

Background and 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 has contracted with five regions to deliver S2C services systemwide since 2023.

While originally designed to allow passive consent to maximize the screening population, three out of the five participating school districts started using active consent in the 2023-24 school year which requires parents to sign and return a consent form if they agree to have their child screened. This shift 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 that 90% of students would be screened 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.

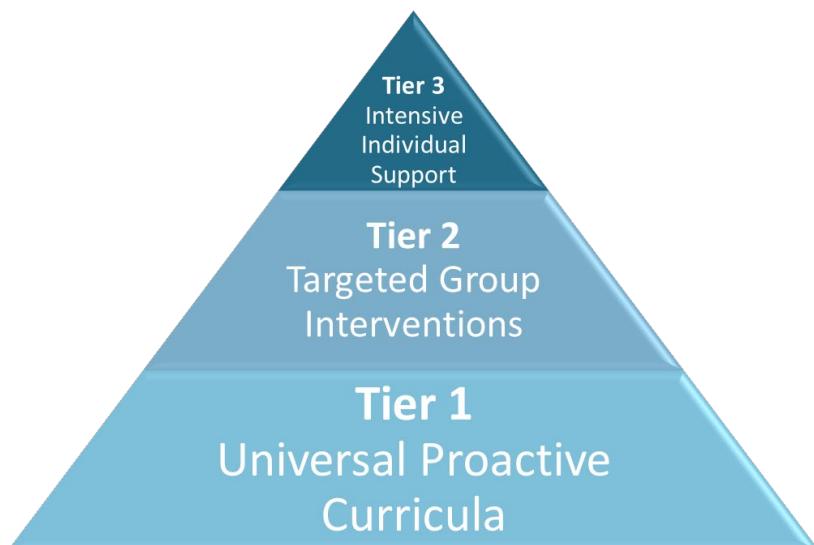


The mySAEPRS Screening Tool and MTSS Framework

The mySAEPRS (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 mySAEPRS 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 mySAEPRS 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 HHS - BHS Screening to Care School Board Association Presentation Slides (2023).

The Panorama Social-Emotional Learning (SEL) Survey

The S2C program was launched with one identified screening tool (mySAEPRS), however a number of school districts had selected a different social/emotional screening tool and so the project was adjusted to support schools that are utilizing the Panorama. Data from the Panorama is reported separately because the tool measures different aspects of social-emotional skills, has unclear scoring, and has different norms. The Panorama Social-Emotional Learning (SEL) survey, validated for students grades 3-12, is a student self-report questionnaire designed to measure different components of SEL that have been found to help students succeed in school, their career, and life. The Panorama was selected by Oceanside Unified School District and distributed to students at Cesar Chavez and Martin Luther King Jr. middle schools. The selected domains focus on SEL related to Skills and Competencies (e.g. growth mindset) and Student Supports and Environment (e.g., sense of belonging). These areas of SEL may influence student academic success and social-emotional development. Students responded to items on a 5-pt Likert scale in the following SEL domains:

- **Growth Mindset Domain (4 items)** measures student perceptions of whether they have potential to change factors related to school performance
- **Self-Efficacy Domain (5 items)** measures the extent to which students believe they can succeed in achieving academic outcomes
- **Self-Management Domain (6 items)** measures how well students manage their emotions, thoughts, and behaviors in various situations
- **Sense of Belonging Domain (4 items)** measures the extent to which students feel that they are valued members of the school community
- **Social Awareness Domain (8 items)** measures how well students consider the perspectives of and empathize with others
- **Social Perspective-Taking Domain (6 items)** measures the extent to which students consider the perspectives of their teachers (applies to students grades 6-12)

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 through early intervention.

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.

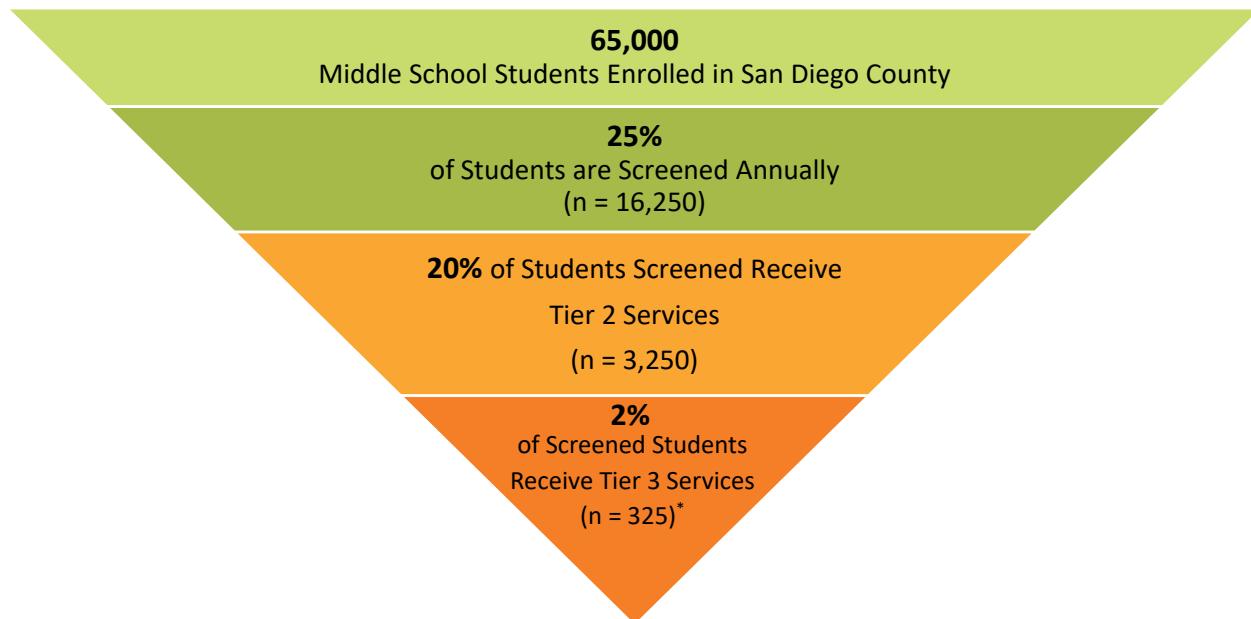
Program Services Description

During the program planning phase in 2021 the California Department of Education Data Quest (<https://dq.cde.ca.gov/dataquest/>) cited that there were 65,000 middle school students in San Diego County enrolled in traditional 6th-8th grade classrooms during the 2020-21 school year. 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. Based on the program planning numbers,

the goal is to screen approximately 16,250 students 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 for 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. Sample 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% (1,625) of screened students, was retrospectively adjusted in the 2023-2024 school year to align with new information received about mySAEPRS national norms (Renaissance Learning Inc., 2021) and preliminary San Diego screening data

Service Provider Information

Table 1. Locations of S2C Service Provision

Region	Contractor	Consent	School District(s)	Schools
North Inland	Vista Hill Foundation (VHF)	Active	Escondido Unified School District; Ramona School District	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	Palomar Family Counseling Service (PFCS)	Passive	Oceanside Unified School District; Vista Unified School District	Cesar Chavez Middle, Empresa Elementary, Foothill Oak Elementary, Grapevine Elementary, Lake Elementary, Madison Middle, Martin Luther King Middle, Maryland Elementary, Roosevelt Middle, Vista Innovation & Design, and Vista Magnet
East	Fred Finch Youth Center (FFYC)	Active	Santee School District Note: Students in 6 th -8 th grade are screened, but students in 2 nd -8 th grade are able to receive services.	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	SDUSD Mental Health Resource Center – subcontracted to Mending Matters	Active	San Diego Unified School District	Audubon K-8, Bell Middle, Fulton K-8, Grant K-8, Knox Middle, Logan Memorial, Mann Middle, Millennial Tech Middle, and Roosevelt International Middle
South	South Bay Community Services (SBCS)	Passive	San Ysidro School District	San Ysidro Middle, Vista Del Mar Middle, La Mirada Elementary, Ocean View Elementary, Smythe Elementary, Sunset Elementary, and Willow Elementary

In total, 7 School Districts and 44 schools obtained S2C services in FY 2024-25.

