

Using the California School Climate, Health, and Learning Surveys to Drive Social-Emotional Learning and Mental Health Supports to Foster Resilience



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What is Resilience

- Insert video



California Healthy Kids Survey CHKS

- CDE Survey
- Part of the California School Climate, Health and Learning Surveys (Cal-SCHLS):
 - The CA Healthy **Kids** Survey (CHKS) for elementary & secondary students
 - The CA School **Staff** Survey (CSSS)
 - The CA School **Parent** Survey (CSPS)



CHKS Administration 2018-20

- 657 LEAs, 5,000+ schools administered the CHKS to over 1.25 million students
- 39 percent of LEAs administer the survey annually



What Does the CHKS Measure?



Supports and
Engagement



School Safety



Mental Health
and Substance
Use



Optional Supplemental Modules

- Alcohol and Other Drugs
- School Climate
- Mental Health Supports
- Tobacco
- Social Emotional Health
- Others



Looking for CHKS Data?



<https://calschls.org/>



Public Dashboard

Secondary Student

Most Recent Trends Over Time

Follow **Steps 1-5** below to select the categories to be displayed on the charts.

Step 1:

Choose State, County, or District

State

Step 2:

Choose Domain

School Engagement and Supports

School Engagement and Supports

School Safety

Substance Use and Mental Health

School Connectedness Scale

Step 4:

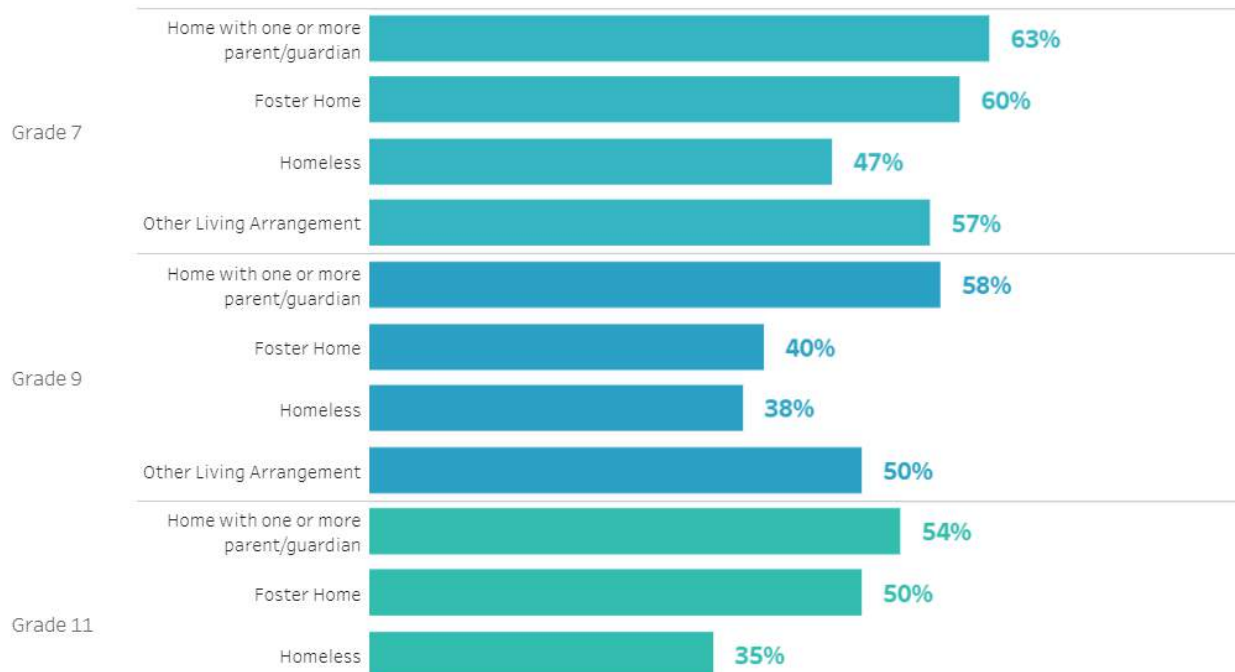
Choose Student Characteristic

- All Students
- Afterschool Participation
- English Language Proficiency
- Free/Reduced-price Meal Eligi...
- Gender
- Gender Identity
- Living Situation
- Parent/Guardian Military Status
- Parental Education
- Race/Ethnicity
- Sexual Orientation

State | Most Recent Data (2017-19)

School Connectedness Scale | Average percent of respondents reporting 'Strongly Agree' or 'Agree'

Results based on: Living Situation



Student Mental Health and Wellness in 2020/21

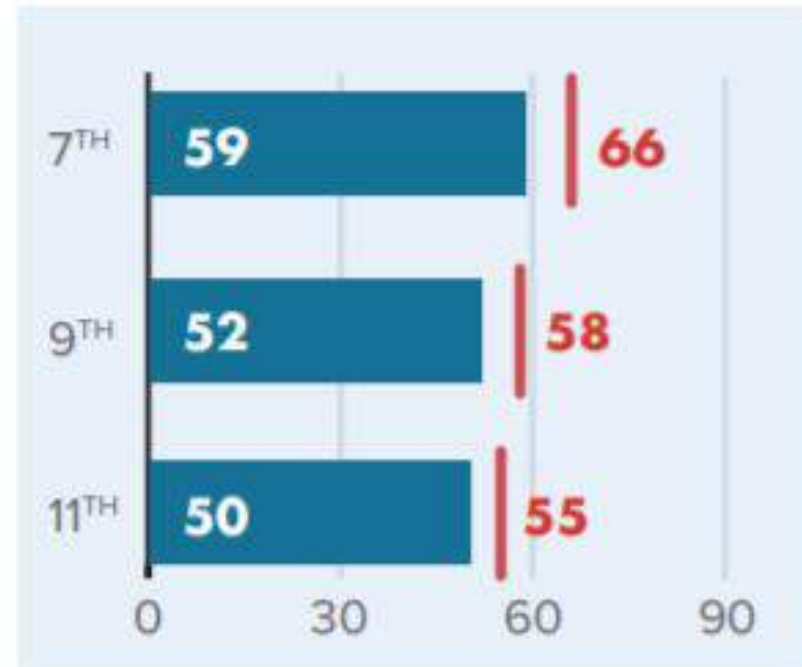
The charts below compare the percentage of students out of 270,000 (grades 7, 9, and 11) in 2020/21 with statewide data from 2017/19.

■ Student Answers (2020/21) ■ Pre-COVID State Average (2017/19)

CHRONIC SADNESS



OPTIMISM



Students were Sad but not Anxious

SOCIAL-EMOTIONAL DISTRESS



SOCIAL AND EMOTIONAL DISTRESS

Over the past 30 days:

- Had a hard time relaxing
- Felt sad and down
- Was easily irritated
- Hard for me to cope and thought I would panic
- Hard for me to get excited about anything



Suicide Ideation Rates Remain Stable

SUICIDAL IDEATION



- More info:
 - Data Source: [COVID-Related School Closures and Student Mental Health and Wellness: Preliminary Data](#)
 - California Student Mental Health and Wellness Project, June 2021



