</sup>

Exhibit 8

### Milpitas Unified: Number of SLS Students & their Families Participating in One-Time Events & Series

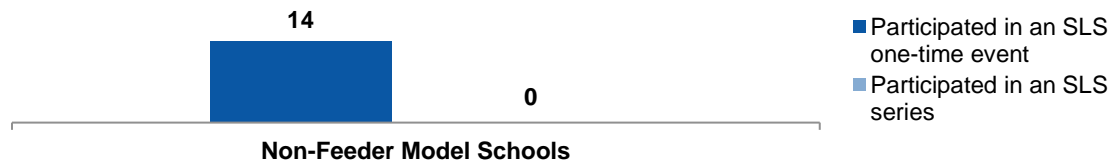


Exhibit 9

### Milpitas Unified: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=12 events)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• @Promise Youth Summit</li> <li>• Bay Area Legal Aid Renters' Rights Workshop</li> <li>• Black History Month</li> <li>• Mindfulness (2)</li> <li>• Parent University</li> <li>• Self-Care and Mindfulness (3)</li> <li>• Understanding Toxic Stress (3)</li> </ul>
<b>SLS Family Engagement Series</b>	<i>No family engagement series recorded</i>

<sup>8</sup> Milpitas Food Pantry and Non-Emergency Police were also top referral organizations, with four referrals each.

<sup>9</sup> Most "Unable to Link to Services" referrals within MUSD were due to agencies being at capacity or not serving Milpitas residents.

<sup>10</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

# District-Level Snapshot:

## Morgan Hill Unified School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Morgan Hill Unified School District (MHUSD) and includes data on students and their families in eight SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>2</sup>

Exhibit 1

### Morgan Hill Unified: Demographics of Students Receiving SLS<sup>3, 4</sup>

	SLS Non-Feeder Model Schools (n=225 SLS students)
<b>Race/Ethnicity</b>	
Latino	174 (77%)
White	38 (17%)
Asian	2 (1%)
Black	4 (2%)
Multiracial/Other	7 (3%)
<b>Gender</b>	
Male	129 (57%)
Female	96 (43%)
<b>Grade</b>	
Preschool–TK	2 (1%)
K–5	149 (66%)
6–8	67 (30%)
9–12	7 (3%)

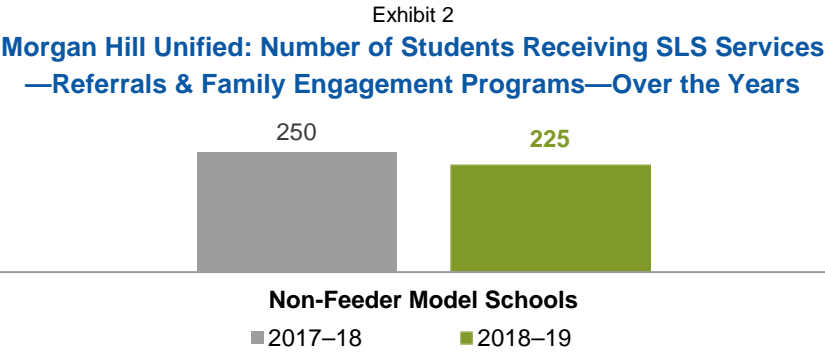
<sup>1</sup> Barrett Elementary, Britton Middle, El Toro Elementary, Live Oak High, Los Paseos Elementary, Martin Murphy Middle School, San Martin/Gwinn Elementary, and Walsh Elementary

<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

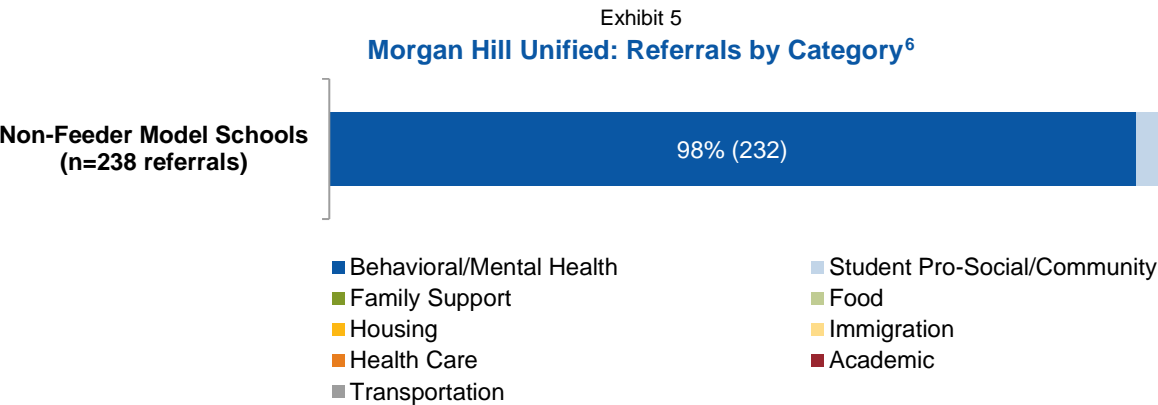
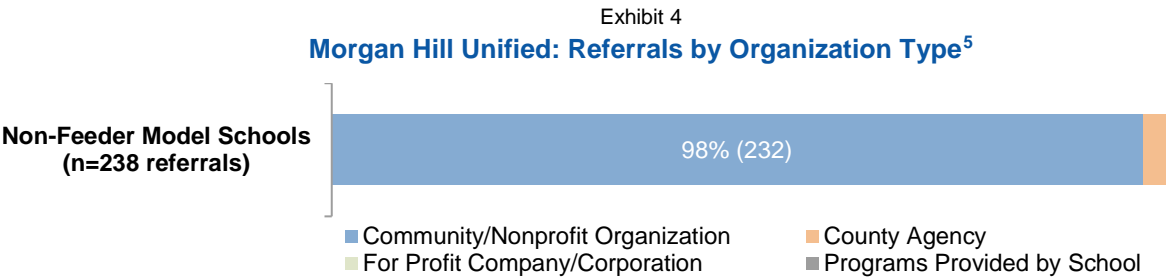
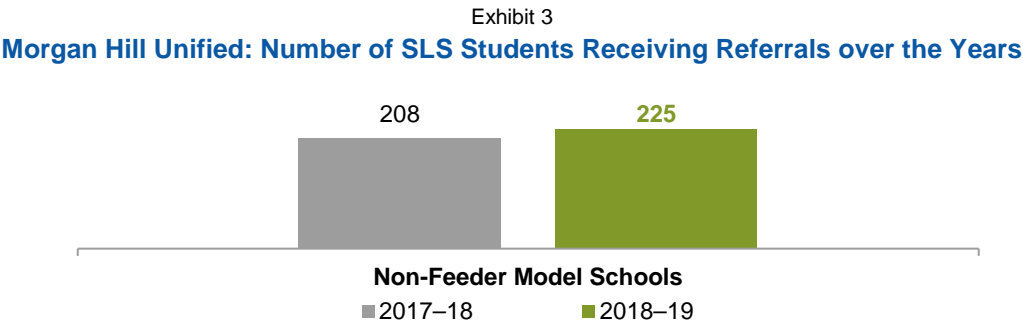
<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to instances of missing data.

SLS Services Overview



SLS Family Referrals



<sup>5</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>6</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include 17 Tier 1, 13 Tier 2, and 202 Tier 3 referrals.