Overview of Students Screened

Table 2. mySAEPRS Screenings Completed in the 2024-25 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	5,100	4,345	85%	8,031	5,640	70.2%	2,188	27.2%	203	2.5%
N. Coastal ^b	4,716	4,571	97%	7,469	5,555	74.4%	1,678	22.5%	236	3.2%
East	3,144	1,388	44%	2,536	1,963	77.4%	538	21.2%	35	1.4%
Central	4,154	3,509	84%	5,497	3,956	72.0%	1,369	24.9%	172	3.1%
South ^c	3,128	3,105	99%	5,430	3,955	72.8%	1,286	23.7%	189	3.5%
Total	20,242 Students	16,918 Students	84%	28,963 screenings	21,069 screenings	72.7%	7,059 screenings	24.4%	835 screenings	2.9%

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

^b Data from Cesar Chavez Middle and Martin Luther King Middle was not included, as they did not administer mySAEPRS.

^c Data for Vista Del Mar Middle enrollment in the 2024-25 school year was not available, so 2023-24 enrollment data was used.

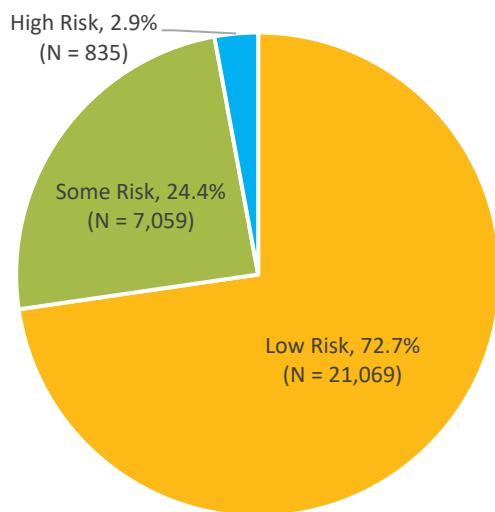
16,918 unduplicated students were screened using mySAEPRS across 42 schools in 5 San Diego SELPA regions. 84% percent of eligible students in participating grades were screened during the 2024-25 school year. The county goal of screening 65% of enrolled students in grades screened was achieved. The South Region had the most success and screened 99% of eligible students.

Comparison to Previous School Year

The total number of mySAEPRS administered increased from 19,197 in the 2023-24 school year to 28,963 in the 2024-25 school year. The percentage of students screened in the current year increased by 19% (65% to 84%). The proportion of students in the three levels of need were relatively stable across the two school years.

Figure 3. mySAEPRS Screening Results for the 2024-25 School Year

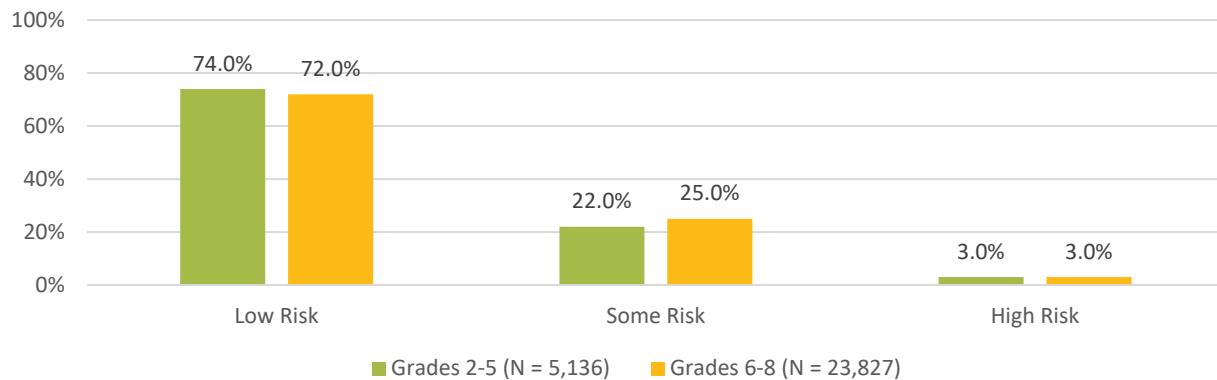
mySAEPRS Screening Results (N = 28,963)*



Of the 28,963 completed screenings in the 2024-25 school year (students could have more than one screening if they were screened in the fall and spring), the majority (73%) were scored at Low Risk for social-emotional problems.

Figure 4. mySAEPRS Screening Results by Grade for the 2024-25 School Year

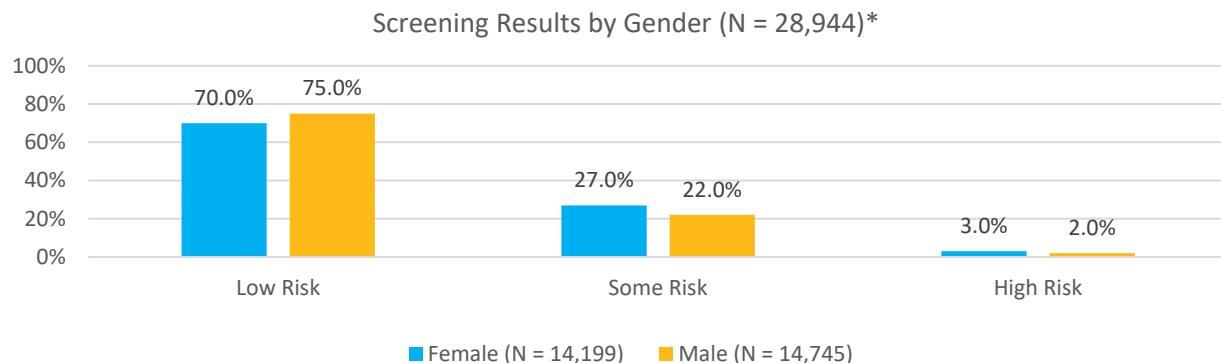
Screening Results by Grade (N = 28,963)*



* N represents the total number of screenings collected from 16,918 students. Students could be screened in the fall and spring, resulting in 28,963 screenings.

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

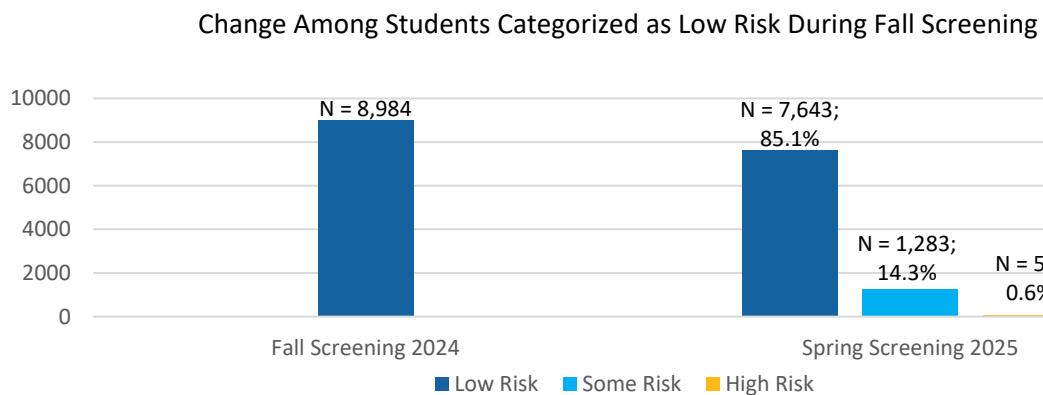
Figure 5. mySAEPRS Screening Results by Gender for the 2024-25 School Year



*N represents the total number of screenings for students with both screening and gender data. Students could be screened in the fall and spring, so they may be duplicated. Gender data were missing for 19 screenings. Screening data were collected at only one timepoint (either Fall or Spring) for 2,327 female students and 2,543 male students..

