



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Agenda Item# 9.5

Meeting Date: November 7, 2024

Subject: Student Support & Health Services Annual Report

- X Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Student Support & Health Services Department

Recommendation: N/A

Background/Rationale: The 23-24 SSHS Annual Report is in an effort to: 1) tell the collective stories of our students and advocate for needed supports to be able to learn when they arrive in our classrooms; 2) identify needs and gaps in the interventions we provide for continuous improvement; and 3) maintain transparency and accountability of our resources and services to all stakeholders. The report speaks largely to the supports and interventions provided, rather than the number of students served.

Financial Considerations: N/A

LCAP Goal(s): Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/ Trauma-Informed principles and practices.

Documents Attached:

1. SSHS 23-24 Annual Report

Estimated Time of Presentation: 10 minutes presentation

Submitted by: Jacqueline Garner, Executive Director, Student
Support and Health Services

Approved by: Lisa Allen, Superintendent

More Than a Student

2023-24 ANNUAL REPORT

Elizabeth Sterba, MS, ASW
Jacqueline Garner, LCSW
Aliya Holmes, MS
Noel Estacio, MS

Student Support & Health Services Department
Sacramento City Unified School District

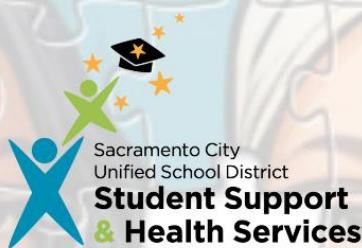


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A Note from the Executive Director

Dear Students, Families, Staff, Board of Education, and Community,

It is an honor to present the 2023-24 Student Support & Health Services (SSHS) Annual Report. SSHS is made up of three divisions: Health Services, Foster Youth Services, and Student Support Services. Since our formation in 2017, our clear focus has been to create an environment where students and families can thrive both academically and emotionally. Today, our team's commitment to enhancing the well-being and success of every student is stronger than ever.

This year, we hit an incredible milestone: our SSHS staff reached 35,739 students—96% of the District's learners. Our extensive programs and services from Individualized Health Care plans, Mental Health Crisis Response team, Foster Youth Services, and other critical programs demonstrate our commitment to addressing the whole child, whole community, and diverse needs of our students. Behind every statistic is a unique story, like those highlighted in this report. Each narrative reflects the challenges our students face and the comprehensive support we offer to help them overcome them.

As we navigate the evolving landscape of student needs, the data presented in this report reflects our ongoing commitment to continuous improvement. The alarming trends in student mental health underscore the importance of our work. With mental health linkages and crisis assessments at record highs, it is clear that our students are grappling with profound challenges that necessitate our comprehensive support services.

As we look ahead, we remain committed to our vision, even as we confront challenges such as the sun setting of COVID-19 relief funding. Our focus on important initiatives like the "Community Schools" model, Student Mental Wellness Council, and implementation of the California Healthy Kids Survey will continue.

In closing, I extend my heartfelt gratitude to the SSHS staff for their amazing dedication, the families we serve for their resilience, & our district and community partners for their continued collaboration. Together, we're not just supporting students- we are affirming their identities, creating inclusive spaces for them to grow and thrive, and ensuring they have the tools they need to succeed.

As you read this report, my hope is that each of you see how you are an important piece of carrying out the mission to support the success of every student. Let's continue to work together in this imperative work!

Sincerely

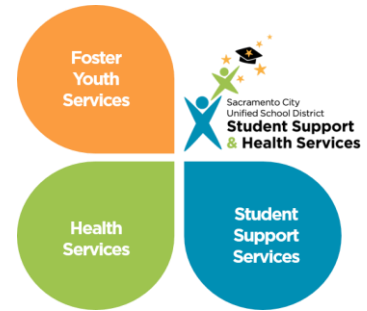


Executive Director,
Student Support & Health Services Department
Sacramento City Unified School District

Introduction

ABOUT SSHS

Sacramento City Unified School District’s Student Support & Health Services (SSHS) department was formed in 2014, when the former Integrated Support Services and Health Services departments were joined together to focus and foster the overall wellbeing of students and their families. SSHS was made complete when the Foster Youth Services program joined the department in 2017, and, thanks to COVID-era federal funds, has grown to roughly 200 highly trained, expert employees whose integration into District and individual school communities has continued to infuse the evidence-based, whole-child perspective into our educational culture.



SSHS is made up of three divisions: Health Services, Foster Youth Services, and Student Support Services. Within these three divisions live mandated and evidence-based services and programs such as:

- 504 Accommodations coordination, training, and oversight
- Community Schools Grant & Implementation
- COVID-19 Contact Tracing
- Daily Direct Medical Care and Emergency Care Planning
- Foster Youth Services
- Health Insurance Enrollment
- Home Hospital Instruction and Medical Independent Study
- Homeless Education Services (McKinney Vento Act, AB 1608)
- Immunization Clinics
- LGBTQ+ Support Services
- Mental Health Crisis Response Team
- Pregnant & Parenting Students program
- Student Support Centers
- Suicide Prevention & Intervention (including AB 2246)
- Tobacco Use Prevention & Education (TUPE) program
- and more!

SSHS knows that the young people we serve are more than students. They are brave, brilliant, caring, creative, resilient, complex beings who come to our schools from equally beautiful, strong, unique families, homes, and communities. In fact, some of these young people are living away from their family of origin for their own safety and wellbeing. Some of them do not live in homes, rather they sleep at night in their families’ cars or in shelters. Some of these youth require daily, direct medical care, and others must have elaborate, intentional safety plans to treat their mental health needs. Some of our young people arrive at school every day in fear just because they are BIPOC, or are new to our country, or identify with the LGBTQ+ community. And some of our youth are trying to graduate while raising children of their own. Every SCUSD learner is more than a student, and we are grateful for the chance to walk with and support them through their education, and along this part of their life path.

ABOUT THIS REPORT

Ten years ago SSHS began systematically analyzing and reflecting on data collected about services to students and producing this Annual Report in an effort to: 1) tell the collective stories of our students and advocate for needed supports to be able to learn when they arrive in our classrooms; 2) identify needs and gaps in the interventions we provide for continuous improvement; and 3) maintain transparency and accountability of our resources and services to all stakeholders.

Compiling data for this report is time consuming, and, like our work, an ever-evolving process of continuous improvement. Due to the complex task loads and the data collection tools available, staff in different divisions use different means for documentation. Our report speaks largely to the supports and interventions provided, rather than the number of students served. Through careful analysis of our multiple data collection, we do know that in 2023-24, SSSS staff provided some level of service to 35,739 students (unduplicated count), meaning we reached 96% of the District's learners.

