

Overview

Awareness of the behavioral health needs of young people has been growing, with documented rates of sadness, loneliness and other struggles. During the COVID-19 pandemic, American Rescue Plan Act (ARPA) funding became available and the San Diego Board of Supervisors made a commitment to pilot a program designed to attend to the social-emotional needs of students utilizing the Multi-Tiered System of Supports (MTSS) Framework. In August of 2021, BHS partnered with the San Diego County Office of Education and School Districts to develop a screening program that would systematically identify youth needs. Screening to Care (S2C) was developed as a result of that collaboration, with a focus on middle school students for the pilot. The program holds an overarching goal of universally screening students to determine socioemotional needs and providing therapeutic interventions. The MTSS Framework is implemented by providing primary supports for the entire school, secondary supports for those students that require assistance in meeting academic and social/emotional/behavioral goals, and tertiary support for those students that need more formal individualized support. The program is designed for contractors to provide these services in partnership with participating school districts throughout the County. The County completed procurements for four of five contracted service regions with the delivery of S2C services starting in February 2023 during the conclusion of the 2022-23 school year. The final service region was procured with a contract start date of October 1, 2023 for the 2023-24 school year.

At the onset of the pilot planning (August 2021), projections were that participating districts would use passive consent, which requires parents to sign and return a form if they do not want their child to be screened, thereby maximizing screening participation. However, starting in school year 2023-24, three out of the five participating school districts started using active consent, which requires parents to sign and return a consent form if they agree to have their child screened. This reduced the number of students available for screening where the original goal was to screen all students in the grades participating in the screening. The shift to active consent for universal screening impacted the ability to identify students with internalizing symptoms, and the reduction in screening numbers unintentionally decreased the pool of students identified for program participation. The original projection was that 90% of students would be screened, however, in response to the active consent change, that projection has shifted to 65%. Various efforts have been made to maximize parental consent for screening, resulting in some school districts allowing providers to reach out to parents who did not provide consent to inform them about the screening process and service options available based on the screening results.

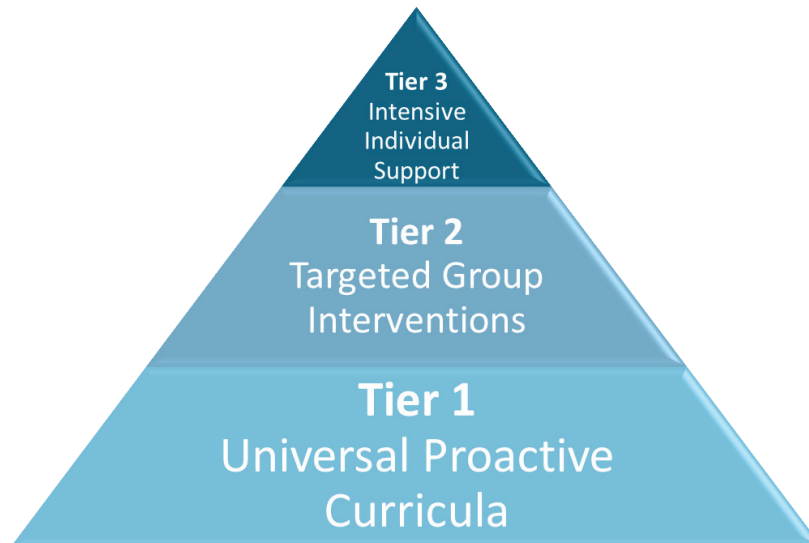


The mySAEBRS Screening Tool and MTSS Framework

The mySAEBRS (Social-Academic-Emotional-Behavior Risk Screener) is a brief, 20-question, self-report questionnaire, that can be completed by students in grades 2-12 on any electronic device. It is designed to assess both problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) as well as the presence of well-being and competencies (e.g., social-emotional skills). The American Institutes for Research (AIR) Center on Multi-Tiered System of Supports (MTSS Center) states that multi-level prevention includes three tiers of intensity (shown in Figure 1, Bailey et al., 2020). While mySAEBRS and MTSS do not completely overlap, MTSS is the theoretical framework which relies on data such as universal screening results to be successfully implemented. Universal screening tools should be validated, standardized, and administered to all students at least two times during the school year (Bailey et al., 2020). The mySAEBRS screener stratifies students' needs into Low, Some, or High Risk categories depending on student responses, which is in alignment with MTSS:

- **Social Behavior Domain (7 items)** Students' ability to understand social norms, empathize, and understand the perspectives of others.
- **Academic Behavior Domain (6 items)** Skills necessary for students to be prepared for, participate in, & benefit from academic instruction.
- **Emotional Behavior Domain (7 items)** Students' ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

Figure 1. Breakdown of Multi-Level Prevention System Within Multi-Tiered Systems of Support



Note. The MTSS framework comprises three tiers of intervention. Tier 1 constitutes a universal preventative measure for all students, Tier 2 entails a targeted preventative intervention for a small group of students, and Tier 3 encompasses an intensive preventative strategy tailored for a smaller subset of students who need supplementary support. Retrieved from the San Diego County HHSA – BHS Screening to Care School Board Association Presentation Slides (2023).

Multi-Tiered Systems of Support

Tier 1 – Universal or Primary: Tier 1 is designed to support and provide a positive environment for all students. Approximately 80% of students will not need further support (Bailey et al., 2020).

As the largest tier, and the foundation for the MTSS Framework, Tier 1 encompasses the entire school with campuswide prevention campaigns and early intervention activities that teachers infuse into their classrooms. Managed by the school districts, the County contractor coordinates with schools using the Local Control and Accountability Plan (LCAP), or other district plan, to identify student needs across each campus and provide recommendations for areas of focus. These interventions help to build positive relationships between staff and students. A subset of students will be identified as needing Tier 2 or Tier 3 supports.

Tier 2 – Secondary: MTSS projects Tier 2 to reflect a smaller group of students (15%, Bailey et al., 2020). Tier 2 encompasses a subset of students needing social and emotional support that can be offered through social emotional curriculums. Interventions are delivered through small groups and individual check-ins focused on skill building. These targeted supports, offered through the County contractors on school grounds, allow students to work toward developing a stronger social-emotional skillset.

Tier 3 – Tertiary: MTSS projects Tier 3 to reflect a small subset of students (3-5%, Bailey et al., 2020). For a small number of students, supports through Tier 1 or Tier 2 interventions are not sufficient, and they require more formal individualized specialty treatment offered by either school-based, community-based, or private insurance providers. County contractors connect identified students to Tier 3 behavioral health treatment available through the student’s health provider (private or Medi-Cal) through time-limited care coordination.

Promotora Services

To increase parent participation and support the Screening to Care initiative, this program is designed to utilize the Promotora model to enhance family, community, and school partnerships. The Promotora model employs a parent (utilized broadly as a term for all caregivers) from the community to serve as a bridge between schools and the communities. The Promotora will have had or currently has children at the designated school districts with the goal of reflecting the diversity of the families within the community/school district (e.g., language, ethnicity, gender, and age). The Promotora works with parents, schools, and the community to determine general needs and provide resources and/or connection to community services that focus on family wellness, strengthening resilience, reducing disparities in accessing substance use and mental health services, reducing stigma and discrimination, and helping families make connections with the schools.

