



I. Program Contact Information

1. Please enter the contact information for the person completing this report:

First Name: Miamah
 Last Name: Reed
 County: Sacramento
 LEA: Sacramento City USD
 Cohort: M
 Phone: 916-643-7934
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II. General Program Student Population Information

2. All of the following questions refer only to activities conducted during the 2019/20 school year:

Grade:	6th	7th	8th	9th	10th	11th	12th	NT
Number of Students enrolled in the TUPE Program Participating Schools	3189	3107	3280	3218	3055	2874	2825	229
Unduplicated Number of Students Participating in TUPE Service(s)	1886	2730	2500	2500	1554	2500	2000	179
Number of Students Receiving Only One TUPE Service	0	0	0	0	0	0	0	0
Number of Students Receiving Multiple TUPE Services	1303	607	780	718	1501	374	825	50

3. Has the grantee provided any TUPE services to 4th or 5th grade students?:

	Y/N	Total # Unduplicated Students	Funding Source:
5th	Yes	235	
4th	Yes	100	
3rd			
2nd			
1st			
K			



III. Detailed Student Participation Information

4. Indicate which of the research-validated or evidence-informed programs listed below were implemented under this grant during the school year by entering the numbers of students that received instruction for each program.

	# of Participating Students
Botvin's Life Skills Training:	0
Keepin' It Real:	0
Minnesota Smoking Prevention Program:	2000
Project Alert:	0
Catch My Breath:	0
The Real Cost:	0
Project Northland:	0
Project SUCCESS:	0
Project TND (Toward No Drug Abuse):	0
Project TNT (Toward No Tobacco Use):	0
SPORT:	0
Stanford Tobacco Prevention Program:	0
State-Wide Indian Drug Prevention Program:	0

4a. If a evidence-informed program not listed in the table above was implemented, please specify the name of the program along with the number of participating students in the space below.
(Please do not use acronyms)



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5. Please provide an effectiveness rating for each one of the curricula that you have adopted, 5 being outstanding and 1 being insufficient.

	RATING
Botvin's Life Skills Training:	n/a
Keepin' It Real:	n/a
Minnesota Smoking Prevention Program:	4
Project Alert:	n/a
Catch My Breath:	n/a
The Real Cost:	n/a
Project Northland:	n/a
Project SUCCESS:	n/a
Project TND (Toward No Drug Abuse):	n/a
Project TNT (Toward No Tobacco Use):	n/a
SPORT:	n/a
Stanford Tobacco Prevention Program:	n/a
State-Wide Indian Drug Prevention Program:	n/a
Other (listed in 4a):	n/a



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6. Which other curriculum-based programs (e.g., LEA adopted health curricula, lessons addressing specific populations, etc.) listed below were offered to students in the general population during the school year? Provide the number of participating students for each program that was offered under this grant.

	# of Participating Students
Anti-Tobacco Media Blitz:	0
Blowing Away Big Tobacco's Big Lies:	0
Classroom Animation Studio Kit:	0
Decisions for Health Series:	0
Effective Youth and Adult Partnerships:	0
Enough Snuff:	0
Guiding Good Choices - Families that Care:	0
Hands Off Tobacco! Series:	0
Health and Wellness Series:	0
Personal/Social Lessons: The Missing Link:	0
Project ABCD (Analyze, Beware, Create, Disseminate):	0
Project ALIVE! (Arts Leading Into Vital Education):	0
Project SCAT (Schools and Communities Against Tobacco):	0
Something Stinks in Hollywood:	0
Stay on Track Series:	0
Teen Health Course Series:	0
Teens Tackle Tobacco:	0

6a. If a non-evidence-informed curriculum-based program not listed in the table above was offered, please specify the name of the program/strategy along with the number of participating students in the space below.

(Please do not use acronyms)

The TUPE Enrichment Para Professionals successfully provided TUPE prevention workshops and implemented the TUPE Takeover to five school sites serving over 2500 students.



