

Daybreak + SSFUSD

June Board Report

June 23, 2022

CONTACT

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Agenda

- About Daybreak and the SSFUSD partnership
- Student Impact and Clinical Outcomes
- Looking ahead to 2022-2023 School Year

21-22 Partnership Goals

SSFUSD has a vision of making effective and short-term therapy readily and quickly available to students, reducing financial barriers to care, increasing capacity of school counselors, and integrating effective treatment into systems of support across SSFUSD

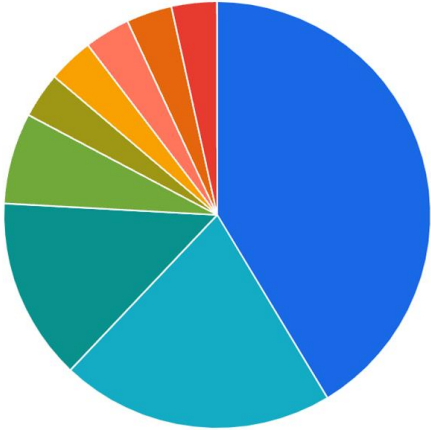
Daybreak works with SSFUSD to:

- Provide students with **immediate access** to mental health care
- Match students with a licensed clinician that meets their needs and preferences, creating **strong therapeutic alliances**
- Create **equal access** to affordable care through district-sponsored care
- **Improve student outcomes** by keeping a consistent pulse on the mental health and wellness of students through a comprehensive universal screener and progress check-ins

Teen Mental Health in SSFUSD | Current State

Daybreak helps SSFUSD understand the current Mental Health needs of teens across the community:

- The majority of teens referred to Daybreak are experiencing mild or moderate stress, worry, feelings of sadness and apathy, which impacts their ability to function successful in school environments
- ~14% of teens are referred due to relationships with peers
- The most prevalent moderate to severe symptoms identified in the Universal screener included:
 - >5% of students: Stress, Anxiety, Relationships, ADHD
 - 2-5% of students: Mood, Trauma, Development



- Stress, worry or restlessness, lack of concentration, racing thoughts 41.38%
- Feelings of sadness, apathy and irritable 20.69%
- Relationships with Peers 13.79%
- Academic Stress 6.90%
- Learning Differences 3.45%
- ∅ 3.45%
- Anger Management 3.45%
- Grief/Loss 3.45%
- Has had panic attacks 3.45%

Daybreak's Evidence-Based Clinical Model

- Weeks 1- 2:** Meet your therapist and set actionable goals together
- Weeks 3-4:**
Begin interim assessments to monitor symptoms and improvement
Therapists schedule check-in with parent/guardian
- Weeks 5-9:**
Clinicians begin personalized and differentiated interventions based on primary presenting symptoms
- Weeks 10-12:**
Begin preparing for preparing for transition and care continuation
Students complete discharge assessments (GAD/PHQ/WHO)
- Care Continuation:** Discuss treatment outcomes, ongoing in-school support, and any additional treatment recommendations

Treatment outcomes are measured by student, parent, and school staff report; observed behavior of therapist; and clinical metrics including GAD-7/PHQ-9/WHO-5.

Meet some of Daybreak's licensed clinicians

We have over 60 LCSW & LMFTs on-staff who:

- Come from diverse backgrounds & cultures
- Speak English, Spanish, Mandarin, Cantonese, Farsi, Vietnamese
- Have in-school experience
- Have over 500 years of experience combined working with children and teens



Juan Trevino

MICHIGAN STATE UNIVERSITY; MSW; LCSW

My name is Juan Trevino and I've been working with adolescence and adults for the past 12+ years. I have a passion for working with and helping others see...

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Carla Felten

UNIVERSITY OF DENVER, MASTER'S IN SOCIAL WORK
AZUSA PACIFIC UNIVERSITY,
BACHELOR'S IN SOCIAL WORK
UNIVERSITY OF WOLLONGONG, AUSTRALIA, SOCIOLOGY STUDY ABROAD

I'm Carla (she/hers) and a California native. I love traveling, animals, writing, music, and boxing. In my travels, my favorite part has been meeting wonderf...

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Raymond Chung

CALIFORNIA BAPTIST UNIVERSITY, MASTER'S IN COUNSELING PSYCHOLOGY

Hello, My name is Ray and I am a Licensed Marriage and Family Therapist. As a counselor I have worked with adolescents in the public and private school...

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Wendy Youngsmith

ALLIANT INTERNATIONAL UNIVERSITY, MA MARRIAGE AND FAMILY THERAPY

I came to the world of therapy after trying on a few careers, including teaching, advertising and journalism. The common thread for me was always ...