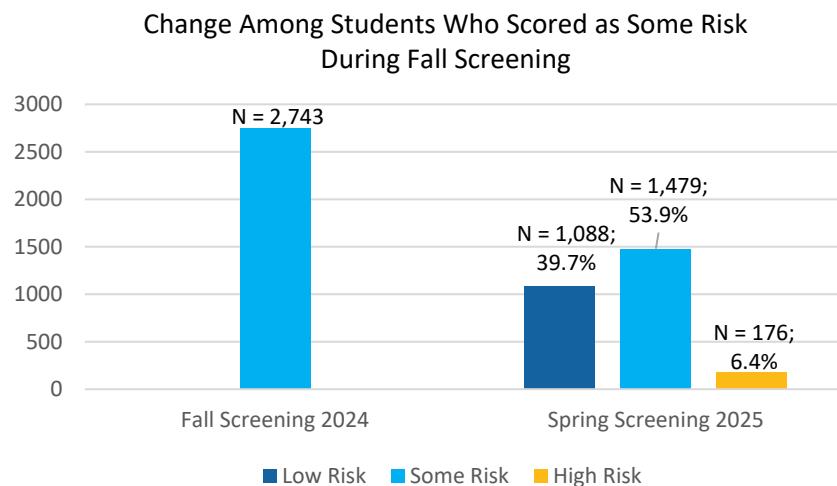
Male students were overrepresented in the Low Risk group and females in the Some Risk group. This could indicate that female students are at slightly higher risk of social-emotional problems in San Diego County.

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



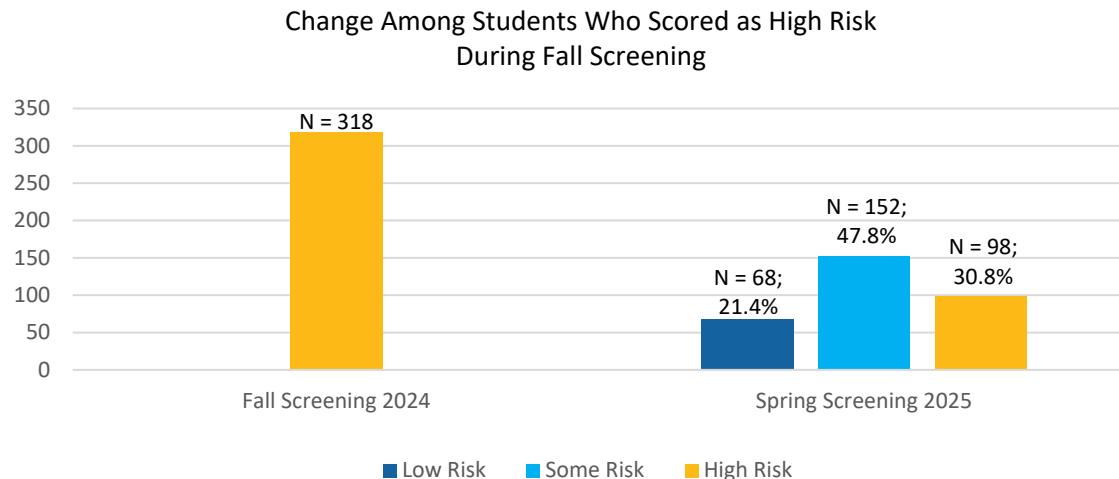
Of the 12,045 students who completed both the fall and spring screenings, 8,984 students scored at Low Risk in the fall. The majority of these students (85%) remained at Low Risk in the spring, while the rest of the students reported an increase in risk (15%). If a student had more than one screening in the Fall, the first screening was used. In the case of multiple screenings in the Spring, the most recent screening was used to examine the maximum change from the first to the last screener of the school year.

Figure 7. 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, 40% reported decreased risk of social-emotional problems in the spring, while 6% reported an increase in risk and the remaining students stayed at the same level of risk.

Figure 8. Change in Risk of Social-Emotional Problems Among Students Who Scored at High Risk in Fall



Of the 12,045 students who completed both the fall and spring screenings, 318 students scored at High Risk in the fall. Of these 318 students, 21% moved to the Low Risk category, 48% moved to the Some Risk category, and the remainder (31%) stayed in the High Risk category on the spring screening. This indicates that the risk of social-emotional problem behaviors decreased for 69% of students who scored at High Risk in the fall.

Table 3. Panorama Screenings Completed in Spring of the 2024-25 School Year

OUSD	Unduplicated Students in Grades Screened ^a	Unduplicated Students Screened ^b	% of Students Screened	Total Number of Screenings	Screening Results: Low Level of Needs ^{c,d}		Screening Results: Some Level of Needs		Screening Results: High Level of Needs	
					N	%	N	%	N	%
Cesar Chavez Middle	557	439	78.8%	439	253	57.6%	111	25.3%	75	17.1%
M. L. King Middle	1,098	878	79.9%	878	545	62.1%	202	23.0%	131	14.9%
Total	1,655 Students	1,317 Students	79.1%	1,317 screenings	798 screenings	60.6%	313 screenings	23.8%	206 screenings	15.6%

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

^b The number of unduplicated students screened includes only students who had scores on all domains, as these are combined to calculate level of need.

^c Students were grouped using a strategy OUSD developed and may not align with MTSS tiers. The percentage of students grouped within each tier does not match MTSS methodology.

^d Students with Low Level of Needs includes students who had “All or Many Strengths”, Some Level of Need includes students with “Some Strengths”, and High Level of Needs includes students with “No Strengths”

1,317 unduplicated students were screened in all 6 domains across Cesar Chavez and Martin Luther King Jr. Seventy-nine percent of eligible students in participating grades were screened on all domains during Spring (January – June of 2025) of the 2024-25 school year. The county goal of screening 65% of enrolled students in grades screened was achieved.

Table 4. Panorama SEL Domains in the Spring of the 2024-25 School Year (n = 1,317)

Domain	High Strength		Strength		Medium Strength		Low Strength	
	n	%	n	%	n	%	n	%
Growth Mindset	206	15.6%	435	33.0%	643	48.8%	33	2.5%
Self-Efficacy	162	12.3%	396	30.1%	700	53.2%	59	4.5%
Self-Management	398	30.2%	578	43.9%	328	24.9%	13	1.0%
Sense of Belonging	240	18.2%	403	30.6%	606	46.0%	68	5.2%
Social Awareness	201	15.3%	514	39.0%	578	43.9%	24	1.8%
Social Perspective-Taking	190	14.4%	466	35.4%	604	45.9%	57	4.3%

In the Spring of the 2024-25 school year, more students reported strengths in the self-management domain and fewer students reported strengths in the self-efficacy domain than the other domains. Data missing at the item level is unknown as scores were provided at the domain level. Due to potential missing item-level data, the accuracy of these results are unknown.