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7. Which of the non-curricula activities listed below were offered to students in the general population during the school year? Provide the number of participating students in the fields below for each activity that was offered under this grant.

	# of Participating Students
Assembly Presentation:	2730
Law enforcement sting operations to monitor tobacco sales to minors (i.e, Stop Tobacco Access to Kids Enforcement (STAKE) Act or others):	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry:	1554
Youth Involvement in Anti-Tobacco Advocacy (i.e., Red Ribbon Week, Great American Smoke Out, World No Tobacco Day, Teens Kick Butts/Ash, Youth Quest, Tobacco & Hollywood Campaign, School-Wide Contest, Mission Possible):	4300
Tobacco use prevention Peer Educator:	1086
Tobacco use prevention focused Service-Learning Projects:	40

7a. If a non-curricula activity not listed in the table above was offered, please specify the name of the activity along with the number of participating students in the space below.

(Please do not use acronyms)

7b. If you selected “Assembly Presentation” as an activity, please specify the name(s) of the speaker(s) and program, and a brief description of the presentation in the space below.

(Please do not use acronyms)

Some of the student rallies and events included but were not limited to TUPE Rally, Be HERE Rally, Stand Up to Bullying, Lights our Pacific Elementary School



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8. Which of the intervention programs listed below were offered during the school year? For each program offered provide the number of students, identified and served, under this grant.

	Number of Students Referred for Intervention	Number of Students Received Service	Number of Students Completed Service
Brief Intervention:	584	40	40
Craving Identification and Management (CIM):	0	0	0
Intervention with Teen Tobacco Users (TEG):	0	0	0
Project Life:	0	0	0
Smokeless Schooldays Smokeless Saturday School:	0	0	0
Tobacco-Free Generations:	0	0	0
Healthy Futures (Stanford Alternative to Suspension Curriculum):	0	0	0

8a. If an intervention program not listed in the table above was offered, please specify the name of the program and the number of students referred, received and completed service.

(Please do not use acronyms)

Restorative Response is an alternative to suspension or individual BI services, designed to address tobacco use offenses on campus in a group setting. Restorative response is a 3 hour long workshop that addresses tobacco and nicotine use, peer pressure, refusal strategies, and a classroom based restorative component. During the 2019-2020 school year the SCUSD TUPE Programming provided this service to 3 elementary school sites, 8 middle school sites, and 5 HS sites.



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9. Which of the cessation services listed below were offered during the school year? For each program offered provide the number of students identified and served under this grant.

	Number of Students Referred for Cessation	Number of Students Received Service	Number of Students Completed Service
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT):	0	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco:	0	0	0
Helping Teens Stop Using Tobacco (TAP):	0	0	0
California Smoker's Helpline:	0	0	0
California Smoker's Vape Helpline:	0	0	0
Project EX: Teen Tobacco Use Cessation Program:	0	0	0
Project N-O-T (Not on Tobacco):	0	0	0

9a. If a cessation program not listed in the table above was offered, please specify the name of the program along with the number of students identified to be served and the number of students served in the space below.
(Please do not use acronyms)



10. How many parenting and/or pregnant minors were identified and served during the 2019/20 school year under this grant?

	Number of Parenting and/or Pregnant Minors
Identified:	5
Total Served:	5
Served in school based programs:	5
Referred to county programs:	5
Referred to statewide programs:	5

IV. Curriculum and Program Implementation

11. Indicate which programs were provided to students in the grades listed below. Check the appropriate boxes below for the 2019/20 school year.

Grade:	6th	7th	8th	9th	10th	11th	12th	NT
Prevention programs	✓	✓	✓	✓	✓	✓	✓	✓
Intervention programs	✓	✓	✓	✓	✓	✓	✓	✓
Cessation programs	✓	✓	✓	✓	✓	✓	✓	✓

12. Indicate which programs were specifically targeted to students in the priority populations listed below. Check the appropriate boxes below for the 2019/20 school year.