Over time these [annual reports](#) have offered a look at many data points and offered hundreds of pages of narratives describing the complex and unique work of the Department. This year, however, we wanted to underscore the aforementioned belief that every young person we serve here at SCUSD is more than a student, requiring more than just access to a classroom and a textbook to learn. We have opted to share this year's work through a handful of case studies - factual illustrations of the grit and resilience of our students coupled with the empathetic expertise and dedication of our team. Identifying information about students in these case studies has been changed in an effort to protect these students' right to privacy and confidentiality.

Overview

Many of our students are not okay. The United States' Youth Mental Health Crisis¹ has been widely documented, as have the COVID-19 Pandemic's long term adverse effects on children's education:²

- The National Center for Education Statistics continues to report a significant decline in K–12 student mental health since the COVID-19 pandemic.³
- In California, the number of students experiencing frequent sadness is increasing, while student-reported wellness is decreasing.⁴
- While 72% of California students report feeling "good and happy," only 67% of SCUSD students reported feeling a sense of belonging at their schools, and only 63% reported feeling safe.⁵

While Federal, State, Local and SCUSD leaders work to understand the root causes of these problems and find their solutions, teachers continue to do their best to educate, and SSHS staff continue to work in partnership with students and their families at filling in the gaps that keep them from accessing their education.

In 2023-24, SSHS again offered a record number of interventions and supports, especially in the areas of health, mental health, and basic needs:

- Highest number of mental health linkages ever recorded (1,398);
- Highest number of suicide risk assessments ever recorded (565);
- A 53% increase in conflict resolutions and peer mediations (1,343);
- Highest number of caregiver supports ever recorded (2,011);
- Highest number of Tier 2 basic needs linkages (2,939) and Tier 1 basic needs distributions (27,443) ever recorded; and
- Highest recorded number of 504 Accommodation Plans (1,327).

All of this was accomplished with a relatively small number of staff, 46% of which is funded by COVID-19 Recovery Funds that sunset in June 2025. We are proud that with these funds our Health Services division is finally staffed at ratios recommended by the American Academy of Pediatrics and the National Association of School Nurses.⁶ While those same funds also increased staffing in our Student Support Services and Foster Youth Services divisions, they both remain staffed at nearly half the National Association of School Social Workers' recommended ratio of Support staff to students.⁷

As we look to the future - and the fiscal cliff posed by the ending of COVID-19 Relief and One-time State Relief Funds - we are appropriately concerned about the capacity of our team and our District to meet the ever-increasing needs of our students.

¹ [United States Department of Health & Human Services. \(2021\). *Protecting youth mental health: The U.S. Surgeon General's advisory.*](#)

² [Pinto, S. \(2023\). *The pandemic's effects on children's education.*](#)

³ [United States Department of Education. \(2022\). *Mental health services in public schools.*](#)

⁴ [California Department of Education. \(2024\). *California school climate, health, and learning surveys.*](#)

⁵ [Sacramento City Unified School District. \(2024\). *2023-24 spring student school climate survey results.*](#)

⁶ [Durant, et al. \(2011\). *NASN position statement: caseload assignments.*](#)

⁷ [National Association of Social Workers. \(2012\). *NASW Standards for School Social Work.*](#)

More Than a Student: The Work in Stories

Bearing witness to our students' challenges and triumphs is an honor. Walking alongside them, their families and caregivers as they face and overcome barriers is a privilege. Sharing their stories in an effort to help our larger community of educators and decision-makers understand all that it takes to show up at school ready to learn each day, is our duty.

We hope that after experiencing these stories our readers will feel the same immense sense of humility and respect that we do for these students; and that they, too, will join us in prioritizing efforts to ensure the wellbeing of the whole child in SCUSD by the trained, dedicated experts who have been passionately serving them for decades.

MORE THAN A STUDENT: BEATRIZ

New to the United States after a traumatic escape from their country of origin in hopes of a better, safer life Beatriz's family worked to overcome the mental toll of their journey and adjust to a new culture and language. They worked to assimilate - Beatriz and her siblings enrolled in an SCUSD high school, while their parents labored very long hours in surrounding agricultural fields to try and support the family.

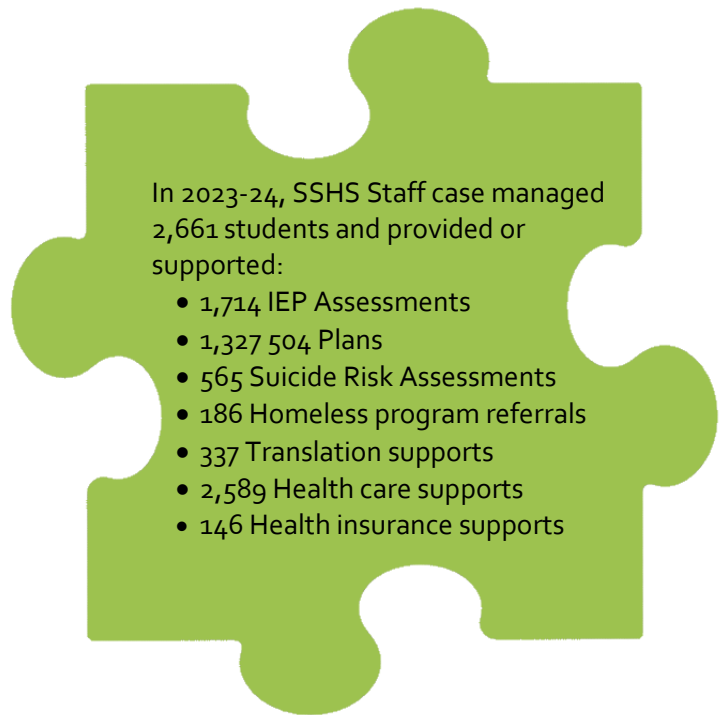
Though they worked hard, the family was unhoused and struggled to get the children to school and be in the fields on time for work. SSSH's **Homeless Education Services team** assisted the family in finding housing and offered transportation support as well.

These supports helped the family, but Beatriz still struggled. The **SSHS School Social Worker** connected with Beatriz not just as a mental health professional and trusted adult, but as a cultural broker, speaking her primary language and offering respite. While the School Social Worker, **Student Support Center Coordinator**, and **School Nurse** collaborated together to help the family navigate a challenging bureaucratic mental health care system, the signs of Beatriz's struggle quickly escalated to self-harm and near-daily suicide attempts at school.

The SSSH team went from providing support to engaging in daily monitoring of Beatriz's safety, including checking her for sharp objects before using the restroom, following her when she went off campus in attempt to self-harm, and applying life-saving measures when she successfully evaded the school's efforts to protect her from herself.