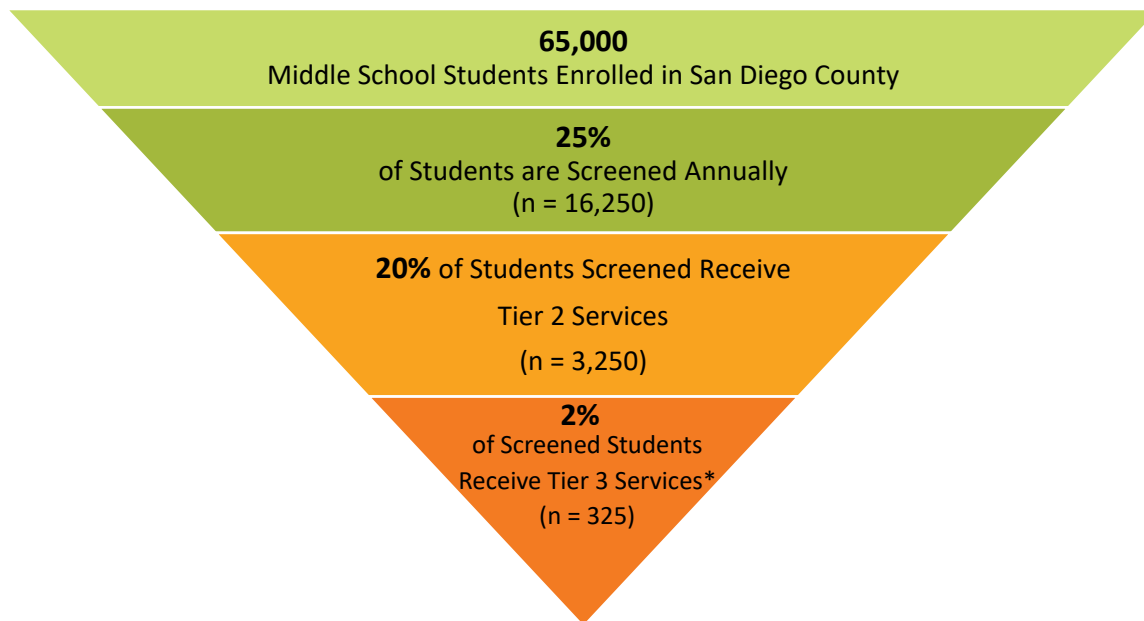
Program Services Description

Based on the California Department of Education Data Quest numbers for the 2020-21 school year (<https://dq.cde.ca.gov/dataquest/>), there were approximately 65,000 middle school students in San Diego County (traditional 6th-8th grade). Although the current funding level prohibits screening of the entire population, the program design is structured to provide incentives for reaching as many students as possible. At full implementation and optimization of services, it is projected that approximately 16,250 students, where S2C services are available, may be screened annually. Each of the five contracts has a

target goal of providing core instruction and basic intervention services to a minimum of 25% of all middle school students (estimated target of 16,250 students) in their identified regions as the initial base, which equates to 7-9 schools, per region, each year. Each contract is also designed to provide **Tier 2 services** (small group or individual services to students who scored as having Some Risk) to a minimum of 20% of screened students (**annual estimated target of 3,250**) with a minimum of three (3) group or individual contacts per student that last at least 30 minutes each, and with each school receiving 40 hours of direct student services per month. The **annual goal** is for at least **80%** of youth who receive Tier 2 services to report gaining useful knowledge and skills as a result of their participation. Provision of **Tier 3 services** (linkage to behavioral health specialty treatment services for students who scored at High risk) is expected to serve 2% of students screened in 6th-8th grade (**annual estimated target of 325**). See figure 2 for illustration.

Simultaneously, **Promotora Services**, which are provided to parents/caregivers, aim to reduce family isolation and increase parent engagement with the schools. Possible Promotora outreach activities include provision of psycho-educational groups or workshops; stress reduction through physical activity, art, or music; and assistance to caregivers in accessing community resources. The **annual goal** is for at least **75%** of parents/caregivers who receive a Promotora service to report satisfaction with services and increased involvement at their child’s school or with their child’s teacher.

Figure 2. Breakdown of Estimated Annual Screening Targets



* Tier 3, initially set at 10% of screened students, was retrospectively adjusted in the 2023-2024 school year to align with new information received about mySAEBRS national norm data (Renaissance Learning Inc., 2021) and preliminary San Diego screening data.

Service Provider Information

North Inland SELPA Region

- Contractor: Vista Hill Foundation (VHF)
- Consent Status: Active
- 2 School Districts Served: Escondido Unified School District and Ramona School District
- 9 Schools Served (6th-8th Grade): Conway Elementary, Del Dios Middle, Escondido-Bear Valley Middle, Hidden Valley Middle, Limitless Learning Academy, Mission Middle, Quantum Academy, Rincon Middle, and Olive Peirce Middle

North Coastal SELPA Region

- Contractor: Palomar Family Counseling Service (PFCS)
- Consent Status: Passive
- 1 School District Served: Vista Unified School District
- 7 Schools Served (4th-8th Grade): Foothill Oak Elementary, Madison Middle School, Maryland Elementary, Rancho Minerva Middle School, Roosevelt Middle School, Vista Innovation & Design, and Vista Magnet School

East SELPA Region

- Contractor: Fred Finch Youth Center (FFYC)
- Consent Status: Active
- 1 School District Served: Santee School District. Students in grades 6-8 are screened, but students in grades 2-8 are able to receive services.
- 8 Schools Served (2nd-8th Grade): Cajon Park Elementary, Carlton Hills Elementary, Carlton Oaks Elementary, Chet F. Harritt Elementary, Hill Creek Elementary, Pepper Drive Elementary, PRIDE Academy at Prospect Avenue, and Rio Seco Elementary

Central SELPA Region

- Contractor: SDUSD Mental Health Resource Center – subcontracted to Mending Matters
- Consent Status: Active
- 1 School District Served: San Diego Unified School District
- 8 Schools Served (6th-8th Grade): Audubon K-8, Bell Middle, Fulton K-8, Grant K-8, Knox Middle, Logan Memorial, Millennial Tech Middle, and Roosevelt International Middle

South SELPA Region

- Contractor: South Bay Community Services (SBCS)
- Consent Status: Passive
- 1 School District Served: San Ysidro School District
- 7 Schools Served (2nd-8th Grade): San Ysidro Middle, Vista Del Mar Middle, La Mirada Elementary, Ocean View Elementary, Smythe Elementary, Sunset Elementary, and Willow Elementary

In total, 6 School Districts and 39 schools obtained S2C services in FY 2023-24.



Overview of Students Screened

Table 1. mySAEBRS Screenings Completed in the 2023-24 School Year

SELPA Region	Unduplicated Students in Grades Screened ^a	Unduplicated Students Screened	% of Students Screened	Total Number of Screenings	Screening Results: Low Level of Need		Screening Results: Some Level of Need		Screening Results: High Level of Need	
					N	%	N	%	N	%
N. Inland ^b	5,276	3,922	74%	7,156	4,765	67%	2,160	30%	231	3%
N. Coastal	4,072	3,474	85%	3,622	2,579	71%	861	24%	182	5%
East	3,207	1,133	35%	1,726	1,375	80%	330	19%	21	1%
Central	3,539	854	24%	1,149	872	76%	235	20%	42	4%
South	3,266	3,135	96%	5,544	3,948	71%	1,372	25%	224	4%
Total	19,360 Students	12,518 Students	65%	19,197 screenings	13,539 screenings	71%	4,958 screenings	26%	700 screenings	4%

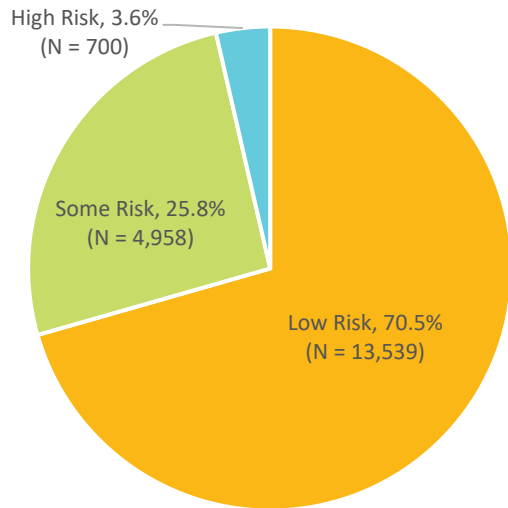
^a The number of students in grades served encompasses the total enrollment across the participating grades at each school.

^b Data from Olive Peirce Middle School in the N. Inland region was not included, as they did not provide the data in a usable format.

12,518 unduplicated students were screened across 39 schools in 5 San Diego SELPA regions. Sixty-five percent of eligible students in participating grades were screened during the 2023-24 school year. The county goal of screening 65% of enrolled 6th-8th grade students was achieved. The South Region had the most success and screened 96% of eligible students.

