

# Strategies for Collecting Student Health Insurance Information

*Case Studies from Mariposa, Ventura, and Siskiyou*



**CAPACITY  
GRANT**  
*CYBHI School-Linked Partnership*

## Background and Context

In August 2022, the State of California published the [Governor's Master Plan for Children's Mental Health](#). The master plan painted a picture of the vast need for mental health services for California's children and youth. At the time of the plan's publication, over 284,000 youth were coping with major depression, 66% of kids with depression were not receiving treatment, and suicide rates for kids ages 10-18 had increased 20% between 2019 and 2020.<sup>1</sup> To build the necessary infrastructure to meet the need, the Governor launched a \$4.7 billion initiative, the California Youth Behavioral Health Initiative (CYBHI).

The CYBHI Fee Schedule program (Fee Schedule) is a core component of the initiative that enables local education agencies (LEAs include school districts, charter schools, and County Offices of Education) to bill insurers for eligible behavioral health services provided in school-linked settings to students under 26. With the implementation of the Fee Schedule, the following insurers are required to reimburse LEAs participating in this program:

- Medi-Cal Managed Care Plans
- Medi-Cal Fee-for-Service
- Commercial health care service plans regulated by the Knox Keene Health Care Service Plan Act; and
- Disability insurers that cover hospital, medical or surgical benefits.<sup>2</sup>

Importantly, the Fee Schedule has zero out-of-pocket expenses for families receiving services.<sup>3</sup> While this is a broadening in entities that are required to reimburse LEAs for the provision of eligible services where clean claims<sup>4</sup> are received, there are some exceptions to the requirement, including:

- Students without health insurance coverage;
- Students enrolled in a self-funded insurance plans;
- Students covered under federally regulated insurers; and
- Students covered Sistemas Médicos Nacionales, S.A. de C.V. (SIMNSA).<sup>5</sup>

Details about the insurer exceptions and additional information about the Fee Schedule is available [here](#).

The Fee Schedule allows LEAs to receive reimbursement for services they may already be providing and for potential new behavioral health services they may offer to support student wellbeing. Increasing behavioral health service provision at school sites is impactful for California's children and youth, with research indicating that "providing school-based mental health services in elementary schools positively affects students' mental health, and the presence of qualified and supported school counselors reduced disciplinary incidents and disciplinary recidivism, improves teachers' perceptions of school climate and student behavior, and increases boys' academic achievement."<sup>6</sup>

In order to bill under the Fee Schedule, LEAs must collect documentation from parents and guardians; namely, insurance information, consent to bill, and consent to receive services.<sup>7</sup> **This memo presents strategies for collecting student insurance information.**

The minimum insurance information that LEAs need to successfully submit a claim through the Fee Schedule is:

- Insurance Company Name;
- Member Number or Member ID;
- Subscriber Name (Name of the individual who holds the insurance policy); and
- Group Number.

This insurance information is either protected by the Family Educational Rights and Privacy Act (FERPA) or the Health Insurance Portability and Accountability Act (HIPAA). The application of HIPAA and FERPA depend on a number of factors. LEAs should consult their legal counsel and may refer to the California Health and Human Services Department [HIPAA and FERPA Toolkit](#) for additional guidance. LEAs must store this student health information securely in a way that is compliant with these laws; often through a Student Information System (SIS) or an Electronic Health Records (EHR) system. LEAs must also securely transmit this information to the State's third party biller, Carelon Behavioral Health, using a student batch registration form.<sup>8</sup>

Despite these safety measures, families and guardians often have reasonable questions and concerns about sharing student insurance information with their school or district. Communicating with families about this topic can be challenging, especially as gathering medical insurance information can raise privacy concerns and activate stigmas related to receiving mental health services. In addition, LEAs may encounter barriers related to staff understanding of the Fee Schedule and its requirements and willingness to request insurance information from families. In part, this may stem from the newness of the Fee Schedule and the ongoing work of state, regional, and local partners to clarify implementation requirements and approaches.

