

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Department Name: Student Wellness and Support Services

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

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Report Last Generated: Sep 08 2021 @ 11:13:37 (PDT)

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.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

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.

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 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

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

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; 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 \$159,958; EIR grant \$287,371; MH grant \$364,619; P2 grant \$203,739
PUSD Mental Health: \$3.2million (600k SPED, 2.6m DMH)
FIT: \$358K
CWA: \$737,554.
SWSS:
Health Programs:.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 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?

- 1) Maintain average graduation rate for foster youth during 2020-21 school year (s/y). In the past 3 years the graduation rate has increased every year by at least 10%,
- 2) Increase the number of schools receiving one-to-one MTSS/RtI guidance and support (with an emphasis on behavior interventions/supports during distance and hybrid learning) to ALL PUSD schools,
- 3) For elementary and middle school students participating in the “MSW Intern Attendance Support” program, there will be a 5% increase in attendance percentage at the end of the program.

Prior Year Achievement

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

Actions from 20-21:

- 1) (a) The foster youth counselor will create an individual learning plan with every foster youth senior to establish graduation status and monitor supports/services needed to ensure graduation.
(b) Foster youth will participate in weekly STARS group meetings (a program designed to build community and share available resources).
- 2) (a) Provide training on behavior interventions and supports specifically for distance and hybrid learning.
(b) Meet with each school site to develop an MTSS/RtI Behavior Tier I Plan using the Tiered Fidelity Inventory tool.
(c) Throughout the school year, provide guidance and monitor the implementation of the MTSS/RtI Behavior Tier I Plan

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

3) (a) Students considered truant will be assigned to a MSW Intern for attendance support.

(b) MSW Interns will collaborate with school/district personnel and parents to address barriers to positive attendance.

Did SWSS Achieve this: Foster youth graduation rate was ____ so.... In relation to the goal associated to increasing the number of schools receiving one-to-one support with MTSS/RtI guidance, the goal was met. The previous year, we supported nine schools and during this school year, we supported sixteen. For elementary and middle school students participating in the Masters of Social Work Intern Attendance Support Program, there was an overall 21% increase in attendance.

How do we know: We know that goals were met based on based on the data for the 2020-2021 school year.

Prior Year Successes, Challenges, and Learnings

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

Success: Case management of foster youth by our foster youth counselor continued and students were attending the weekly STARS meetings designed to build community and share resources. By December 2020, sixteen schools had been trained and had created a Behavior Tier 1 Action Plan. At the start of the school year, MSW Interns were on-board, had assigned cases, and throughout the year, there were improvements in these attendance cases

Challenges: Full and continual participation of foster youth in services/programs due to the on-line platform was a real challenge. In the implementation of the Action Plan, schools were struggling with maintaining the rewards/incentive system that addressed behavior expectations. In terms of attendance, the need is always high but especially during remote learning. Additional staff is needed to monitor and support attendance efforts. In general, new and unexpected tasks and meetings required more of the team's time and these tasks took precedent. In addition, CWA has decreased in size but services have not which resulted in less more intense work with schools/students.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 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: CDBG grant objective results, district attendance rates of MKV students, case management services database

CWA: Attendance percentages and suspension rate for the past 3 years (excluding 20-21 due to pandemic).

Health Programs:

PUSD Mental Health: Underutilization of Prevention & Early Intervention funds, used only 70% of funds

THRIVE: Attendance rates/percentages; number of referrals pre-pandemic and during pandemic; EIR and Mental Health Demonstration Grant objectives;

FY: Reviews graduation rates from the past 2 years to set upon a goal for 21-22, Services and resources provided to Foster Youth

Stakeholder Engagement/Input

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

FIT: CDBG program evaluation feedback; program staff feedback; district attendance goals

CWA: District goal of decreasing chronic absenteeism and increasing attendance percentage. Suspension rate continues to be a concern for district and school site personnel, district/school and community advocates, parent advisories, and all other stakeholders.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Health Programs:

PUSD Mental Health: School sites asking for more capacity to provide services to more students, parents need more support in understanding and managing their child's mental health needs and behavioral challenges, need to increase our capacity to provide services to new clients/students, Dept. of Mental Health requires 100% of utilization of funds

THRIVE: Overarching district goal of increasing attendance as reflected by sites serviced by MSW Interns and CSWs; Think Tank students explained they did not know of MH services available; Principals and parents asking about available services.

FY: Foster Youth Liasons, PUSD Foster Youth Council, PUSD Counselors

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 sresources/funding is needed to support these specific populations.

Health Programs:

PUSD Mental Health: Increase utilization of PEI funds to 100%, increase capacity for new clients/students by discharging students who have met their mental health goals and have improved functioning, increase number of PEI clients/student intakes per year from 88 to 125 in this fiscal year.

