

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Name:** Student Wellness and Support Services

Child Welfare and Attendance, FIT, PUSD Mental Health,  
Health Programs, and THRIVE

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PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Purpose**

*What does the department do?*

Families in Transition (FIT): FIT identifies, advocates, and case manages students and families experiencing or at-risk of experiencing homelessness.

CWA: Alternative to Education, Alternative to Suspension Classroom, Attendance/Truancy, Response to Intervention, Mentor for L.I.F.E, R.E.P - Restore/Empower/Promote, SART/SARB, Section 504, Second Step, Student Safety, Suspensions/Expulsions.

PUSD Mental Health: Provide comprehensive, integrated, culturally sensitive services that support the academic achievements of PUSD students. Services are provided to PUSD students, their families, and the community who have Medi-Cal or are Medi-Cal eligible. Services are school-based and school-linked.

THRIVE: Provide comprehensive, integrated, culturally sensitive services that support the academic achievements of PUSD students by addressing mental, social, and emotional barriers. Services are school-based. We aim to service students who are privately insured or uninsured, at no cost to the student/family.

Foster Youth: Ensure timely and appropriate school placement, Promote student attendance, Promote academic achievement, Foster social adjustment and school stability, Ensure equitable access to school/community resources, Increase graduation rates

**Department Services**

*What is a general list of services that your department provides?*

FIT: Identification, advocacy, and enrollment assistance for MKV-eligible students. Assistance with school supplies, backpacks, hygiene kits, and other educational essentials for MKV-eligible students. Outreach and case management services for students and families experiencing or at-risk of

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

experiencing homelessness. Referrals to community agencies for food and shelter. Information on community resources to local health and mental health agencies. Guidance on AB1806 graduation requirements for high school students. Food pantry assistance and holiday collaborations with the Salvation Army - Pasadena Tabernacle. Other specialized services as needed by students and families at-risk of experiencing homelessness.

CWA: In collaboration with the school community, our team of professionals aim to provide all students fair access and opportunity to comprehensive services that meet their needs so that they may experience academic, socio-emotional, and behavioral success.

PUSD Mental Health: Individual, group, & family therapy, medication support via psychiatry services, crisis intervention, case management, behavioral rehabilitation services, referral and linkage services, MSW internship program.

THRIVE: Individual, group, and family therapy; social-emotional supports (SEL); staff development; crisis support school-wide and district-wide; PD training; parent workshops; consultation; linkage to services in community; advocacy; referrals; oversee mental health consortium; MSW internship program; grant(s) management; program development.

Health Programs:

Foster Youth: Counseling and case management services, Conduct comprehensive academic assessments, Advocate for the educational rights of foster youth, Collaborate with school programs and community agencies, Referrals to District and community resources, Develop goals and provide interventions

**Total Department Budget**

*What is your department's total budget?*

The total department budget is THRIVE: LCAP \$175,234; EIR grant \$314,358;  
MH grant \$667,954  
PUSD Mental Health: \$3.2 (DMH 2.660,959; ERICS \$600,000)  
FIT: \$

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

CWA: Employees \$739,936.00, Contracts \$150,296.40, Supplies \$3,000.00

Health Programs:

SWSS: \$1,122,751.60 (minus THRIVE and CWA)

Youth in Foster Care:\$404,755.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Prior Year Reflection**

*This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.*

**Prior Year Intended Outcomes**

*What did your department plan set out to achieve during the prior year?*

FIT: Increase outreach and visibility with a goal of serving 105 families; Improve monthly attendance by implementing follow-ups with families and students to determine educational needs

CWA: Through the use of RtI positive behavior supports/interventions and other means of correction/alternatives to suspension, there will be an increase in student attendance, decrease in chronic absenteeism, and a decrease in suspension rates.

PUSD Mental Health: Through the use of our new intake and referral processes, there will be an increase in our capacity to serve new referrals/students, existing clients(students) who achieved their treatment goals will be discharged increasing capacity, and increased utilization of DMH PEI funds.