While some families may provide consent and insurance information; others may find this request intrusive or uncomfortable. There are a number of factors that may influence a family's willingness to provide this information, including cultural beliefs, distrust in institutions, language barriers, concerns around documentation status, and fear that they will be charged for services. This is a particular consideration in the multi-cultural context of California where 22% of K-12 students have one undocumented parent and 17% are English Learners.<sup>9</sup> There are additional political factors that may influence a family's willingness to share personal insurance information with institutions, including the fear around Immigrations and Customs Enforcement (ICE) access to school settings and records since the rescinding of schools as a "protected areas".<sup>10</sup>

**This memo provides examples of how LEAs and COEs in different parts of California are approaching the collection of student health insurance information to successfully bill the CYBHI Fee Schedule.**

### Mariposa Case Study



### Ventura Case Study



### Siskiyou Case Study



# From Newspaper Articles to One-on-One Conversations

## *The Mariposa County Office of Education Approach*



## About Mariposa County

Mariposa County is positioned as a gateway to Yosemite National Park located in the Sierra Nevada Foothills of Central California. Notably, Mariposa is one of seven single district / single county offices of education (“single-single”) counties. In addition to the single district, the county has one independent charter school. During the 2024-25 school year, total student enrollment in Mariposa County was 1,878. Of the total student population, 60.1% are White, 25.9% are Hispanic or Latino, 7.5% are Two or More Races, 3.4% are American Indian or Alaskan Native, and the remaining 3.1% are Asian, Black, Filipino, or have not disclosed their ethnicity. Across the county, 4.8% of students are English Learners. Countywide, 67.3% of students are eligible for free and reduced price meals (FRPM).<sup>1</sup> Mariposa COE serves students throughout the county, across 1,450 square miles. Given the size of the county, some students commute over an hour each way by bus to attend school.

In the 2023-2024 California Healthy Kids Survey report for the Mariposa Unified School District:

- 68% of 7th graders, 56% of 9th graders, and 59% of 11th graders indicated that it was either “Very Much True” or “Pretty Much True” that there was a teacher or some other adult from their school that cared about them
- 64% of 7th graders, 62% of 9th graders, and 63% of 11th graders either “Strongly Agreed” or “Agreed” that they felt close to people at school<sup>2</sup>

While over 50% of secondary-aged students across grade levels in Mariposa Unified School District indicated positive experiences with protective adult relationships and sense of connectedness, this data shows room for growth. Mariposa COE is actively supporting that growth in part through implementation of the community schools model. The COE has seen chronic absenteeism drop from 43.5% in 2023–2024 to 29.8% at the midyear point in 2025–2026, and suspension rates are reducing as well. Mariposa COE sees this as an indicator that “there are stronger connections between schools and families, more consistent support for student needs, and a growing sense that school is a place where students feel seen, supported, and expected to succeed”.<sup>3</sup>

## The County Approach

Mariposa COE began collecting insurance information at the beginning of the 2025-26 school year.<sup>4</sup> Before the school year even started, they shared communications with the local community to explain the Fee Schedule program. In summer 2025, they commissioned a series of articles in the local newspaper that explained the CYBHI Fee Schedule program, their vendor Care Solace, and why the COE would be requesting health insurance information (see [here](#)).

This newspaper article set the stage for additional communications efforts. Once the school year began, the Mariposa team focused on district-wide communications efforts, including using ParentSquare and distributing flyers (available [here](#)) to collect insurance information and consent to bill. Simultaneously, they developed the infrastructure and systems necessary to document this information in Aeries.<sup>5</sup> With this initial outreach, the Mariposa team received a response rate of 65% with regards to insurance information.<sup>6</sup>

The Mariposa team implemented a number of targeted strategies to continue to collect information from remaining families. The Student Services Department set up a table at Back-to-School Nights and morning events to share information about the services they provide and to share information

about the Fee Schedule program specifically. The representatives at the Student Services Department tables were able to answer questions and have one-on-one communications with families to address concerns and explain why student health insurance information is needed. In addition to these in-person events, the Mariposa team sent home paper forms to families at some schools. The paper forms had a response rate of about 25%.