THRIVE: We saw a decrease in number of referrals for MH during pandemic and thus there was a decrease in number of students receiving services; We saw an increase in attendance rates last year during the pandemic due to the

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

attendance support services interns provided so we'd like to continue these services with a new goal of increasing attendance by 7% per student serviced and per overall average percentage for each school site serviced.

Foster Youth: 2021 Graduation rates, AB 104 Diploma tracks, re-installing teh FY STARS program, Hiring an additional FY Liasion to support all PUSD FY

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 services visibility; more strategic outreach to MKV students and families; more intentional follow-up to case managed families using tiered-approach

CWA: Intentional services that support positive attendance and the decrease of suspensions. Professional developement and training to provide strategies that promote attendance and that inform on alternativies to suspensions. CWA is in need of an attendance clerk that can assist with the monitoring of students referred to Tier II and III attendance supports.

Health Programs:

PUSD Mental Health: Increase capacity for new student/referrals, Improve referral and assignment systems to be more efficient, Increase Clinical Social Work staff, Discharge students who have met their treatment goals and have improved functioning.

THRIVE: Mental health program and services visibility; Need for parent, student, staff knowledge of services available in the district to help increase number of referrals submitted for services which will increase mental health services and the number of students we service. Need for staff, parent, student awareness of warning signs/signs and symptoms of potential mental health issues in order to be able to refer students to needed services. Though great increases in attendance rates were seen, need for further attendance support at sites to increase attendance rates even more to reach overarching district goal of 97%.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Foster Youth: Increase staff to support Foster Youth student PK-12, Need to have a FY advocate at every site, need of the STARZ program set frequently

FIT: Program visibility; increase number of case managed families by 10%; implement tiered-approach to student and family contacts

CWA: Clear understanding of educational codes related to suspensions. Clear understanding of and the implementation of the Tiered Levels of Attendance Support. In order to accomplish this, CWA needs additional staff and the space to work with school site teams.

Health Programs:

PUSD Mental Health: Increase staff, increase capacity for new intakes, improve referral and assignment system.

THRIVE: Increasing staff, student, and parent knowledge of services available, warning signs/signs and symptoms of mental health challenges, and how to access services in order to increase referrals and MH services. Increasing attendance support at school sites where CSWs and MSW Interns are placed.

Foster Youth: Increased personnel, resources and connections to support all Foster Youth in PUSD effectively

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 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...	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.
then...	Student struggling with absenteeism will be engaged in Tier II/III services/programs available through the Tiered Levels of Attendance Support.
which will...	decrease district-wide chronic absenteeism rate
If we...	Inform and train school staff 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. Collaborate with schools on alternative to suspension and other means of correction. Alternative to Suspension classroom.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

	<p>Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources.</p>
then...	<p>School administrators and staff will use other means of correction and alternatives to suspension to address undesired behaviors which will impact school climate.</p>
which will...	<p>decrease suspension rates.</p>
If we...	<p>Create a system for data clerks and Clinical social workers to communicate about intake appointment availability and be able to match clients/students with those appointments. Train Clinical Social Workers to provide weekly availability for intake appointments on the intake calendar.</p>
then...	<p>Monthly reports will show date of receipt of referrals and date of intake appointment scheduling within 10 days or less.</p>
which will...	<p>Improve referral and assignment system</p>
If we...	<p>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.</p>
then...	<p>Monthly reports will show Clinical Social Workers are discharging client/students with 3 or more years of service. Monthly reports will show Clinical Social Workers are completing 2-4 intakes per quarter.</p>

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

which will...	Increase capacity for new intakes
If we...	District-wide attendance campaign/competition. Weekly best practices and grade appropriate classroom strategies to schools throughout September. Daily attendance support to attendance clerks provided by attendance specialist. Everyday Labs will provide families with attendance reports and truancy notifications.
then...	The school community with the support of all stakeholders will engage in activities that encourage and promote positive student attendance.
which will...	increase district-wide attendance rate
If we...	Implement tiered-approach to case management services.
then...	Academic and basic needs support services will be prioritives to MKV-eligible students and families in crisis or near crisis.
which will...	Increase FIT CM contacts
If we...	Conduct a districtwide McKinney-Vento eligibility count.
then...	School and district personnel will have an accurate picture of the number of McKinney-Vento eligible students within the school district in order to provide more focused support services.
which will...	Increase FIT CM families
If we...	Increase visibility and knoweldge of department

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

through flyers, website, staff presentation, principal presentations. Increase staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and flyers home to parents. The increased knoweldge will increase the number of referrals and ultimately the number of students receiving services.

then... 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.

which will... Increase mental health services

If we... Train school sites on McKinney-Vento Act and available FIT services.

and

Educate community partners serving students experiencing homelessness on McKinney-Vento Act and create collaborative partnerships.

and

Communicate with parents, students, and staff via FIT website about services and upcoming events for students and families experiencing homelessness.

then... School personnel will be aware of the rights and needs of students experiencing homelessness and be prepared to advocate for them.

and

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

A more expanded support service network will expedite identification of and service delivery to students and families experiencing homelessness.

and

The district will ensure that students and families experiencing homelessness have the most updated information on services and events thus fulfilling the mandates of the McKinney-Vento Act.

which will... Increase MKV awareness

If we... Now with more interns and CSWs on sites, we can service more students in need of attendance support. 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... Students' needs will be met, barriers to attendance will be mitigated, supports will be provided, students will be linked to needed services and resources

which will... Increase student attendance rates

If we... 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

and

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

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

ultimately completely courses and graduating

then...