THRIVE: With increased visibility and parent/staff/student knowledge of available mental health services, and with a larger team to help with visibility and dissemination of such information, the number of referrals to mental health services will increase. Parents/staff/principals/students will be aware of what signs and symptoms to look out for that could signal mental health struggles and a student in need. Parents/staff/principals/students will have a better understanding of where and how to referal/seek services. Ultimately, students in need of mental health services will be referred to services, and the number of students receiving the needed services will increase. Also, with the expansion of our workforce and intern pool, we can service more students in need of attendance support.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

FY: Through the usage of: set consortium meetings, Liason outreach and education, and advocates for Foster Youth will allow access to meet the needs of Foster Youth.

Through the usage of advocates (Liason, counselors and staff) and increased advanced knowledge through presentation and services, the Foster Youth students will be better connected in the school environment ultimately completely courses and graduating.

**Prior Year Achievement**

*Did the department achieve what it had outlined? How do you know?*

FIT: FIT did not meet the goal of 105 families as many families experiencing homelessness did not return after the beginning of the pandemic. We served 80 families, which was an increase from 2020-21. Monthly attendance wasn't tracked on a large scale, but was tracked for each individual client. When truancy came up for FIT families, the program staff intervened.

CWA: Suspension rate decreased in the 2021-22 SY. Chronic absenteeism did not decrease and attendance rate did not increase. CWA met our suspension goal but did not meet our attendnace goals.

Health Programs:

PUSD Mental Health: We received ( ) referrals in 20-21. We received 264 referrals in 21-22, serving 113 of students referred. We established our intake team including 1 supervisor, 1 intake therapist, and 1 support staff, 1 Manager of Mental Health, and we utilized 79% of our PEI funds compaced to last year's 70%. We did not meet our goal of uitlizing 100% of PEI funds, however we significantly improved our processes, intake team staff, and increased our fund utilization.

THRIVE: We received 42 mental health referrals in 20-21. We received 239 mental health referrals in 21-22. Thus, yes, we did achieve what we had outlined. With visibility, promotion/knoweldge of available services, and knowledge of signs and symptoms, staff/principals/students/parents were aware of where and how to refer students for mental health services. We

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

received a large number of referrals in comparison to the year before. Since our workforce had expanded, we were able to provide more services to more students in need. In 20-21, we serviced 36 students for individual mental health services. In 21-22, we serviced 168 students for individual mental health services. As for our attendance data, we remotely serviced 233 students in need of attendance support during the pandemic for the 20-21 school year. In the 21-22 school year, we serviced 207 students in-person who needed support with their chronic truancy/absenteeism. The 21-22 data is less than the 20-21 data due, in major part, to the fact that student attendance struggled greatly during remote learning.

FY: We did have a good number of students graduate and we believe that our students were getting the best support given the barriers.

**Prior Year Successes, Challenges, and Learnings**

*What successes, challenges, and learnings should be highlighted from the prior year?*

FIT: The challenges FIT faced last academic year include families moving and/or phone numbers changing with the rise of the pandemic, making it difficult to locate and communicate with FIT families. FIT experienced communication barriers between departments. Some successes FIT had include participants of FIT accepted referrals to mental health services and even though the numbers were lower than we had hoped, the quality of the outreach that was done was very successful. This is evidenced by the number of interventions and contacts to participants reaching over 1,100, which is an all-time high for FIT. After the last academic year, FIT was able to see just how severely the pandemic affected families and students experiencing homelessness. This pandemic has affected those experiencing homelessness in ways that their housed counterparts may not have experienced. Additionally, with the rise of homelessness increasing, we learned that the housing resources are not as accessible to larger families which was a barrier to many FIT participants. Lastly, we learned that we need to increase our awareness in mental health services for parents and caregivers, not just the students.

CWA: Suspension rate declined due to constant monitoring and guidance on other means of correction/alternatives to suspension. Absences related to COVID impacted attendance, especially the first month of school and January

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

2022. We did not meet our attendance goals.

Health Programs:

PUSD Mental Health: The most impactful challenges included significant staff turnover as well as staff on leave for extended periods of time due to COVID and other personal reasons. This made it difficult to achieve our goal as new staff needed training before being able to utilize PEI funds and assist with completing intakes for new referrals. The most successful was the establishment of our intake and referral team and processes that streamline scheduling and information about capacity.