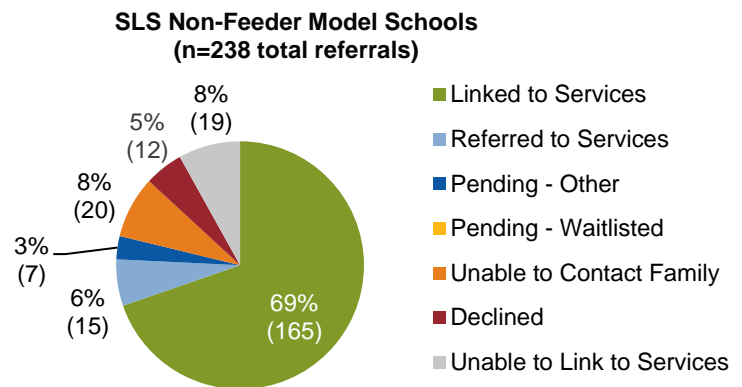
Exhibit 6

### Morgan Hill Unified: Top Referral Organizations

	SLS Non-Feeder Model Schools (n=238 referrals)
<b>Top Referral Organizations</b>	<ul style="list-style-type: none"> <li>Community Solutions (138)</li> <li>Rebekah Children's Services (70)</li> <li>Discovery Counseling (22)</li> <li>SCC Public Health Dept. (5)</li> <li>First 5 (1)<sup>7</sup></li> </ul>

Exhibit 7

### Morgan Hill Unified: Referral Status<sup>8</sup>



## SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students that have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>9</sup>

Exhibit 8

### Morgan Hill Unified: Number of SLS Students & their Families Participating in One-time Events & Series

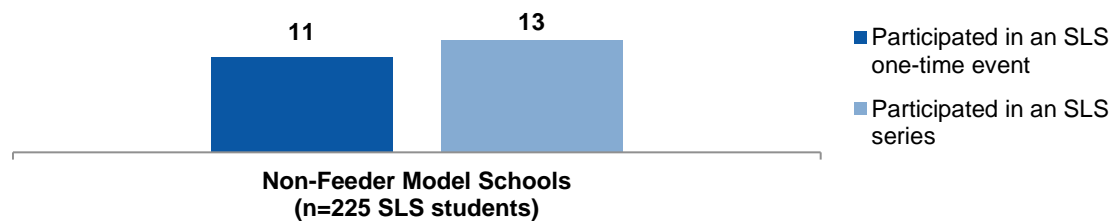


Exhibit 9

### Morgan Hill Unified: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=2 events; n=2 series)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>SNAC Workshop</li> <li>Triple P Workshop</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>SFP Workshop (2)</li> </ul>

<sup>7</sup> YMCA and Youth Employment opportunity program were also top referral organizations, with one referral each.

<sup>8</sup> All "Declined" referrals within MHUSD were due to families declining services. Most "Unable to Link to Services" referrals were due to the family not following up, the family moving, or because the provider determined the student did not qualify for services.

<sup>9</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

# District-Level Snapshot:

## Mount Pleasant Elementary School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Mount Pleasant Elementary School District (MPESD) and includes data on students and their families in five SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>2</sup>

Exhibit 1

### Mount Pleasant: Demographics of Students Receiving SLS<sup>3, 4</sup>

	SLS Non-Feeder Model Schools (n=289 SLS students)
<b>Race/Ethnicity</b>	
Latino	223 (77%)
White	9 (3%)
Asian	11 (4%)
Black	8 (3%)
Multiracial/Other	38 (13%)
<b>Gender</b>	
Male	169 (58%)
Female	120 (42%)
<b>Grade</b>	
Preschool–TK	1 (0.3%)
K–5	203 (70%)
6–8	85 (29%)
9–12	-

<sup>1</sup> August Boeger Middle, Ida Jew Academy K–8, Mount Pleasant Elementary, Robert Sanders Elementary, and Valle Vista Elementary.

<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

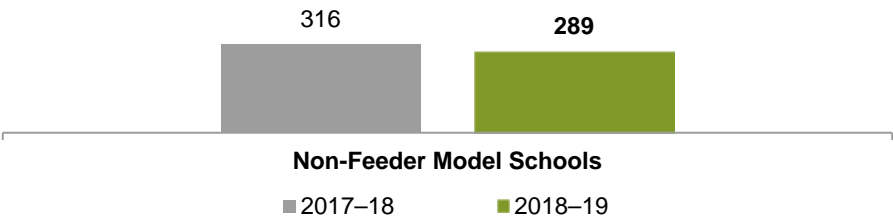
<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.



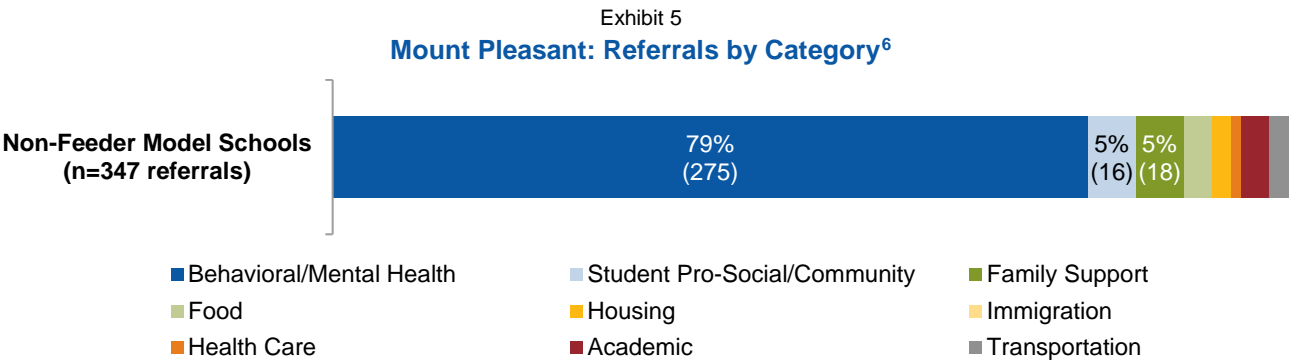
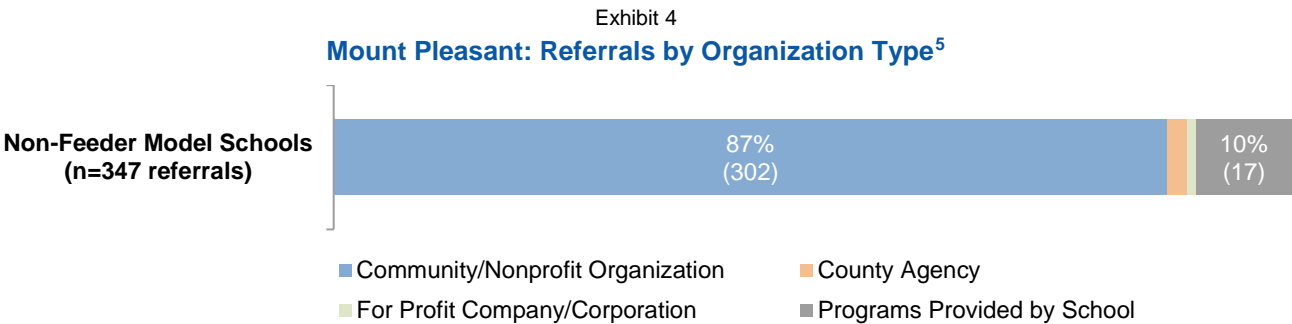
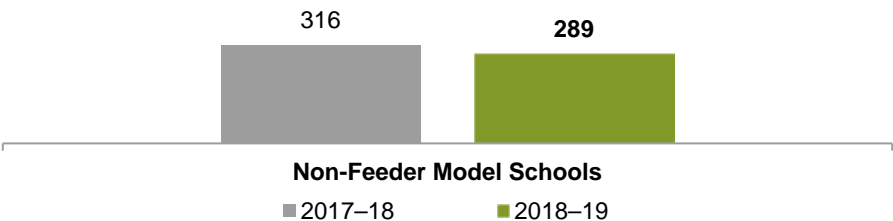
# SLS Overview

Exhibit 2  
**Mount Pleasant: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—over the Years**



# SLS Family Referrals

Exhibit 3  
**Mount Pleasant: Number of SLS Students Receiving Referrals Over the Years**



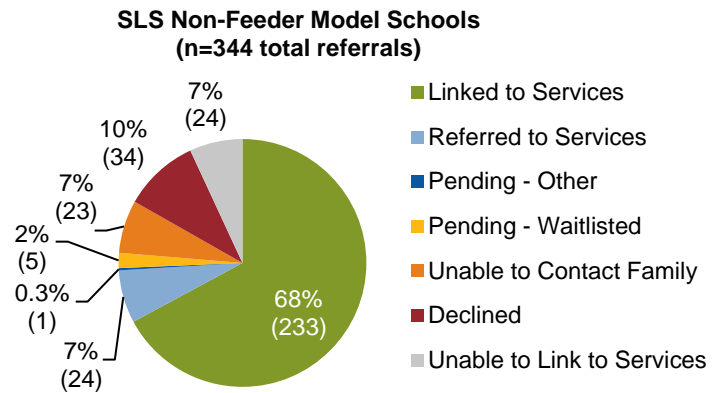
<sup>5</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.  
<sup>6</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include eight Tier 1, 16 Tier 2, and 251 Tier 3 referrals. The Academic referrals include six Tier 1, no Tier 2, and four Tier 3 referrals.