Figure 3. mySAEBRS Screening Results for the 2023-24 School Year

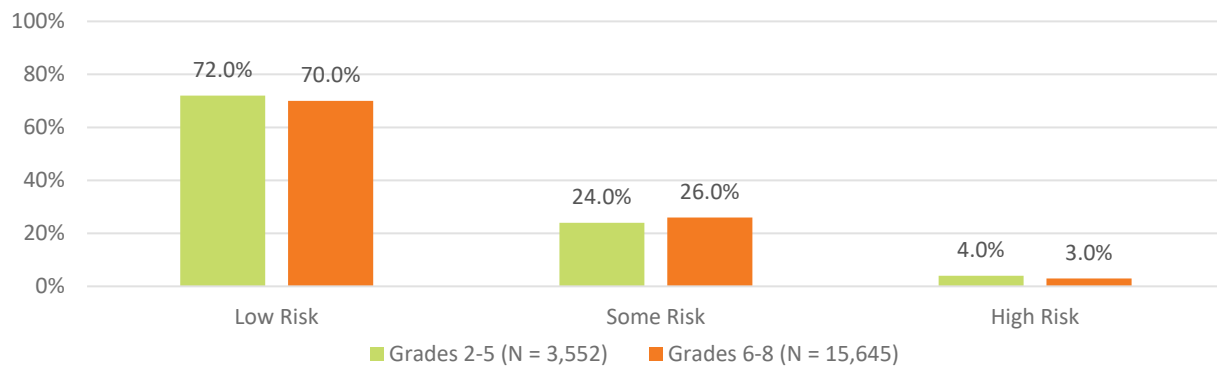
mySAEBRS Screening Results (N = 19,197)*



Of the 19,197 completed screenings in the 2023-24 school year (Students could have more than one screening if they were screened in the fall and spring), the majority were scored at Low risk for social-emotional problems.

Figure 4. mySAEBRS Screening Results by Grade for the 2023-24 School Year

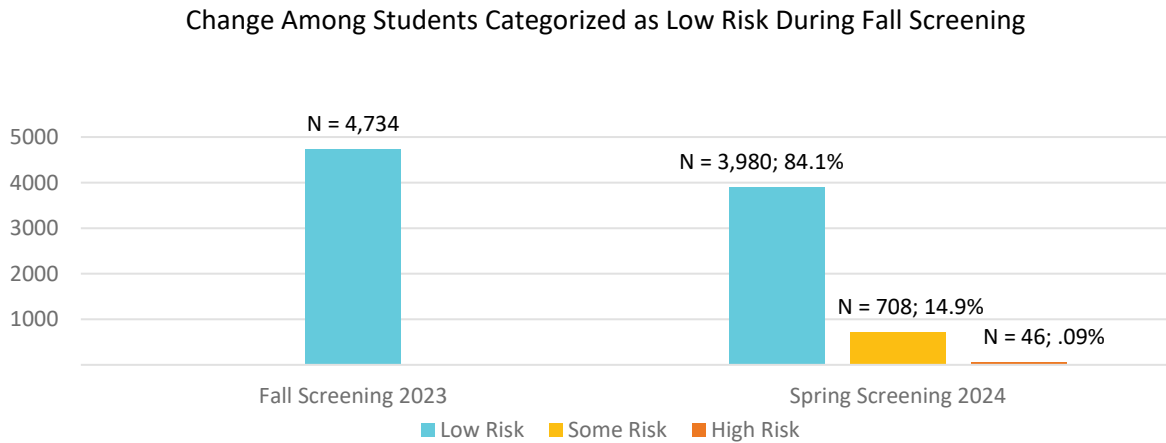
Screening Results by Grade (N = 19,197)*



* N represents the total number of screenings collected from 12,518 students. Students could be screened in the fall and spring, resulting in 19,197 screenings.

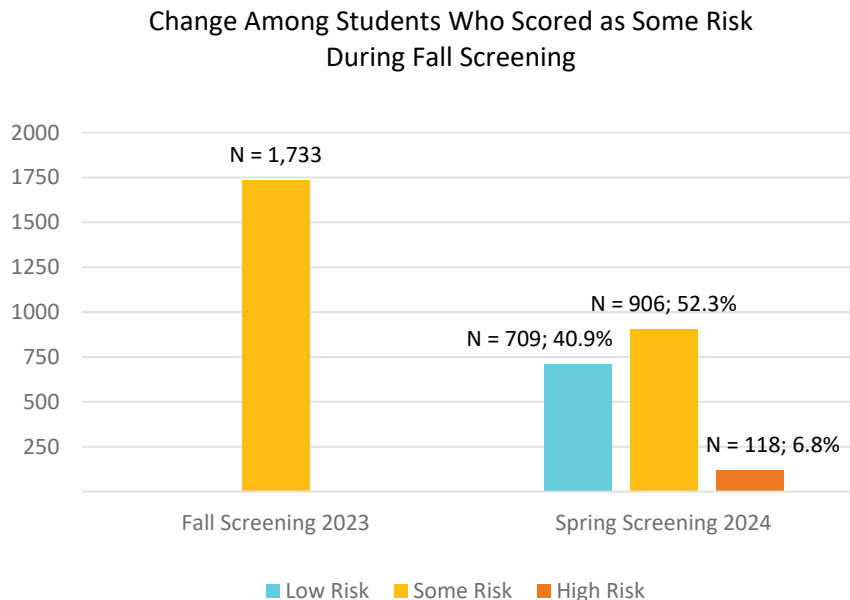
Risk levels were similar for 2nd-5th and 6th-8th grade students, but there were significantly fewer elementary aged students.

Figure 5. Change in Risk of Social-Emotional Problems Among Students Who Scored at Low Risk in Fall



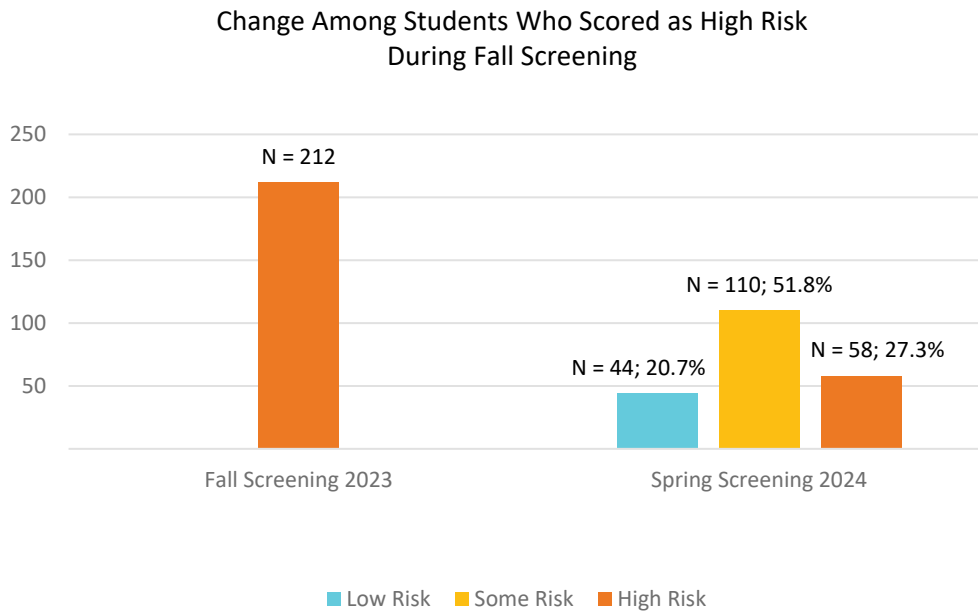
Of the 6,679 students who completed both the fall and spring screenings, 4,734 students scored at Low risk in the fall. The majority of these students (84%) remained at Low risk in the spring, while rest of the students reported an increase in risk (16%). If a student had more than one screening in the Fall or Spring timeframe, only the first screening was analyzed.