THRIVE: It is clear that with increased workforce (Clinical Social Workers) and interns, we can service more students in need without having to refer to services outside of the district. Students who are uninsured or privately insured can now have convenient and comprehensive services on site without parents/caregivers having to worry about finding therapists and support outside of the district. In years past, we've had to refer many of our privately insured and uninsured students to services outside of the district due to the lack of personnel internally to provide these services. All Medi-Cal insured students were referred to our mental health consortium agencies but the uninsured and privately insured students were unable to receive school-based services. Often times, parents could not afford the out of pocket fees for private therapists and thus students were left without needed services. Services are best and more effective when provided on site on school campuses. There is a better chance for students to attend and receive services if they're provided on campus during the school day. Not only did the expansion of our workforce assist with more referrals and more mental health services provided, my team was able to provide more crisis intervention on campuses, and were able to provide an array of social emotional supports that our mental health consortium agencies would not have been able to provide. However, around February or March of 2022, my team's caseloads became full and we were no longer able to accept new referrals. Thus, we had to search for and refer students to outside supports. Having even more clinical staff will help reduce waitlists and the need to refer outside the district. Having more staff will increase capacity to service even more students without the need to look outside the district for services. As



PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

for attendance support, the need for our supports wasn't as great this year as they were during the pandemic. Some school sites needed more support while other school sites didn't need much of our attendance support.

FY: We had staff turn over which made the attempts for achieving these goals rather difficult. We spent a lot of time training and onboarding staff throughout the year which interrupted the object/outcome which was to focus on improving student success.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Current Year Priorities**

*This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.*

**Data and Information Used for Plan Development**

*What data did you consider when developing this plan?*

FIT: District attendance rates of MKV students and case management database

CWA: Suspension and attendance data from previous years. Decreasing suspension rates, especially among African American and Latino males is of great importance to the PUSD community. Attendance has suffered as a result of the pandemic and it is necessary to get students back in school, everyday and on time. In addition, CWA goals will address and have an impact on the three expectations Literacy, Equity, and MTSS. When students are at school, students have access not only to learning, but also to resources/services, and the opportunity to engage socially in a positive manner. In reducing suspension rates, inequity is diminished for our African American and Latino males in that they will spend more time in the classroom learning and connecting with peers/adults

Health Programs:

PUSD Mental Health: Budget data from previous years, referrals referred out due to no capacity, annual intakes data from previous years

THRIVE: # of mental health referrals for 21-22 in comparison to 20-21; # of students who received services (both mental health and attendance) in 21-22 vs 20-21; increase in workforce which allowed for greater number of students to be serviced; increase in workforce also allowed for more visibility & dissemination of knowledge and information to staff/students/caregivers

FY: 21-22 results and outcomes. Review of missing information from LCAP

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

and what needs to be different in 22-23. Lack of a consistent staffing and ability to meet the goals with complete success.

**Stakeholder Engagement/Input**

*What stakeholder engagement or information was used to inform this plan?*

FIT: District attendance goals and program staff feedback

CWA: LCAP Goals, PAC recommendations, CWA team, School teams, District leadership.

Health Programs:

PUSD Mental Health: DMH contract budget analysis and contract review, requests from school staff and administrators, parents/caregivers request for service

THRIVE: LCAP Goals, Mental health services data analysis for THRIVE for 21-22 SY, CWA/district attendance goals

FY: LCAP PAC recommendations, LCAP Goals, Actions, FY team, CAASPP data, attendance data and suspension data. Reviewed data and noted our discrepancies.

**Key Data Findings/Information for This Plan**

*Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?*

FIT: Decrease in number of case managed families; decrease in number of contacts with case managed families

CWA: Attendance is low and chronic absenteeism is high at schools who serve low socioeconomic and BIPOC students. Suspension rates are higher for students in the 7th grade, African American males, foster youth, and students receiving special education services. Additional resources/funding is needed to support these specific populations.