Exhibit 6

**Mount Pleasant: Top 5 Referral Organizations**

	<b>SLS Non-Feeder Model Schools (n=347 referrals)</b>
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>• Alum Rock Counseling Center (ARCC) (164)</li> <li>• Foothill Community Health Center (97)</li> <li>• Mt. Pleasant Elementary School District (MPESD) (29)</li> <li>• Bill Wilson Center (25)</li> <li>• Second Harvest (5)</li> </ul>

Exhibit 7

**Mount Pleasant: Referral Status<sup>7</sup>****SLS Family Engagement Events & Series**

*There was no student-level events or series data reported for MPESD during the 2018–19 school year.*

Exhibit 8

**Mount Pleasant: Name & Number of SLS Family Engagement Events & Series**

	<b>SLS Non-Feeder Model Schools (n=13 events; n=5 series)</b>
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• Academic Fair (3)</li> <li>• Behavior Assembly</li> <li>• Best Me Assembly</li> <li>• Christmas Dinner and Gift –Sheriff's Office</li> <li>• Coffee With Principal</li> <li>• Dental Screening</li> <li>• Family Dance-a-Thon</li> <li>• My New Red Shoes Distribution</li> <li>• Ned Show</li> <li>• Nuestra Herencia</li> <li>• Rock for Human Rights</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>• Skill Streaming (4)</li> <li>• Strengthening Family Program</li> </ul>

<sup>7</sup> All "Declined" referrals within MPESD were due to families declining services, seeking services elsewhere, or moving. Most "Unable to Link to Services" referrals were due to insurance issues, the agency being unable to contact the family, or the family not returning the required paperwork.

# District-Level Snapshot:

## Mountain View Whisman School District

This report represents School Linked Services (SLS) data for the 2018–19 academic school year in Mountain View Whisman School District (MVWSD) and includes data on students and their families in two Feeder Model schools (**Castro Elementary** and **Graham Middle**) and nine SLS non-Feeder Model schools.<sup>1, 2, 3</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>4</sup>

Exhibit 1

### Mountain View Whisman: Demographics of Students Receiving SLS<sup>5, 6</sup>

	Castro Elementary (n=96 SLS students)	Graham Middle (n=415 SLS students)	SLS Non-Feeder Model Schools (n=418 SLS students)
<b>Race/Ethnicity</b>			
Latino	85 (89%)	213 (51%)	239 (57%)
White	6 (6%)	111 (27%)	80 (19%)
Asian	3 (3%)	39 (9%)	54 (13%)
Black	1 (1%)	6 (1%)	3 (1%)
Multiracial/Other	1 (1%)	46 (11%)	42 (10%)
<b>Gender</b>			
Male	49 (51%)	229 (55%)	214 (51%)
Female	47 (49%)	186 (45%)	204 (49%)
<b>Grade</b>			
Preschool–TK	-	-	4 (1%)
K–5	96 (100%)	-	331 (79%)
6–8	-	415 (100%)	83 (20%)
9–12	-	-	-

<sup>1</sup> In Gilroy Unified School District, only two of the three coordinators submitted Q4 data, because the coordinator at Gilroy High left after Q3.

<sup>2</sup> Benjamin Bubb Elementary, Crittenden Middle, Gabriela Mistral Elementary, Huff Elementary, Landels Elementary, Monta Loma Elementary, Stevenson Elementary, Summer School, and Theuerkauf Elementary.

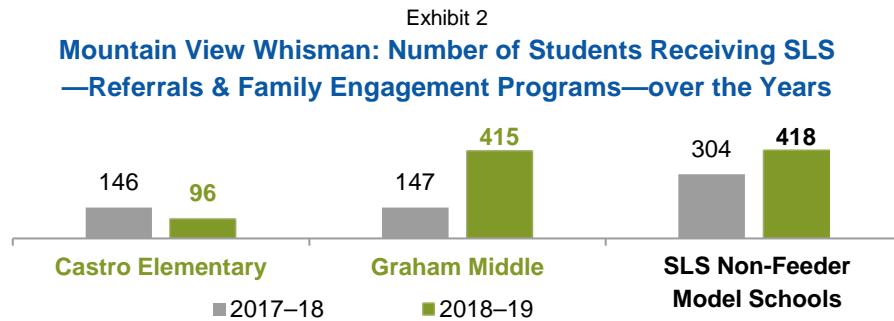
<sup>3</sup> The school called “Summer School” is not a separate school, but a summer program. We are unable to determine which specific school within the Mountain View Whisman School District the summer program is associated with given the data available.

<sup>4</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

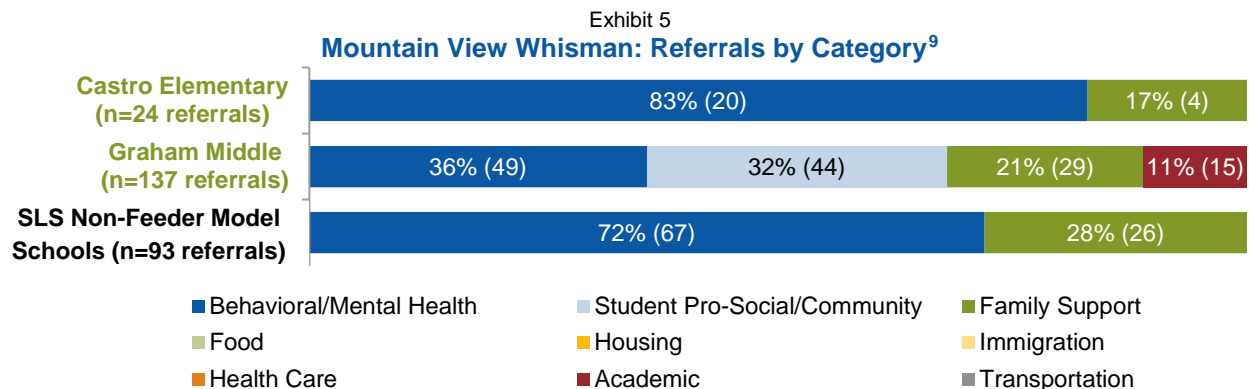
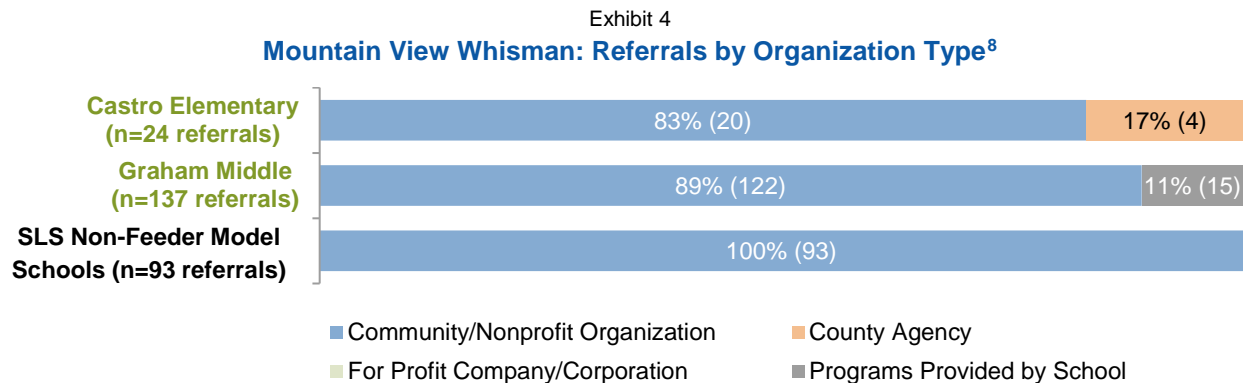
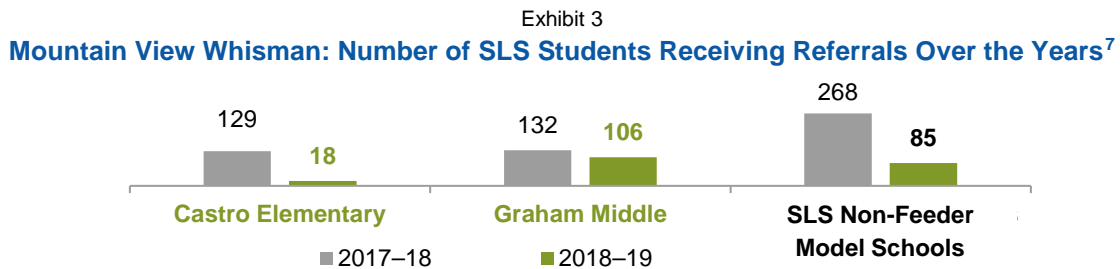
<sup>5</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>6</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