In addition to coordinating with one another, local law enforcement and hospital systems, and Sacramento County Behavioral Health managers, the site-based SSSH team quickly connected with **SSHS' 504 Coordinator** to develop an emergency plan that would provide for daily one-to-one supervision and mental health support, ensuring Beatriz's ongoing safety and access to her education.

As the 504 Plan was implemented and the severity of Beatriz's mental illness continued to escalate, the SSSH team worked tirelessly to engage and collaborate with SCUSD's Special Education Department in pursuit of further assessment and, ultimately, the determination of a more safe and appropriate educational placement for her.



MORE THAN A STUDENT: ANTOINE

In September 2023 Antoine came to an SCUSD elementary school as a young child amidst much change. Having finished Kindergarten in a different school district, while transitioning from a longer-term foster family back home to his mother and five siblings, he was understandably unsettled on his first day at his new school. In fact, Antoine cried so much in the classroom that eventually the Office Manager called upon the school's **Student Support Center (SSC) Coordinator** for help.

A seasoned SSSH staff member, the SSC Coordinator was ready and excited to support Antoine and his mom.

Unfortunately, they had been through so many emotional challenges that week and that morning, the meeting was not much of a success. Antoine's mother left abruptly, frustrated and sure that her presence was doing more harm than good, and the SSC Coordinator struggled to keep Antoine safely inside the school campus as he tried to run into the street after mom. Once Antoine realized that mom was gone, he turned his pain toward the SSC Coordinator who was there to help support him, biting her in the leg.

Knowing his history and understanding the complex systems at work behind him, the SSC Coordinator reached out to **SSHS' Foster Youth Services (FYS) Coordinator** for help and insight. After hearing what had happened on the first day, the FYS Coordinator vowed to engage Antoine's child law attorney, his child welfare worker, and his community-based treatment team for help.

Unfortunately, that bite on his first day of school was not the last time Antoine's painful emotions would put someone in danger; over the next three and a half months he would engage daily in acts of self-harm such as banging his head on the ground, and in harming others such as biting, pinching, hitting, kicking, spitting and urinating on the SSC Coordinator, **School Social Worker**, and any other adult or student who tried to get near him. The school was locked down daily for the safety of other students, and both the SSC Coordinator and Social Worker together provided direct supervision of Antoine to ensure his own safety.

As the FYS and SSC Coordinators worked together with the treatment team and learned of the student's mental health diagnosis, one that was responsible for these behaviors, they and the site administrator collaborated with SSSH's 504 Coordinator to implement an emergency 504 plan that would provide additional adult support with the student, while his legal team and SCUSD's Special Education department worked to provide further assessment, ultimately resulting in a more appropriate educational placement in January 2024. Following Antoine's move to a new school, the FYS and SSC Coordinators continued to provide caregiver support to Antoine's mother and her advocate, helping them understand the special education assessment and IEP processes, Antoine's rights, and link them with trusted contacts at his new school.

Today Antoine is successfully engaging in academic material, participating willingly in his treatment, and advocating for himself in ways that the SSSH team only hoped could be possible just nine months prior. Having the experience, expertise and networks to help navigate Antoine's exceptional circumstances helped advocate for and ensure his academic success today.



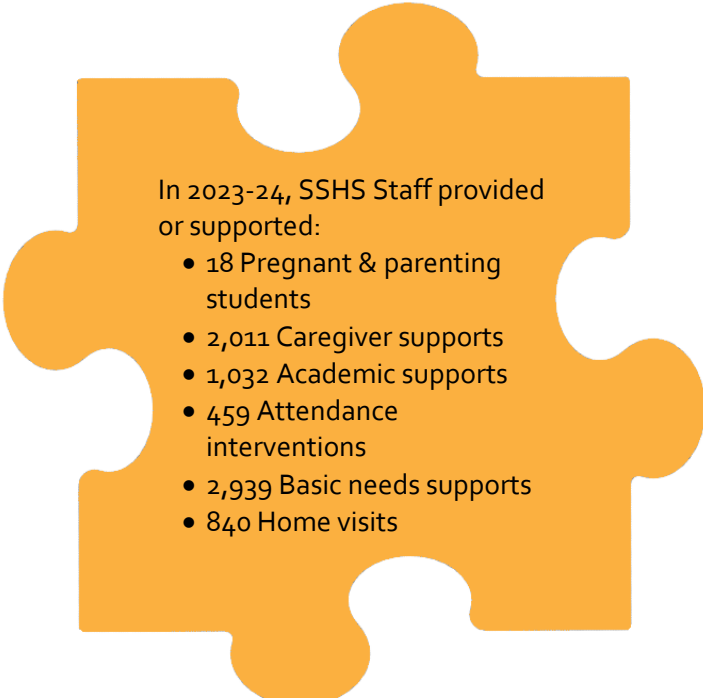
MORE THAN A STUDENT: LUCY

Already struggling with courses and fearful she might not graduate on time, Lucy learned six months before the end of her senior year that she was pregnant.

Both brave and terrified, Lucy leaned into her new role as a young mother. Like new mothers of all ages, Lucy struggled with the reality of the demands of her newborn, and especially struggled to balance them with the responsibilities of being a student.

When she met **SSHS' Pregnant & Parenting Students Program (PPSP) Coordinator**, Lucy was considering putting graduation on hold. The PPSP Coordinator quickly recognized Lucy's overwhelm and validated her feelings, securing her role as a safe and supportive adult in Lucy's corner. The Coordinator also collaborated with Lucy's School Counselor, **School Nurse**, and each of her teachers to rally them in support of this student and the very real possibility that she could both be a young mom *and* a high school graduate.

Together the team put their arms around Lucy, who harnessed her own grit, determination and will to not only graduate, but serve as her class' commencement speaker.



In 2023-24, SSHS Staff provided or supported:

- 18 Pregnant & parenting students
- 2,011 Caregiver supports
- 1,032 Academic supports
- 459 Attendance interventions
- 2,939 Basic needs supports
- 840 Home visits

More Than a Student: The Work in Numbers

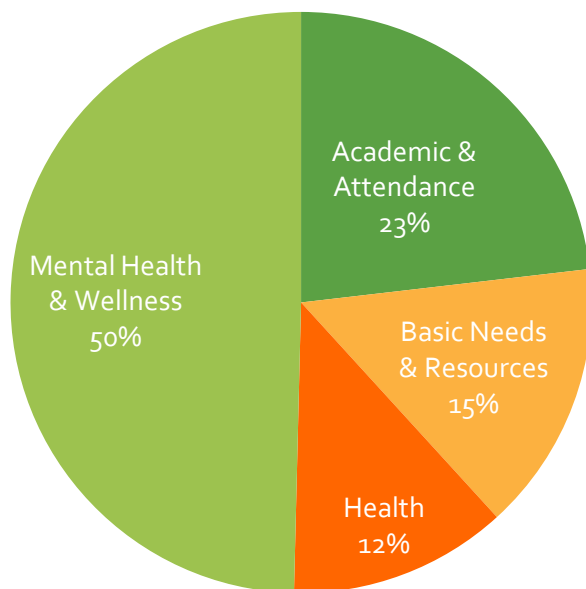
SSHS categorizes the supports we provide using the national, evidence-based Multi-Tiered Systems of Support (MTSS) framework. Like its predecessor, Response to Intervention (RTI), MTSS “is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”⁸

According to the California Teacher Association (CTA), “MTSS is a holistic approach for all students⁹.” CTA offers that Tier 1 “universal” supports are for all students, Tier 2 “targeted” supports are for the 15% of students who need a bit more intervention to succeed, and that Tier 3 “intensive” supports are for the 5% of students who have not responded to Tier 1 or 2 intervention¹⁰.