Health Programs:

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

PUSD Mental Health: We were unable to assess all students referred and we had to refer students to other agencies. We had a a slow and inefficient intake process from years past. We were unable to utilize our contract funds that are used for new clients/students. In order to improve our systems and processes and serve more students, meeting their needs, we needed to establish our intake team, develop and implement policies and procedures, hire new new staff.

THRIVE: The need for mental health services is still great and once our caseloads were full mid year last school year, we ended up having to refer students to services outside the district. We've secured funding to hire two more CSWs so with the further expansion of our workforce, we can service even more students especially at sites that have never had an intern and/or CSW. As for our attendance supports, we will continue to join forces with the CWA department to address chronic absenteeism needs at the sites where CSWs and interns are placed since CWA is still working towards increasing attendance rates. Also, we are considering the 3 LCAP expectations of literacy, equity, MTSS in developing this plan. We will be advocating for students to receive services that will assist in getting their literacy needs met; linking students to such services; ensuring students have access to needed services/resources.

FY: Building the team to meet the actions noted in the LCAP, but more importantly meeting the needs of students.

**Current Plan Priorities**

*Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?*

FIT: Program and service visibility; more strategic outreach to MKV students and families; more intentional follow-up to case managed families using tiered approach

CWA: Targeted services that support positive attendance and the decrease suspensions. This school year, all elementary's will have RtI/Wellness teachers that will provide classroom guidance and support so that students spend less time away from instruction. Professional development and

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

training to provide strategies that promote attendance and that inform on alternatives to suspensions. CWA will have a Traucny Prevention and Intervention specialist that will assist with the monitoring of students referred for Tier II and III attendance supports. In addition several trainings will be provided with the assistance of our LACOE partners.

Health Programs:

PUSD Mental Health: We established a need for more frequent intake appointments, more clinical staff readily available to complete intakes, more MSW interns to assist with these routine evaluations once referrals are received. We found that we need higher salaries to sustain and maintain positions in roles within our new intake dept. for continuous improvement. We found that staff turnover negatively impacts our ability to provide service to students continuously and without disruption and also directly impacts meeting our contract needs. We need to increase staff sustainability and longevity within our program in order to gain quality assurance and improvement. Have more skilled, trained staff, with experience will improve our Intake & Referral processes, maintain a stable use of our PEI funds, and more MSW interns will assist with the influx of referrals received at the start of the school year and the start of the second semester.

THRIVE: The need for more CSWs and/or interns, especially at sites with either large number of referrals or sites where no intern or CSWs were placed (due to no funding to hire more). We need more sustainable funding for these positions. 6 of my 8 CSWs are grant funded (I have 6 hired CSWs and have funding to hire 2 more making it a total of 8 for '22-23). The grants will sunset in the next couple of years. We risk losing these positions once the grants sunset. We need more sustainable funding to fund these existing positions and to hire more CSWs. 2 of my CSW positions are LCAP funded along with 1 LCSW position. With an even more expanded workforce, we can promote our available services even more and reach more students. I am hoping to hire two more CSW this year so we can expand services to four more school sites. With an even larger workforce, we increase visibility, knowledge of services, and understanding of signs/symptoms of mental health issues even more. With the expansion of my workforce, we can service

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

a greater number of students this coming year and increase our overall mental health services. Also, since CWA is still working towards decreasing chronic absenteeism and increasing attendance rates, we will continue to work with CWA to continue to address barriers to attendance. This will assist with increasing attendance rates.

FY: We did not have enough staff to thoughtfully progress monitor the successes or challenges of our youth.

FIT: Program visibility to other PUSD departments and within the Pasadena community, increase number of case managed families by 20 families per year, and increasing outreach for referral making process

CWA: Clear understanding by school staff of educational codes related to suspensions and how to accurately store this information in our data base. Clear understanding of and the implementation of the Tiered Levels of Attendance Support by RtI/ wellness teacher and school teams.

Health Programs:

Health Programs:

PUSD Mental Health: Higher capacity to provide mental health services with a more efficient Intake and Referral processes. Increasing the amount of MSW interns to provide more services and a wider range of services. With the increased services, more students will be served resulting in increased use of our PEI funding.