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Roberto Parris

VANGARD UNIVERSITY, MASTERS IN CLINICAL PSYCHOLOGY

Hello and welcome! I am a licensed marriage family therapist who sees life as a classroom in becoming a better version of ourselves. I have come to believe...

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Clinical Impact in SSFUSD

2021-2022 School Year



96% of students that completed >8 sessions showed improvement in at least one of the clinically-validated proven indicators

- Anxiety Scale: Generalized Anxiety Disorder (GAD-7)
 - Overall improvement of 81.48%
- Depression Scale: Personal Health Questionnaire (PHQ-9)
 - Overall improvement of 88.00%

"I thoroughly enjoy Daybreak, and may just say that this saved my life on several occasions. Thank you. <3"

- SSFUSD student

Scope of Services Provided in 21-22 SY

Students reached:

- **2519 students**, across 6 secondary schools, completed Daybreak's universal mental health screener. The screener showed that ~21% of the student population would benefit from therapeutic intervention.
- SSFUSD **counselors referred 72 students** to Daybreak in the 2021-2022 school year
- **49 students are currently, or participated** in, Daybreak's 12-week intervention program and **18** will continue to receive 1:1 support during the summer

Program Implementation:

- **Facilitated two staff trainings** focused on managing personal well-being and SEL
- We increased speed to care and **matched students with a licensed therapist within 6 days** of being referred.
- Daybreak facilitated 48 parent check-ins and 33 school counselor check-ins during treatment
- We're matching students and families with the best therapist for their needs. In SSFUSD students are engaging in therapy in **English, Spanish, Mandarin and Cantonese**

Looking Ahead to 2022-2023

- ✓ **Increase awareness of Daybreak** and support student self-referrals at High Schools
- ✓ **Administer the Universal Screener at the beginning of the year** to identify teens for support and to evaluate the current state of mental health in the community
- ✓ **Support secondary sites with ongoing mental health classes for staff**
- ✓ **Continue to provide 1:1 therapeutic intervention** for ~96 students (1,248 clinical hours)

Questions

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Chief Operating Officer

sid@daybreakhealth.com

Thank You!

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Sid Cidambi

Chief Operating Officer

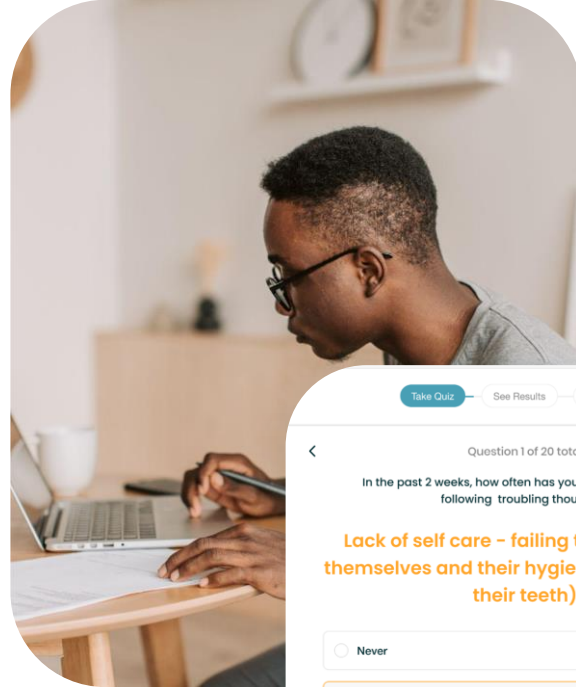
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Appendix

Universal Screener

All students take an in-class assessment to screen for mental health needs and how they are impacting student experiences.

- **Early Identification:** Allows schools to understand the needs that are most impacting students (anxiety, stress, trauma, etc.)
- **Tier-Based Support:** Determine levels of need by school and map to multi-tiered systems of support
- **Data Sharing:** Results can be shared with school staff to help inform their relationships with students

A screenshot of a mobile application interface for a quiz. At the top, there are three buttons: "Take Quiz" (highlighted in blue), "See Results", and "Get Support". Below the buttons, it says "Question 1 of 20 total". The question text is "In the past 2 weeks, how often has your teen exhibited the following troubling thoughts?". The question text is followed by a bolded orange text: "Lack of self care - failing to take care of themselves and their hygiene (i.e. brushing their teeth)". Below the question, there are three radio button options: "Never", "Sometimes" (which is selected and highlighted with an orange border), and "Often".