TIER 1 - UNIVERSAL SUPPORTS

SSHS estimates that we provided nearly every student in SCUSD with *at least* one Tier 1 support in 2024-25. Our Foster Youth & Student Support Services divisions combined to serve 35,079 students - 96% - alone. We know that this is an underrepresentation of Tier 1 support District-wide, as it does not include the work done by Health Services. Similarly in the pie chart below, “Health” supports are underrepresented, and given the evolution of Health Services’ data tracking, we anticipate an increase in the percentage of Health supports next year.

SSHS Tier 1 Supports by Category, 2023-24



Sample Tier 1 Supports by Category

ACADEMIC & ATTENDANCE

- Attendance Events & Outreach
- Foster Youth College Tours
- Homeless Identification Outreach

BASIC NEEDS & RESOURCES

- Caregiver Engagement
- Distribution of Food
- Distribution of Uniforms, School Supplies

HEALTH

- Dental, Hearing & Vision Screenings
- TB Clinic
- Tobacco Use Prevention Classroom Presentations

MENTAL HEALTH & WELLNESS

- Consultation
- Drop-in Support Groups
- SEL/School Climate Activities

We collect Tier 1 data using a “dosage” model, meaning that we keep track not only of the types of interventions provided, but how many times each student receives a “dosage” of that intervention. For example, when a school social worker or school nurse provides a classroom intervention to thirty students in a class that counts as 30 dosages. If that intervention follows, say a twelve-week curriculum, then there would be 360 dosages. Because only Tier 1 data is collected in this way, the numbers for Tier 1 intervention are exponentially higher than Tier 2 and 3 supports.

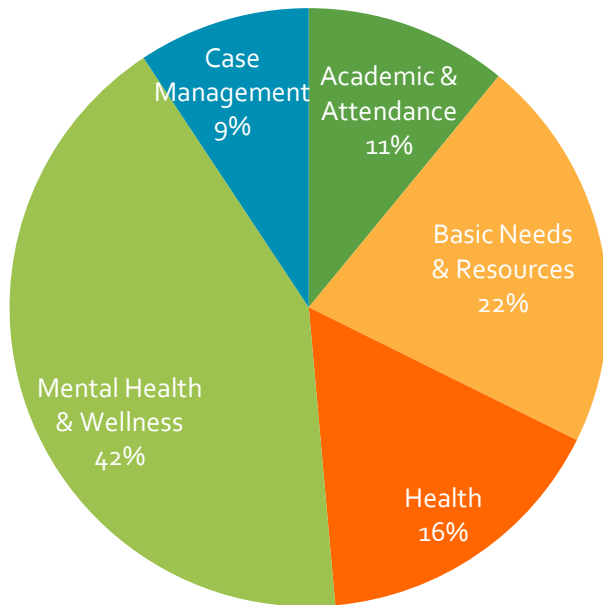
⁸ [California Department of Education. \(2024\). Definition of MTSS.](#)

^{9, 10} [California Teachers Association. \(n.d.\). Multi-tiered system of supports.](#)

TIER 2 - TARGETED SUPPORTS

With only eighty staff to serve 38,000 students, the Foster Youth and Student Support Services' divisions supported 4,951 students (an unduplicated count) with 26,749 Tier 2 interventions during the 2023-24 school year. Our team of 42 school nurses in the Health Services division provided an additional 1,833 Tier 2 interventions.

SSHS Tier 2 Supports by Category, 2023-24



Sample Tier 2 Supports by Category

ACADEMIC & ATTENDANCE

- Academic Support
- Attendance Intervention
- Re-entry Support Meeting

BASIC NEEDS & RESOURCES

- Basic Needs Linkage
- Caregiver Support & Education
- Legal Assistance Linkage

HEALTH

- Daily Direct Medical Care
- Health Care Plans for Students with Chronic Conditions
- Staff Training for Managing Health Emergencies

MENTAL HEALTH & WELLNESS

- Behavior Intervention
- Mentoring
- Social/Emotional Support

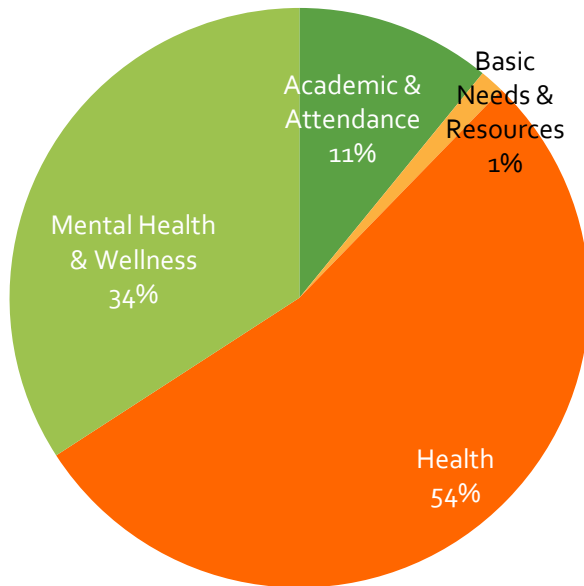
CASE MANAGEMENT

- Individualized assessment; case planning; intervention, resource & referral; and monitoring with a student, their family, teacher(s), and community partners.

TIER 3 - INTENSIVE SUPPORTS

Tier 3 interventions are reserved for those students and families for whom Tier 1 and Tier 2 support is not enough. Not only is the nature of these interventions intensive, they can also be incredibly time intensive as well. In 2023-24, 3,206 students participated in 6,371 Tier 3 interventions with Foster Youth & Student Support Services staff, while our Health Services staff provided an additional 7,200 Tier 3 supports.