Tier 2 and Tier 3 Student Demographics

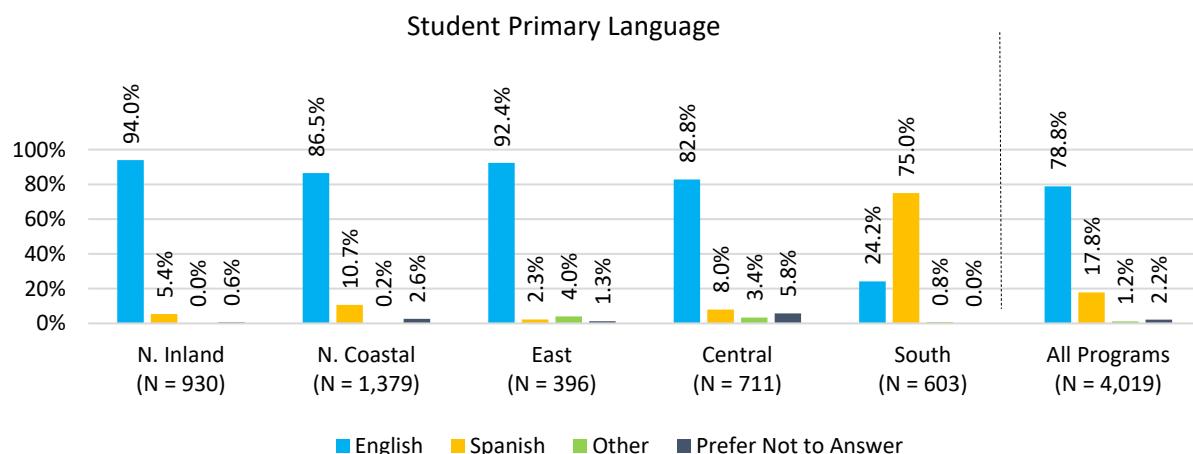
Demographics are available for students active in Tier 2 or 3 services (i.e., student received at least one group/check-in or were receiving Tier 3 services). All data are pulled from the Mental Health Outcomes Measurement System (mHOMS). mHOMS is used to store, analyze and report many San Diego County Behavioral Health Services outcomes, including S2C assessments. Eighty-two percent of the students (3,566 of 4,357) who were identified as needing Tier 2 or Tier 3 services, had a mySAEBS risk level entered into mHOMS. This means at least 82% of the students receiving S2C services had at least one screening reported in the 2024-25 school year. The percentage of youth with information collected and entered into mHOMS increased by 13% this school year.

Comparison to Previous School Year

Demographics including primary language, gender identity, and grades served remained relatively stable from the 2023-24 school year to the 2024-25 years. In the 2024-25 school year, there was a decrease in those who reported having Medi-Cal (73% to 41%). This may be due to the high percentage of those who selected "prefer not to answer" in 2024-25, which was not graphed in the previous school year.

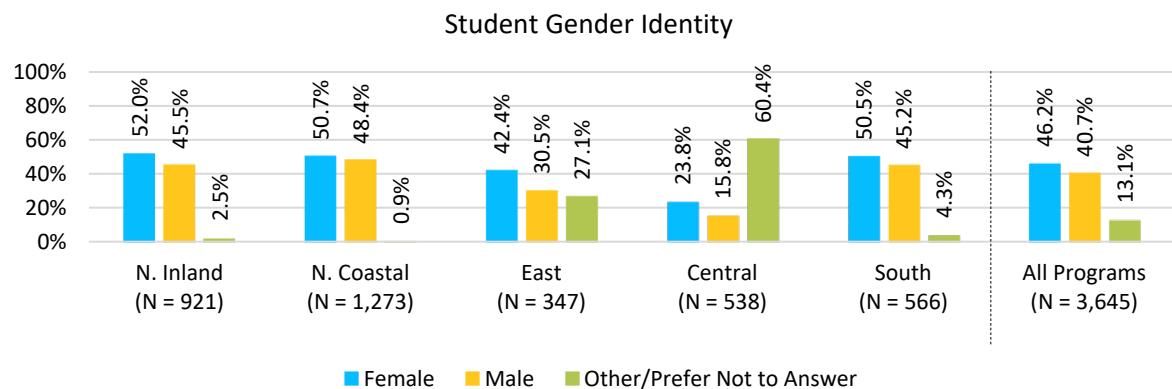
Additionally, all student demographics were represented in 2023-24, while only active student demographics were included in the 2024-25 school year.

Figure 9. 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.

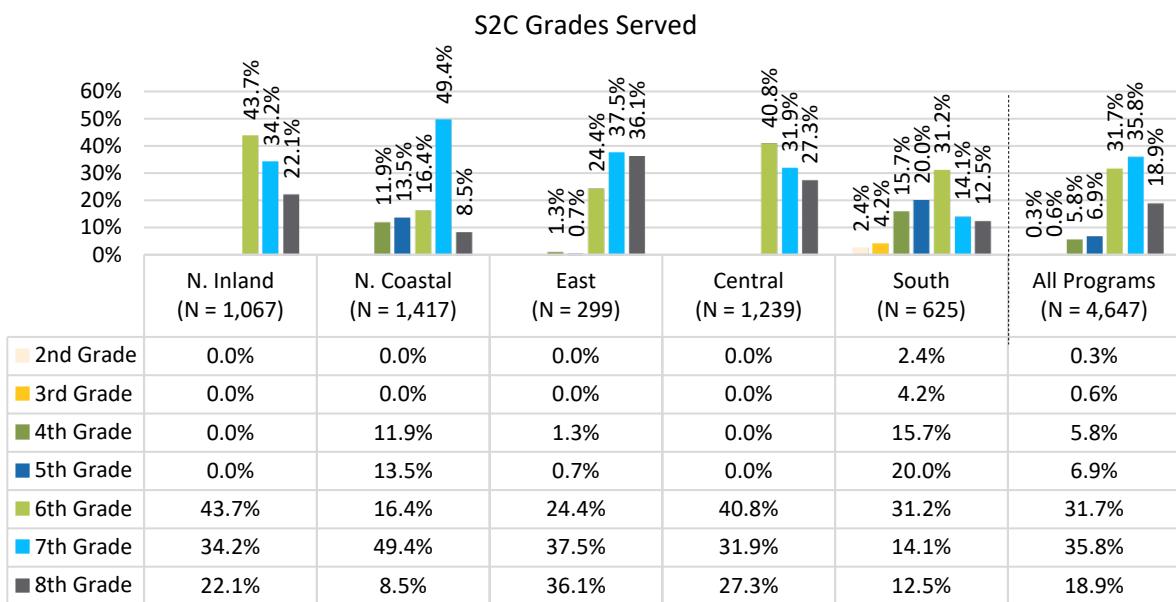
Figure 10. Student Gender Identity*



*Gender identity data were missing for 29% of students; these data may not represent S2C program participants as a whole.

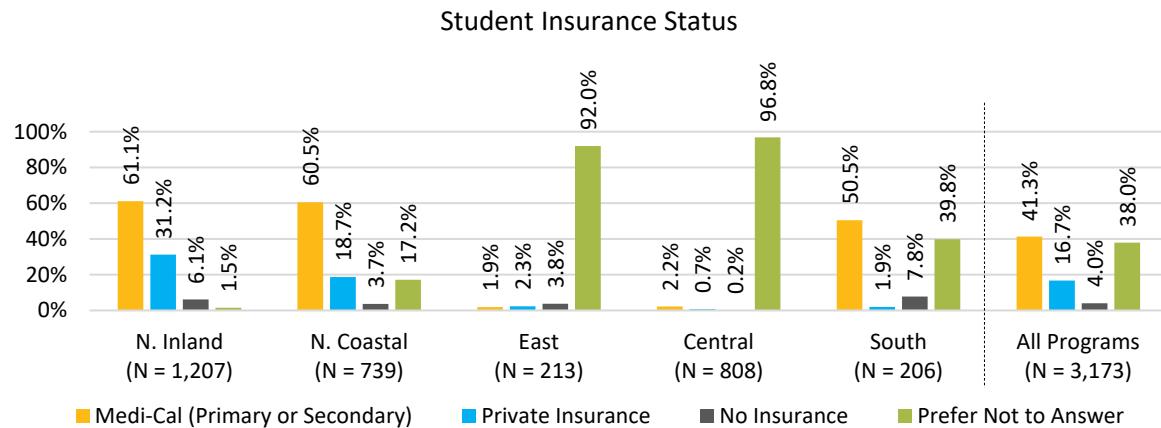
Across all programs 46% of students reported their gender identity as Female, 41% Male, and 13% endorsed Other or Prefer Not to Answer. This was an increase of 11% from last year in which 2% of students endorsed Other or Prefer Not to Answer.