THRIVE: Increased mental health services. Increasing sustainable workforce to increase visibility and knowledge of services and signs and symptoms of mental health issues which will ultimately help with increase in referrals to services. With the increase in referrals and an increase in sustainable workforce, more students will be able to receive school-based services rather than having to seek services elsewhere. Additionally, we will continue to work with CWA to continue to address barriers to attendance and increase attendance rates.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

FY: More staff and better case management. With more discrete staff assigned to identified content, we can spend better time on task and improve the experience for the students every day. Better documentation and frequent data analysis to meet actions/goals. The team needs to coordinate and discuss on a monthly basis about how our youth are doing. We are expecting that all PUSD sites will welcome and accommodate the efforts without constraint. We expect to have a central theme of improving literacy, expectancy of equity, and utilizing the tiers of MTSS to meet the needs of those we serve. LCAP 6- Foster Youth will experience a safe, caring and responsive learning environment where they can demonstrate academic proficiency and be a part of the learning.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Current Year Planned Actions and Metrics**

*This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.*

*What action could you take to address the identified needs of your department?*

*What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?*

**Theory Of Action**

**If we...** FY-Provide specific academic support for foster youth with plans developed based on the individual needs of the Foster Youth students. Foster Youth Community Liaison and Counselors, and Support Staff who facilitate enrollment and monitor attendance; transcript analysis and collaboration with school site staff. LCAP 6 - Foster Youth will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be a part of the learning. LCAP 1- Student will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

**then...** Academic performance, social emotional, attendance and behavior outcomes will be improved and evidenced through student data.

Measure the metrics on a quarterly basis to observe what changes have occurred and/or adjustments needed. We will be using quarterly metrics to meet the



PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

<b>which will...</b>	intended AIM/Goal Better case management for Youth in Foster Care
<b>If we...</b>	Inform and train school staff on Tiered Levels of Attendance Support. Work with school staff to ensure the implementation of school-wide Tier I supports before referring to Tier II/III. For students needing Tier II/III interventions, CWA will provide support through the multiple services/programs available and work with community partners for additional resources. If/when attendance continues to be a challenge, begin the SART/SARB process.
<b>then...</b>	Students will be in class, learning and growing, and as a result, there will be an improvement in academics and overall well-being. Monthly reports provided to school administrators and attendance clerks by attendance specialist. Monitoring of students receiving Tier II/III supports by CWA TOSA and Truancy Pre/Int Specialist. Home visit by Truancy Pre/Int Specialist and Learning Works.
<b>which will...</b>	CWA decrease of chronic absenteeism rate
<b>If we...</b>	Train school leadership teams on educational codes related to suspensions/expulsions and on parent/student handbook. Work with schools to ensure that students are receiving school-wide available supports and interventions. Collaborate with schools on alternative to suspension

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

and other means of correction. Encourage the use of the Alternative to Suspension classroom. Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources. Train, guide, and support new RtI/Wellness Teachers

**then...** Students will be in class more, learning and growing, and as a result, there will be an improvement in academics and overall well-being. On-going communication with school administrators on specific student disciplinary cases. Monitoring of students being referred to ATS (previous school related interventions needed). Monitoring of students being referred to CWA related programs (previous school related interventions needed). Monthly suspension data will be provided to school teams for review and to inform interventions and supports.

**which will...** CWA decrease of suspension rate

**If we...** Weekly best practices and grade appropriate classroom strategies to schools throughout September. Monthly best practices throughout the school year. Daily attendance support to attendance clerks provided by attendance specialist. Everyday Labs will provide families with attendance reports and truancy notifications. Truancy Prevention and Intervention Specialist to monitor truancy notifications, identify students with extreme attendance challenges, and provide interventions/supports. Learning works to provide

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

support with no show list, truant students, and home visits. Pacific Oaks to provide parent training/workshops.

**then...** Students will be in class more, learning and growing, and as a result, there will be an improvement in academics and overall well-being. Monthly reports provided to school administrators and attendance clerks by attendance specialist. Monitoring of students receiving Tier II/III supports by CWA TOSA and Truancy Pre/Int Specialist. Home visits by Truancy Pre/Int Specialist and Learning Works.