## SLS Overview



## SLS Family Referrals



<sup>7</sup> Overall, more students (418 vs. 304) received SLS services during the 2018–19 school year compared to 2017–18 (Exhibit 2), however, significantly more students only attended an event or series, and did not receive a referral, in 2018–19 (85 vs. 268) (Exhibit 3).

<sup>8</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>9</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include for **Castro Elementary**: no Tier 1 or Tier 2 referrals and 20 Tier 3

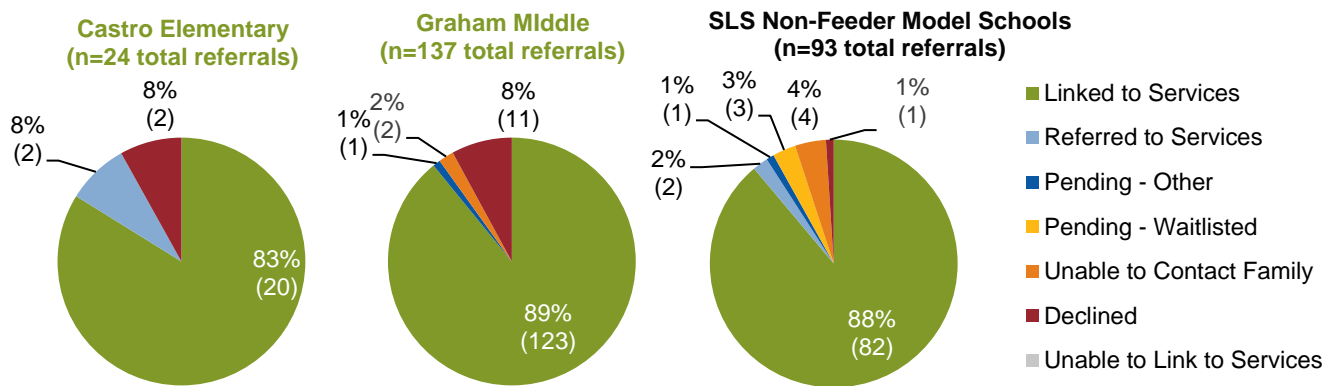
Exhibit 6

### Mountain View Whisman: Top 5 Referral Organizations

	Castro Elementary (n=24 referrals)	Graham Middle (n=137 referrals)	SLS Non-Feeder Model Schools (n=93 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>Community Health Awareness Council (CHAC) (17)</li> <li>Valley Transportation Authority (VTA) (4)</li> <li>Uplift Family Services (3)</li> </ul>	<ul style="list-style-type: none"> <li>Non-Emergency Police (70)</li> <li>CHAC (27)</li> <li>Uplift Family Services (16)</li> <li>Other school (15)</li> <li>Children's Health Council (9)</li> </ul>	<ul style="list-style-type: none"> <li>Uplift Family Services (45)</li> <li>CHAC (21)</li> <li>McKinney-Vento (17)</li> <li>Children's Health Council (9)</li> <li>Non-Emergency Police (1)</li> </ul>

Exhibit 7

### Mountain View Whisman: Referral Status<sup>10</sup>

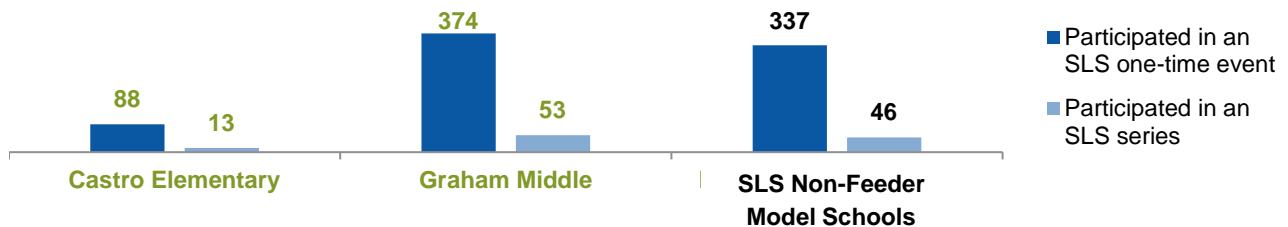


### SLS Family Engagement Events & Series

Exhibit 8 depicts the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>11</sup>

Exhibit 8

### Mountain View Whisman: Number of SLS Students & their Families Participating in One-Time Events & Series



referrals; for **Graham Middle**: no Tier 1, 27 Tier 2, and 22 Tier 3 referrals; and for **Non-Feeder Model schools**: no Tier 1, 40 Tier 2, and 27 Tier 3 referrals. The Academic referrals graphed in Exhibit 5 include for **Graham Middle**: 15 Tier 1 and no Tier 2 or Tier 3 referrals.

<sup>10</sup> All "Declined" referrals within MVWSD were due to families declining services. There were no comments for cases where coordinators were "Unable to Link to Services."

<sup>11</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

### Mountain View Whisman: Name & Number of SLS Family Engagement Events & Series

	Castro Elementary (n=4 events; n=5 series)	Graham Middle (n=12 events; n=4 series)	SLS Non-Feeder Model Schools (n=9 events)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• Cops and Gobblers</li> <li>• Cops that Care</li> <li>• Kiwanis/Kohl's ChildSpree 2018</li> <li>• MVPD Shopping Spree at Target</li> </ul>	<ul style="list-style-type: none"> <li>• ELAC (7)</li> <li>• Parent Teacher Conference</li> <li>• Parent University (3)</li> <li>• Principal's Coffee</li> </ul>	<ul style="list-style-type: none"> <li>• Cops and Gobblers</li> <li>• Cops that Care (2)</li> <li>• DO Holiday Giving</li> <li>• Foothill A.L.L.</li> <li>• Parent University (4)</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>• English Classes for Parents (2)</li> <li>• Police Activities League (PAL) (3)</li> </ul>	<ul style="list-style-type: none"> <li>• PIQE (3)</li> <li>• STEAM Classes</li> </ul>	<i>No family engagement series were recorded<sup>12</sup></i>

<sup>12</sup> The 46 students graphed in Exhibit 8 attended series at Feeder Model schools.