Figure 6. Change in Risk of Social-Emotional Problems Among Students Who Scored at Some Risk in Fall

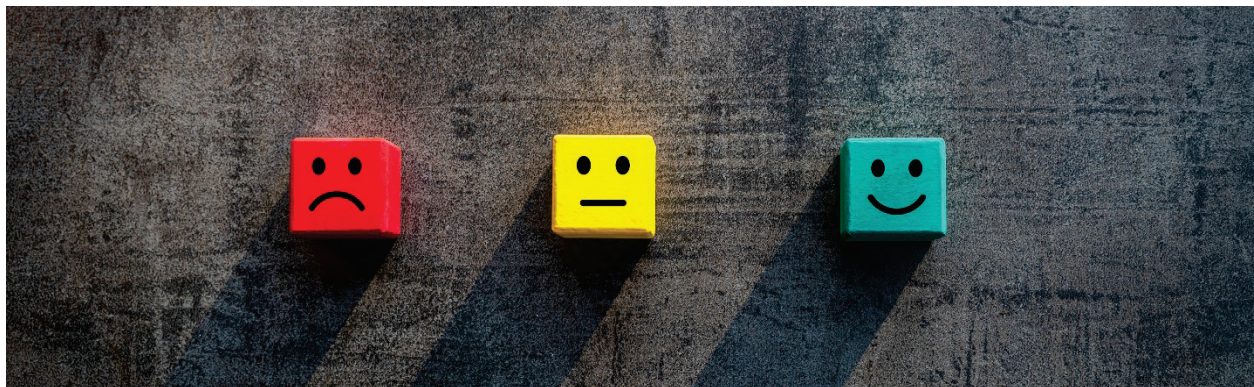


Of the students who scored at Some risk in the fall, 41% reported decreased risk of social-emotional problems in the spring, while 7% reported an increase in risk and the remaining students stayed at the same level of risk.

Figure 7. Change in Risk of Social-Emotional Problems Among Students Who Scored at High Risk in Fall



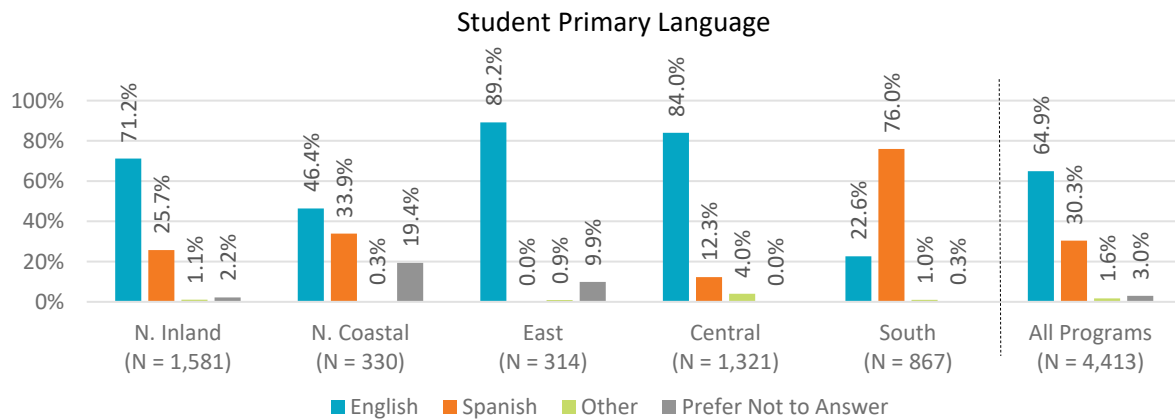
Of the 6,679 students who completed both the fall and spring screenings, 212 students scored at High risk in the fall. Of these 212 students, 21% moved to the Low risk category and 52% moved to the Some risk category in the spring, and the remainder (27%) stayed in the High risk category on the spring screening. This indicates that the risk of social-emotional problem behaviors decreased for 73% of students who scored at High risk in the fall.



Tier 2 and Tier 3 Student Demographics

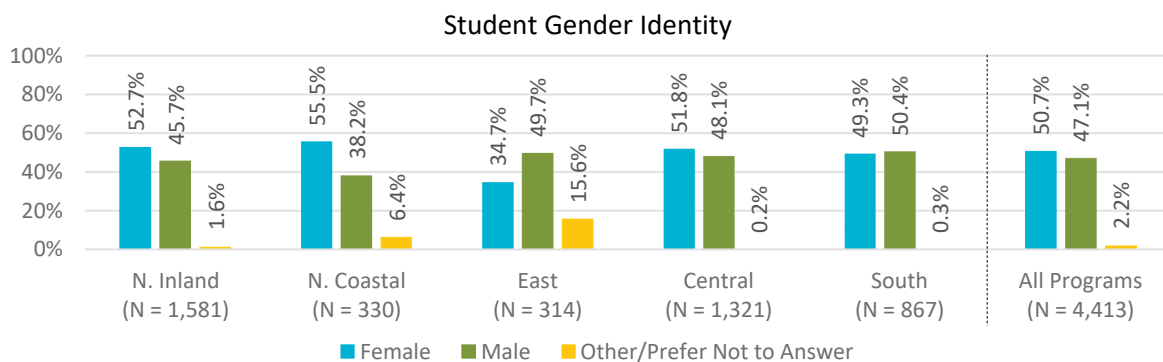
Demographics are available for students offered Tier 2 or 3 services. All data are pulled from the Mental Health Outcomes Measurement System (mHOMS). mHOMS is used to store, analyze and report many San Diego County Behavioral Health Services outcomes, including S2C assessments. Sixty-eight percent of the students (2,634 of 3,875) who were identified as needing Tier 2 or Tier 3 services, had a mySAEBRS risk level entered into mHOMS. This means at least 68% of the students receiving S2C services had at least one screening reported in the 2023-24 school year.

Figure 8. Student Primary Language



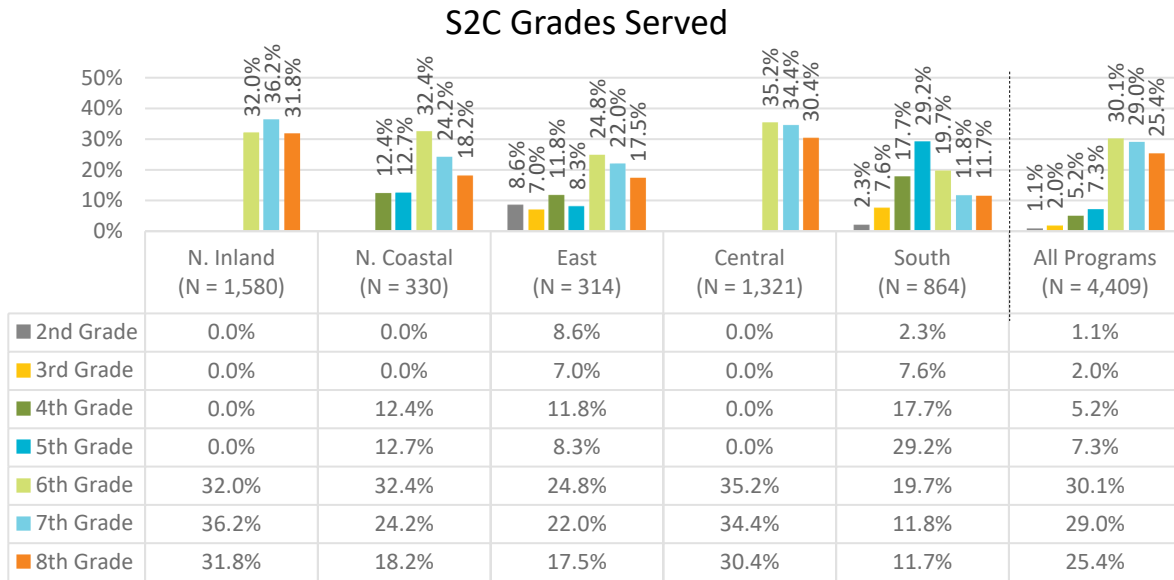
Students' primary language in the North Inland, North Coastal, East, and Central SELPA regions was English. In the South region the primary reported language was Spanish.