A Drop in Academic Motivation

Academic Motivation



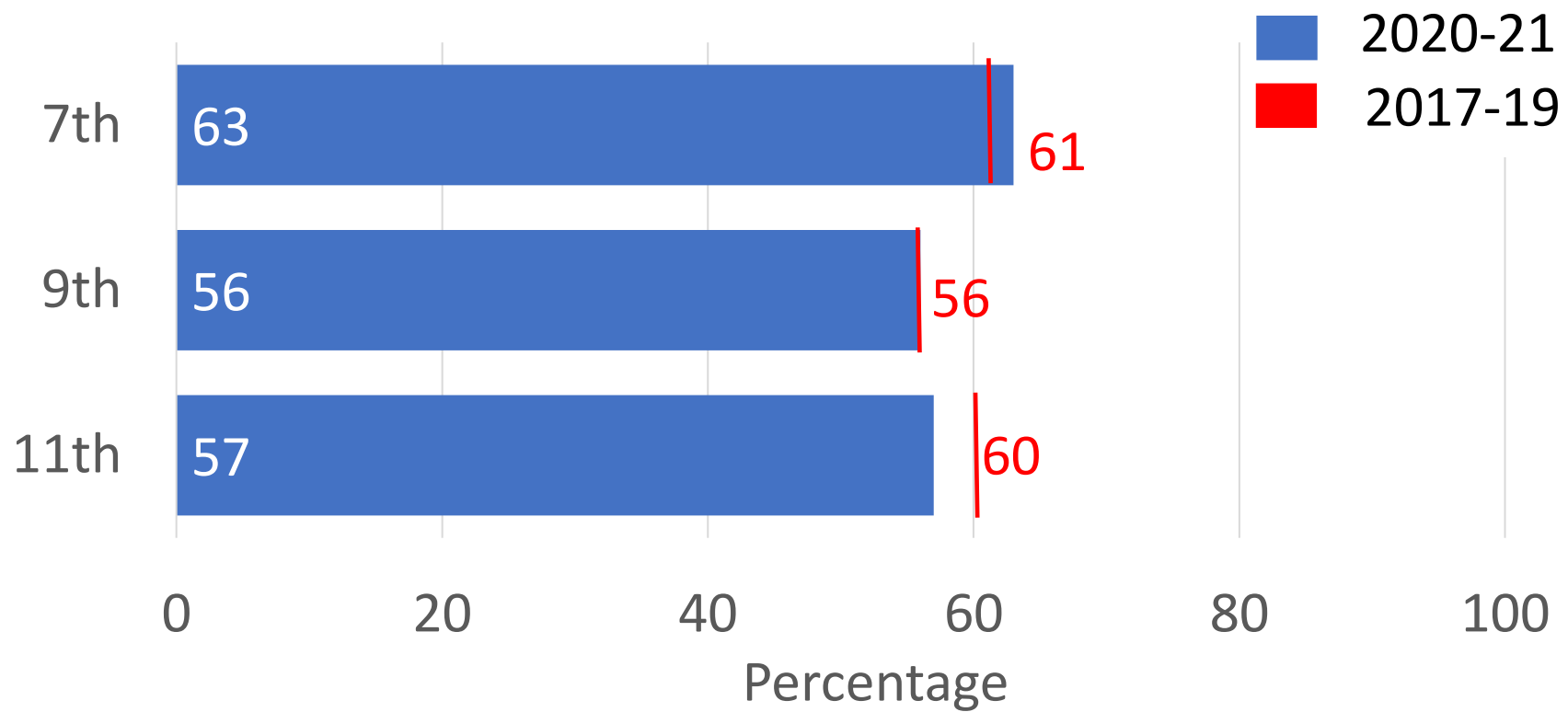
Interest in Schoolwork



Hard to Focus on Schoolwork



Caring Adult Relationships

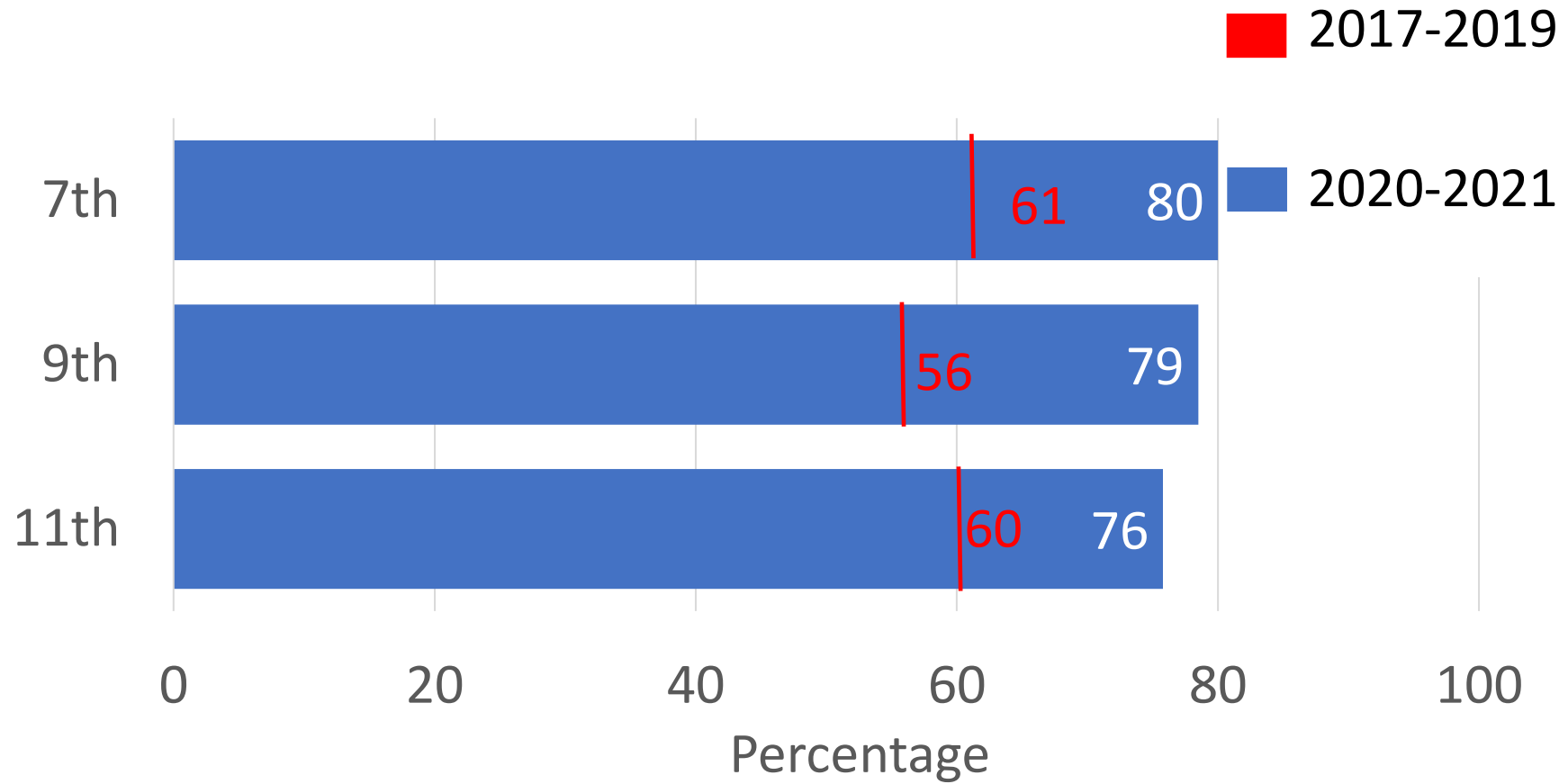


“Caring relationships are characterized by a sense of compassion-non-judgemental love that looks beneath negative behaviors in search of their causes. Compassionate caregivers do not take a young person’s behavior personally. They understand that no matter how negative it may be, it is the best that youth can muster given how she or he sees the world”.

Bonnie Bernard



Increased Peer Supports



Resources: Mental Health Report Card

Project Cal-Well California Student Mental Health Report Card

Mental health can directly affect a youth's ability to learn and succeed in school and beyond. School-based services that support students' mental health are best delivered using a Multi-Tiered System of Supports. Examining data on a population level can help to identify students' needs within each tier. Data from the 2017-19 Biennial Statewide California Healthy Kids Survey of secondary students show that respondents have significant unmet needs that could benefit from intervention and supports.

TIER 1: SCHOOL CLIMATE FOR ALL STUDENTS

About three-fourths of California secondary students reported high levels of school climate indicators, indicating that supports are needed to ensure ALL students have positive experiences at school.

- 6 out of 10** Reported High Levels of Caring Adult Relationships at School
- 6 out of 10** Reported High Levels of School Connectedness
- 7 out of 10** Reported High Levels of High Expectations from Adults at School

TIER 2: STUDENTS AT RISK OF MENTAL HEALTH CONCERNS

Only 56% of secondary students reported feeling safe or very safe and about one-third were bullied and/or harassed at school. The percentage who missed school due to emotional distress increased with age. These experiences can contribute to increased risk for mental health concerns.

- 56%** of Secondary Students Felt Safe and Very Safe at School
- 3 out of 10** Secondary Students Were Bullied or Harassed at School
- Missed School Due to Feeling Very Sad, Hopeless, Anxious, Stressed or Angry in Past 30 Days:
 - 7th: 5%
 - 9th: 8%
 - 11th: 11%

TIER 3: STUDENTS WITH SIGNIFICANT NEEDS

One-third of secondary students experienced chronic sadness and 16% considered suicide. The percentage who used substances at school increased with age. Students experiencing these concerns require individualized interventions.

- 3 out of 10** Secondary Students Experienced Chronic Sadness or Hopelessness
- Were Ever Drunk or High on Drugs on School Property:
 - 7th: 3%
 - 9th: 8%
 - 11th: 12%
- 16%** of 9th and 11th Graders Considered Suicide

Schools are increasingly being called upon to address students' mental health needs. School-based services are best delivered using a Multi-Tiered System of Supports that includes: 1) universal supports for ALL students to increase mental health awareness and improve school climate; 2) targeted supports to support students at risk of developing mental health conditions; and 3) intensive supports or referrals to individualized services for students with significant needs.

TIER 1: SCHOOL CLIMATE FOR ALL STUDENTS

About two-thirds of California secondary students report high levels of school climate indicators, indicating that supports are needed to ensure ALL students have positive experiences at school.

School climate is related to students' experiences of school life. Positive school climates, characterized by caring adult/student relationships, high expectations, and meaningful opportunities for youth participation, promote healthy social-emotional development and well-being for ALL students. One way they do this is by fostering school connectedness, which itself has been shown to lead to positive academic, health, and social-emotional outcomes.

Tier 1 supports are designed to reach all students through school-wide implementation with a prevention focus. They are generally delivered within the scope of general education curricula or extracurricular activities.

TIER 2: STUDENTS AT RISK OF MENTAL HEALTH CONCERNS

Many factors contribute to students developing mental health conditions, such as anxiety or depression, including feeling unsafe or being bullied and/or harassed at school. Another indicator of students who may be at risk is the percentage missing school due to feeling stressed, anxious, sad or angry.