# District-Level Snapshot: Oak Grove School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in Oak Grove School District (OGSD) and includes data on students and their families in 19 SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 to 2018–19.<sup>2</sup>

Exhibit 1  
**Oak Grove: Demographics of Students Receiving SLS<sup>3, 4</sup>**

	SLS Non-Feeder Model Schools (n=463–464 SLS students)
<b>Race/Ethnicity</b>	
Latino	280 (60%)
White	62 (13%)
Asian	66 (14%)
Black	23 (5%)
Multiracial/Other	33 (7%)
<b>Gender<sup>5</sup></b>	
Male	243 (52%)
Female	220 (47%)
<b>Grade</b>	
Preschool–TK	9 (2%)
K–5	244 (53%)
6–8	210 (45%)
9–12	-

<sup>1</sup> The Academy Community Day School, Anderson Elementary, Baldwin Elementary, Bernal Intermediate, Christopher Elementary, Davis Middle, Del Roble Elementary, Edenvale Elementary, Frost Elementary, Hayes Elementary, Leonard Herman Intermediate, Indigo Elementary, Ledesma Elementary, Oak Ridge Elementary, Parkview Elementary, Sakamoto Elementary, Santa Teresa Elementary, Stipe Elementary, and Taylor Elementary.

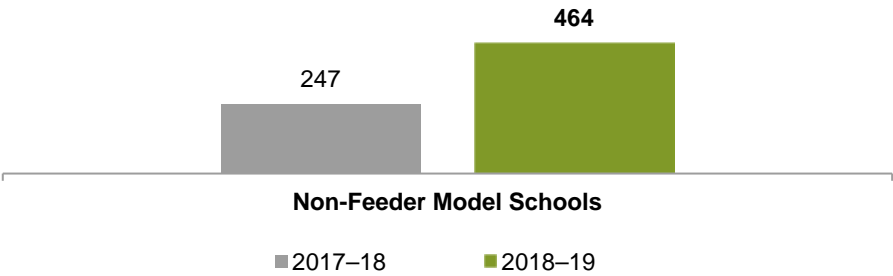
<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data. Sample sizes, or “n’s,” may also vary due to missing data for some variables (e.g., gender).

<sup>5</sup> One student identified their gender as “Other.”

Exhibit 2  
**Oak Grove: Number of Students Receiving SLS  
—Referrals & Family Engagement Programs—Over the Years**



SLS Family Referrals

Exhibit 3  
**Oak Grove: Number of SLS Students Receiving Referrals Over the Years**

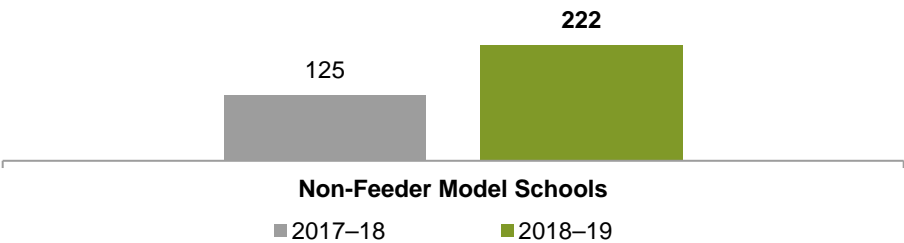


Exhibit 4  
**Oak Grove: Referrals by Organization Type<sup>6</sup>**

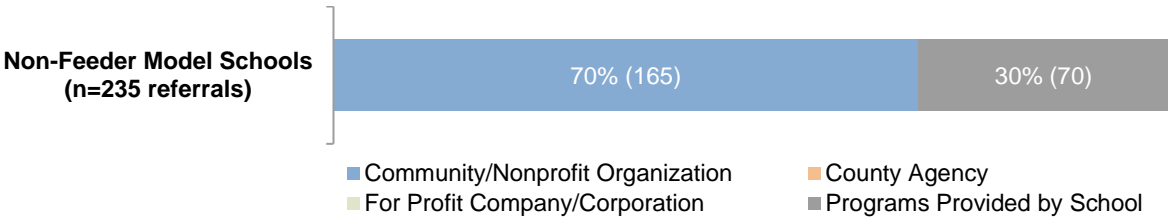
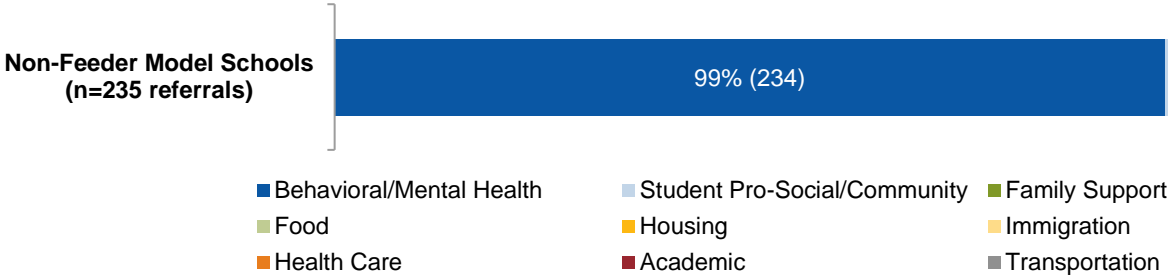


Exhibit 5  
**Oak Grove: Referrals by Category<sup>7</sup>**



<sup>6</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.  
<sup>7</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include no Tier 1, 228 Tier 2, and six Tier 3 referrals.

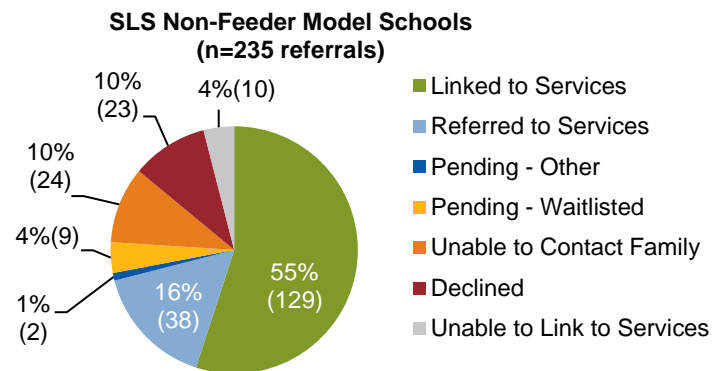


Exhibit 6

## Oak Grove: Top 5 Referral Organizations

	SLS Non-Feeder Model Schools (n=235 referrals)
<b>Top 5 Referral Organizations (Number of referrals)</b>	<ul style="list-style-type: none"> <li>• ARCC (117)</li> <li>• Almaden Valley Counseling (60)</li> <li>• Rebekah Children's Services (34)</li> <li>• Community Solutions (23)</li> <li>• The Tech Museum (1)</li> </ul>

Exhibit 7

Oak Grove: Referral Status<sup>8</sup>

## SLS Family Engagement Events &amp; Series

Exhibit 8 depicts the number of SLS students who have participated in a one-time event or series. The number of students who attended an event or series may not necessarily add up to the total number of students who received SLS services because not all students attended an event or a series.<sup>9</sup>