Figure 11. Percentage of Students in Grades 2-8



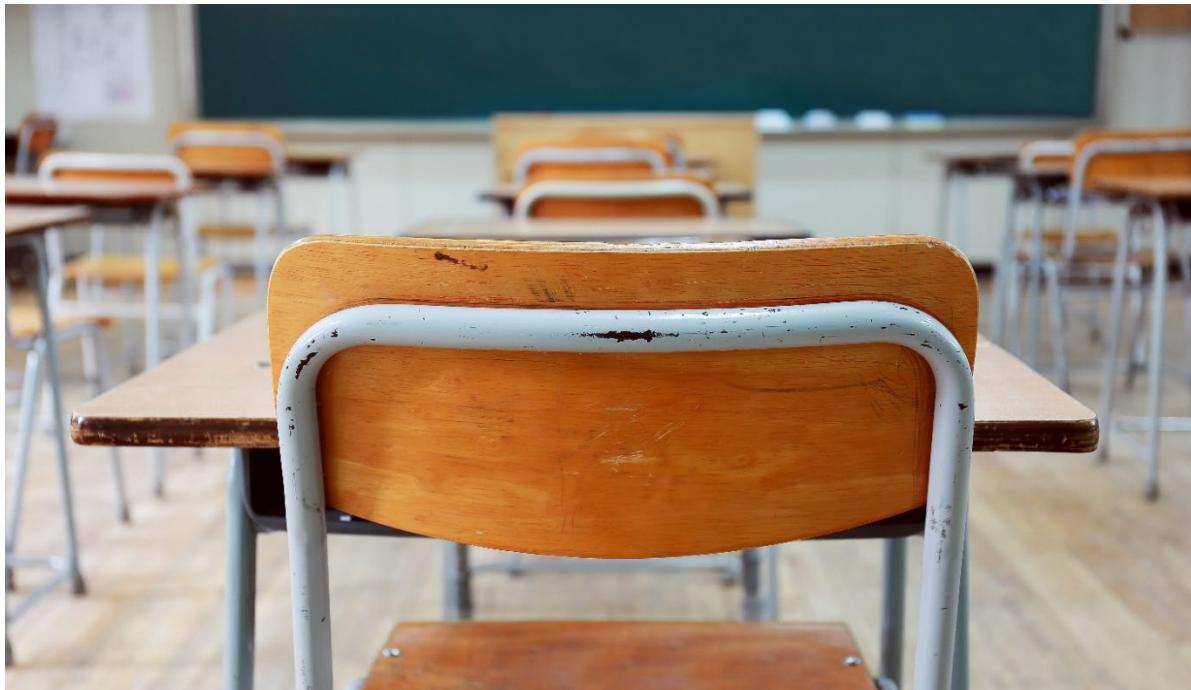
The majority (86%) of students receiving S2C services were in 6th-8th grade. North Inland and Central SELPA regions did not provide services to elementary aged youth.

Figure 12. Student Insurance Status*



* Insurance data were missing for 38% of students; these data may not represent S2C program participants as a whole.

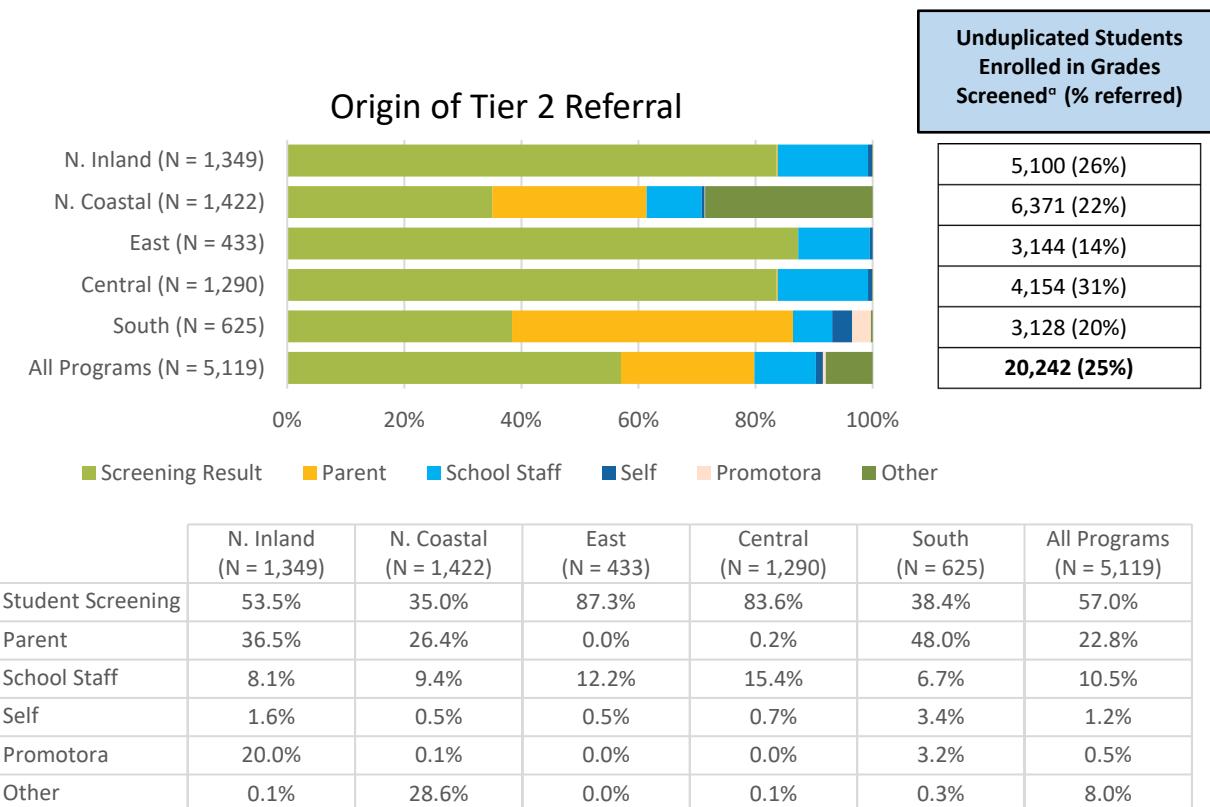
Of the youth who had insurance information, 41% reported having Medi-Cal (Primary, $n = 1,302$; or Secondary, $n = 9$), 17% Private Insurance, 4% No Insurance and 38% Preferred Not to Answer.



Overview of Tier 2 Services Provided and Outcomes

In the 2024-25 school year, 57% of students receiving Tier 2 services were referred via screening results (over large majority were referred via mySAEPRS). Twenty-three percent were referred to Tier 2 services by their parent/caregiver and 11% 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 13. Origin of Tier 2 Referral



^a Adding together the unduplicated students in grades screened from Table 2 (mySAEPRS) and Table 3 (Panorama) provides the total number of students enrolled in schools participating in S2C.

Table 5. Tier 2 Services for the 2024-25 School Year

SELPA Region	Unduplicated Students Receiving any Tier 2 Services in the 2024-25 School Year	Unduplicated Students Receiving 3+ Tier 2 Services in the 2024-25 School Year ^a	Unduplicated Students with Satisfaction Surveys Completed in the 2024-25 School Year ^b	% of Students Reported Satisfaction in the 2024-25 School Year ^c	% of Students Reported Increase in Knowledge in the 2024-25 School Year ^d	Tier 2 Services Provided (not limited to students who received 3+ services)		Average # of Monthly Service Hours Provided ^e
						GROUPS 30 min or +	INDIVID. CHECK-INS 30 min or +	
N. Inland	1,206	1,117	1,062	92%	89%	1,575	192	112.44
N. Coastal	1,335	1,221	1,045	84%	83%	1,487	816	136.38
East	431	428	372	84%	76%	1,059	78	86.32
Central	1,279	1,042	894	85%	87%	1,022	592	98.94
South	607	545	439	91%	85%	1,233	271	163.52
Total	4,858 Students	4,353 Students	3,812 Students	87%	85%	6,376 Groups	1,949 Individual Check-ins	119.53 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 in the 2024-25 School Year.