About one-third of California secondary students were bullied or harassed at school. The percentage that missed school due to mental health related reasons increased from middle to high school.

Tier 2 interventions are intended for students with mild or emerging mental health needs. These supports are typically delivered in small group settings, are time-limited in duration, and focus on teaching pro-social skills and strategies tailored to students' needs.

TIER 3: STUDENTS WITH SIGNIFICANT NEEDS

One-third of secondary students experienced chronic sadness and 16% considered suicide. The percentage who use substances at school increased with age, with 12% of 11th graders reporting use at school.

Students who are experiencing chronic sadness or suicidal ideation or heavily using substances, particularly on school property, require more individualized interventions to support their higher mental health needs. Youth who report one of these conditions may be experiencing all three and require intensive support.

Tier 3 interventions are individualized and delivered by trained mental health clinicians, often in one-to-one settings. Partnerships with community-based organizations can help schools connect students in need to services.

For more information on how to support students' needs within each tier, visit: <https://healthpolicy.ucsf.edu/sites/g/files/tkssra756/f/wysiwyg/PDF/IHPS/Three-Component%20Model%20100918.pdf>

This report was produced by the University of California, San Francisco School Health Services Research & Evaluation Team for the California Department of Education's Project Cal-Well Mental Health Program. For more information visit: <https://healthpolicy.ucsf.edu/school-health-services-evaluation>. Data in this report are from the 2017-19 Biennial Statewide California Healthy Kids Survey. A full copy of the report is available at: https://data.calschs.org/resources/Biennial_State_1719.pdf
*Adapted from Positive Behavioral Interventions and Supports: <https://www.pbis.org/school/tier-3-supports/what-is-tier-3-pbis>



Local Templates

Student Mental Health Report Card
 Compared to California Youth

Mental health can directly affect a youth's ability to learn and succeed in school and beyond, yet many youth with mental health needs do not receive necessary care. Schools are increasingly being called upon to address these needs. Schools and services are best delivered during a Multi-Tiered System of Supports that includes: 1) universal supports for ALL students to increase mental health awareness and improve school climate; 2) targeted supports for students at risk of developing mental health conditions; and 3) intensive supports or referrals for students with significant needs. This report provides a summary of California Healthy Kids Survey data related to our students' mental health indicators within each tier.*

Universal Supports: Providing a Positive School Climate

School climate is related to students' experience of school life. Positive school climate, characterized by caring adult-student relationships, high expectations, and meaningful opportunities for youth participation, promote healthy social-emotional development and well-being for ALL students. One way school communities do this is by fostering school connections, which itself has been shown to lead to positive academic, health, and social-emotional outcomes.

| Indicator | Year 7th Grade | Year 9th Grade | Year 11th Grade |
|---|----------------|----------------|-----------------|
| Caring Adult Relationships High | 99% | 99% | 99% |
| High Expectations High | 99% | 99% | 99% |
| Opportunities for Meaningful Participation High | 99% | 99% | 99% |
| School Connections High | 99% | 99% | 99% |

Targeted Supports: Students at Risk of Developing Mental Health Conditions

Many factors contribute to students experiencing emotional distress or developing mental health conditions, including feeling unsafe at school or being bullied or harassed. Another indicator of the student at risk is the percentage missing school due to feeling stressed, anxious, or sad or angry. Examining these indicators as a population level can help identify whether students require additional targeted supports that we can reduce subsequent need for individualized interventions.

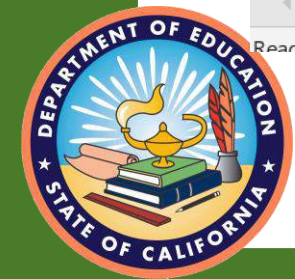
| Indicator | Year 7th Grade | Year 9th Grade | Year 11th Grade |
|---|----------------|----------------|-----------------|
| School not seemed as safe as ever (past year) | 99% | 99% | 99% |
| Missed school because felt very stressed/anxious/sad/angry (past month) | 99% | 99% | 99% |
| Experienced any harassment/bullying at school (past year) | 99% | 99% | 99% |

Intensive Supports: Students with Significant Mental Health Needs

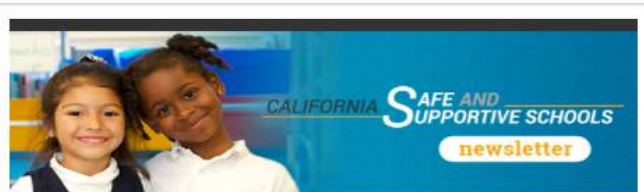
Students who are experiencing chronic and/or suicidal ideation require more individualized interventions to support their higher mental health needs. Use of alcohol or other drugs, particularly on school property, is another indicator of need for more individualized attention. Youth who report one of these conditions may be experiencing all three and require intensive support.

| Indicator | Year 7th Grade | Year 9th Grade | Year 11th Grade |
|--|----------------|----------------|-----------------|
| Ever missed classes because of these reasons (past year) | 99% | 99% | 99% |
| Seriously considered suicide (past year) | 99% | 99% | 99% |
| Ever drunk or high on drugs on school property | 99% | 99% | 99% |

- Compare Your 7th Graders with CA Youth
- Compare Your 9th and 11th Graders with CA Youth
- Compare 11th Graders from Multiple Schools in Your District with CA Youth
- Compare Your 7th, 9th, and 11th Graders (no state comparisons)



Monthly Newsletter



July 2021 | Issue #100

[Forward to a Friend](#)

Each month, the California Safe and Supportive Schools Newsletter delivers to your in-box the latest research, resources, policies, and practices related to school climate, safety, and well-being. This monthly newsletter is developed by WestEd in collaboration with the California Department of Education.

MENTAL HEALTH



CDC Healthy Schools Partner Toolkit

Navigate this [toolkit](#) for resources to support the general and mental health of school administrators, teachers, parents, and caregivers.



Guide for School-Community Mental Health Partnerships

This [guidebook](#) is designed to help states, districts, and schools strategically implement a full continuum of mental health supports and services in partnership with community and mental health professionals.



Mental Health/Program Support Resource

Education Week has compiled a [Spotlight collection of articles](#) providing insights on what schools can do to shift their approach to supporting student and staff mental health, including tips for connecting with students of color.

RESILIENCE AND TRAUMA-INFORMED PRACTICES



Trauma-Informed Education Priorities

- <https://ca-safe-supportive-schools.wested.org/subscribe/>



What is Social Emotional Learning ? 5 Core Competencies and 4 Settings

WHAT IS SOCIAL AND
EMOTIONAL LEARNING?



https://youtu.be/ouXhi_CfBVg



Transformative Social Emotional Learning

- Transformative Social and Emotional Learning (T-SEL) integrates an explicit equity and social justice lens into the conceptualization and implementation of SEL.
- SEL in California is a transformative, human development process grounded in equity, cultural expansiveness, and anti-racism that is the foundation of a successful, self-determined, and fulfilling life.



2020-21 Social Emotional Learning State Team

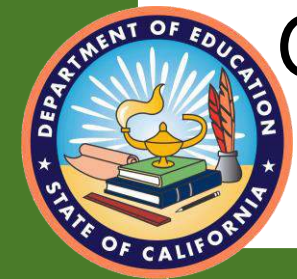
Join the Movement for Systemic, Statewide
**Transformative Social &
Emotional Learning in CA!**



Transformative Social and Emotional Learning Suite of Resources

- California T-SEL Competencies
- Conditions to Support T-SEL Implementation
- Resources to Support System Implementation of T-SEL
- School-Based Themed T-SEL Resources

All resources developed build upon California's SEL Guiding Principles.



Social and Emotional Learning Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

<https://www.cde.ca.gov/ci/se/tselfmanagement.asp>



T-SEL Readiness and Reflection Prompts



search this site

Search

Teaching & Learning

Testing & Accountability

Finance & Grants

Data & Statistics

Specialized Programs

Learning Support

Professional Learning

Home / Teaching & Learning / Social and Emotional Learning / T-SEL Readiness and Reflection Prompts

T-SEL Readiness and Reflection Prompts

Readiness and reflection prompts to support the implementation of California Transformative Social and Emotional Learning (T-SEL) Competencies and Conditions.

Purpose and Use

The readiness and reflection prompts aim to promote effective use of the [California Transformative Social and Emotional Learning \(T-SEL\) Competencies and Conditions for Thriving tools](#) by providing multiple ways to access and apply the content. The prompts

- Can be used to assess readiness to use the tools and as first steps for integrating the tools into educator and leader planning and practice.
- Provide opportunities to reflect on the following:
 - ◆ How the Conditions tool can be used to assess learning and work environments and identify growth areas.
 - ◆ How the Competencies can be used by educators and leaders to set personal and student learning goals.
- Invite users to reflect on their own identity and social and emotional strengths as an educator or leader and how those impact relationships with students and adults.
- Can be used as part of a continuous improvement cycle of ongoing reflection, inquiry, and growth.
- Could be adapted to be used within an evidence-based coaching process or used as a professional learning tool.