At points of service, the county's 13 Pupil Personnel Services (PPS) counselors also collected insurance and consent forms on an individual basis with students and family members. Mariposa supported their counselors in understanding how to ask for consent and insurance and in explaining the benefit of providing that information to the school.



In collecting this information, Mariposa encountered a couple of barriers including confusion regarding the Fee Schedule program, institutional apprehension in the community, and resistance to sharing private information. They also received feedback that families were concerned that they would receive a bill if they shared insurance information. The Mariposa team worked to reduce these barriers by ensuring their messaging was clear and concise, and that Mariposa COE contact information was included on flyers for families with questions to be able to reach out. In addition, the Mariposa team stressed the importance of building relationships and trust. As a smaller COE, representatives in Mariposa were able to provide more individualized support to families when needed.

For this initial year of implementation, Mariposa COE has billed the Fee Schedule program for PPS counselor services provided to approximately 13% of the overall student population. Next year, the Mariposa team looks forward to building on this work to serve even more youth in the community.

## Takeaways and Considerations

- **Test your tools and technology.** The Fee Schedule program may require the implementation of new and expanded systems (including student information systems and electronic health records). Test your tools and make sure you will not have to address technical errors once launched.
- **Relationships are critical.** Build a shared understanding among staff about the LEA's Fee Schedule program implementation, why and how the LEA will be collecting student insurance information, and responses to anticipated questions and concerns from families. Developing one-on-one relationships is an effective strategy for increasing understanding in the broader community and ensuring complete information is collected. It can be helpful to have as many school staff as possible familiar and comfortable discussing the Fee Schedule program to address family concerns.
- **Employ multiple strategies to ensure success.** Mariposa leveraged multiple tiers of communication - including universal messages through local newspaper articles, ParentSquare, targeted messaging at events, and one-on-one conversations. All these methods are required to ensure as many opportunities as possible to gather necessary consents and insurance information.
- **Celebrate small wins.** Implementing the Fee Schedule program requires changes to systems and relationships, and will require a sustained effort to be successful. It can be discouraging when things go wrong or barriers are encountered. Recognizing and celebrating successes along the way can help build and sustain momentum!

# A Multi-Tiered Approach to Communications

## *Ventura County Office of Education, Rio School District, and Ventura Unified School District's Approaches*

### About Ventura County

Ventura County is located in Southern California - bordered by Santa Barbara County, Kern County, and Los Angeles County. The 2024-25 school year total student enrollment in Ventura County was 122,810. Of the total student population, 62.7% are Hispanic or Latino, 25.7% are White, 4.3% are Asian, 1.7% are Filipino, 1.2% are Black. The remaining 4.4% are American Indian or Alaskan Native, Pacific Islander, Two or More Races, or unknown. Across the County, 18.9% of students are English Learners.<sup>1</sup> Ventura County includes 19 school districts and 12 charter schools.

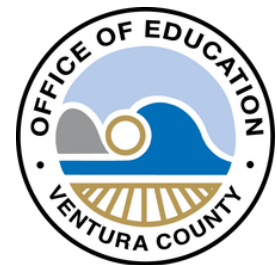
According to 2024 data collected through the California Health Interview Survey, Ventura County youth aged 12-17 report social, emotional, and mental well-being indicators that are more positive than their peers statewide. In Ventura County:

- 87.41% of youth aged 12-17 feel that family stood by them during difficult times (compared to 74.61% statewide)
- 72.79% of youth aged 12-17 had at least two nonparent adults who take genuine interest in them (compared to 59.42% statewide)
- 83.21% of youth aged 12-17 felt supported by friends (compared to 72.87% statewide)