**which will...** CWA increase of attendance rate

**If we...** FY-FY Community Liaison, Counselors and Early Interventionists: assess FY students for academic, attendance, and behavioral needs via an ISP- Individualized Success Plan or through Aeries Intervention. On-going efforts include the development of four Resource Centers- Scholars Transitioning and Realizing Success (STARS) geared towards the needs of FY students. Sites are Eliot, Muir, Washington Middle, and Rose City Continuation. In addition, one (1) Counselor assigned to 8th - 12th grade and a second counselor assigned to 6th-9th grade FY students.

**then...** Then students will be a part of a more caring environment in order to increase their likelihood to improve academics overall.

**which will...** Data analysis, documentation in meeting actions/goals in Youth in Foster Care

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**If we...** Increase outreach events; Increase communication to current FIT families; Increase our awareness in available resources to the local community

**then...** The awareness of the program in the community increases and we're able to have a higher presence in the community. By increasing our awareness of resources available to the population we serve, we'll be able to better serve FIT participants and further each staff person's case management skills. By increasing these skills and awareness, MKV students will be more academically successful.

**which will...** Increase case management to MKV families

**If we...** Outreach events to increase awareness of program; Trainings at school sites on MKV policy and available FIT services

**then...** PUSD faculty and staff will further their knowledge of the FIT program, staff, and the MKV policy, consequently increasing referrals to the program and ensuring that each student experiencing homelessness will receive the support they are entitled to, per the MKV act. This will increase access to academic success for our MKV students.

**which will...** Increase FIT program visibility

**If we...** All staff will be trained on use of intake calendar. CSWs, Interns, Front Office Staff, Clinical Supervisors will utilize the new intake and referral process including the intake calendar. CSWs will inform the intake team of two intake slots every month. Clinical Supervisors will discuss low productivity during weekly supervision and prompt CSWs to provide

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

intake availability. Intake team will enter available slots in intake calendar and call new referrals to offer appointments. Intake team will maintain calendar. Intake team will send confirm email to staff about confirmed appt. Intake team will reschedule appts. if families no show or cancel

**then...** CSWs and CSW Interns will have 2 intake appt. slots every month. New referrals will have confirmed appts. in a timely mannger. CSWs in need of more productivity will meet productivity by scheduling more intakes when needed.

**which will...** PUSD MHS efficient intake schedule calendar

**If we...** Identify students/clients who have met treatment goals and may be ready to graduate from mental health services. Guide staff and supervisors to discharge students/clients who have met this criteria. Train staff to alert supervisor and manager of availability for new client/students on a weekly and monthly basis.

**then...** Monthly reports will show Clinicial Social Workers are discharging client/students with 3 or more years of service. Monthly reports will show Clinical Social Workers are completing 2 intakes per quarter.

**which will...** PUSD MHS increase capacity for new intakes

**If we...** Increase amount of intakes to meet goal of 125 intakes for the fiscal year. Each CSW and CSW Intern to complete 5 intakes minimum during the fiscal year, includes 2 intakes for the 1st and 2nd quarter, and one in the 3rd quarter.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**then...** Quarterly reports will show CSWs and CSW Interns completing at least 2 intakes.

**which will...** PUSD MHS increase use of PEI funds

**If we...** Interns and CSWs can work directly with students with chronic absenteeism, as identified by CWA, at their respective sites to identify barriers and address them. Interns and CSWs can provide information to parents on importance of attendance and impact on academics. Provide presentations to staff and parents on barriers to attendance and how to mitigate.

**then...** Barriers to attendance will be identified and mitigated, students' needs will be identified and met, supports will be provided, students will be linked to needed services and resources. Students will feel more connected and supported and able to return to learning in class.

**which will...** THRIVE increase attendance rates

**If we...** With the expanded workforce, continue building on increasing visibility and knowledge of department through flyers, website, staff presentation, principal presentations. Continue increasing staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and flyers home to parents or parent workshops. The increased knowledge will increase the number of referrals and ultimately the number of students receiving services. With a newly hired CSW, two more schools will now be able to receive the aforementioned services and information.