As with the [Competencies](#) and [Conditions](#) tools themselves, adult reflection and actions to advance equity and intentionally weave together anti-racism and social and emotional learning are prioritized within the prompts.

Share this Page



Trending in Social and Emotional Learning

[Social and Emotional Learning](#)

[T-SEL Competencies and Conditions for Thriving](#)

[California Transformative SEL Competencies](#)

1 2 3 4 5 6 7 8 9 10 11 12



Interpersonal Reflection Prompts: Competencies

Interpersonal Reflection Prompts

My relationships, connecting to others, and applying with others.

| Competencies | Conditions |
|--|---|
| <ol style="list-style-type: none"> 1. How can I use the T-SEL Competency indicators to <ol style="list-style-type: none"> a. Make a plan for co-creating an engaging and equitable classroom and learning community? b. Identify existing student strengths and assets and ways in which they can teach and lead me as an adult? c. Identify learning goals for student SEL lessons? d. Identify the social and emotional demands within all academic lessons? e. Identify teachable moments and opportunities to integrate transformative SEL practices throughout the day, during instruction, and all learning experiences? f. Identify opportunities to equitably center student voice and leadership? 2. How can I be more intentional about naming Competencies in all interactions with students, staff, families, and stakeholders? | <ol style="list-style-type: none"> 1. How do I collaborate across settings with colleagues to create a continuum of Conditions that support students? 2. How do my collaborators and I create the Conditions? What agency do we have to make change, no matter how incremental? 3. How can I use my position to interrupt inequitable conditions? 4. Can I identify Conditions to support specific competencies? 5. What Conditions are already in collective practice in our setting? 6. Which Conditions are areas in need of collective growth? 7. With what Conditions am I able to mentor or support others? In what ways can I contribute to professional learning for others? 8. What questions arise for me as I consider |



Resources: Competencies and Conditions

Resources for Transformative Social and Emotional Learning Competencies

Transformative Social and Emotional Learning (SEL) Competencies describe the knowledge, skills, dispositions, and capacities that children and young people developed for voluntary use, complement the California Transformative Social and Emotional Learning Conditions for Thriving. (For background on the development of the California Department of Education's T-SEL Competencies and Conditions for Thriving web page.)

Use the collections below to find lessons for practitioner use in a variety of educational settings.



SEL Competency: Self-Awareness

Social Emotional Learning Statewide Group

Collection



SEL Competency: Social Awareness

Social Emotional Learning Statewide Group

Collection



SEL Competency: Responsible Decision-Making

Social Emotional Learning Statewide Group

Collection



Organizational and Systems Approach

Social Emotional Learning Statewide Group

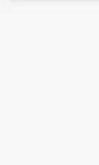
Collection



Culture and Climate

Social Emotional Learning Statewide Group

Collection



Explicit SEL Skills

Social Emotional Learning Statewide Group

Collection

System Implementation of Social and Emotional Learning

The resources in this collection support the Transformative Social and Emotional Learning (SEL) Conditions for Thriving document which provides recommended practices and actions that adults across the education system can use to support Transformative SEL development. Implemented thoughtfully and consistently, and in collaboration with leaders working at all levels of the education system, these practices and actions can support development of equity-focused learning conditions for children, youth, and adults have opportunities to develop and practice T-SEL skills. To be clear, leaders at all levels of the system must work together to create the conditions necessary to support T-SEL development. To learn more about the California Department of Education's T-SEL Conditions for Thriving web page.



Adult SEL

Social Emotional Learning Statewide Group

Collection



SEL Integration with Academic Curriculum Area

Social Emotional Learning Statewide Group

Collection



SEL For Families

Social Emotional Learning Statewide Group

Collection



School-Based Themed SEL Resources

School-Based Themed SEL Resources



SEL Theme: Relationships

Social Emotional Learning Statewide Group

Collection



SEL Theme: Gratitude

Social Emotional Learning Statewide Group

Collection



SEL Theme: The Arts

Social Emotional Learning Statewide Group

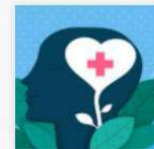
Collection



SEL Theme: Inclusion

Social Emotional Learning Statewide Group

Collection



SEL Theme: Mental Health Awareness

Social Emotional Learning Statewide Group

Collection



SEL Theme: Reflection and Goal Setting

Social Emotional Learning Statewide Group

Collection



SEL Theme: Bullying/Kindness



MENTAL HEALTH SCOPE of the ISSUE



2017 and 2019 YOUTH RISK BEHAVIOR SURVEY FINDINGS

- Felt Sad or Hopeless (almost every day for 2 or more consecutive they stopped doing usual activities, during the 12 months before the survey)

| | California 2017 | California 2019 |
|-------|-----------------|-----------------|
| Total | 32.1% | 45.3% |

- Seriously Considered Attempting Suicide (during the 12 months before the survey)

| | California 2017 | California 2019 |
|-------|-----------------|-----------------|
| Total | 17.0% | 26.6% |

- Made a Plan About How They Would Attempt Suicide (during the 12 months before the survey)

| | California 2017 | California 2019 |
|-------|-----------------|-----------------|
| Total | 14.1% | 23.7% |



2017 and 2019 YOUTH RISK BEHAVIOR SURVEY FINDINGS

- Attempted Suicide (one or more times during the 12 months before the survey)

| | California 2017 | California 2019 |
|-------|-----------------|-----------------|
| Total | 9.4% | 9.2% |

- Suicide Attempt Resulted In An Injury, Poisoning, Or Overdose That Had To Be Treated By A Doctor Or Nurse (during the 12 months before the survey)

| | California 2017 | California 2019 |
|-------|-----------------|-----------------|
| Total | 3.1% | 3.7% |



PUTTING IT INTO PERSPECTIVE



- Approximately 2-3% of students make a serious suicide attempt annually (CDC 2017)
- In a school of 2,000 – this means about 40-60 students





YOUTH LIBERTY SQUAD

RESULTS FROM STUDENT
WELLNESS SURVEYS 2021

- Over 500 California students responded
- Over **40%** of student reported that no one personally asked them about their mental wellness over the past three months.
- The **four** most common people to check in on students mental health were friends (35%) family (32%), teachers (12%) and counselors (11%)
- Only **12%** of students reported receiving mental health support at school and another 15% reported receiving support out of school.
- Roughly **9%** of students reported receiving counseling or therapy for the first time during the pandemic. Another **17%** said they received services before the pandemic while **18%** said they did not receive services, but felt they needed them.
- Many students reported feeling tired, overwhelmed, and stressed. Students are worried about the health and wellbeing of their families and friends, job loss, and their academics.



Staff Well-Being Webinar Series



Resilient Practices for Educators, Staff Members, Administrators and Teams

- Thursday, January 20, 3:00 to 4:00 p.m. PST
Filling Your Cup: Positive Self-Care Strategies for Educators
- Thursday, February 17, 3:00 to 4:00 p.m. PST
Build a Positive Work Culture by Leveraging Team Members' Strengths
- Thursday, March 17, 3:00 to 4:00 p.m. PST
Model the Path to Self-Regulation for Students and Colleagues
- Thursday, April 28, 3:00 to 4:00 p.m. PST
Give and Receive Feedback for Impactful Relationships

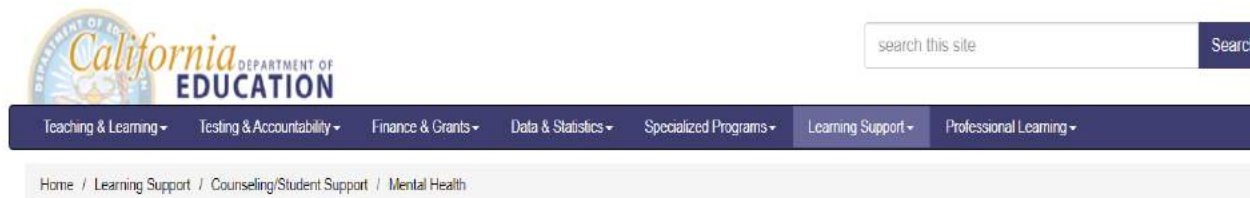


SCAN ME

bit.ly/StaffWellBeingCDE



Help for Students in Crisis Web Page



LGBTQ
1-866-488-7386
24/7
TheTrevorProject.org

Help for Students in Crisis

Resources for addressing mental health and wellness while school sites are closed.



Share this Page



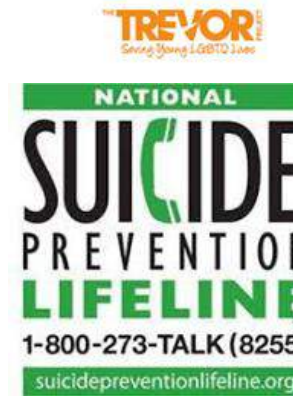
Related Content

[Mental Health Resources](#)

Resources for psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology, and suicide prevention.