Exhibit 8

## Oak Grove: Number of SLS Students &amp; their Families Participating in One-Time Events &amp; Series

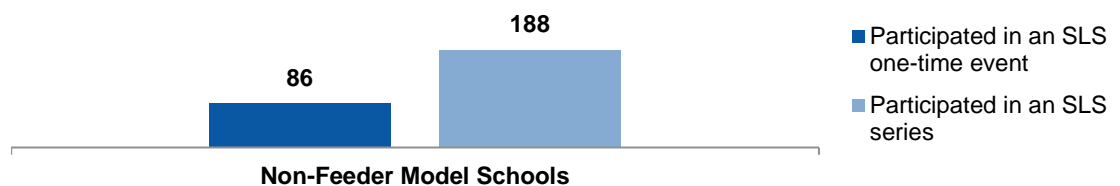


Exhibit 9

## Oak Grove: Name &amp; Number of SLS Family Engagement Events &amp; Series

	SLS Non-Feeder Model Schools (n=9 events; n=15 series)
<b>SLS Family Engagement Events</b>	<ul style="list-style-type: none"> <li>• Drug Prevention Assembly OGSD (3)</li> <li>• Foothill College Field Trip (2)</li> <li>• Mental Health Professional Development Day</li> <li>• REACH Coping Skills Presentation (3)</li> </ul>
<b>SLS Family Engagement Series</b>	<ul style="list-style-type: none"> <li>• Botvin Boys Group</li> <li>• Botvin Life Skills</li> <li>• Family STEAM Learning Labs</li> <li>• Family Engagement Institute: Literacy Series</li> <li>• Family Engagement Institute: STEM Series</li> <li>• Skillstreaming (6)</li> <li>• Strengthening Families (2)</li> <li>• Strong Start</li> </ul>

<sup>8</sup> Most "Declined" referrals within OGSD were due to families declining services or receiving services from another provider. Most "Unable to Link to Services" referrals were due to insurance status, the family relocating, or the family already receiving services at another agency.

<sup>9</sup> Because coordinators did not provide student-level participation data for every event and series, the participation numbers in Exhibit 8 may not reflect the total number of families that actually attended the events and series listed in Exhibit 9.

# District-Level Snapshot:

## San Jose Unified School District

This report represents School Linked Services (SLS) data from the 2018–19 academic school year in San Jose Unified School District (SJUSD) and includes data on students and their families in nine SLS non-Feeder Model schools.<sup>1</sup> Included in this report are two graphs (Exhibits 2 and 3) that present changes in SLS student data across school years, specifically 2017–18 and 2018–19.<sup>2</sup>

Exhibit 1

### San Jose Unified: Demographics of Students Receiving SLS<sup>3, 4</sup>

	SLS Non-Feeder Model Schools (n=237 SLS students)
<b>Race/Ethnicity</b>	
Latino	202 (85%)
White	15 (6%)
Asian	3 (1%)
Black	7 (3%)
Multiracial/Other	10 (4%)
<b>Gender</b>	
Male	150 (63%)
Female	87 (37%)
<b>Grade</b>	
Preschool–TK	6 (3%)
K–5	175 (74%)
6–8	56 (24%)
9–12	-

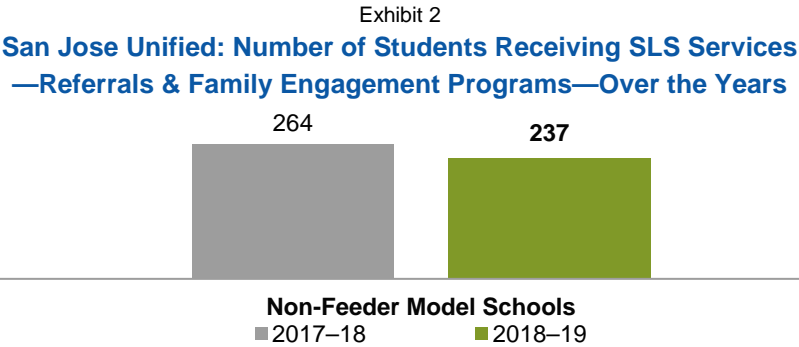
<sup>1</sup> Bachrodt Elementary, Burnett Middle, Empire Gardens Elementary, Grant Elementary, Hoover Middle, Horace Mann Elementary, Lowell Elementary, Trace Elementary, and Washington Elementary

<sup>2</sup> The “change-over-time” graphs (Exhibits 2 and 3) are intended to provide a snapshot of changes in service use, and as more data is collected, may illuminate other potential trends over time.

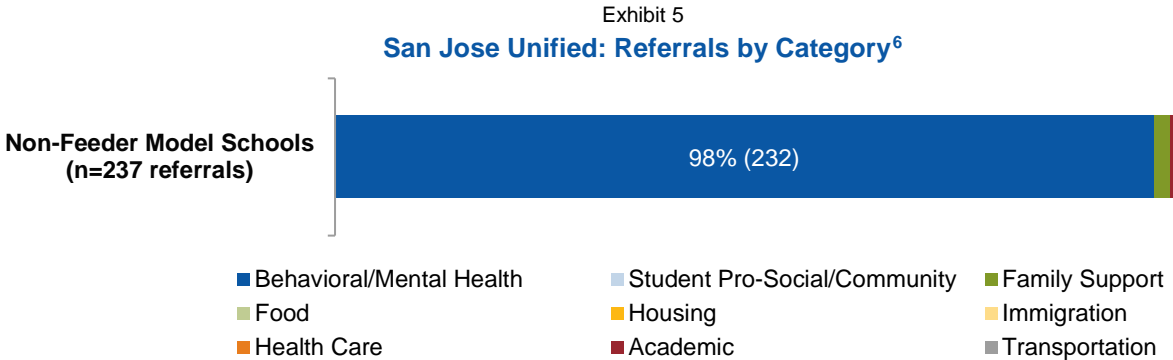
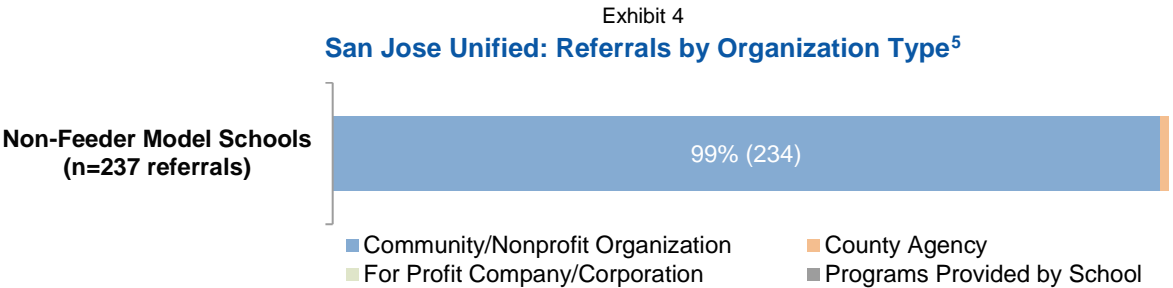
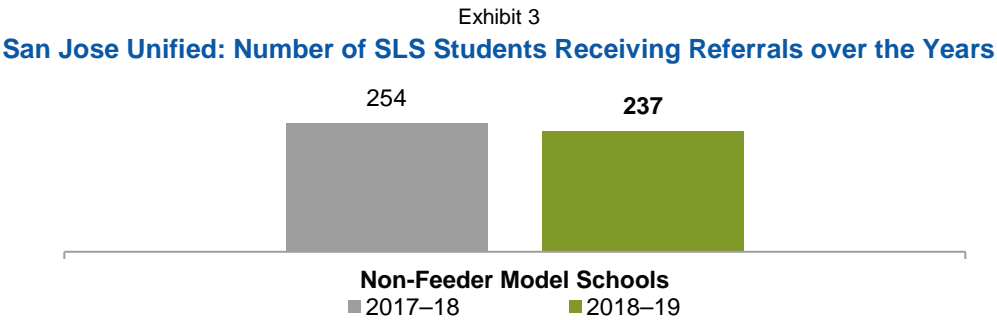
<sup>3</sup> “SLS students” includes students and their families who received at least one SLS referral or participated in at least one SLS Family Engagement event or series workshop.

<sup>4</sup> In some cases, percentages and numbers may not add up to totals due to rounding or instances of missing data.