Figure 9. Student Gender Identity



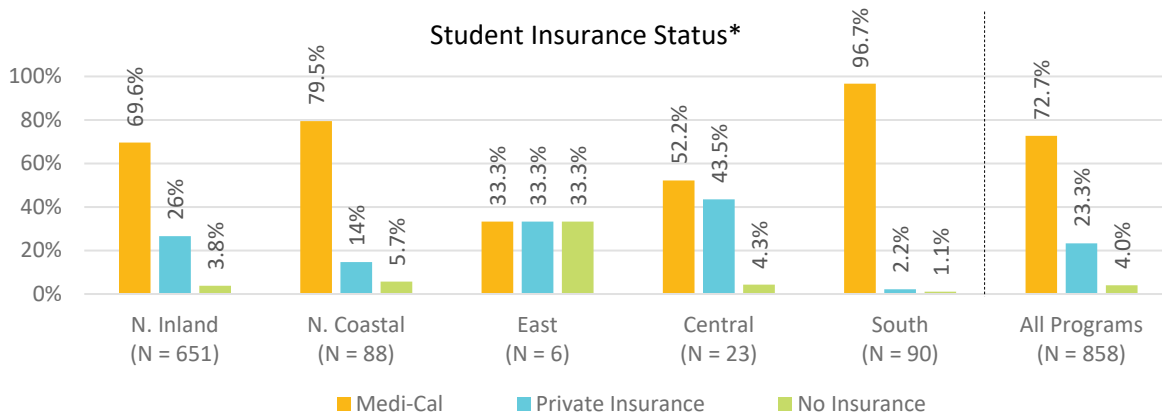
Across all programs 51% of students reported their gender identity as Female, 47% Male, and 2% endorsed Other or Prefer Not to Answer.

Figure 10. Percentage of Students in Grades 2-8



The majority (85%) of students receiving S2C services were in 6th-8th grade. North Inland and Central SELPA regions did not provide services to elementary aged youth.

Figure 11. Student Insurance Status



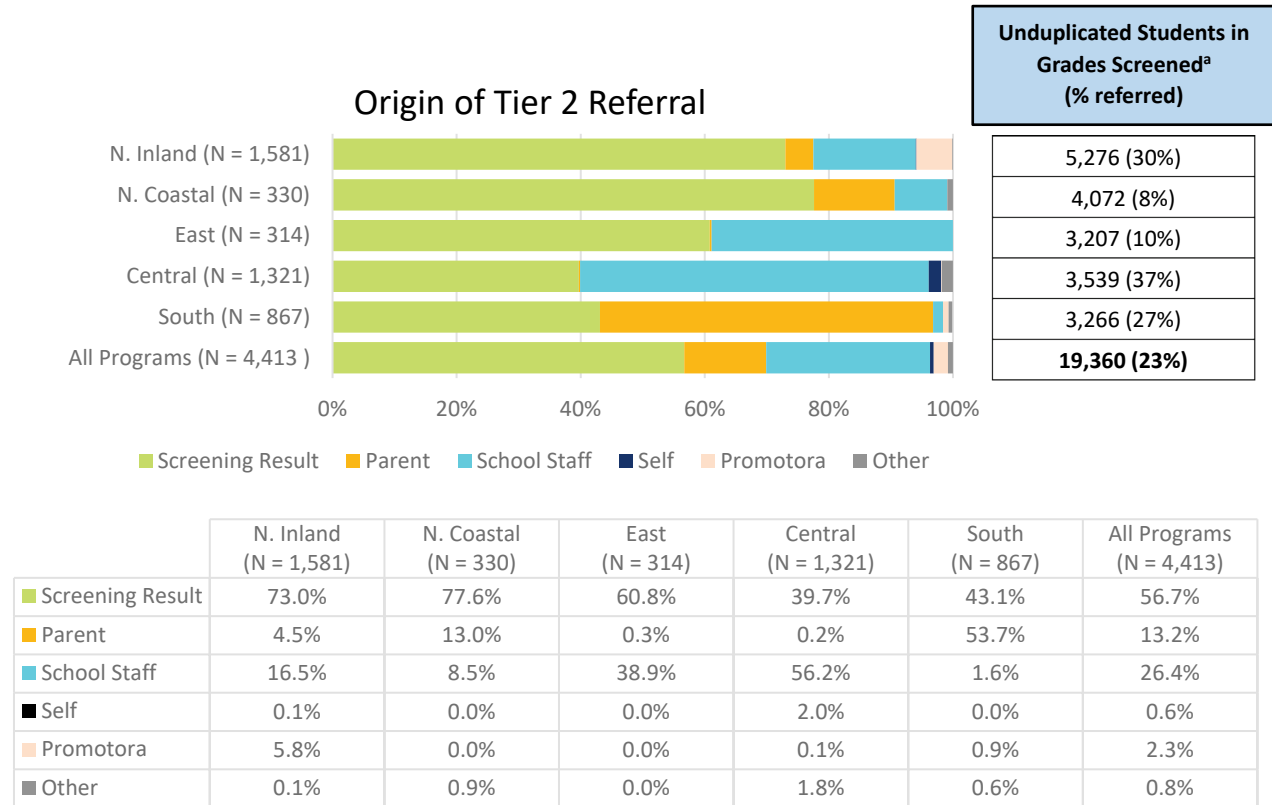
*81% of students were missing the insurance variable data, so it's unclear how well this data represents the S2C program participants as a whole.

Of the youth who had insurance information, 73% reported having Medi-Cal, 23% private insurance, and 4% no insurance.

Overview of Tier 2 Services Provided and Outcomes

In the 2023-24 school year, 57% of students were referred to Tier 2 services primarily via mySAEBERS screening results. Thirteen percent were referred to Tier 2 services by their parent/caregiver and 29% were referred through the school (School Staff or Promotora) with parent/caregiver consent. Interventions were delivered through small groups and individual check-ins. These targeted supports, offered through a County contractor on school grounds, emphasize the development of social-emotional skills.

Figure 12. Origin of Tier 2 Referral



^a The number of students in grades served encompasses the total enrollment across the participating grades at each school. Refer to Table 1 for the number of kids screened in each SELPA region.

Table 2. Tier 2 Services for the 2023-24 School Year

SELPA Region	Unduplicated Students Screened as Having “Some” Level of Need YTD	Unduplicated Students Receiving Tier 2 Services YTD ^a	Unduplicated Students with Satisfaction Surveys Completed YTD ^b	% of Students Reported Satisfaction YTD ^c	% of Students Reported Increase in Knowledge YTD ^d	Tier 2 Services Provided		Average # of Monthly Service Hours Provided ^e
						GROUPS	INDIVID. CHECK-INS	
N. Inland	1,626	836	783	88%	83%	1,191	306	89
N. Coastal	839	163	98	88%	77%	323	31	21
East	270	285	249	82%	75%	687	11	54
Central	208	1,009	839	83%	80%	588	1269	134
South	1,109	802	777	88%	81%	1,244	507	192
Total	4,052 Students	3,095 Students	2,746 Students	86%	81%	4,033 Groups	2,124 Individual Check-ins	123 hours / month^f

^a Students receiving Tier 2 services may have Tier 2 or Tier 3 program engagement endorsed. All students must have received 3 or more services each lasting 30 minutes or longer, and the third service must have occurred during the 2023-24 fiscal year.

^b If more than one Satisfaction Survey was completed within the reporting period, the most recent survey is reflected.

^c Student satisfaction: respondents who endorsed “agree” or “strongly agree” that they are satisfied with the program.

^d Increased knowledge: respondents who endorsed “agree” or “strongly agree” that they gained useful knowledge or skills as a result of the program.

^e The average monthly hours provided is impacted by the number of months each region provided services (e.g., some regions’ contracts started midyear).

^f This is a weighted average of the five data points from this column.

Over 6,000 Tier 2 S2C services were provided in the 2023-24 school year, of which, the majority were groups (66%). South and North Inland SELPA regions held the largest number of groups, and Central region had the largest number of individual check-ins.