[Youth Suicide Prevention](#)

A listing of resources to help school districts address the need for youth suicide prevention, intervention, and postvention, including a model youth



Crisis Lines

- [Teen & Youth Help Hotline](#) ☑ Teenage Advice, Crisis & Depression Helpline
Do you need help working something out? Do you want to talk to someone who understands, like another teen? We're here to help!
- [The National Suicide Prevention Lifeline](#) ☑ 1-800-273-8255
The 24-hour, toll-free, confidential suicide prevention hotline is available to anyone in suicidal crisis or emotional distress. It provides Spanish-speaking counselors, as well as options for deaf and hard of hearing individuals.
 - ◆ Línea de Vida Nacional de Prevención del Suicidio ofrece servicios gratuitos en español para alguien que está en crisis o necesita ayuda llame al 1-888-628-9454



<https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

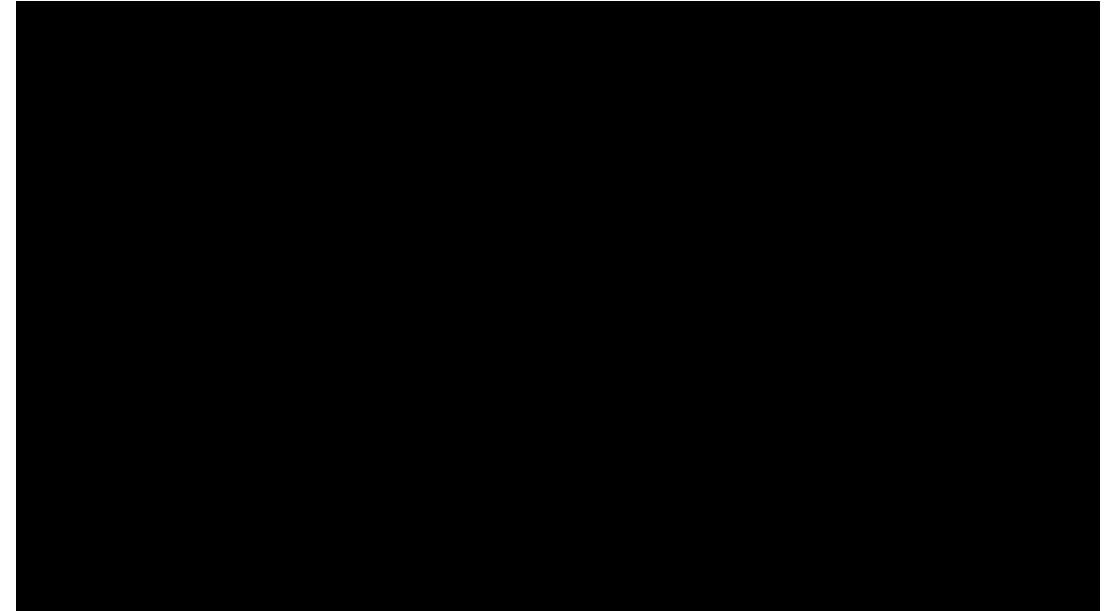


TeenLine



If you have a problem or just want to talk with another teen who understands, then this is the right place for you!

▶ TALK NOW!



<https://www.youtube.com/watch?v=mXxCk53eXi8>

TEXT TEEN to 839863

6-9 p.m.

CALL 800-852-8336

6-10 p.m.



LivingWorks Start Online Suicide Prevention Training



- Made available by AB 1808
- At no cost
- Interactive 90-minute asynchronous training to help increase knowledge and build skills
- California youth ages 13+
 - peer support
- Middle and High School Staff
 - help a student or other child or youth

<https://www.lwyouthsummit.com/access-training>



Angst: Building Resilience Program

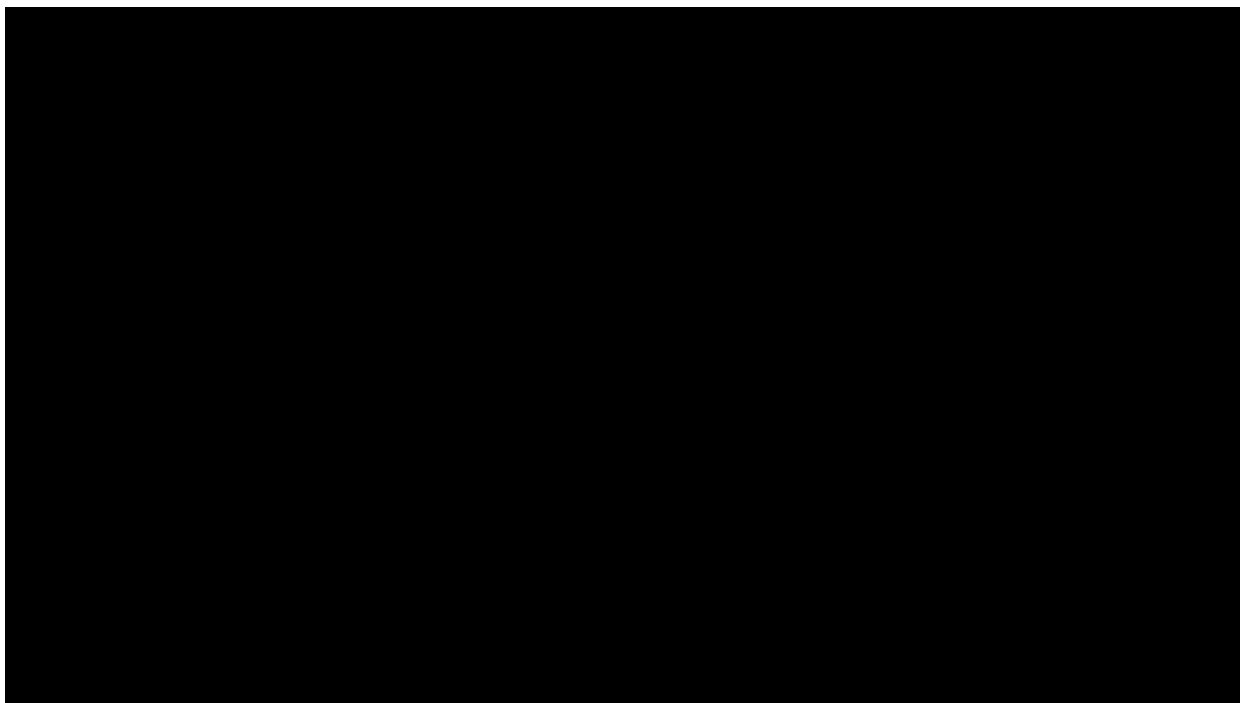


<https://www.indieflix.com/california>

- Statewide Initiative
- 75-minute program
- 43-minute film, discussion guides, classroom activities, and homework assignments to foster discussion with parents/caregivers
- Exercise to create an action plan
- A survey to identify silent sufferers
- Program is available in English or Spanish for virtual or hybrid classrooms.
- Options to be completed in 1 or 2 class periods

[What is Your Word.mp4 \(vimeo.com\)](#)





A Trusted Space: Redirecting Grief to Growth



- National Initiative
- 75-minute program
- 43-minute film, discussion guides, SEL classroom activities, and homework assignments to foster discussion with parents/caregivers
- Exercise to create an action plan
- Program is available in English or Spanish for virtual or hybrid classrooms.
- Options to be completed in 1 or 2 class periods

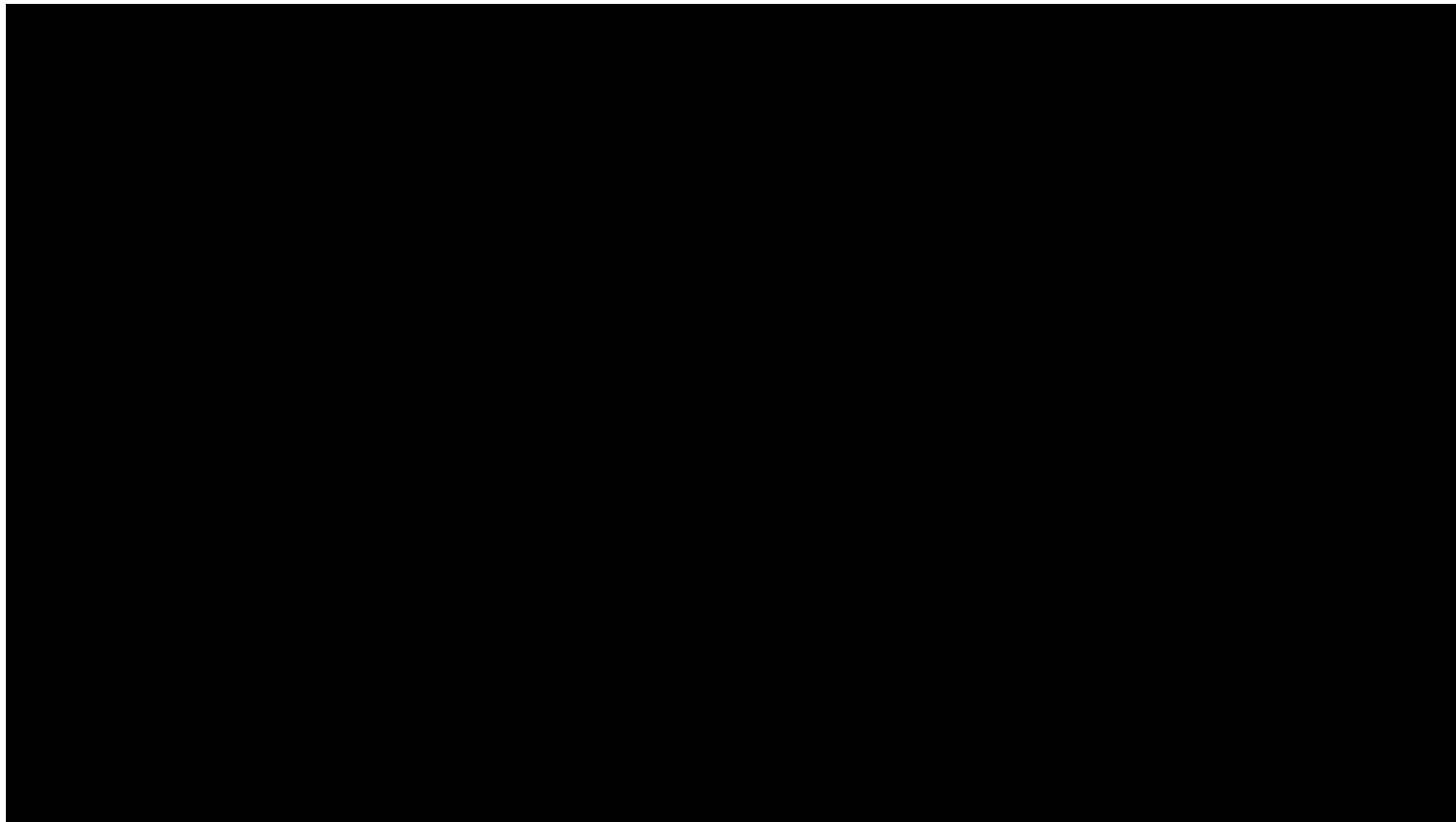
<https://ca.pbslearningmedia.org/resource/ts20-a-trusted-space-video/a-trusted-space/>