In addition to the self-reported indicators from youth, Ventura County also slightly outperforms the state in the ratio of child-serving licensed behavioral health providers per 100,000 children and youth with 131.31 per 100,000 compared to the statewide average of 124.31 per 100,000.<sup>2</sup>

### Ventura County Office of Education Approach

Through the School-Linked Partnership and Capacity Grant program, Ventura COE (VCOE) is establishing a centralized billing system and providing professional development to LEAs. VCOE is also delegating grant funding directly to LEAs to support their local efforts to build behavioral health services and infrastructure. Some of VCOE's professional development offerings for LEAs have focused on communicating effectively about the Fee Schedule program and collecting insurance information.



Early in this work, VCOE learned that there was understandable apprehension among families and community members, with concerns about privacy, mental health stigma, distrust of institutions, lack of insurance coverage, and immigration status. At the county level, VCOE focused on developing clear guidance for LEAs about how to communicate about the Fee Schedule program with families. The [VCOE Communications Toolkit](#) shows a tiered approach to communicating with families (built on a Multi-Tiered System of Support model). In tandem with this, VCOE commissioned a [series of videos](#) that show providers how to speak with family members about the Fee Schedule program in English, Mixteco, and Spanish.

Across the county, LEAs used the tools provided by VCOE and took a range of approaches to supporting families and students. Below are examples of this work from two districts in Ventura County, the Rio School District and Ventura Unified School District.

## Rio School District Strategies

Between August and December 2025, the Rio School District worked to obtain and store student health insurance information using its student information system (SIS).



Rio implemented a tiered communications approach, with some messages going to the entire school community, some tailored to smaller groups (e.g., specific classrooms), and other communications targeting families with questions and concerns through one-on-one conversations with a trusted school employee (e.g., counselor, parent liaisons, etc.).

Rio tapped parent liaisons to gather insurance information at all school and community events, such as Back-to-School Nights, clothing giveaways, holiday events, and parenting classes. Rio also offered paper forms, which increased the response rate, but also increased the workload of employees to scan and upload returned paper forms. In Rio, helping families understand the Fee Schedule program and why their information is needed helped more families feel comfortable providing their information.

In reflecting on their work to date, Rio staff emphasized that strong relationships are key to building the necessary trust that enables information sharing. With trust established, families are able to work with trusted school and district staff to ask clarifying questions and address fears that help overcome barriers to sharing their personal insurance information.

## Ventura Unified School District Strategies

To increase the number of returned parent/guardian insurance forms, Ventura Unified School District (VUSD) piloted a process with an elementary school in their district for three weeks that leveraged parent conferences already scheduled for November and December 2025. As part of the pilot, VUSD partnered with school staff to:



- Share communications with families, including a take-home packet with a flyer, paper forms, and directions for submitting insurance information; and sharing messages on ParentSquare (a launch message followed by twice-a-week reminders)
- Post visuals, including banners at school entry points and posters on classroom doors (visible during parent conferences)
- Offer incentives (e.g., spirit days and pizza parties) for classrooms with the highest total submissions<sup>3</sup>
- Build the capability of front office staff and teachers to answer family questions and help them complete forms (e.g., providing scripts and extra forms)
- During the final week, tailor messages to students who are missing items and send letters home

Through these multiple outreach methods, VUSD went from 6.3% to 61.3% of students' insurance information at the pilot elementary school. Takeaways from this pilot will be replicated across other sites in the district.