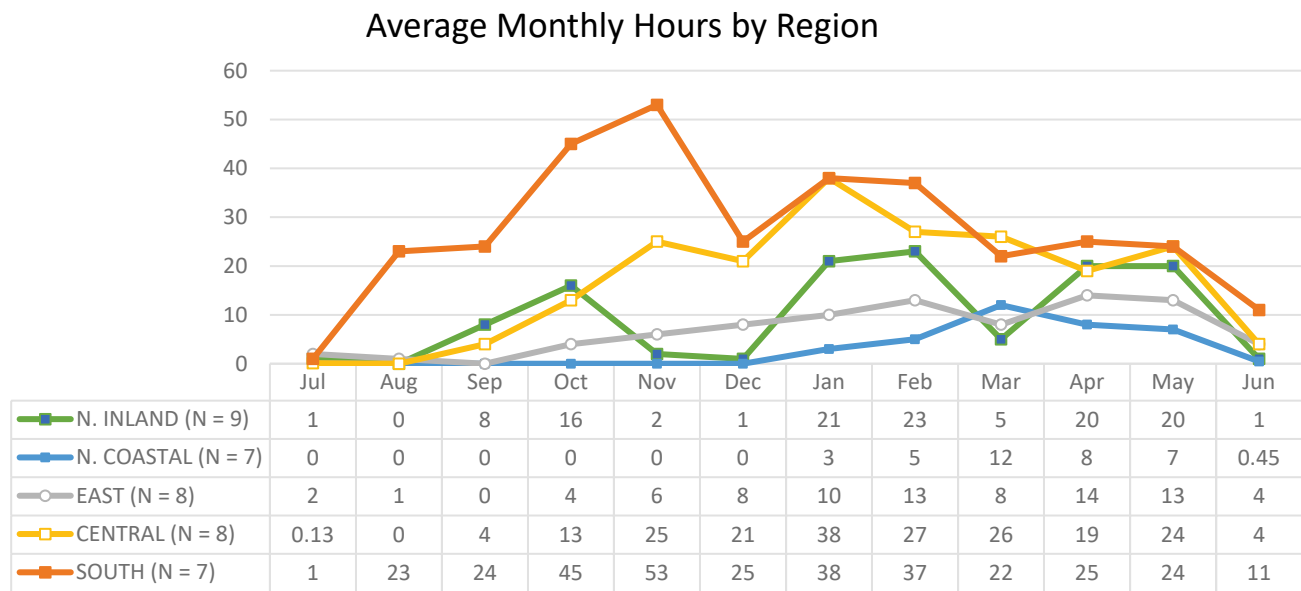
3,095 unduplicated students across San Diego County received at least three group or individual check-in services. An additional 418 students did not meet the criteria of receiving 3 services; these students attended 1-2 groups and/or check-ins that lasted over 30 minutes each during the 2023-24 school year.

Table 3. Number of schools by region who provided an average of at least 40 hours of Tier 2 Services a month in the 2023-24 school year

Schools by SELPA Region ^a	23' July	23' Aug	23' Sep	23' Oct	23' Nov	23' Dec	24' Jan	24' Feb	24' Mar	24' Apr	24' May	24' June
N. Inland (N = 9)	0	0	0	1	0	0	1	2	0	2	2	0
N. Coastal (N = 7)	0	0	0	0	0	0	0	0	0	0	0	0
East (N = 8)	0	0	0	0	0	0	0	0	0	1	0	0
Central (N = 8)	0	0	0	0	1	0	4	3	1	1	2	0
South (N = 7)	0	0	0	4	5	1	2	2	1	1	1	0

^a Each region provided services on a different schedule (e.g., some provided services over winter/summer breaks and/or began providing services in the spring of 2024, versus the fall of 2023).

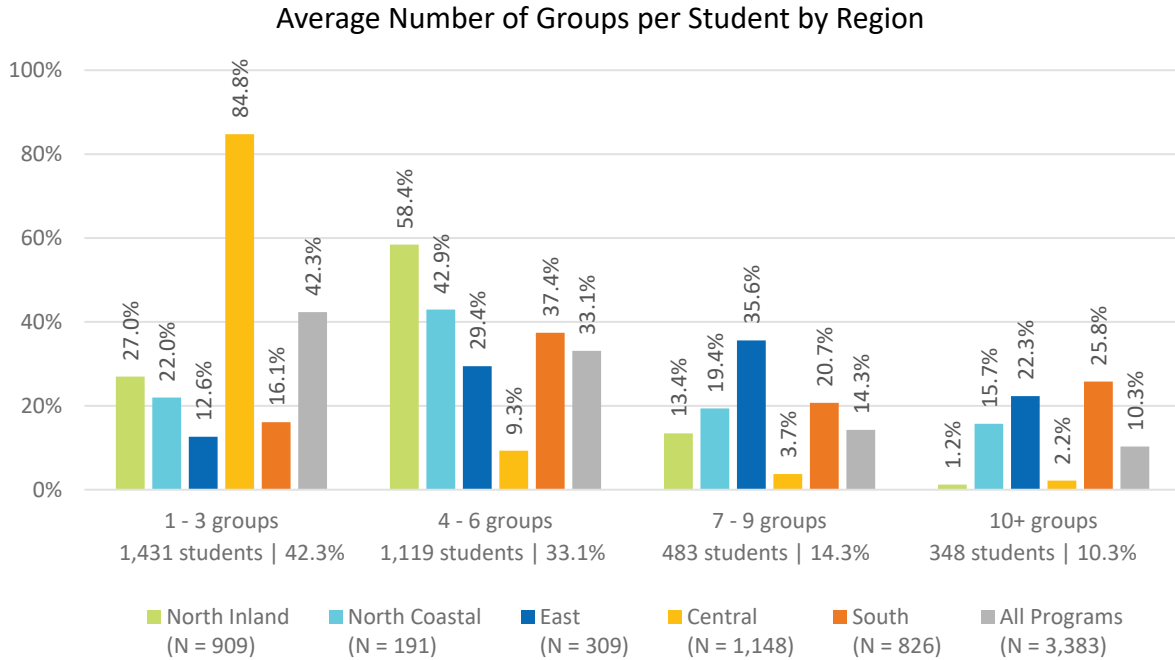
Figure 13. Average number of monthly hours across all schools within regions*



*Tier 2 group service hours are unduplicated, meaning that service hours are not double counted across schools for groups that have students participate from multiple schools.

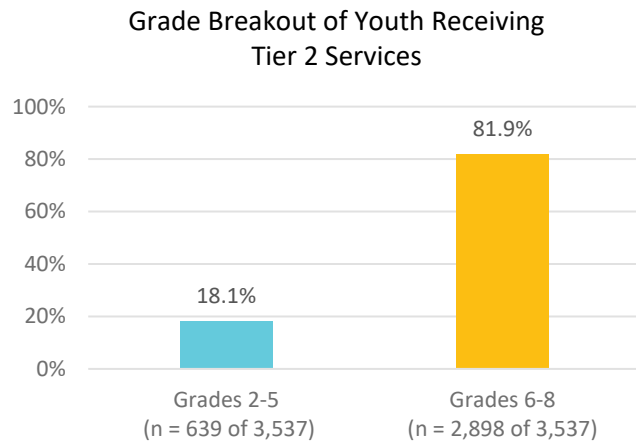
Regions have a goal of providing 40 hours of direct face-to-face Tier 2 services (group or individual check-ins) per month. Each regions' ability to meet their goal depended on whether school was in session, when their program started, and how many hours participating schools provided each month. South region, which has high level of school district support, was successful in meeting this goal at the majority of their schools during the fall semester and they provided the greatest average number of service hours during 8 out of the 12 months of the 2023-24 school year.