^b If more than one Satisfaction Survey was completed within the reporting period, the most recent survey is reflected. Satisfaction surveys reported only for students who received 3 or more Tier 2 services.

^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 learned useful information and/or a new skill as a result of the program.

^e The average monthly hours provided across all services (not limited to students who received 3 or more services) is impacted by the number of months each region provided services (e.g., only some regions’ provided summer services).

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

In the 2024-25 school year, Tier 2 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. Specifically, over 8,300 Tier 2 S2C services were provided, of which, the majority were groups (76.6%). 4,353 unduplicated students across San Diego County received at least three group or individual check-in services. An additional 505 students received services, but for various reasons were not able to complete at least 3 services that lasted at least 30 minutes.

Comparison to Previous School Year

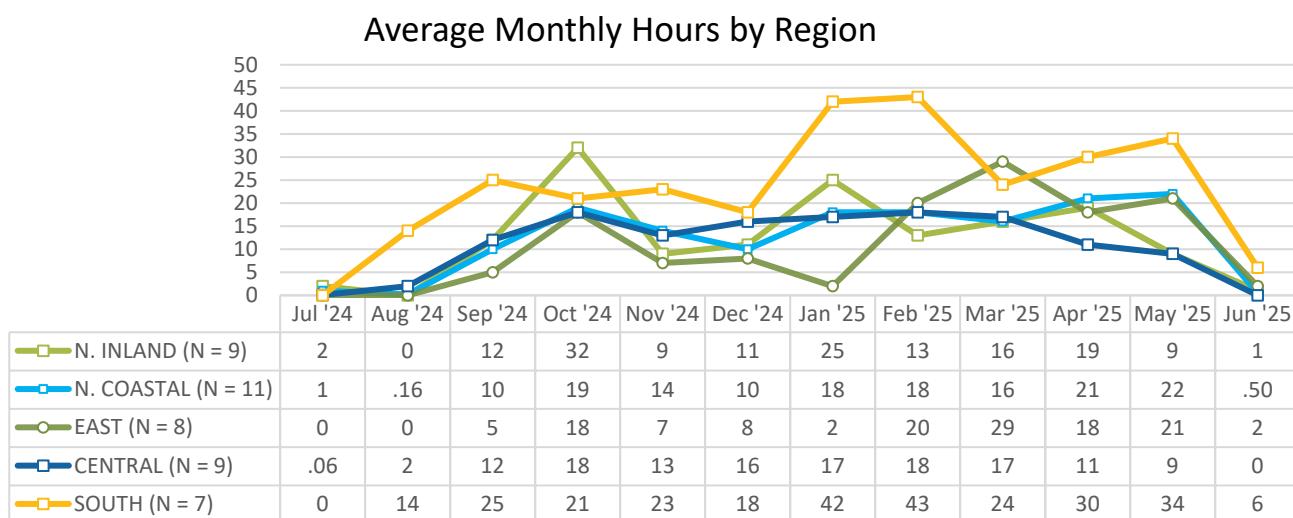
There was an increase of over 1,000 students who received Tier 2 services from the previous school year. Student report of satisfaction with services was similar to last school year, but report of an increase in knowledge improved from 81% in 2023-24 to 85% in 2024-25.

Table 6. Number of schools by region who provided an average of at least 40 hours of Tier 2 Services a month in the 2024-25 school year

Schools by SELPA Region ^a	Jul '24	Aug '24	Sep '24	Oct '24	Nov '24	Dec '24	Jan '25	Feb '25	Mar '25	Apr '25	May '25	Jun '25
N. Inland (N = 9)	0	0	0	4	0	0	2	0	0	1	0	0
N. Coastal (N = 11)	0	0	0	1	1	0	2	2	1	3	2	0
East (N = 8)	0	0	0	0	0	0	0	0	1	0	1	0
Central (N = 9)	0	0	0	0	0	0	0	0	0	0	0	0
South (N = 7)	0	0	1	1	1	1	6	5	2	3	4	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 2025, versus the fall of 2024).

Figure 14. Average number of monthly hours across all schools within regions*



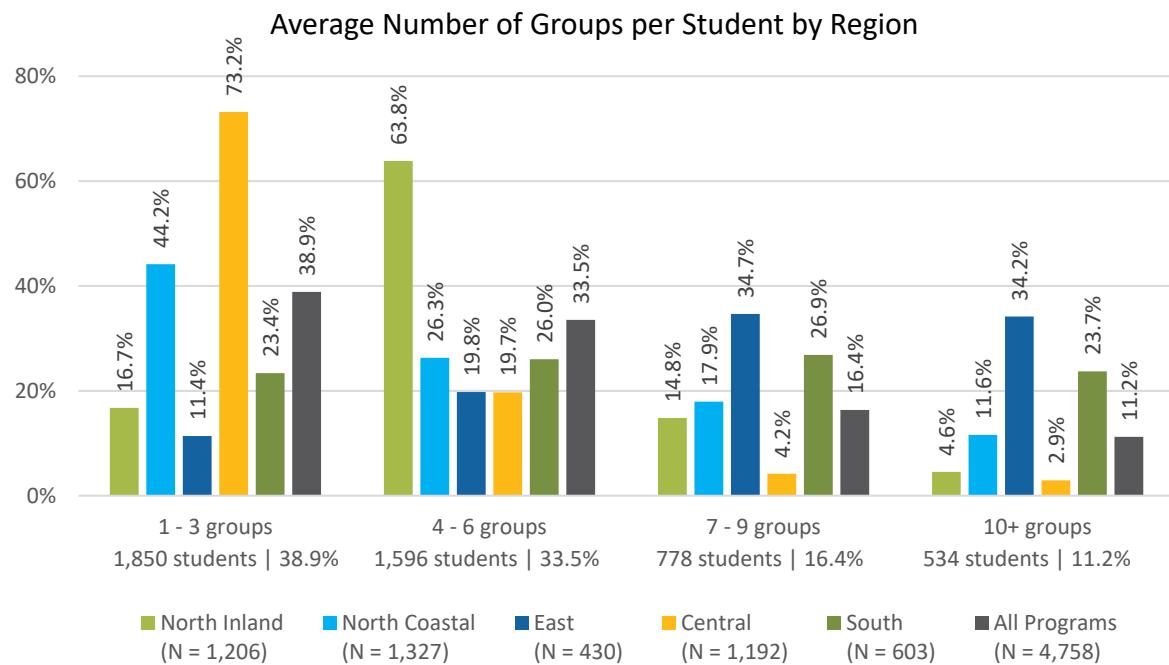
* Tier 2 group service hours are unduplicated, meaning that service hours are not double counted across schools for groups that have students participate from multiple schools.

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, and how many hours participating schools provided each month. Similar to the previous school year, South region, which has high level of school district support, was successful in meeting this goal in at least one of their schools during the majority of months. South Region also provided the greatest average number of service hours during 9 out of the 12 months of the 2024-25 school year.

Comparison to Previous School Year

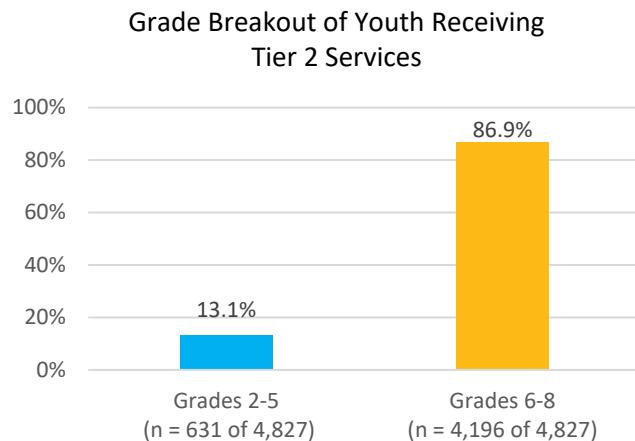
Compared to the 2023-24 school year, the North Inland, North Coastal, and East regions provided a greater amount of Tier 2 service hours across a majority of months.