## Takeaways and Considerations

- **Communicate with families using a tiered approach:**
  - **Tier I communications:** A broad net strategy which includes messages all families receive. Messages may include general information about CYBHI, behavioral health services available at the school site, and a request for insurance information. Strategies may include LEA webpage, newsletters, social media, and events.
  - **Tier II communications:** A targeted approach towards specific school populations who may not respond have responded to the Tier 1 strategy. For example, messages to specific families to gather student health insurance information via phone calls home, letters, home visits, email or other parent platform messages.
  - **Tier III communications:** A one-on-one follow up approach to families who were unresponsive to tier II communications. Tier III communications may include phone calls, home visits, emails or other electronic messages, and in-person conversation at school sites to understand and address any family concerns or barriers to providing insurance information.
- **Engage staff at all levels of the school community and rely on existing trusted relationships.** Build a shared understanding among staff about the LEA's Fee Schedule program implementation, why and how the LEA will be collecting student health insurance information, and responses to anticipated questions and concerns from families. It may be helpful to provide sample scripts, particularly to staff who will be requesting insurance information or who are likely to receive questions from families or students.
- **Pilot initiatives at a single school site before rolling out districtwide.** Learn what works and what does not. Make adjustments based on what you learn in your pilot to apply districtwide.

# Build Trust and Go Slow

## *The Siskiyou County Office of Education Approach*



## About Siskiyou County

Siskiyou County is one of California's northernmost counties - neighbored by Del Norte, Humboldt, Trinity, Shasta, Modoc, and the Oregon border.

The 2024-25 school year enrollment across Siskiyou County was 5,581 students. Of the total student population 57.3% are White, 19.3% are Hispanic or Latino, 11.0% are Two or More Races, 5.7% are American Indian or Alaska Native, 2.9% are Asian, 1.2% are Black, 0.2% are Filipino, 0.2% are Pacific Islander, and 2.3% were not reported. 4.0% of students across the county are English Learners.<sup>1</sup> However, some individual local education agencies (LEAs) have much more concentrated populations of specific groups (e.g., Butte Valley Elementary with a majority (59.4%) Hispanic or Latino student enrollment in 2024 - 2025 and Happy Camp Union Elementary has significant American Indian or Alaska Native student enrollment (38.0%)).

Siskiyou County Office of Education (COE) serves students across 6,278.8 square miles.<sup>2</sup> In the 2020 census, Siskiyou had a population per square mile of 7 people.<sup>3</sup> From end to end, it can take up to four hours to travel across the county; as a result, many have to travel long distances to receive services.

In the 2023-2024 California Healthy Kids Survey report for Siskiyou County:

- 28% of 7th graders, 22% of 9th graders, and 23% of 11th graders received mental health services
- 24% of 7th graders, 27% of 9th graders, and 15% of 11th graders responded "yes" that they wanted to get mental health services
- 43% of 7th graders, 50% of 9th graders, and 46% of 11th graders indicated either "Very Much True" or "Pretty Much True" that they felt socially accepted or that they felt they mattered to others at school<sup>4</sup>

## The County Approach

Siskiyou COE is leading a countywide billing consortium to bill the Fee Schedule.<sup>5</sup> Currently, 26 of 27 LEAs in the county are participating in the billing consortium. Siskiyou is beginning the process of collecting student health insurance information and billing to the Fee Schedule program; they have successfully billed for \$8,000 as of March 4, 2026.

In efforts to date, the Siskiyou COE team encountered reticence and a lack of trust across audiences, including school leaders and families. This is additionally influenced by the rurality of Siskiyou county, and a cultural distrust of government institutions. A sentiment at the administrative level has emerged that the Fee Schedule program has not been built in a way that is easily implemented in rural communities who have different resources and needs than other counties across the state. This distrust and concern has meant that staff members sometimes feel the need to put their personal reputation on the line to generate buy-in around implementation of the Fee Schedule program.

The Siskiyou COE team is in the early stages of collecting student health insurance information and is piloting a variety of strategies based on individual school site capacities and interest. Most information collection, at this point, has been at the point of service with the school based mental health team reaching out directly to families. One school site piloted an effective approach of starting

with a school-wide communication explaining the Fee Schedule program and announcing that families may receive an email request asking for student health insurance information. This site found that the email respondents were primarily school employees with enrolled students. For families who were non-responsive to the email outreach, the site made direct phone calls. While time consuming, the Siskiyou COE team found this approach to show the greatest promise and will likely coach schools to use a similar approach moving forward.