SLS Overview



SLS Family Referrals



<sup>5</sup> Community/nonprofit organization referrals include SLS Behavioral Health and PEI Behavioral Health referrals, among others.

<sup>6</sup> Coordinators can refer students to Tier 1, Tier 2, or Tier 3 Behavioral/Mental Health or Academic resources depending on the student's need. The Behavioral/Mental Health referrals graphed in Exhibit 5 include 77 Tier 1, 112 Tier 2, and 43 Tier 3 referrals. The Academic referrals include no Tier 1, one Tier 2, and no Tier 3 referrals.

# SLS Family Engagement Events & Series

There was no student-level events or series data reported for SJUSD during the 2018–19 school year.

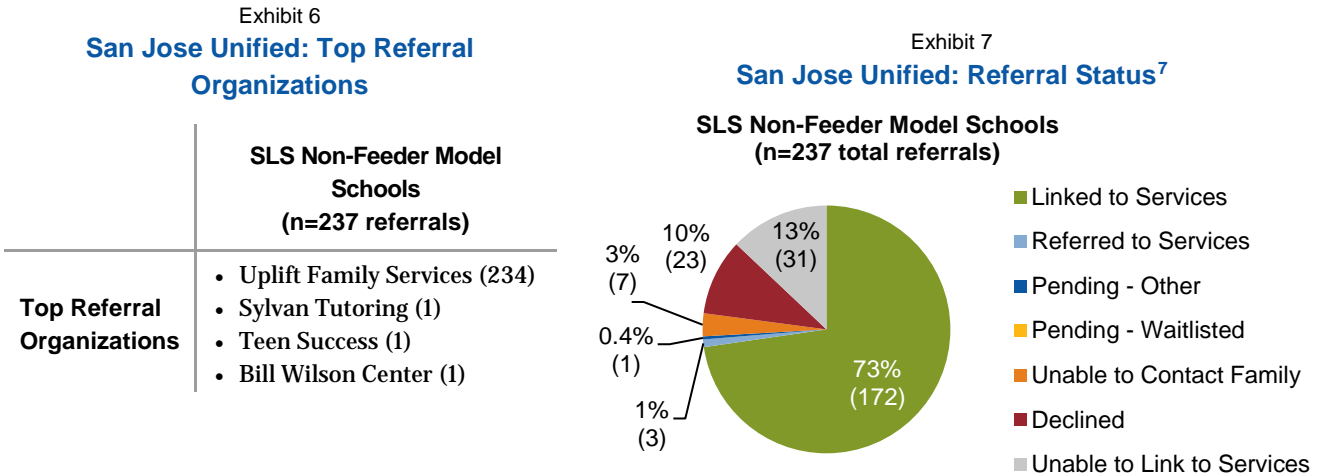


Exhibit 9  
San Jose Unified: Name & Number of SLS Family Engagement Events & Series

	SLS Non-Feeder Model Schools (n=1 event)
SLS Family Engagement Events	<ul style="list-style-type: none"> <li>Triple P</li> </ul>
SLS Family Engagement Series	No family engagement series recorded

<sup>7</sup> Most “Declined” referrals within SJUSD were due to families declining services or seeking services elsewhere.

# Schools Included in the 2018–19 Q4 Year-End Report

SLS Districts	Feeder Model Schools	SLS Non-Feeder Model Schools
Alum Rock Union	<ul style="list-style-type: none"> <li>Ocala Middle</li> <li>Painter Elementary</li> <li>Sheppard Middle</li> </ul>	<ul style="list-style-type: none"> <li>Adelante Academy</li> <li>Adelante II at Arbuckle Elementary</li> <li>Aptitud Community Academy at Goss</li> <li>Arbuckle Elementary</li> <li>Cassell Elementary</li> <li>Cesar Chavez Elementary</li> <li>Cureton Elementary</li> <li>Dorsa Elementary</li> <li>Fischer Middle</li> <li>Hubbard Media Arts</li> <li>Joseph George Middle</li> <li>Lee Mathson Middle</li> <li>Linda Vista Elementary</li> <li>LUCHA Elementary</li> <li>Lyndale Elementary</li> <li>McCollam Elementary</li> <li>Meyer Elementary</li> <li>Renaissance at Fischer Middle</li> <li>Renaissance at Mathson Middle</li> <li>Russo/McEntee Academy</li> <li>Ryan Elementary</li> <li>San Antonio Elementary</li> </ul>
Campbell Union	<ul style="list-style-type: none"> <li>Rosemary Elementary and Preschool</li> <li>Monroe Middle School</li> </ul>	<ul style="list-style-type: none"> <li>Blackford Elementary</li> <li>Campbell School of Innovation</li> <li>Capri Elementary</li> <li>Castlemont Elementary</li> <li>Forest Hill Elementary</li> <li>Lynhaven Elementary</li> <li>Marshall Lane Elementary</li> <li>Rolling Hills Middle</li> <li>Sherman Oaks Elementary</li> <li>Village School</li> </ul>
East Side Union	<ul style="list-style-type: none"> <li>William C. Overfelt High</li> </ul>	<ul style="list-style-type: none"> <li>Andrew P. Hill High School</li> <li>Calero High School</li> <li>Evergreen Valley High School</li> <li>Foothill High School</li> <li>Independence High School</li> <li>James Lick High School</li> <li>Mt. Pleasant High School</li> <li>Oak Grove High School</li> <li>Piedmont Hills High School</li> <li>Santa Teresa High School</li> <li>Silver Creek High School</li> <li>Yerba Buena High School</li> </ul>

SLS Districts	Feeder Model Schools	SLS Non-Feeder Model Schools
Franklin-McKinley		<ul style="list-style-type: none"> <li>• Bridges Academy Middle</li> <li>• College Connection Academy</li> <li>• Dahl Elementary</li> <li>• Franklin Elementary</li> <li>• Hellyer Elementary</li> <li>• Kennedy Elementary</li> <li>• Lairon College Prep Academy</li> <li>• Los Arboles Elementary</li> <li>• McKinley Elementary</li> <li>• Meadows Elementary</li> <li>• Ramblewood Elementary</li> <li>• Santee Elementary</li> <li>• Shirakawa Elementary</li> <li>• Stonegate Elementary</li> <li>• Sylvandale Middle</li> <li>• Windmill Springs Elementary</li> </ul>
Fremont Union		<ul style="list-style-type: none"> <li>• Cupertino High</li> <li>• Educational Options</li> <li>• Fremont High</li> <li>• Homestead High</li> <li>• Lynbrook High</li> <li>• Monta Vista High</li> </ul>
Gilroy Unified	<ul style="list-style-type: none"> <li>• Gilroy High</li> <li>• South Valley Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Antonio Del Buono Elementary</li> <li>• Brownell Middle</li> <li>• Christopher High</li> <li>• El Roble Elementary</li> <li>• Eliot Elementary</li> <li>• Gilroy Early College Academy (GECA)</li> <li>• Glen View Elementary</li> <li>• Luigi Aprea Elementary</li> <li>• Mt. Madonna High</li> <li>• Rod Kelley Elementary</li> <li>• Rucker Elementary</li> <li>• Solorsano Middle</li> </ul>
Luther Burbank		<ul style="list-style-type: none"> <li>• Luther Burbank K–8</li> </ul>