<https://www.atrustedspaceca.org/>



California
HOPE





Youth Mental Health First Aid Training



- Interactive 7 hour training
- for adults who work with youth ages 6-18
- virtual, in-person, or hybrid
- 2 hours of pre-work
- helps increase awareness
- build skills to approach, support, and refer
- can be delivered in one or two days
- no cost

<https://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

To schedule a training send an email to
YMHFA@cde.ca.gov



CalSTOP Violence Prevention Program



- Partnership with Sandy Hook Promise
- 45-minute trainings
 - Start with Hello
 - Say Something
- YMHFA



<https://www.cde.ca.gov/ls/cg/mh/projectcalstop.asp>



Building a Network of Safety for School Communities Suicide Prevention Monthly Webinar Series



Building a Network of Safety for School Communities Suicide Prevention Webinar Series

https://us02web.zoom.us/webinar/register/WN_TP0TAGEFTfOo5yJSI3EXiQ



CalHOPE



HOPE LIVES HERE

Current Services >> Warm Line CalHOPE Connect Red Line Student Support Together for Wellness Angst Program



We are all excited to return to school, but we may still be nervous about COVID. You're not alone — CalHOPE is here to help.

Connect with CalHOPE by chat or phone.

[Live Chat](#) [\(833\) 317-HOPE \(4673\)](tel:8333174673)



HOME FAQ'S POPULATIONS RESOURCES [LIVE CHAT](#)

All Californians African American / Black Asian and Pacific Islanders Latino / Latinx LGBTQ+ Community Parents / Caregivers Veterans Youth and Young Adults

If you do not identify with any population from above, you can find trained supportive peers to chat with here:

[LIVE CHAT](#)

We are here to support you, including protecting your personal information. There won't be a need for your full or last name, address, or phone number.

If you would like to speak with a counselor, we have counselors available in over 50 languages who serve all our target populations.

[CLICK HERE](#)

YOUTHHELPNETWORK

Connecting Sacramento's Youth to Local Resources for Help & Inspiration

[home](#) [hotlines](#) [coping tools](#) [resources](#) [inspiration](#) [suicide prevention](#) [about us](#) [youth advisory board](#)

Youth Help Network provides free, short term services and support to all youth ages 16 – 25 years old in Sacramento County.

For questions or to connect to services, please call or text (916) 860-9819.

YHN is open Monday – Friday, 9 a.m. – 7 p.m.

the warmline

CALL 855-845-7415 TO SPEAK TO A COUNSELOR

The Peer-Run Warm Line—which began operation in 2014—is a non-emergency resource for anyone in California seeking mental and emotional support. We provide assistance via phone and web chat on a nondiscriminatory basis to anyone in need. Some concerns callers share are challenges with interpersonal relationships, anxiety, pain, depression, finances, alcohol/drug use, etc.

<https://www.calhope.org/>



Interactive Resource Map



California Alliance for Children and Family Services Resource Map

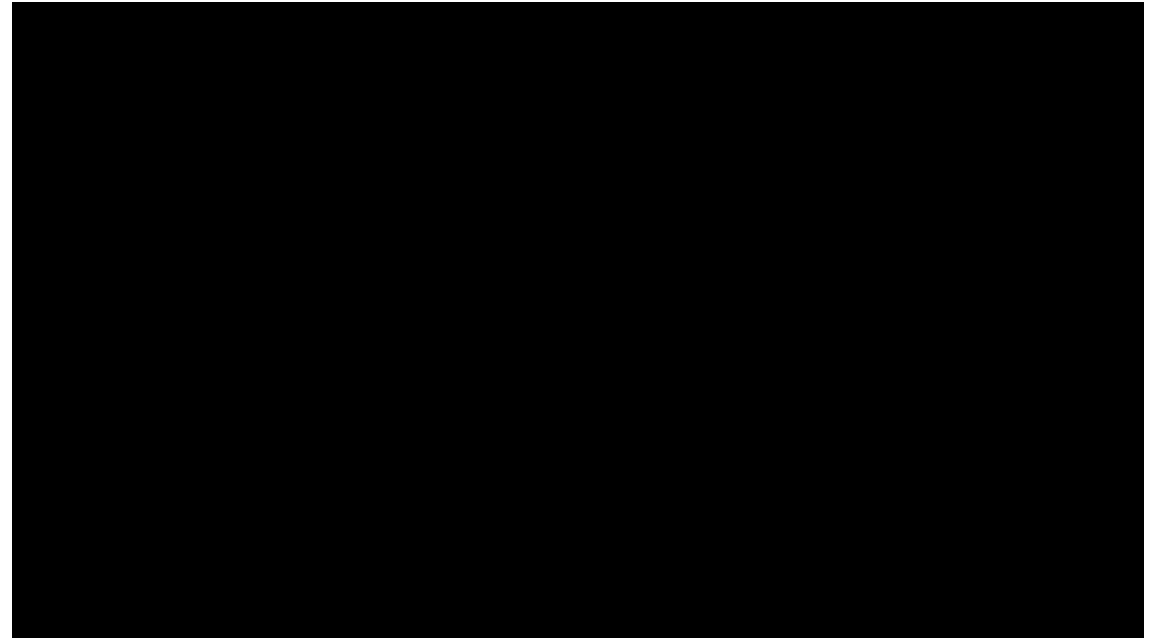
<https://www.catalyst-center.org/resources>



Mind Out Loud Virtual Student Event

Saturday, March 12, 2022

10:00 a.m. – 4:00 p.m.