Priority Population by Race & Ethnicity:	African American	American Indian or Alaska Native	Asian	Hispanic/Latino	Pacific Islander
Prevention programs	✓	✓			
Intervention programs	✓	✓			
Cessation programs	✓	✓			



13. Indicate which programs were specifically targeted to students in the priority populations listed below (i.e.; a conscious decision was made to select or tailor programs to impact priority populations). Check the appropriate boxes below for the 2019/20 school year.

Priority Populations by Other Categories:	Low Socioeconomic Status (Free/reduced lunch program)	Rural Area School Students	LGBTQ	Non Traditional Schools	Foster Youth	Homeless
Prevention programs	✓				✓	
Intervention programs	✓				✓	
Cessation programs	✓				✓	

V. Staff, Parent, and Local Agency Engagement

14. Report the total number of classified and/or certificated staff trained in one or more of the areas listed in the table below. Then identify how many individuals received each type of training.

	Classified	Certificated
Total number of all staff in participating schools:	225	60
Total number of staff receiving general tobacco use prevention training and TUPE program training:	150	60
Total number of TUPE staff at participating schools:	75	1
Total number of TUPE staff trained to deliver program curriculum:	35	1
Total number of TUPE staff trained to deliver youth development strategies:	75	1
Total number of TUPE staff trained to deliver intervention strategies:	3	1
Total number of TUPE staff trained to deliver cessation strategies:	3	1

14a. If staff were trained in areas not listed in the table above, please specify the type of training and how many classified and/or certificated staff were trained in the space below.

(Please do not use acronyms)



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15. How many parents received general TUPE information during the school year under this grant, in terms of the following subcategories?

Large Scale Information Distribution:		Number of Parents/Legal Guardians
Dangers of youth tobacco (including e-cigarettes and vaping) & marijuana use:		1500
Nicotine damage to youth brain development:		1500
Tobacco prohibition policy on school properties:		1500
Resources to support parents with vaping students:		1500

In-person workshop training/meeting:		Number of Parents/Legal Guardians
Dangers of youth tobacco (including e-cigarettes and vaping) & marijuana use:		750
Nicotine damage to youth brain development:		750
Tobacco prohibition policy on school properties:		40
Resources to support parents with vaping students:		750

15a. If parents received training other than general TUPE information, please specify in the space below the type of trainings or information they received and the number of parents participating in each activity.



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16. Were the activities listed in the table below offered in collaboration or coordination with the four organization types shown? Please type a "Yes" or "No" answer for each activity and venue listed.

	Other Local Education Agency	Local Public Health Agency	Local Governmental Agency	Local Nongovernmental Organization (NGO)
Curriculum implementation:	No	No	No	No
Youth Development activities:	Yes	Yes	No	Yes
Cessation activities:	No	No	No	Yes
Intervention activities:	No	No	No	Yes
Local tobacco control coalition planning meetings:	Yes	Yes	Yes	Yes
CA Friday Night Live Clubs:	Yes	Yes	Yes	Yes

16a. If you answered "Yes" to any of the above, please provide the name of the Local Agencies you were in collaboration with. *(Please do not use acronyms)*

The Tobacco Advisory Committee (TAC) designed for parents and adults from collaborative Community Based Organizations and the Youth Tobacco Advisory Committee (YTAC) designed for student representatives from different middle schools and high schools within the district. For the 2019- 2020 school year the TAC was comprised of different community based organizations that directly serve the target populations for this grant cycle. Agencies included La Familia Counseling Center, Earth Mama Healing, Inc., PRO Youth & Families, 4YourEpiphany, and Always Knocking. The TAC met bimonthly during the school year with ongoing weekly tobacco prevention for sessions for 6th-12th grade students. Another prevention partner that SCUSD prevention programming efforts continued to benefit from was the collaboration with Sacramento County's Tobacco Control Coalition and the Youth & Young

16b. If an activity other than those listed in the table above was offered, please specify the type of activity and if the activity was in collaboration with an LEA, a local public health agency, a local governmental agency, or a local non-governmental organization (NGO) in the space below. *(Please do not use acronyms)*



17. If you are the lead agency for a consortium, please list in the space provided below which districts in your consortium contributed to this report.