SLS Districts	Feeder Model Schools	SLS Non-Feeder Model Schools
<b>Milpitas Unified</b>		<ul style="list-style-type: none"> <li>• Burnett Elementary</li> <li>• Calaveras Hills High School</li> <li>• Curtner Elementary</li> <li>• Milpitas High</li> <li>• Pomeroy Elementary</li> <li>• Rancho Middle</li> <li>• Randall Elementary</li> <li>• Rose Elementary</li> <li>• Russell Middle</li> <li>• Sinnott Elementary</li> <li>• Spangler Elementary</li> <li>• Weller Elementary</li> <li>• Zanker Elementary</li> </ul>
<b>Morgan Hill Unified</b>		<ul style="list-style-type: none"> <li>• Barrett Elementary</li> <li>• Britton Middle</li> <li>• El Toro Elementary</li> <li>• Live Oak High</li> <li>• Los Paseos Elementary</li> <li>• Martin Murphy</li> <li>• San Martin/Gwinn Elementary</li> <li>• Walsh Elementary</li> </ul>
<b>Mountain View Whisman</b>	<ul style="list-style-type: none"> <li>• Castro Elementary</li> <li>• Graham Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Benjamin Bubb Elementary</li> <li>• Crittenden Middle</li> <li>• Gabriela Mistral Elementary</li> <li>• Huff Elementary</li> <li>• Landels Elementary</li> <li>• Monta Loma Elementary</li> <li>• Summer School<sup>1</sup></li> <li>• Stevenson Elementary</li> <li>• Theuerkauf Elementary</li> </ul>
<b>Mount Pleasant</b>		<ul style="list-style-type: none"> <li>• August Boeger Middle</li> <li>• Ida Jew Academy K–8</li> <li>• Mount Pleasant Elementary</li> <li>• Robert Sanders Elementary</li> <li>• Valle Vista Elementary</li> </ul>

<sup>1</sup> This is not a separate school, but a summer program. We are unable to determine which specific school within the Mountain View Whisman School District the summer program is associated with, given the data available.

SLS Districts	Feeder Model Schools	SLS Non-Feeder Model Schools
Oak Grove		<ul style="list-style-type: none"> <li>• Academy Community Day School</li> <li>• Anderson Elementary</li> <li>• Baldwin Elementary</li> <li>• Bernal Intermediate School</li> <li>• Christopher Elementary</li> <li>• Davis Middle</li> <li>• Del Roble Elementary</li> <li>• Edenvale Elementary</li> <li>• Frost Elementary</li> <li>• Hayes Elementary</li> <li>• Herman Intermediate School</li> <li>• Indigo Elementary</li> <li>• Ledesma Elementary</li> <li>• Oak Ridge Elementary</li> <li>• Parkview Elementary</li> <li>• Sakamoto Elementary</li> <li>• Santa Teresa Elementary</li> <li>• Stipe Elementary</li> <li>• Taylor Elementary</li> </ul>
San Jose Unified		<ul style="list-style-type: none"> <li>• Bachrodt Elementary</li> <li>• Burnett Middle</li> <li>• Empire Gardens Elementary</li> <li>• Grant Elementary</li> <li>• Hoover Middle</li> <li>• Horace Mann Elementary</li> <li>• Lowell Elementary</li> <li>• Trace Elementary</li> <li>• Washington Elementary</li> </ul>



## Referral Categories, Types & Statuses

Referral Category	Description
<b>Tier 1 Behavioral/Mental Health</b>	<p>Behavioral/Mental Health: Includes crisis, early intervention, and ongoing mental health care and substance abuse treatment services.</p> <p>Tier 1: Events, activities, or resources available to all students. Universal or school-wide resources that provide basic support to all students.</p>
<b>Tier 2 Behavioral/Mental Health</b>	<p>Behavioral/Mental Health: Includes crisis, early intervention, and ongoing mental health care and substance abuse treatment services.</p> <p>Tier 2: Events, activities, or resources intended for at-risk students in need of additional support beyond the basic resources available to all students in Tier 1. These resources generally include group work or other small group strategies.</p>
<b>Tier 3 Behavioral/Mental Health</b>	<p>Behavioral/Mental Health: Includes crisis, early intervention, and ongoing mental health care and substance abuse treatment services.</p> <p>Tier 3: Events, activities, or resources intended for high-risk students in need of additional support beyond the group work available to students in Tier 2. These resources generally include one-on-one work or other individualized interventions.</p>
<b>Tier 1 Academic</b> <i>(Previously: Tutoring)</i>	<p>Academic: Relates to educational and learning support for students and families, including individual or group tutoring and homework supports.</p> <p>Tier 1: Events, activities, or resources available to all students. Universal, or school-wide resources, that provide basic support to all students.</p>
<b>Tier 2 Academic</b> <i>(Previously: Tutoring)</i>	<p>Academic: Relates to educational and learning support for students and families, including individual or group tutoring and homework supports.</p> <p>Tier 2: Events, activities, or resources intended for at-risk students in need of additional support beyond the basic resources available to all students in Tier 1. These resources generally include group work or other small group strategies.</p>
<b>Tier 3 Academic</b> <i>(Previously: Tutoring)</i>	<p>Academic: Relates to educational and learning support for students and families, including individual or group tutoring and homework supports.</p> <p>Tier 3: Events, activities, or resources intended for high-risk students in need of additional support beyond the group work available to students in Tier 2. These resources generally include one-on-one work or other individualized interventions.</p>
<b>Housing</b>	Relates to connection with shelters or affordable housing for families experiencing housing instability or homelessness. May also include being registered or getting on a waitlist for housing.
<b>Health Care</b> <i>(Previously: Physical Health)</i>	Relates to connection with medical or health care services, clinics, screening facilities, medical professionals or specialists.
<b>Food</b>	Support with food resources or services, such as at the Second Harvest Food Bank.
<b>Immigration</b>	Support with immigration information, education, or resources, such as at the Services, Immigrant Rights and Education Network (SIREN).

Referral Category	Description
<b>Income Assistance</b> (New)	Support with information or resources related to income assistance programs.
<b>Transportation</b> (New)	Support with information or resources related to transportation to and from school and work.
<b>Family Support</b>	Helps families meet their basic material needs, and includes services that provide case management and low-cost child or adult care.
<b>Student Pro-Social/Community</b> (Previously: Pro-Social and Community)	Supports individual strengths and protective factors, reduces risk factors, provides peer support, and/or supports overall community well-being.

Referral Type	Description
<b>Community/ Nonprofit Organization</b>	For the purposes of the report, these include referrals made to community/nonprofit organizations as well as SLS Behavioral Health and PEI Behavioral Health (see descriptions below). Examples of community/nonprofit organization referrals include Second Harvest Food Bank, Community Solutions, and Uplift.
<b>PEI Behavioral Health</b>	PEI provides prevention and early intervention services to children and their families, with the goal of preventing mental illness and addressing 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 three to six months and are school-based, home-based, and/or community-based depending on the needs of the youth and family.
<b>SLS Behavioral Health</b>	Long-term support services with an eight-month average length of stay. This therapy-focused program is designed to support youth and families experiencing more significant levels of distress. Clinicians provide various levels of therapeutic supports. Access to a psychiatrist or medication support is provided if needed.
<b>Other School</b>	Relates to programs provided by the schools themselves (e.g., school counselors).
<b>County Agency</b>	Examples include Valley Medical and Las Plumas.
<b>For Profit Company</b>	Examples include Sylvan Tutoring, Blue Cross, and Comcast.

Referral Status	Description
<b>Linked to Services</b>	Coordinators confirmed that the student or family received services or resources at least once.
<b>Referred to Services</b>	Coordinators created an initial appointment to the service or informed family of resources.
<b>Pending – Waitlisted</b>	The referral organization lacks capacity to serve the student or family at this time. Services or resources are pending until space becomes available.
<b>Pending – Other</b>	Services or resources are pending until family is reached, parental permission forms are signed, intake is completed, other paperwork is filled out, etc.

Referral Status	Description
<b>Unable to Link Services</b>	The referral organization has made multiple attempts to reach the family without success, after the coordinator has already contacted the family and created an initial appointment or referred them to available resources.
<b>Unable to Contact Family</b>	No communication has been established with the family to provide services. The coordinator has made multiple attempts to reach the family without success and is not able to make an initial appointment for services or resources.
<b>Declined</b>	Student or family declined services or resources.



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