Siskiyou COE stressed the importance of leveraging trusted messengers who have relationships with the children and families. Rather than framing the request for insurance information as related to an ability to “bill” for the service; the Siskiyou COE team has found better success by framing the request as a “reimbursement” for the services already being provided. This framing avoids characterizing the student as a way to make money, and instead highlights the need for the school to receive funding for the services students are already receiving.

As the Siskiyou COE team looks to expand its collection of student health insurance information, they are interested in embedding a request for the information in existing processes like at the time of school enrollment or during sports enrollment. However, concerns remain around asking for consent to bill without identifying the specific service provided.

## Takeaways and Considerations

- **Success of Direct Phone Calls:** The Siskiyou COE team found the most successful way to gather student health insurance information was through a tiered messaging approach; specifically a school-wide communication, followed by emails, followed by direct phone calls to families who were nonresponsive to emails. Of these tiers, the Siskiyou COE team found direct phone calls to have the highest rate of positive responses.
- **Importance of Building Trust at All Levels (Including District and School Administrators):** Not only are families concerned with sharing their student’s insurance information with their school, school employees and leaders may share these same concerns and have concerns about the Fee Schedule program at large. As the trusted messengers to families, it is important to build trust with those who are responsible for answering family questions or concerns about the Fee Schedule program and why student health insurance information is being requested now.
- **Go Slow:** While there is often a sense of urgency to begin billing to the Fee Schedule program, it is important to build the system slowly to learn lessons along the way and apply them to future efforts. It is better to build the system cautiously rather than to rush through the process and not have the time to learn from early trial and error.
- **Message the Student Health Insurance Information Request as Reimbursement:** Families may feel more motivated by the framing that providing student health insurance information will help the school get reimbursed for direct mental health services their children are receiving as opposed to the general concept of their school seeking to bill for additional funding for vague or unspecified opportunities.

# Overarching Takeaways and Conclusion

Gathering student insurance information is a challenge for many LEAs across the state and can be a barrier to implementing the Fee Schedule. As demonstrated in the examples from Ventura, Mariposa, and Siskiyou, COEs and LEAs across the state are implementing various strategies to meet this challenge. Central to all the three examples is the theme that schools are successful when they build trust, relationships, and systems to allow families to make informed decisions about their mental health. Moreover, the need to request insurance information from families can serve as an opportunity for open communication and trustbuilding with families. Ultimately, whether families choose to provide their insurance information or not, strengthening relationships with families will benefit the school community.

While every school community requires a unique approach the following takeaways from Ventura, Mariposa, and Siskiyou, may help inspire and inform local conversations around collecting student insurance information:

## Build relationships and communicate via trusted messengers

Building trusting relationships with families and students should be a primary strategy of LEAs and COEs. LEAs may want to ask school staff who have existing relationships with a family (e.g. family navigators, community liaisons) to help request insurance information from families and respond to any questions and concerns from families.

- **Engage staff at all levels of the school community:** Build a shared understanding among staff about the LEA's Fee Schedule implementation, why and how the LEA will be collecting student insurance information, and responses to anticipated questions and concerns from families. It may be helpful to provide sample scripts, particularly to staff who will be requesting insurance information or who are likely to receive questions from families or students. Additionally, school employees and leaders may share similar concerns as families and may also be hesitant about the Fee Schedule program at large. As the trusted messengers to families, it is important to build trust with those who are responsible for answering family questions or concerns about the Fee Schedule program and why student health insurance information is being requested now.
- **Communicate in a culturally sensitive way and in the home languages of families:** LEAs should consider drafting scripts for staff in the languages of students and families and hiring staff who speak these languages. Additionally, LEAs may need to provide training or resources (e.g., scripts or handouts) to help staff communicate with families in ways that are culturally appropriate and respectful of a family's potential reticence or stigma associated with mental health and receiving behavioral health services.
- **Consider your message:** Families may feel more motivated by the framing that providing student health insurance information will help the school get reimbursed for direct mental health services their children are receiving as opposed to the general concept of their school seeking to bill for additional funding for vague or unspecified opportunities.