SSHS Tier 3 Supports by Category, 2023-24



Sample Tier 3 Supports by Category

ACADEMIC & ATTENDANCE

- AB 1806 Evaluation
- Home Visit
- SARB

BASIC NEEDS & RESOURCES

- Homeless Program linkage

HEALTH

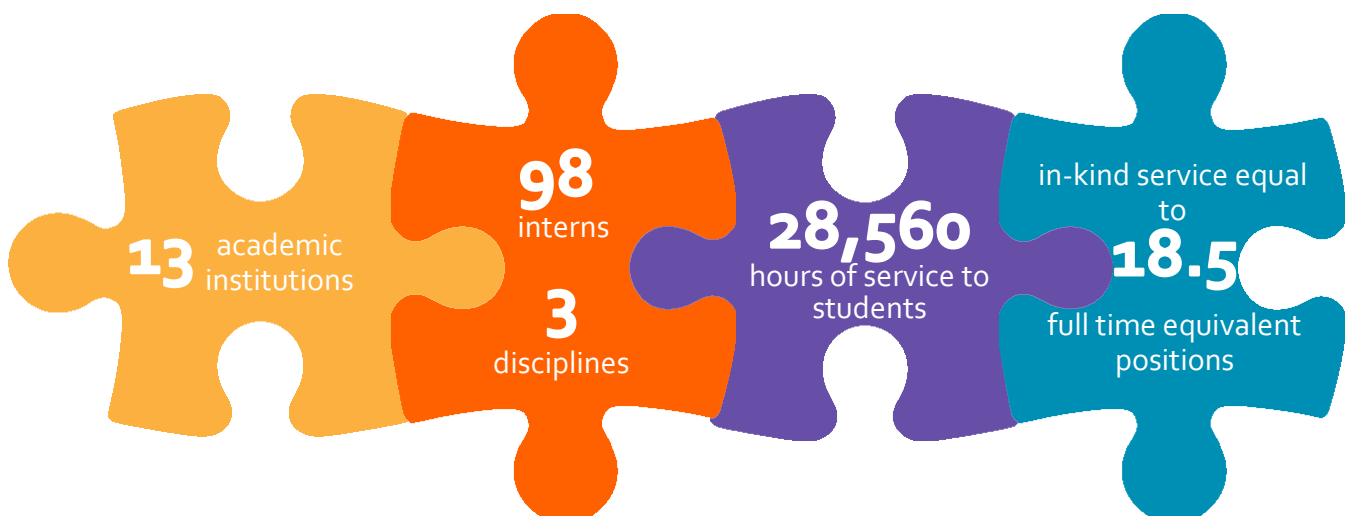
- COVID-19 Contact Tracing
- Home Hospital/Medical Independent Study
- Section 504 Accommodation Plans

MENTAL HEALTH & WELLNESS

- Crisis Intervention
- Mental Health linkage
- Safety (Suicide Risk) Assessment

PARTNERS IN THE WORK

It takes a village to support the diverse, unique needs of 38,000 students. We could not do this work without our countless community partners, or the incredible interns that we host and teach each year.



More Than a Student: The Work in Photos

Stories and numbers are powerful communicators; so are photos! Here are a few of our favorite photos of our work in action across the District in 2023-24.





Read Across America at John Sloat



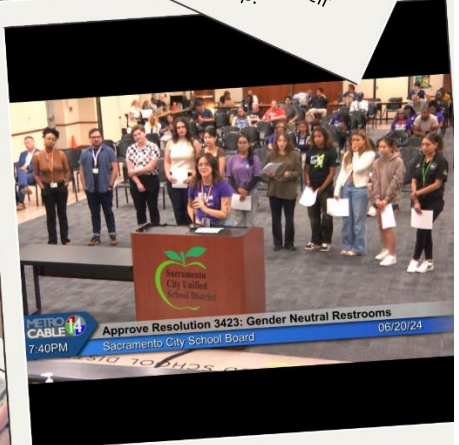
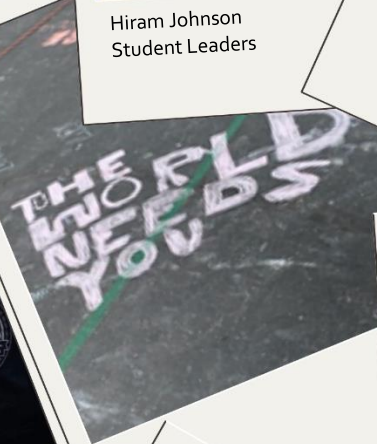
Hiram Johnson Student Leaders



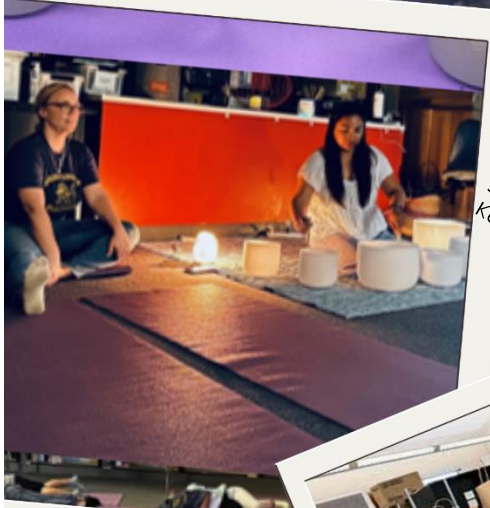
Student participants in Albert Einstein's "Black Scholars Collective" dream big about their futures at a CSUS field trip.



Woodbine students show off their new hoodies after finishing group with community partner Always Knocking



LGBTQ+ Support Staff stand in support of student speakers after partnering on a Gender Neutral Restrooms resolution



A very special brain break – mindfulness sound bath! - with Student Support Center staff



Students share henna skills at Kennedy High's Wellness Fair



Prepping Immunization Clinic to serve thousands of students!



Looking Ahead

In 2024-25 and beyond, SSHS will continue to center the wellbeing and achievement of students and families, by maintaining the high-quality, evidence-based, responsive supports we have come to be known for across the District. We will also be working on these exciting projects and initiatives:

- Continuing implementation of the Community Schools model and framework across the District;
- Opening child care programs for SCUSD's most vulnerable families through our partnership with Early Learning & Care;
- Bringing the popular and impactful "Girl Inspired" conference back to SCUSD students;
- Leveraging the California Healthy Kids Survey (CHKS) once again, ensuring SCUSD representation in this statewide data collection effort;
- Continuing to hire and train School Nurses to increase capacity of providing diabetes direct care for students;
- Launching the Student Mental Wellness Council, increasing youth voice in SCUSD mental health awareness and intervention efforts; and
- Working with District leaders, community partners, and grant-making organizations to sustain the 44% of staff funded by exhausted one-time funds.