<https://mindoutloud.org>



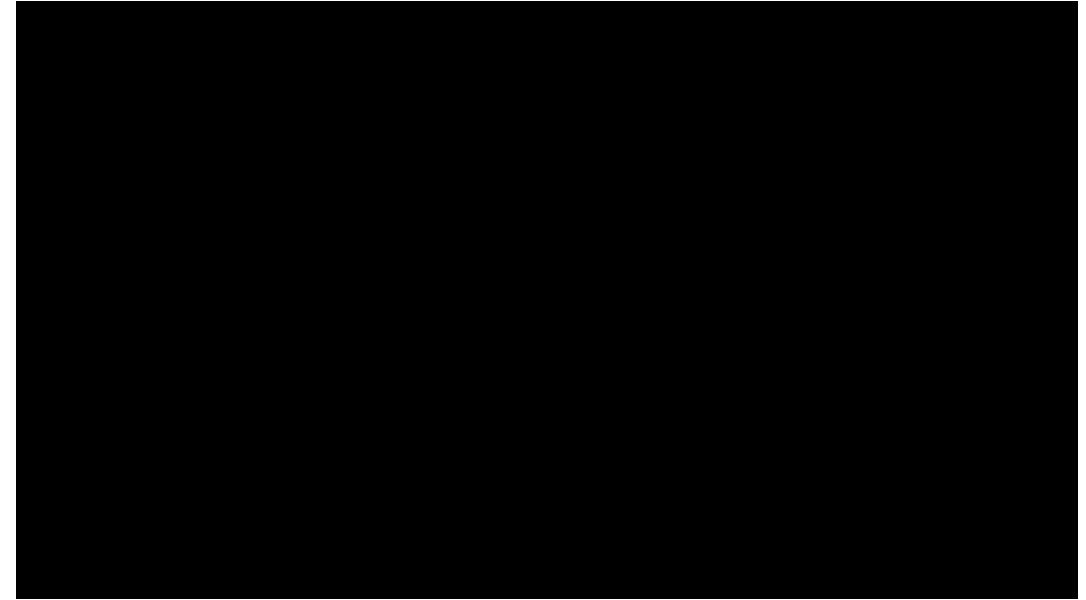
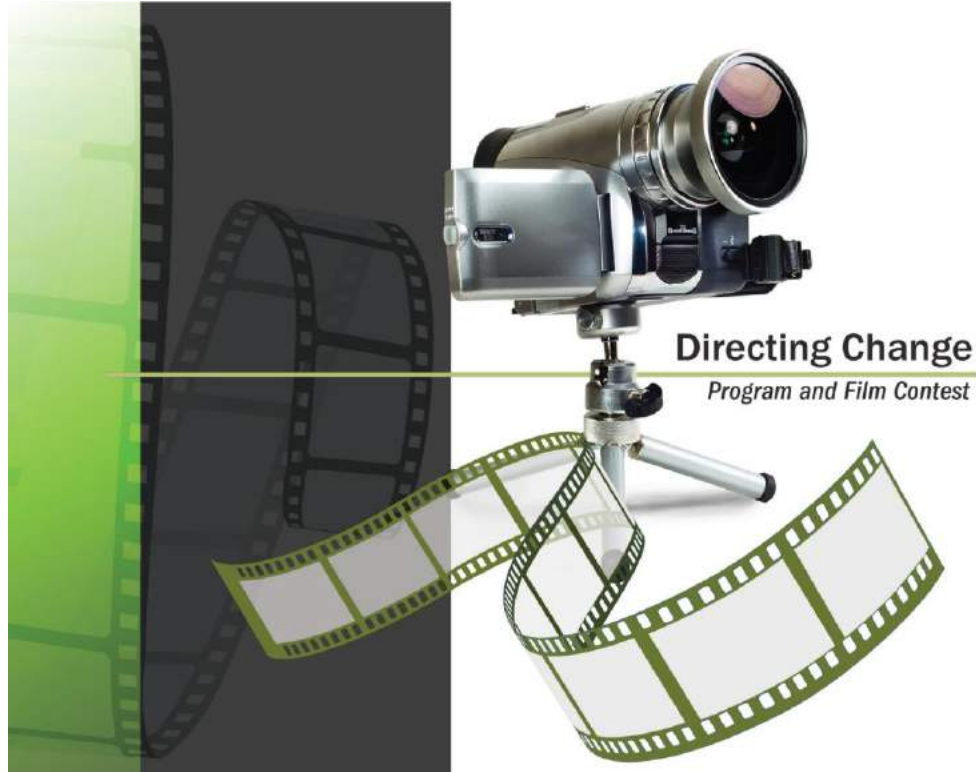
NAMI on Campus High School



<https://namica.org/get-help/in-school/>



Directing Change Program



<https://vimeo.com/398077763>

<https://directingchange.org/>



California Youth Empowerment Network



CAYEN

<https://ca-yen.org/>

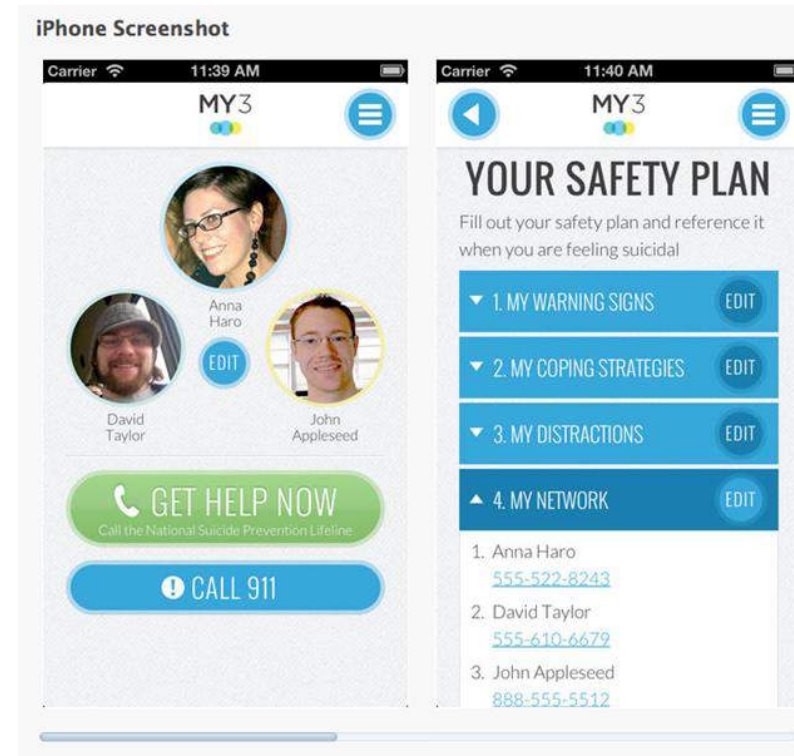


MY 3 App



Target audience:
Those at risk for suicide

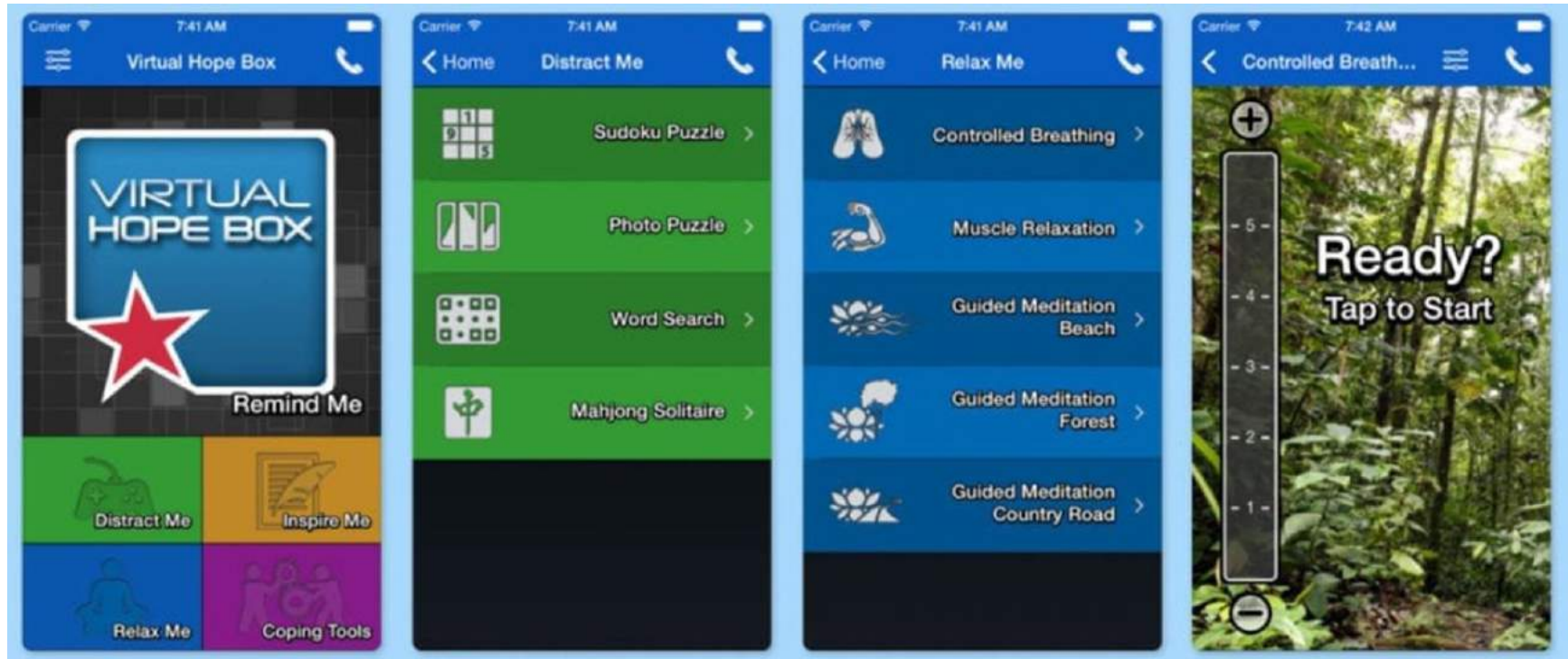
Purpose:
Getting those at risk for suicide connected to their primary support network when they are in crisis; also provides safety planning and other helpful resources