## Communicate with families using a tiered approach

- **Tier I communications:** A broad net strategy which includes messages all families receive. Messages may include general information about CYBHI, behavioral health services available at the school site, and a request for insurance information. Strategies may include LEA webpage, newsletters, social media, and events.
- **Tier II communications:** A targeted approach towards specific school populations who may not have responded to the Tier 1 strategy. For example, messages to specific families to gather student insurance information via phone calls home, letters, home visits, email or other parent platform messages.

- **Tier III communications:** A one-on-one follow up approach to families who were unresponsive to tier II communications. Tier III communications may include phone calls, home visits, emails or other electronic messages, and in-person conversation at school sites to understand and address any family concerns or barriers to providing insurance information.

## Go Slow

While there is often a sense of urgency to begin billing to the Fee Schedule program, it is important to build the system slowly to learn lessons along the way and apply them to future efforts. It is better to build the system cautiously rather than to rush through the process and not have the time to learn from early trial and error.

- **Pilot initiatives at a single school site before rolling out districtwide.** Learn what works and what does not. Make adjustments based on what you learn in your pilot to apply districtwide.
- **Test your tools and technology.** This initiative leads to the implementation of new and expanded systems (including student information systems and electronic health records). Test your tools and make sure you will not have to address technical errors once launched.

## Consider asking for copies of insurance cards rather than self reported details

Insurance information is complicated and the terminology used between insurance providers varies. Families may inadvertently share inaccurate details when completing forms. While this may require additional staff time to pull details from photos, some families may find it easier and faster to submit photos instead of completing forms.

## Celebrate small wins

Implementing the Fee Schedule program requires changes to systems and relationships, and will require a sustained effort to be successful. It can be discouraging when things go wrong or barriers are encountered. Recognizing and celebrating successes along the way can help build and sustain momentum!

***Thank you to the Mariposa County Office of Education, Siskiyou County Office of Education, Rio School District, Ventura Unified School District, and Ventura County Office of Education for sharing your stories and participating in this memo!***

# Endnotes

## Background and Context

1. “Governor Newsom's Master Plan for Kids' Mental Health.” 2022. Governor of California. [https://www.gov.ca.gov/wp-content/uploads/2022/08/KidsMentalHealthMasterPlan\\_8.18.22.pdf](https://www.gov.ca.gov/wp-content/uploads/2022/08/KidsMentalHealthMasterPlan_8.18.22.pdf).
2. California Department of Health Care Services. 2025. “Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program Guidance for Local Educational Agencies and Institutions of Higher Education.” <https://www.dhcs.ca.gov/CYBHI/Documents/CYBHI-Fee-Schedule-Program-Requirements-August-2025.pdf>, page 8.
3. California Department of Health Care Services. 2025. “Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program Parent & Caregiver Information.” <https://www.dhcs.ca.gov/CYBHI/Documents/CYBHI-Fee-Schedule-Program-Parent-and-Caregiver-Flyer.pdf>
4. A Clean Claim is a claim for covered services that has no defect, impropriety, or lack of substantiating documentation. (California Department of Health Care Services. 2025. “Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program Guidance for Local Educational Agencies and Institutions of Higher Education.” <https://www.dhcs.ca.gov/CYBHI/Documents/CYBHI-Fee-Schedule-Program-Requirements-August-2025.pdf>, page 42.)
5. Ibid, page 9.
6. Learning Policy Institute. 2025. “Student Mental Health and Education Fact Sheet.” [https://learningpolicyinstitute.org/media/4745/download?inline&file=Student\\_Mental\\_Health\\_Education\\_FACTSHEET.pdf](https://learningpolicyinstitute.org/media/4745/download?inline&file=Student_Mental_Health_Education_FACTSHEET.pdf), page 1.
7. There may be instances where a student has the ability to provide consent. LEAs should consult their counsel on those special cases.
8. Carelon Behavioral Health. 2025. “CYBHI Fee Schedule Student Batch Registration Training.” [https://s18637.pcdn.co/wp-content/uploads/sites/78/CBH\\_Student\\_Batch\\_Reg\\_Training.pdf](https://s18637.pcdn.co/wp-content/uploads/sites/78/CBH_Student_Batch_Reg_Training.pdf).
9. Public Policy Institute of California. 2026. “California’s K-12 Students.” <https://www.ppic.org/publication/californias-k-12-students/>.
10. The Department of Homeland Security (DHS) had previously maintained standing guidance requiring Immigration and Customs Enforcement (ICE) to refrain from immigration enforcement actions in certain protected areas. For more information, see this [factsheet](#).