Budget & Staffing

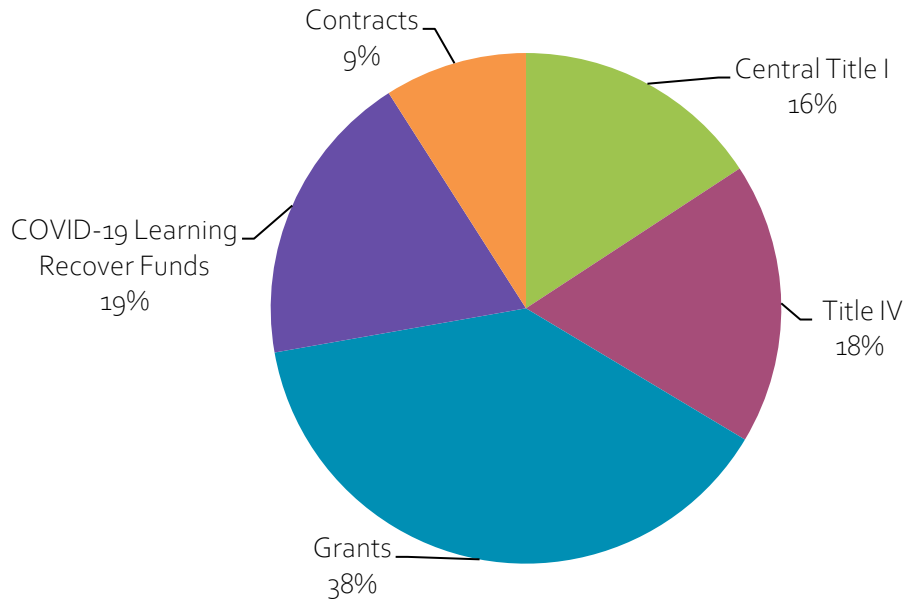
STAFF

Position	# of Positions	Total FTE
Executive Director	1	1.0
Foster Youth Services Division		
Coordinator II, Foster Youth	1	1.0
Youth Services Specialist	1	1.0
Foster Youth Program Associate	7	7.0
Clerk III	1	1.0
Division Total	10	10.0
Health Services Division		
Coordinator II, Health Services	1	1.0
Coordinator II, 504 & Educational Supports	1	1.0
Lead School Nurse	2	1.8
School Nurse	42	38.59
Health Services Technician	3	3.0
Health Services Clerk	4	3.625
Health Aide	15	11.834
Home Hospital Teacher	5	5.0
Division Total	73	65.85
Student Support Services Division		
Director I, Student Support	1	1.0
Coordinator II, Student Support	1	1.0
Coordinator I, Mental Health	3	3.0
Coordinator I, Learning Support	2	2.0
Program Coordinator, Homeless	1	1.0
Specialist II, Mental Health/Learning Support	17	17.0
School Social Worker	43	43.0
Student & Family Support Specialist	1	1.0
Youth & Family Mental Health Advocate	7	7.0
FACE Program Technician	2	2.0
Clerk II	1	1.0
Division Total	79	79.0
Department Total	162	154.85

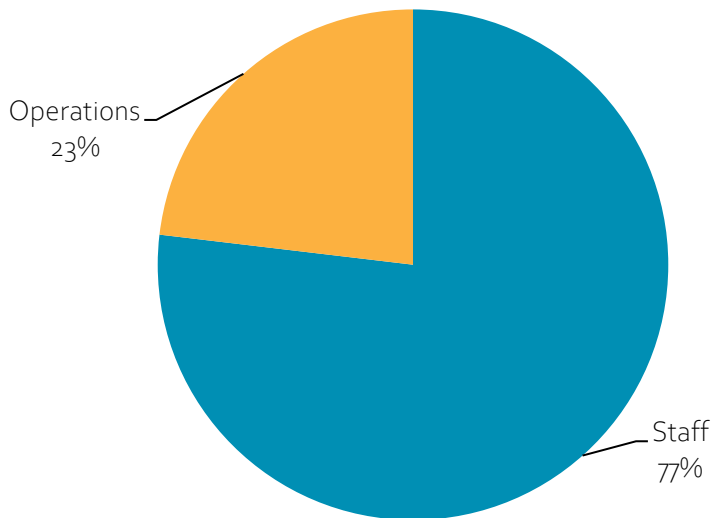
FOSTER YOUTH SERVICES DIVISION

In 2023-24, SSSH's Foster Youth Services division had a budget of \$958,617, 19% of which was funded by COVID-19 Recovery Funds that are no longer available.

2023-2024 Funding Sources: Foster Youth Services Division, Student Support & Health Services Department