<https://my3app.org>



Virtual Hope Box



<https://itunes.apple.com/us/app/virtual-hope-box/id825099621?mt=8>



Teen Guide to Mental Health and Wellness

TEEN GUIDE to Mental Health and Wellness

Taking Care of YOU and Your Friends' Mental Health

- Blackline**
1-800-604-5841 (24/7)
Open to anyone, but designed for Black, Black LGBTQIA+, Brown, American Indian, and Muslim communities
- California Warmline**
1-855-845-7415 (24/7)
A non-emergency resource for anyone seeking emotional support
- Child Abuse Hotline**
1-800-344-6000 (24/7)
If you or a friend is being hurt or neglected
- Crisis Text Line**
Text TALK to 741741 to text with a trained counselor for free
- National Domestic Violence Hotline**
1-800-799-7233 • Text LOVEIS to 22522
Resources for teen dating abuse
- National Suicide Prevention Lifeline**
1-800-273-TALK (8255)
- The Trevor Project**
TrevorLifeline: 1-866-488-7386
Text TREVOR to 1-202-304-1200
TrevorChat: Via thetrevorproject.org
- Trans Lifeline**
1-877-565-8880 (8 a.m. to 2 a.m. every day)
Staffed by transgender people for transgender people in a crisis

san diego county office of **EDUCATION**
NURTURE WITHOUT BOUNDARIES

5 WELLNESS Tips for Teens

- 1 Find the calm in the chaos.** Connect to your senses through a grounding activity. 📄
- 2 Maintain a daily routine** with consistent sleep, nutrition, study patterns, and joyful activities.
- 3 Practice digital well-being** by setting boundaries, taking a break when needed, and maintaining a healthy screen/life balance.
- 4 Balance time for yourself** while staying connected with others. Reflect on how you are spending your time. 📄
- 5 Treat yourself** with the same compassion you would a friend. Practice Being Kinder to Yourself. 📄

PERSONALIZED Mental Health SUPPORTS

- Mental Health Questionnaire**
Wondering how to talk with someone you trust about mental health and wellness? A mental health questionnaire can be a first step. Visit Mental Health America to check your symptoms. It's free, confidential, and anonymous.
- A Culturally-Affirming, Innovative Community**
Brother Be Well is a unique platform for boys (13+) and men of color blending awareness, innovation, education, and healing pathways to reduce disparities, disrupt prolonged suffering, and improve health and mental wellness.
- Personalized Resources**
Design your own self-care toolkit. This is about you, your experiences, your challenges. Your tools to meet them.

APPS FOR TEEN WELLNESS

- A FRIEND ASKS**
Help a friend or yourself who may be struggling with suicide.
- SELFSEA**
Take a short questionnaire to connect you with personalized support.
- VIRTUAL HOPE BOX**
Share and view things that give you hope and support.
- STOP, BREATHE & THINK**
Build emotional strength to tackle life's ups and downs.
- My3**
Define your network and safety plan in time of crisis.
- MINDSHIFT**
Strategies to help cope with stress and anxiety.

<https://www.sdcoe.net/student-services/student-support/Documents/Mental%20Health/Teen%20Guide%20to%20MH-Flyer-%20082621.pdf>



GritX



DISCOVER ▾ EXPLORE ▾ ABOUT US ▾

    | Show in ENGLISH ▾



DISCOVER



GRITXPEDITIONS

Choose an area of challenge and GritXpeditions will chart your course for getting through.



SELF-INTERVIEW

A guided self-reflection exercise for exploring life's challenges and finding solutions that fit you.



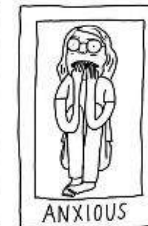
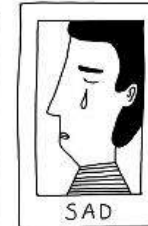
SELF-CARE TOOLKIT

Build and customize a kit of tools and resources that can help you keep yourself feeling your best



SKILLS STUDIO

Your challenges. Your tools to meet them. Learn the skills you need through our interactive skill tutorials.



<https://www.gritx.org>



Questions?



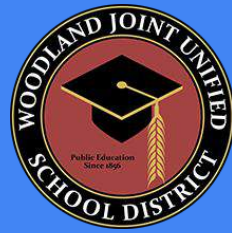


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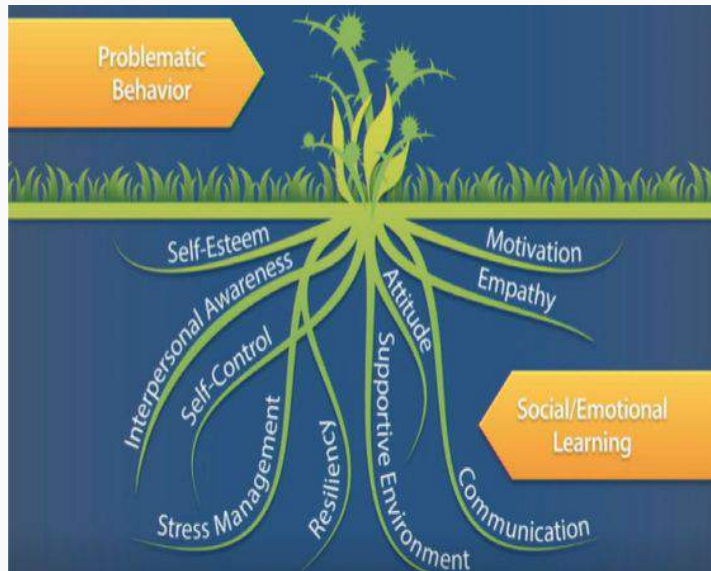
Community and Family Engagement (CAFE)



Chris Aldaco • chris.aldaco@wjusd.org
• 530.723.3761



District Overview on Social and Emotional Learning



Tiered intervention support

- Tier 1 -Research based instruction that impacts all students
 - SEL Professional Development
 - SABERS (Social, Academic, and Emotional Behaviors Risk Survey) 92% of Elementary students screened by staff
 - PASS (Pupils Attitudes Towards Schools and Staff) 73% of students screened
- Tier 2 - Targeted small group interventions
 - Home - school communication
 - Mentoring
 - Social skills groups
 - Small group counseling
- Tier 3 Individualized intensive interventions
 - Individual counseling
 - Care Solace
 - Partnership with Yolo County Mental Health through the Mental Health Student Services Act (MHSSA) Grant

CAFÉ's Role at WJUSD

CAFÉ hopes to empower parents and families through learning opportunities and resources to:

- Build relationships and partnerships with the school, the school district, and the community
- Navigate the educational system and utilize the variety of resources available to students at WJUSD
- Support a strong learning environment at home and at school
- Gain leadership skills

How

- Phone Calls
- Home visits
- Parent meetings
- Resource mapping
- Participating in interventions as translators

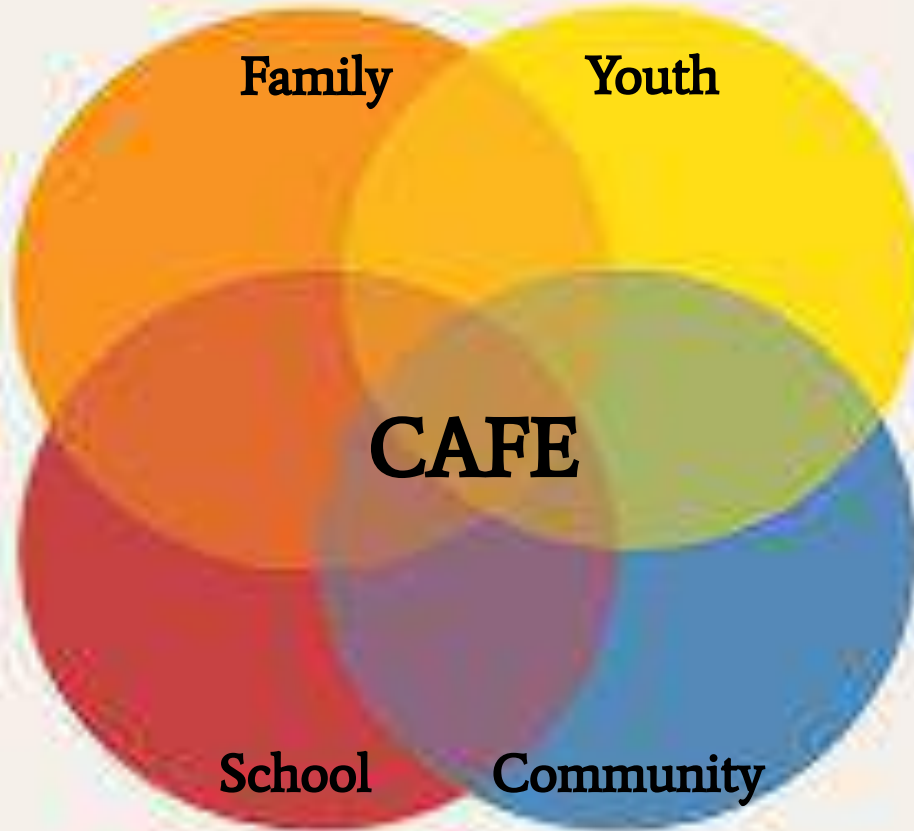
Community & Family Engagement

Family

- Attendance
- Grades
- Parent Workshops
- Parent Conf.

School

- Elementary
- Middle School
- High School
- Teachers, Counselors, Admin, etc.
- Learning Center/Ases



Youth

- Attendance
- Grades
- Academic/Socio-Emotional Support
- College/Career

Community

- CBO's
- Care Solace
- Woodland Community College
- UC Davis
- Sacramento State
- Local Businesses
- Woodland Community Members

Thank you