## Mariposa County Office of Education Case Study

1. California Department of Education. “Dataquest.” <https://dq.cde.ca.gov/dataquest/>
2. California School Climate, Health, and Learning Surveys. “Public Dashboards: Key Indicators: Secondary.” <https://calschls.org/my-surveys/1a0d2caa-7cdd-4357-a02c-dc7c6e8defdf/>
3. Fresno County Office of Education Community Schools Regional Technical Assistance Center. 2026. “Central Valley RTAC Community Schools Newsletter March 2026.” <https://communityschools.fcoe.org/sites/communityschools/files/newsletters/march-cs-newsletter-2026.pdf>.
4. Mariposa COE operates as a consortium through the School-Linked Partnership and Capacity Grant program - supporting both the Mariposa Unified School District and the Sierra Foothill Charter School. The activities described in the County Approach support countywide Fee Schedule participation.
5. Aeries is a Student Information System (SIS) that stores student data on a variety of topics, including student health insurance information. See [here](#) for additional information on Aeries.
6. Response rate measures how many responses were received, and is inclusive of insurance information that may have been filled out incorrectly or returned incomplete.

## Ventura County Office of Education, Rio School District, and Ventura Unified School District Case Study

1. California Department of Education. “Dataquest.” <https://dq.cde.ca.gov/dataquest/>
2. California Youth and Behavioral Health Initiative. “CYBHI Data Dashboard.” <https://cybhi.chhs.ca.gov/evaluation-hub/>
3. Complete submissions can include indication that they are not comfortable providing information. While incentives are effective, it is important to make sure they are carefully designed to be non-coercive. Additionally state grant funding often has prohibitions against using grant funds to purchase promotional favors.

## Siskiyou County Office of Education Case Study

1. California Department of Education. "Dataquest." <https://dq.cde.ca.gov/dataquest/>
2. United States Census Bureau. "Siskiyou County, California." [https://data.census.gov/profile/Siskiyou\\_County,\\_California?g=050XX00US06093](https://data.census.gov/profile/Siskiyou_County,_California?g=050XX00US06093)
3. United States Census Bureau. "QuickFacts Siskiyou County, California" <https://www.census.gov/quickfacts/fact/table/siskiyoucountycalifornia/INC110224>
4. California School Climate, Health, and Learning Surveys. "Public Dashboards: Key Indicators: Secondary." <https://calschls.org/reports-data/public-dashboards/f882f1e2-dfc0-4448-b90b-f49cef6e6d3f/>
5. In a consortium, one Lead LEA serves as an intermediary between the participating consortium members (participating member LEAs) and the state's third party administrator, Carelon Behavioral Health, to facilitate billing the CYBHI Fee Schedule program for reimbursement. (California Department of Health Care Services. 2025. "CYBHI Fee Schedule Program Participation Models." <https://www.dhcs.ca.gov/CYBHI/Documents/CYBHI-Fee-Schedule-Program-Participation-Models.pdf>, page 2-3.)