Figure 15. Percentage of Students who Received 1-3, 4-6, 7-9, or more Group Services During the 2024-25 School Year



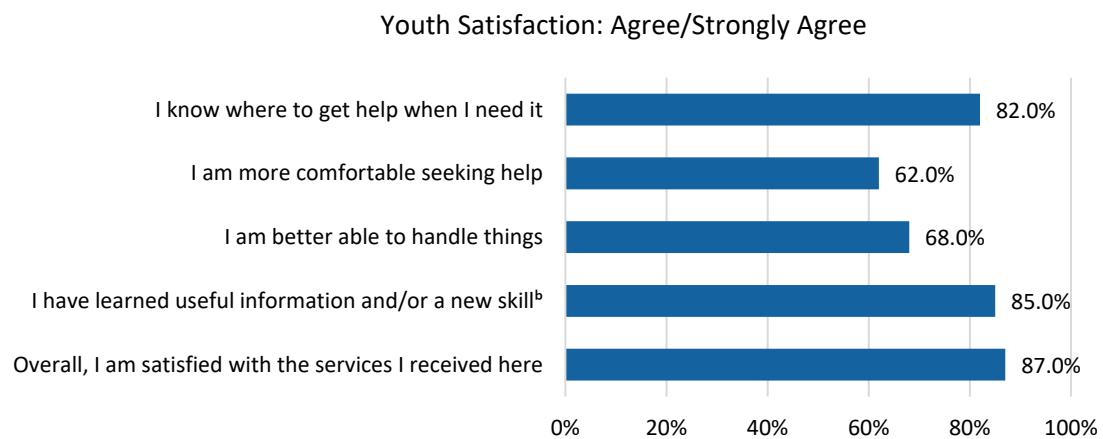
The majority of students who received any group services attended between 1-3 (39%) or 4-6 (34%) groups in the 2024-25 school year. South and East regions had the largest number of students who attended 7 or more groups.

Figure 16. Grades of Students Receiving Tier 2 Group or Individual Check-in Services



The majority of students receiving at least one Tier 2 service (n = 4,196) were in 6th–8th grade. However, a non-trivial percentage of students receiving group and individual check-in services were in grades 2-5 (13%).

Figure 17. Tier 2: S2C Student Satisfaction during the 2024-25 School Year (n = 3,812)^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.

88% (3,812 of 4,353) of students who received three or more Tier 2 services completed a satisfaction survey. Of the students who completed the survey, 85% reported gaining useful knowledge and/or skills as a result of their program participation. This exceeded the S2C program goal of 80%.

Comparison to Previous School Year

Compared to the 2023-24 school year, there was a slight increase in youth satisfaction across all items (1-5% increase, depending on item).



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 mySAEPRS 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 7. Tier 3 Services Provided in the 2024-25 School Year

SELPA Region	Unduplicated Students Screened on mySAEPRS as Having a "High" Level of Need in the 2024-25 School Year ^a	Unduplicated Students Identified as Needing Tier 3 Services in the 2024-25 School Year ^b	Number of Students Already Engaged in a Behavioral Health Service in the 2024-25 School Year ^c	Students Who Were Provided Care Coordination in the 2024-25 School Year ^{c,d}	Students Successfully Connected to Care in the 2024-25 School Year ^e
N. Inland	176	273	3	117	66
N. Coastal	206	183	0	91	57
East	30	20	1	13	9
Central	156	158	31	40	12
South	169	125	0	107	81
Total	737 Students	759 Students	35 Students	368 Students	225 Students

^a Students designated as "High Risk" on the mySAEPRS screener. These students may or may not have been opened into mHOMS for services. Students screened using the Panorama were not included as it overidentifies S2C students at "High Risk" (e.g., upwards of 20% of students were categorized as High Risk).

^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 total number of students includes those who were identified for care coordination the prior FY, however were yet to be connected to services.

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

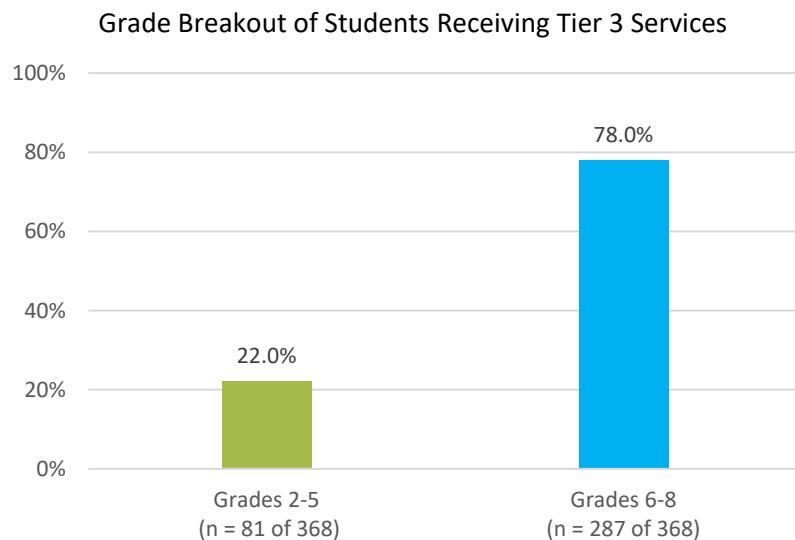
^e Students who were provided outreach for care coordination AND attended at least one treatment session are considered successfully connected to care. Students may have been identified as needing services or been provided outreach in the previous fiscal year.

759 students enrolled into Tier 3 in mHOMS during the 2024-25 school year. 368 students received care coordination and 35 were determined to be already connected to care. Further, 225 students were successfully connected to care. Note that some students who were identified as needing Tier 3 services during the 2024-25 school year, may still be receiving care coordination and eventually connect to care at a later date.

Comparison to Previous School Year

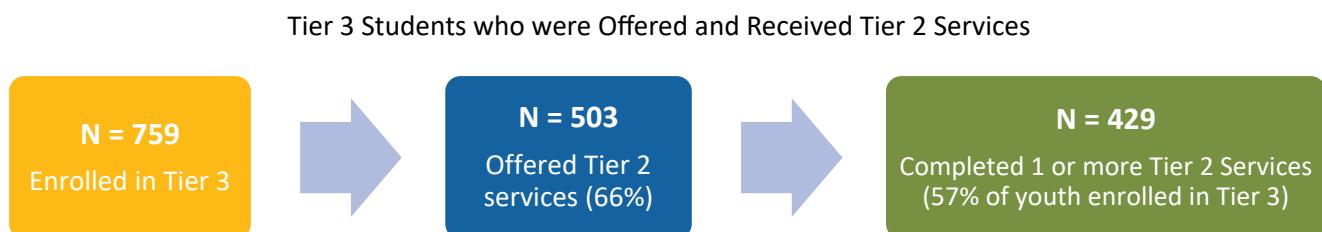
There was a slight increase in the amount of students who received outreach and who were connected to services in the 2024-25 school year compared to 2023-24, likely due to the increase in number of screenings completed across schools.

Figure 18. Grade of Students Receiving Tier 3 Services



The majority of students receiving Tier 3 services were in 6-8th grade (78%).

Figure 19. Tier 3 Students who were Offered and Received Tier 2 Services



66% of 759 students who were enrolled in Tier 3 were offered Tier 2 services. Of those 503 students, 85% completed at least one Tier 2 group or individual check-in service.