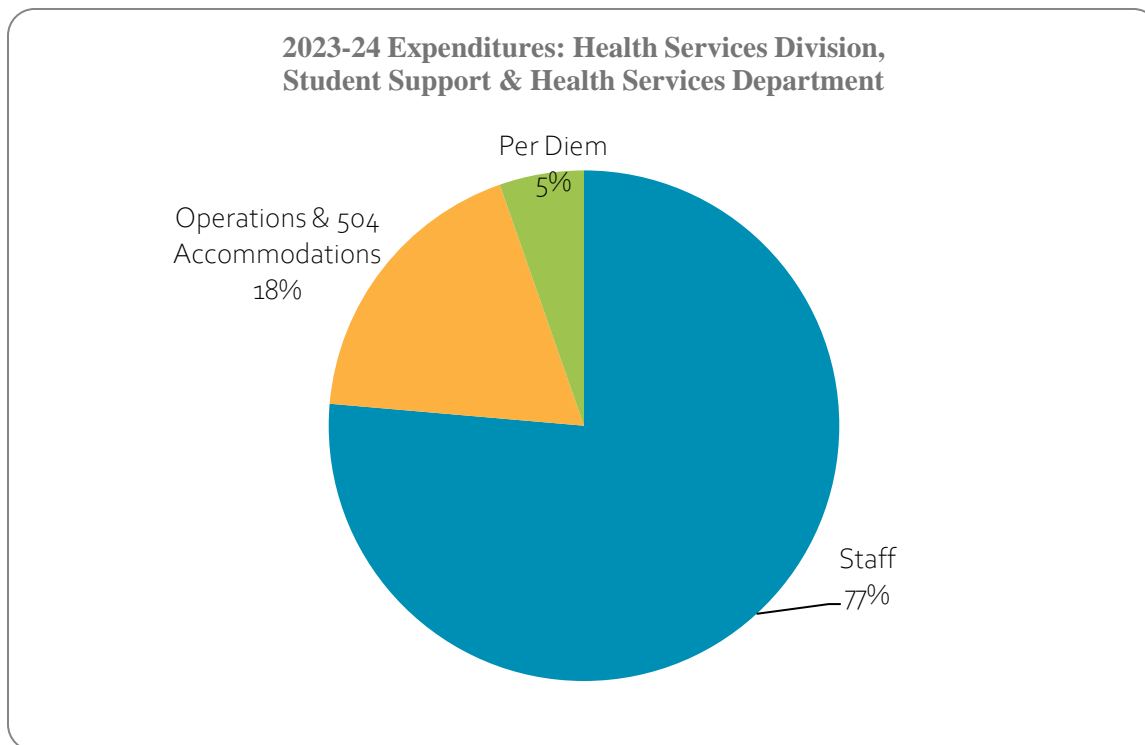
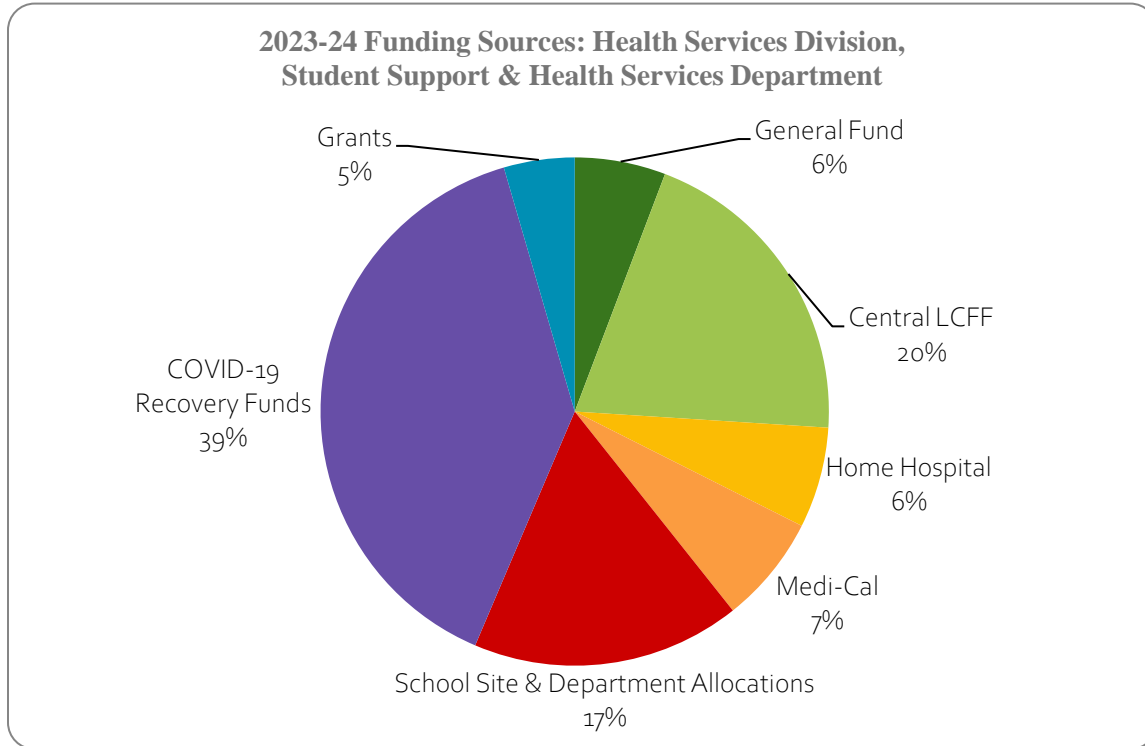


2023-24 Expenditures: Foster Youth Services Division, Student Support & Health Services Department



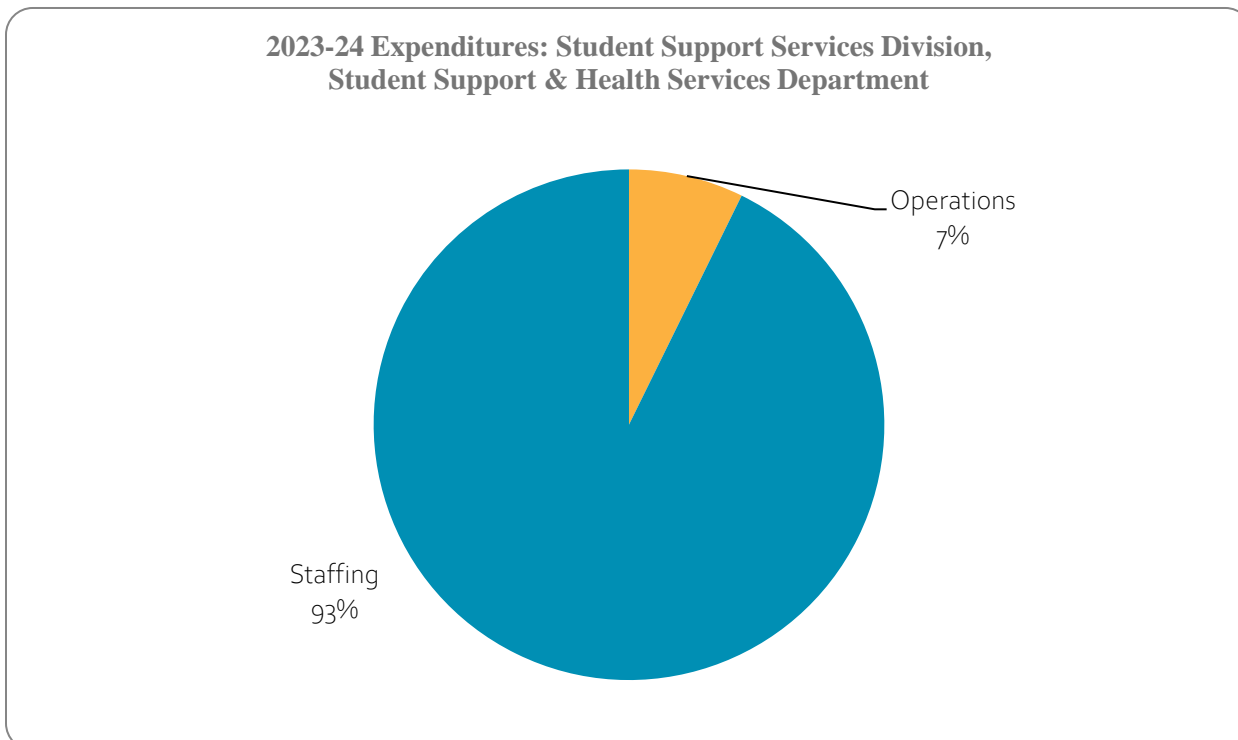
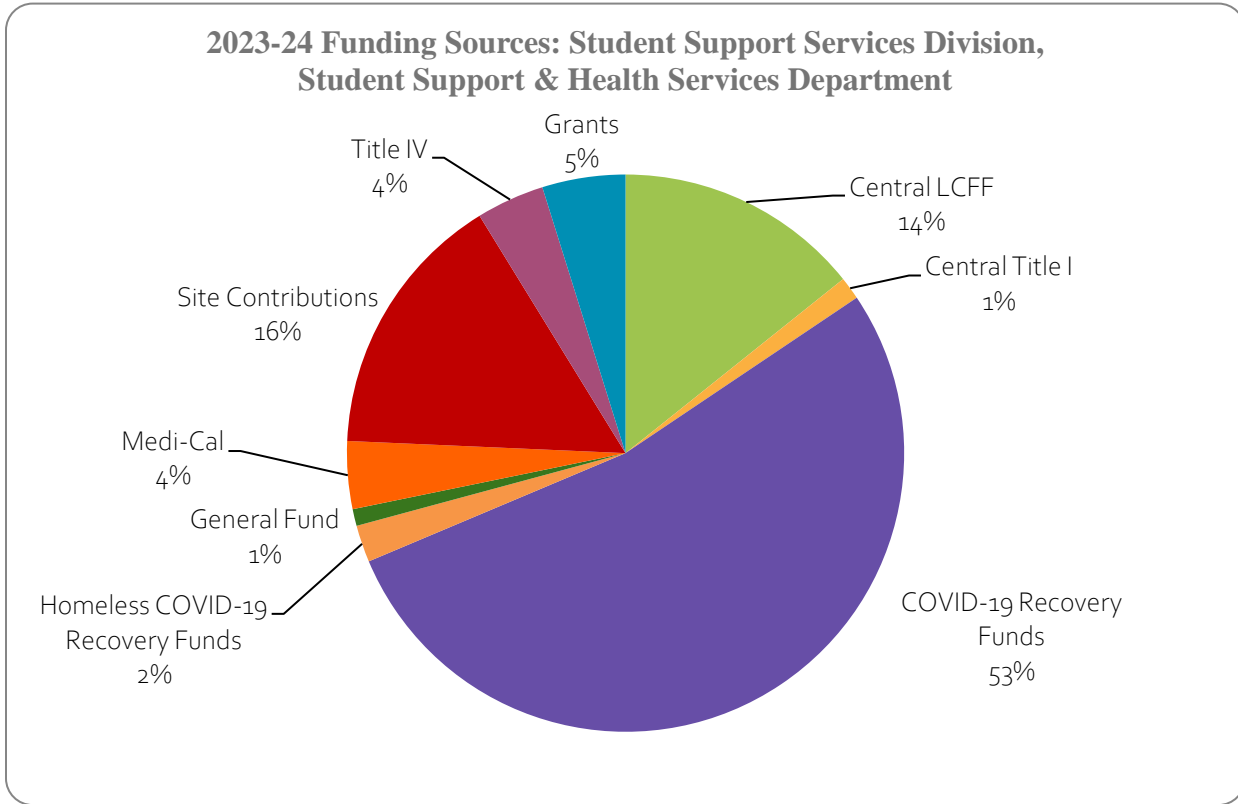
HEALTH SERVICES DIVISION