**then...** With expanded workforce providing services to more

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**which will...**

school sites and informing caregivers/staff/students about signs and symptoms of mental health challenges, more parents/caregivers/students/staff will be able to identify students needing mental health services and will submit referrals for these services. Parents/caregivers/students/staff will know what services are available and where/how to refer students.

THRIVE Increase mental health services

**If we...**  
  
**then...**  
  
**which will...**

and

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PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Priority 1: Better case management for Youth in Foster Care**

[Action 1]

FY-Provide specific academic support for foster youth with plans developed based on the individual needs of the Foster Youth students. Foster Youth Community Liaison and Counselors, and Support Staff who facilitate enrollment and monitor attendance; transcript analysis and collaboration with school site staff. LCAP 6 - Foster Youth will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be a part of the learning. LCAP 1- Student will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Metrics

- a. FY-The Attendance records, transcripts and student supports will be monitored on a month basis and in collaboration with the entire Youth in Foster Care team for careful analysis and planning.

Every Quarter to review the intended goal. We will utilize various preventions or interventions to support youth. We intend to be equitable with service and resource by managing an intentional schedule.

**Priority 2: CWA decrease of chronic absenteeism rate**

[Action 1]

Inform and train school staff on Tiered Levels of Attendance Support. Work with school staff to ensure the implementation of school-wide Tier I supports before referring to Tier II/III. For students needing Tier II/III interventions, CWA will provide support through the multiple services/programs available and work with community partners for additional resources. If/when attendance continues to be a challenge, begin the SART/SARB



PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

process.

**Metrics**

- a. Monthly reports provided to school administrators and attendance clerks by attendance specialist.  
Monitoring of students receiving Tier II/III supports by CWA TOSA and Truancy Pre/Int Specialist. Home visits by Truancy Pre/Int Specialist and Learning Works.

**Priority 3: CWA decrease of suspension rate**

**[Action 1]**

Train school leadership teams on educational codes related to suspensions/expulsions and on parent/student handbook.  
Work with schools to ensure that students are receiving school-wide available supports and interventions.  
Collaborate with schools on alternative to suspension and other means of correction. Encourage the use of the Alternative to Suspension classroom.  
Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources. Train, guide, and support new RtI/Wellness Teachers

**Metrics**

- a. On-going communication with school administrators on specific student disciplinary cases.  
Monitoring of students being referred to ATS (previous school related interventions needed).  
Monitoring of students being referred to CWA related programs (previous school related interventions needed).  
Monthly suspension data will be provided to school teams for review and to inform interventions and supports.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Priority 4: CWA increase of attendance rate**

[Action 1]

Weekly best practices and grade appropriate classroom strategies to schools throughout September. Monthly best practices through out the school year. Daily attendance support to attendance clerks provided by attendance specialist.

Everyday Labs will provide families with attendance reports and truancy notifications. Truancy Prevention and Intervention Specialist to monitor truancy notifications, identify students with extreme attendance challenges, and provide interventions/supports. Learning Works to provide support with no show list, truant students, and home visits. Pacific Oaks to provide parent training/workshops.

Metrics

- a. Monthly reports provided to school administrators and attendance clerks by attendance specialist.  
Monitoring of students receiving Tier II/III supports by CWA TOSA and Truancy Pre/Int Specialist. Home visits by Truancy Pre/Int Specialist and Learning Works.

**Priority 5: Data analysis, documentation in meeting actions/goals in Youth in Foster Care**

[Action 1]

FY-FY Community Liaison, Counselors and Early Interventionists: assess FY students for academic, attendance, and behavioral needs via an ISP- Individualized Success Plan or through Aeries Intervention. On-going efforts include the development of four Resource Centers- Scholars Transitioning and Realizing Success (STARS) geared towards the needs of FY students. Sites are Eliot, Muir, Washington Middle, and Rose City Continuation. In addition, one (1) Counselor assigned to 8th - 12th grade and a second counselor assigned to 6th-9th grade FY students.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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Metrics

- a. The plan for 22-23 is to open with middle school STARS and then branch to K-5 and 9th-12th by the end of the year. Quarterly planning and monitoring will occur based on implementation timeline. Use the Litmus Test with the team on a monthly basis to reflect on our actions and service and make adjustments accordingly.