Figure 14. Percentage of Students who Received 1-3, 4-6, 7-9, or more Group Services During the 2023-24 School Year



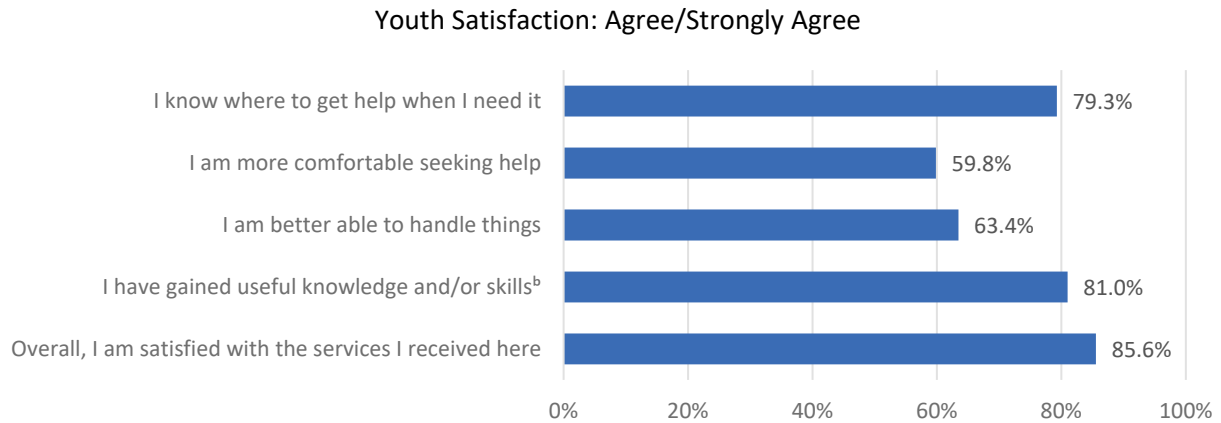
The majority of students who received any group services attended between 1-3 (42%) or 4-6 (33%) groups in the 2023-24 school year. South and East regions had the largest number of students who attended 7 or more groups.

Figure 15. Grades of Students Receiving Tier 2 Group or Individual Check-in Services



The majority of students receiving at least one Tier 2 service (N = 3,539) were in 6th–8th grade. However, a non-trivial percentage of students receiving group and individual check-in services were in grades 2-5 (18%). Two students were missing grade data.

Figure 16. Tier 2: S2C Student Satisfaction during the 2023-24 School Year^a



^a If more than one Satisfaction survey was completed within the reporting period, the most recent survey will be reflected.

^b Reflects the SOW goal of: At least 80% of students receiving Tier 2 shall report that they “agree” or “strongly agree” that they gained useful knowledge and skills as a result of their program participation.

89% (2,746 of 3,095) of students who received three or more Tier 2 services completed a satisfaction survey. S2C programs had a goal that 80% of students reported gaining useful knowledge and/or skills as a result of their program participation. Program-wide students met this goal.



Overview of Tier 3 Services Provided and Outcomes

Students receiving Tier 3 services were either screened as High risk for social-emotional problems on the mySAEBRS or were referred to Tier 3 services through their school. Tier 3 students' mental health needs require more individualized care. These students have parental permission for a County-contracted S2C case manager to reach out to behavioral health programs on their behalf with the goal of connecting them to appropriate services. Students without consent are ineligible to receive care coordination, even if they were designated as Tier 3.

Table 4. Tier 3 Services Provided in the 2023-24 School Year

SELPA Region	Unduplicated Students Screened as Having a "High" Level of Need YTD ^a	Unduplicated Students Identified as Needing Tier 3 Services ^b	Number of Students Already Actively Connected to Care	Students Who Were Provided Outreach for Care Coordination YTD ^c	Students Successfully Connected to Care YTD ^d
N. Inland	206	317	2	144	67
N. Coastal	178	38	0	17	11
East	17	20	0	6	4
Central	40	92	5	39	15
South	201	144	16	119	100
Total	642 Students	611 Students	23 Students	325 Students	197 Students
Notes	5% of the 12,518 students who were screened	3% of the 19,360 students in the grades served	4% of students identified as needing Tier 3 services were already connected to care	53% of students identified as needing Tier 3 services received care coordination	61% of students who received care coordination were connected to care

^a Students designated as "High Risk" on the mySAEBRS screener. These students may or may not have been opened into mHOMS for services.

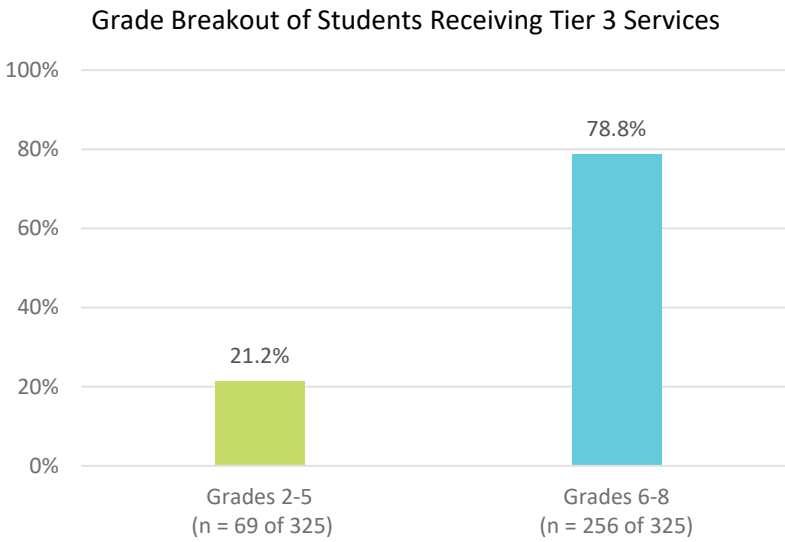
^b Students with program engagement level 3 (High level of need) designation from the mHOMS extract (i.e., due to a referral OR screening result and were opened into mHOMS).

^c The students' case managers received consent, families accepted a referral for services, and the case manager successfully contacted a program(s) on their behalf.

^d Students who were provided outreach for care coordination AND attended at least one treatment session are considered successfully connected to care.

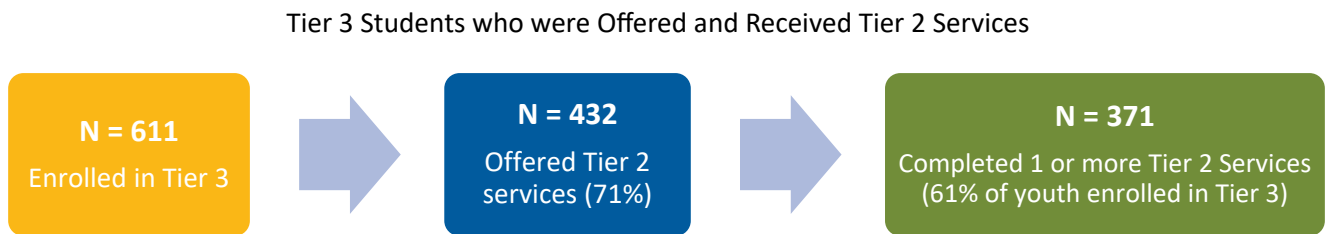
Of the 611 students enrolled into Tier 3 in mHOMS in the 2023-24 school year, 53% (n = 325) received care coordination and 4% (n=23) were already connected to care. Of the 325 students who received care coordination, 61% (n=197) were successfully connected to care. Note that some students who screened as High Risk in the spring may still be receiving care coordination and eventually connect to care in the summer or fall.

Figure 17. Grade of Students Receiving Tier 3 Services



The majority of students receiving Tier 3 services were in middle school (79% in 6-8th grade).