In 2023-24, SSSHS' Health Services division had a budget of \$12,438,302, 39% of which was funded by COVID-19 Recovery funds that are no longer available.



STUDENT SUPPORT SERVICES DIVISION

In 2023-24, SSSH's Student Support Services division had a budget of \$13,179,512, 53% of which was funded by COVID-19 Recovery funds that are no longer available.



SCUSD BOARD AND STAFF

Board of Education

Lavinia Grace Phillips
President
Trustee Area 7

Jasit Singh
Vice President
Trustee Area 2

Chinua Rhodes
2nd Vice President
Trustee Area 5

Tara Jeane
Trustee Area 1

Christina Pritchett
Trustee Area 3

Jamee Villa
Trustee Area 4

Taylor Kayatta
Trustee Area 6

Liliana Miller Segura
Student Board Member

Superintendent

Lisa Allen

Deputy Superintendent

Mary Hardin Young

Executive Director, Student Support & Health Services Department

Jacqueline Garner, LCSW

Staff, Student Support & Health Services Department

Aarolind Hoskin
Adriana Martinez Trujillo
Alma Lopez
Amaya Weiss
Ana Roldan
Anna Tyulyu
Ashley Powers Clark
Barbara Brooks
Benjamin Paulsen
Caroline Schrader
Christina Harris
Courtney Poole
Daniel Buffington
Doreen Beyer
Elizabeth Sterba
Erin Ryan
Eva Teresa Hipolito
Gabrielle Stewart
Heather Isakson
Iris Acosta
Jan Curry-Taylor
Jeff Marculescu
Jennifer Bacsafr
Jessica Kurtz
Jonathan Fatta Fedotov
Julie Kauffman
Karen Hernandez Barajas
Kathleen Dazzi
Kelly Salina
Lara Roach

Aaron Perry
Alexa Ybarra
Alysia Nordberg
Amber Henrichs
Angela Marley
Anthony Hasler
Ashmika Prasad
Becky Mojica
Bra'Jona Rashada
Celia Del Toro Vargas
Christina Moua
Courtney Whitson
Daniel Greco
Elisa Olmo
Emily Herr
Erma Freeman
Evelyn Tisdell-Koroma
Gina Bonita
Irene Bhan
Iyves Paraoan
Janet Cobos-Gutierrez
Jenifer Stewart
Jessi Gray
Jessica Sran
Josefa Ramos-Perez
Juri Pena
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Keanu Williams
Khae Saeteurn
Laura Magaña

Abigail Serin
Aliya Holmes
Alyssa Beck
Amie Harp
Anqeline Andal
Araceli Lopez
August Ford
Becky Stroble
Briquette Loqsdon
Chanise Hendrix
Clarence Wooten
Crystal Roberson
Danielle Martin
Elise Mejia
Erika Heinz
Espie Millendez
Fumi Tamanaha
Haroon Sirat
Irene Valle
Jamie Bateman
Jasmyn Washington
Jenna Gonsalves
Jessica Gonzalez
Jim Brown
Josephine Jones-Pugh
Kacy Kelley
Kathryn OConnell
Keby Reese
Ky Gumns
Laura Muñoz

Laurisa Elhai
Liya Semiankovich
Lora Jones
Manuela Murillo
Mary Struhs
Memphis Clark
Michelle Weaver
Mirna Perez
Nailah Kokayi
Nicole Castles
Patricia Stradleigh
Pearla Cruz-Chavez
Rebecca Wall
Ruby Valeriano
Sanqita Vakis
Sarah Decker
Sheridan O'Neal
Susan Sivils
Tamara Harrison
Teresa Newell-Busse
Thu Yee
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Tan Tunq
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Syeda Shiraz
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Verbenina Payton Taylor
Yisel Santacruz