18. CHKS Participation

Number of
Participating
Schools

A. How many schools participate in this grant?	74
B. How many schools participated in CHKS in the 2015-16 academic year?	n/a
C. How many schools participated in CHKS in the 2016-17 academic year?	31
D. How many schools participated in CHKS in the 2017-18 academic year?	31
E. How many schools participated in CHKS in the 2018-19 academic year?	n/a
F. How many schools participated in CHKS in the 2019-20 academic year?	31
G. How many schools did not participate in CHKS at the duration of the grant?	43



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18a. If the answer to question F is other than "0" or none, please identify each of the schools by CDS code, school, district, grantee CHKS implementation lead, justification of not completing CHKS as required, and projected CHKS completion date.

CDS:	School:	District:
Grantee:		Lead:
Justification:		Projected Completion Date:
CDS:	School:	District:
Grantee:		Lead:
Justification:		Projected Completion Date:
CDS:	School:	District:
Grantee:		Lead:
Justification:		Projected Completion Date:
CDS:	School:	District:
Grantee:		Lead:
Justification:		Projected Completion Date:
CDS:	School:	District:
Grantee:		Lead:
Justification:		Projected Completion Date:



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Q1. Comments or Explanations (Optional)

Q2. Comments or Explanations (Optional)

District wide events included but were not limited to Red Ribbon Week, Kaiser Permanente's Don't Buy the Lie Campaign, Sacramento School District School Wellness Policy Summit, and ongoing TUPE prevention material distribution

Q3. Comments or Explanations (Optional)

TUPE Partners provided peer mentoring programs, Men's & Women's Leadership Academy is hosted at Harkness Elementary School, Pacific Elementary School, and Woodbine Elementary School, including TUPE Takeovers at select elementary school sites



Q4. Comments or Explanations (Optional)

Q5. Comments or Explanations (Optional)

Q6. Comments or Explanations (Optional)



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Q7. Comments or Explanations (Optional)

Q8. Comments or Explanations (Optional)

SCUSD TUPE Programming was quite proud of the increased identification and referrals we received this last grant cycle in comparison to previous years. Previously the structure we set in place through our online referral system and ongoing contact with school site administration, was successful but did not match what we would expect when looking at the school data for disciplinary infractions related to tobacco and/or smoking on campus. Previously many of the students identified came much later in the disciplinary process from the TUPE Youth Services Specialist's participation in the Student Behavior Teams (for crisis level behavior and or expulsions) and from SCUSD TUPE partners community based work versus the referral system. This last academic school year the TUPE online referral system was used in a major way that the TUPE team foresees only increasing in services provided in the future.

A significant change that took place during this grant cycle, which would have been addressed in our progress report for 2017 school year, was the organizational shift of moving the Foster Youth Services Department (and thus TUPE Programming) from under Youth Development Support Services to underneath Student Support and Health Services. This was a momentous shift because the Student Support and Health Services Department also includes our School Social Workers and School Nurses, which now gave access to new reporting systems and referral processes. Because of this merger the TUPE Youth Services Specialist was able to attend meetings with the new Student Support & Health Services staff as well as provide trainings to the Student Support Center Coordinators, Social Workers and Nurses, in addition to having access to the Early Identification and

Q9. Comments or Explanations (Optional)



Q10. Comments or Explanations (Optional)

TUPE Youth Services Specialist provided two Vaping Prevention workshops to various providers during the 2019-2020 school year including Sutter Teen Programs, Sacramento Chinese Community Service Center, and the Building Healthy Communities, and Rose Family Creative Empowerment Center providers.

Q11. Comments or Explanations (Optional)

Q12. Comments or Explanations (Optional)



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Q13. Comments or Explanations (Optional)

Q14. Comments or Explanations (Optional)

Q15. Comments or Explanations (Optional)



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Q16. Comments or Explanations (Optional)

Q18. Comments or Explanations (Optional)