The students and stakeholders will be better equipped to have access to all eligible options in a school setting

and

Then students will be more effective at navigating their educational journey and become resilient

which will...

Increased Foster Youth personnel, resources and communication

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Priority 1: decrease district-wide 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 process.

Metrics

- a. Monthly reports provided to school administrators and attendance clerks by attendance specialist.
Quaterly monitoring of students receiving Tier II/III supports by CWA TOSA.

Priority 2: decrease suspension rates.

[Action 1]

Inform and train school staff 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.
Collaborate with schools on alternative to suspension and other means of correction.
Alternative to Suspension classroom.
Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources.

Metrics

- a. Constant communication with school administrators on specific student disciplinary cases.
Monitoring of students being referred to ATS (previous interventions needed).

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Monitoring of students being referred to CWA related programs (previous interventions needed).
Suspension data will be reviewed quarterly and provided to school administrators.

Priority 3: Improve referral and assignment system

[Action 1]

Create a system for data clerks and Clinical social workers to communicate about intake appointment availability and be able to match clients/students with those appointments. Train Clinical Social Workers to provide weekly availability for intake appointments on the intake calendar.

Metrics

- a. Monitor on a monthly basis, average amount of time from receipt of referral to scheduling of intake appointment. Monitor on a monthly basis, amount of new referrals that have completed an intake appointment.

Priority 4: 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
2021-22 DEPARTMENT PLAN

Priority 5: increase district-wide attendance rate

[Action 1]

District-wide attendance campaign/competition.

Weekly best practices and grade appropriate classroom strategies to schools throughout September.

Daily attendance support to attendance clerks provided by attendance specialist.

Everyday Labs will provide families with attendance reports and truancy notifications.

Metrics

- a. Monthly reports provided to school administrators and attendance clerks by attendance specialist.

At the close of each semester, attendance data will denote the school with the best attendance and the most improved.

Priority 6: Increase FIT CM contacts

[Action 1]

Implement tiered-approach to case management services.

Metrics

- a. Monthly monitoring and assessment of FIT caseload in order to prioritize support services to those students and families in crisis or near crisis.

Priority 7: Increase FIT CM families

[Action 1]

Conduct a districtwide McKinney-Vento eligibility count.

Metrics

- a. Monthly update on the number of McKinney-Vento eligible students for an accurate district count.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Priority 8: Increase mental health services

[Action 1]

Increase visibility and knowledge of department through flyers, website, staff presentation, principal presentations. Increase staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and flyers home to parents. The increased knowledge will increase the number of referrals and ultimately the number of students receiving services.

Metrics

- a. Quarterly comparison to last year the number of staff presentations conducted at school sites, principal meetings attended, number of referrals received. Monthly review with staff on visibility efforts on sites.

Priority 9: Increase MKV awareness

[Action 1]

Train school sites on McKinney-Vento Act and available FIT services.

Metrics

- a. Create training presentation and conduct school presentations to assist school personnel be aware of the rights and needs of students experiencing homelessness.

[Action 2]

Educate community partners serving students experiencing homelessness on McKinney-Vento Act and create collaborative partnerships.

Metrics

- a. Quarterly review of number of community partner presentations given in order to expand support network for student and families experiencing homelessness.

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

[Action 3]

Communicate with parents, students, and staff via FIT website about services and upcoming events for students and families experiencing homelessness.

Metrics

- a. Monthly website information reviews with staff and collaborative partners to ensure students and families experiencing homelessness have the most updated information on services and events.

Priority 10: Increase student attendance rates

[Action 1]

Now with more interns and CSWs on sites, we can service more students in need of attendance support. 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 11: Increased Foster Youth personnel, resources and communication

[Action 1]

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

Metrics

- a. Quarterly monitor participation rates from meetings, Number of students placed on PUSD, supports Foster Youth Students are receiving, student records

[Action 2]

Through the usage of advocates (Liason, counselors and staff) and increased advanced knowledge through presentation and services, the Foster Youth

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

students will be better connected in the school environment ultimately completely courses and graduating

Metrics

- a. Quarterly monitoring and meetings with FY advocates at the sites to gather updates, transcripts reviews with counselors, setting learning goals with Foster Youth, student records