**Priority 6: Increase case management to MKV families**

[Action 1]

Increase outreach events; Increase communication to current FIT families; Increase our awareness in available resources to the local community

Metrics

- a. Monthly reports to identify services being provided to case managed families
- b. Reports to show if there are any correlations between parent/caregivers securing employment, benefits, housing, etc. and academic success for students
- c. Monthly update on MKV eligible students for an accurate district count

**Priority 7: Increase FIT program visibility**

[Action 1]

Outreach events to increase awareness of program; Trainings at school sites on MKV policy and available FIT services

Metrics

- a. Monthly reports to show if there is any correlation between outreach events and school site trainings on MKV policy and identifying MKV students and families

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**Priority 8: PUSD MHS efficient intake schedule calendar**

[Action 1]

All staff will be trained on use of intake calendar. CSWs, Interns, Front Office Staff, Clinical Supervisors will utilize the new intake and referral process including the intake calendar. CSWs will inform the intake team of two intake slots every month. Clinical Supervisors will discuss low productivity during weekly supervision and prompt CSWs to provide intake availability. Intake team will enter available slots in intake calendar and call new referrals to offer appointments. Intake team will maintain calendar. Intake team will send confirm email to staff about confirmed appt. Intake team will reschedule appts. if families no show or cancel

Metrics

- a. Monthly reports will show intakes completed by CSWs and CSW Interns at a minimum of 1 per month. We will monitor the intake calendar to see multiple intake slots available on a weekly basis by several staff and interns. Weekly reports will show CSWs and CSW Interns meeting productivity goals.

**Priority 9: PUSD MHS increase capacity for new intakes**

[Action 1]

Identify students/clients who have met treatment goals and may be ready to graduate from mental health services. Guide staff and supervisors to discharge students/clients who have met this criteria. Train staff to alert supervisor and manager of availability for new client/students on a weekly and monthly basis.

Metrics

- a. On a quarterly basis monitor clients/students that have been enrolled in our program for 3+ years and discuss discharge. Monitor if those clients/students have been discharged or need to be discharged. Monitor students/clients who have not had service for 2-3 weeks.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Priority 10: PUSD MHS increase use of PEI funds**

[Action 1]

Increase amount of intakes to meet goal of 125 intakes for the fiscal year. Each CSW and CSW Intern to complete 5 intakes minimum during the fiscal year, includes 2 intakes for the 1st and 2nd quarter, and one in the 3rd quarter.

Metrics

- a. Monthly and quarterly reports of utilized PEI funds. Monitor intakes that each staff completes on a monthly basis.

**Priority 11: THRIVE increase attendance rates**

[Action 1]

Interns and CSWs can work directly with students with chronic absenteeism, as identified by CWA, at their respective sites to identify barriers and address them. Interns and CSWs can provide information to parents on importance of attendance and impact on academics. Provide presentations to staff and parents on barriers to attendance and how to mitigate.

Metrics

- a. Quarterly attendance reports through Aeries per school site and per student serviced by CSW/MSW Interns to monitor progress.

**Priority 12: THRIVE Increase mental health services**

[Action 1]

With the expanded workforce, continue building on increasing visibility and knowledge of department through flyers, website, staff presentation, principal presentations. Continue increasing staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and flyers home to parents or parent workshops. The increased knowledge will increase the number of referrals and ultimately the number of students receiving services. With a newly hired CSW, two more

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

schools will now be able to receive the aforementioned services and information.

**Metrics**

- a. Monitor number of referrals received per semester. Monitor # of referrals per school site. Monitor number of students actually serviced each semester. Monthly monitoring of information dissemination to respective sites by CSWs and interns.

**Priority 13:**

**[Action 1]**

**Metrics**

- a.

**[Action 2]**

**Metrics**

- a.

**[Action 3]**

**Metrics**

- a.