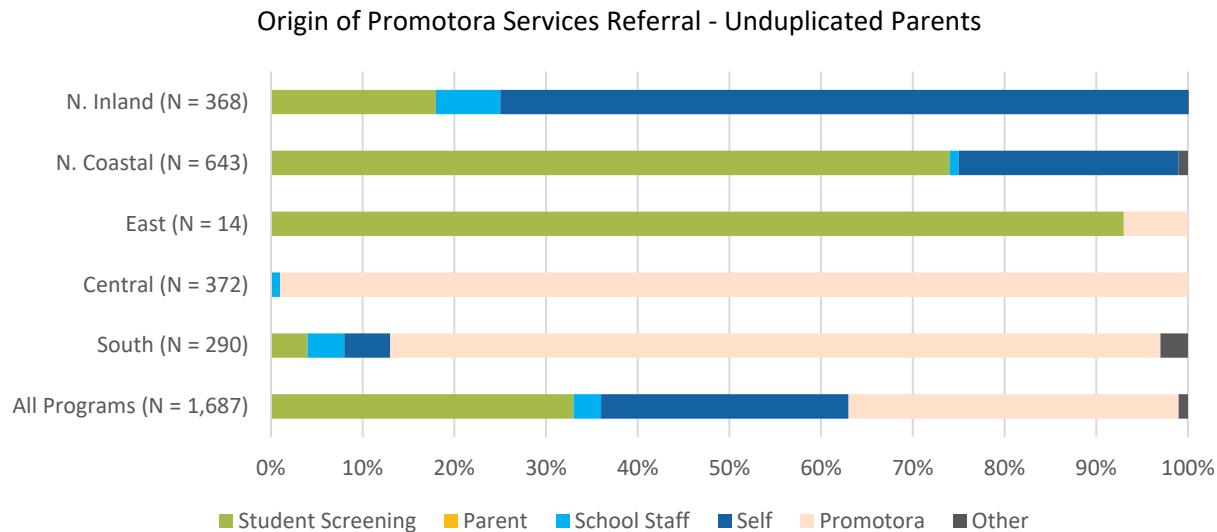
Comparison to Previous School Year

In the 2024-25 school year, the percentage of students enrolled in Tier 3 services who were offered and ultimately received Tier 2 services decreased slightly, from 71% to 66%, and 61% to 57%, respectively.

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 20. Origin of Promotora Services Referrals



The origin of referrals to Promotora services vary by region. If a mySAEPRS student screening result is "some" or "high" the parent may also be offered Promotora services.

In the North Coastal and East regions, most referrals were made based on the student screening result. Whereas in the Central region, almost 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 8. Promotora Services Provided to Parents in the 2024-25 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		
				Group	Individual Check-in	OUTREACH & ENGAGEMENT	TRAINING & EDUCATION	SUPPORT & REFERRAL
N. Inland	124	26.75	309	87	222	66	69	174
N. Coastal	581	44.82	570	190	380	277	38	255
East	12	6.73	89	36	53	36	0	53
Central	367	8.88	105	105	0	2	103	0
South	274	24.31	313	35	278	216	35	62
Total	1,358 Parents	28.98 hours^c	1,386 services	453 Group Services	933 Individual Services	597 sessions	245 sessions	544 contacts

^a Data source for this table comes from the Q4 FY 2024-25 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).

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

Each region served a different number of parents (ranging from 12 to 581) and provided vastly different amounts of service (from 7 to 45 average hours provided per month). The average number of monthly Promotora services provided this year tripled as compared to last school year (2023-24). In total, 1,358 parents were served by the S2C program, and 1,386 services were provided in the 2024-25 school year. The majority of Promotora services were individual contacts.

Comparison to Previous School Year

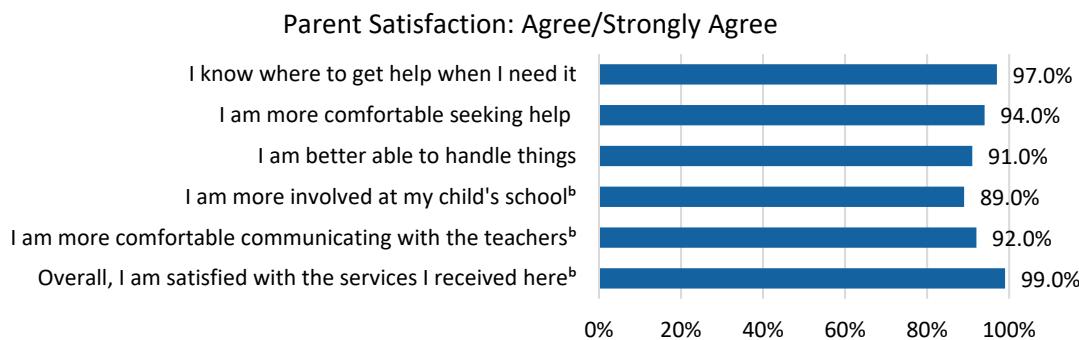
S2C served 366 (37%) more parents in the 2024-45 school year (992 to 1,358). Additionally, the number of Promotora services provided increased 76% (789 to 1,386) from the 2023-24 school year. Compared to the previous school year, the average number of monthly Promotora service hours increased from 10 to 29 hours.

Figure 21. Promotora Satisfaction Survey Completion Rates by SELPA Region



Satisfaction survey completion rates were variable across SELPA regions, ranging from 0% to 84% of parents who received at least one Promotora service, with an average of 63% (860 of 1,357 parents).

Figure 22. Promotora Services: S2C Unduplicated Parent Satisfaction in the 2024-25 School Year(n=860)^{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.

* Satisfaction survey data were missing for 37% of parents; these data may not represent S2C program participants as a whole.

Of the 63% (860 of 1,357) of parents who completed the satisfaction survey, 99% reported they were satisfied with the S2C services they received, 89% reported that they were more involved at their child's school, and 92% reported they were more comfortable communicating with teachers. These results exceeded the county goal of 75%.

Comparison to Previous School Year

There was an increase in Parent Satisfaction response rate from 41% in the 2023-24 school year to 63% in the 2024-25 school year. Overall satisfaction increased from 97% to 99%, along with a 1-3% increase across all other items.

Screening to Care 2024-25: Key Takeaways

During the 2024-25 school year, the S2C program provided early intervention services and/or care coordination to 5,119 students who may not have been served otherwise. Tier 2 services were provided to 4,858 unduplicated students across San Diego County, 4,353 of which received at least three group or individual check-in services, while 505 students received one or two services. Outreach for Tier 3 service care coordination were provided to 368 students.

Screenings and Risk Level

- 84% of students (n = 16,918) at participating schools were screened for risk of social emotional problems with the mySAEPRS (Table 2).
- The majority of students who received Tier 2 and Tier 3 services were referred via the mySAEPRS screening tool.
- 79% of students (n = 1,317) at participating schools were screened for some level of risk of social emotional problems with the Panorama screening tool (Table 3).

Screenings Over Time

- 69% of students who scored at High risk in the fall (and had two mySAEPRS screenings) reported lower risk in the spring (Figure 8), which may indicate that the risk level of social-emotional problem behaviors decreased. While the absence of a control group prevents attributing these changes directly to S2C services, the results are promising.
- The number of unduplicated students screened increased from 12,518 students in 2023-24 to 16,918 students in 2024-25, representing a 35% increase (Table 2).

Services Provided

- 8,325 small group and individual Tier 2 services were delivered to 4,858 students deemed to have some level of risk of social emotional problems (Table 5). The goal of these services were to develop strong social-emotional skillsets to prevent the need for additional mental health services. The overwhelming majority of these students reported high satisfaction and that they gained useful knowledge and/or skills as a result of these services.
- 368 students considered at high risk (Tier 3) of social emotional problems (and therefore likely to need considerable future mental health services) received outreach for care coordination and 225 students were successfully connected to care in the 2024-25 school year (Table 7). Attempts to connect the remaining students will continue during the next school year.
- 1,358 caregivers received Promotora services in the past school year across 1,386 sessions (Table 8). Of the caregivers who completed the satisfaction survey, almost all agreed that they were satisfied with the services they received.
- Compared to the 2023-24 school year, several regions provided a greater amount of Tier 2 service hours across a majority of months, bringing them closer to meeting the programmatic goal of providing 40 hours of direct face-to-face services each month.