Figure 18. Tier 3 Students who were Offered and Received Tier 2 Services

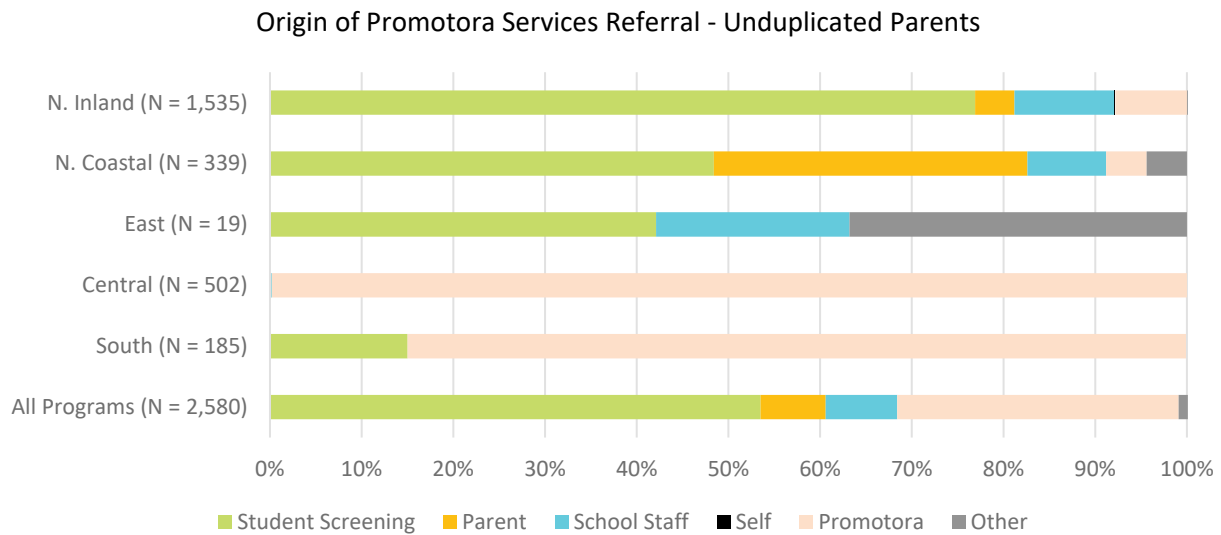


71% of 611 students who were enrolled in Tier 3 were offered Tier 2 services. Of those 432 students, 86% completed at least one Tier 2 group or individual check-in service.

Overview of Promotora Services Provided

The Promotora works with parents and schools to determine family needs and provide resources and/or connection to community services. These services focus on family wellness, strengthening resilience, reducing disparities in accessing substance use and mental health services, reducing stigma and discrimination, and helping families make connections with the schools.

Figure 19. Origin of Promotora Services Referrals



The origin of referrals to Promotora services vary by region. If a mySAEBRS student screening result is “some” or “high” the parent may also be offered Promotora services. In the North Inland region, most referrals were made based on the student screening result. Whereas in the Central region, all of the referrals came from the Promotora themselves. This reflects the variability and flexibility in how each region implemented Promotora services to best fit into their region.

Table 5. Promotora Services Provided to Parents in the 2023-24 School Year^a

SELPA Region	Unduplicated Parents Receiving Promotora Services YTD	Average # of Monthly Promotora Service Hours Provided ^b	Promotora Services Provided YTD	Promotora Service Modality YTD ^b			Type of Service Provided YTD ^b		
				GRP	IND	MISS	OUTREACH & ENGAGEMENT	TRAINING & EDUCATION	SUPPORT & REFERRAL
N. Inland	154	32	405	86	317	2	102	109	194
N. Coastal	253	9	195	32	161	2	15	23	157
East	19	1	23	2	21	0	3	2	18
Central	476	5	99	60	39	0	78	9	12
South	90	5	67	9	58	0	7	5	55
Total	992 Parents	10 hours^c	789 services	189 Group Services	596 Individual Services	4 services were missing modality	205 sessions	148 sessions	436 contacts

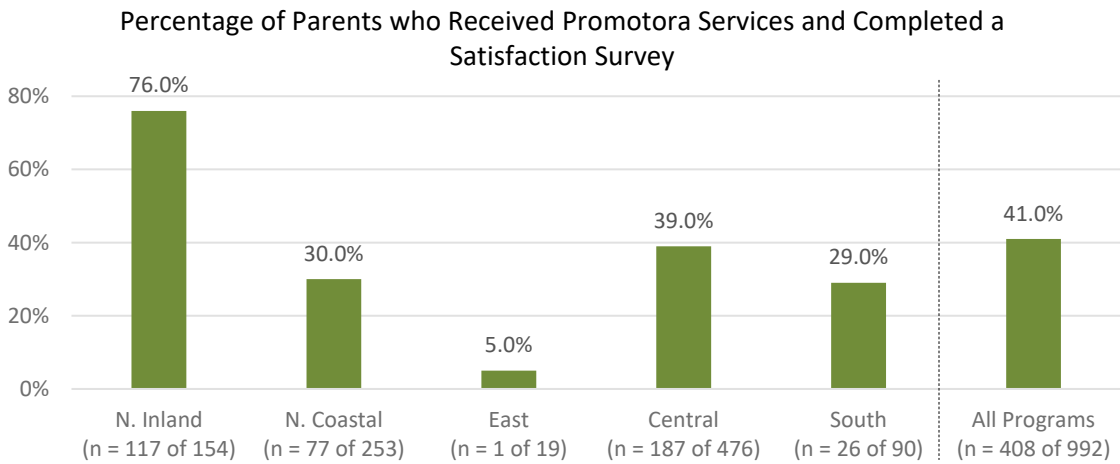
^a Data source for this table comes from the Q4 FY 2023-24 MSR report in mHOMS.

^b Denominator is based on the total number of Promotora services provided YTD and includes all types of service categories provided (i.e., outreach, training, support). Each region began providing services in a different month. GRP = Group service; IND = Individual check-in services; MISS = student who received this service was missing this data.

^c This is a weighted average of the five data points from this column.

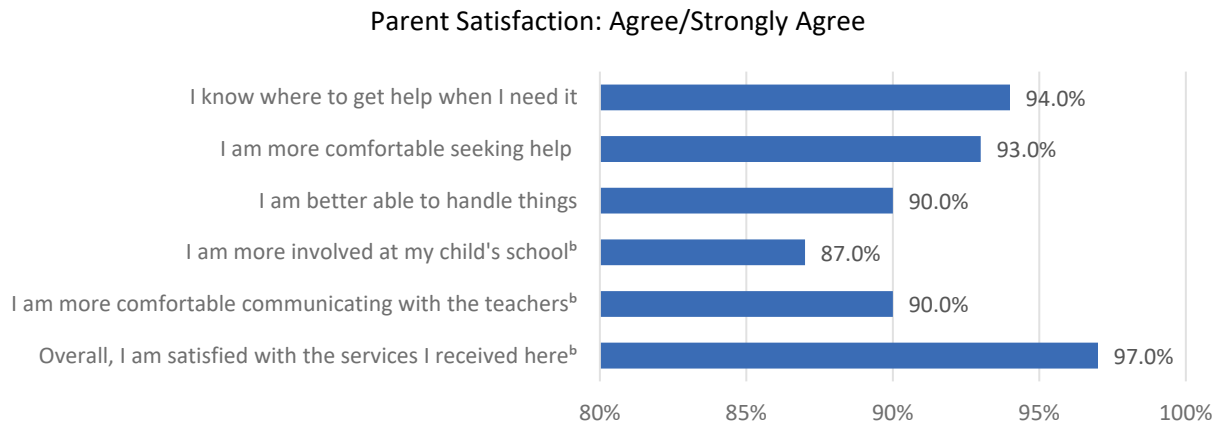
Each region served a different number of parents (ranging from 19 to 476) and provided vastly different amounts of service (range from 1 to 32 hours average hours provided per month). In total, 992 parents were served by the S2C program, and 789 services were provided throughout the 2023-24 school year. The majority of Promotora services were individual contacts in the area of support and referral.

Figure 20. Promotora Satisfaction Survey Completion Rates by SELPA Region



Satisfaction survey completion rates were variable across SELPA regions, ranging from 5% to 76% of parents who received at least one Promotora service, with an average of 41% (408 of 992 parents).

Figure 21. Promotora Services: S2C Unduplicated Parent Satisfaction in the 2023-24 School Year^a



^a If more than one Satisfaction survey was completed within the reporting period, the most recent survey will be reflected.

^b Reflects the SOW goals: At least 75% of caregivers shall report that they “agree” or “strongly agree” to increased involvement, communication with teachers, and/or overall service satisfaction.

Of the 41% (408 of 992) of parents who completed the satisfaction survey, 97% reported they were satisfied with the S2C services they received countywide, 87% reported that they were more involved at their child’s school, and 90% reported they were more comfortable communicating with teachers. These results exceeded the county goal of 75%.