

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 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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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, Attendance/Truancy, Behavior Response to Intervention, Mentor for L.I.F.E, SART/SARB, Section 504, Second Step,

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Student Safety, Discipline.

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 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

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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 \$1,909,997; MH grant \$493,891; Total employees/benefits: \$2,403,888; EXYM: \$28,497
PUSD Mental Health: \$3.2 (DMH 2.660,959; ERICS \$600,000)

FIT: \$

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.

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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 program visibility throughout PUSD, increase case management, increase staff awareness and connection to local community in order to serve families better, increase outreach events, and conduct trainings at school sites on MKV policy and available FIT services.

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 incidents

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 refer/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. With interns addressing barriers for students with chronic absenteeism, we can support CWA and district initiatives in decreasing chronic absenteeism rates.

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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. The added staff in 22-23 was a benefit to serving all of the students. We need to find a way to support closed cases.

Prior Year Achievement

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

FIT: FIT increased case management from 80 families in 2021-22 to 116 families in 2022-23. FIT participated and/or hosted 50 outreach events including ELACS/DELACS, SPA 3 Service Providers' Meetings, social service agency collaboration meetings, and information tables outside of school sites to advertise services. These outreach events directly impacted the team's awareness and connection to the local community in order to serve families better. We did not go to every school site to conduct a training, however, we did present to all of the principals and held a training for all district front office staff regarding MKV policies and FIT services.

CWA: Our department not only met all three goals but exceeded in them: Suspension incidents decreased by 168, attendance rate increased by 2% and the chronic absenteeism rate decreased by 10%.

PUSD Mental Health: We received 108 referrals in 20-21. We attribute lower referrals due to the pandemic. 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 compared to last year's 70%. We did not meet our goal of utilizing 100% of PEI funds, however we significantly improved our processes, intake team staff, and increased our funding utilization.

THRIVE: We received 239 mental health referrals in 21-22. We received 236 mental health referrals in 22-23. We received a similar number of individual

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mental health referrals this year in comparison to last year. We serviced 124 students for individual therapy in 22-23 but serviced 168 in 21-22. The total number of students serviced for individual therapy, group therapy, crisis intervention, brief intervention, and check-in services was 503 for 22-23 whereas 385 were serviced in 21-22. The number of parent/caregiver presentations the team conducted in 22-23 was 15 and the number of staff presentations the team conducted in 22-23 was 10. We had one Clinical Social Worker resign first semester and a new one was on-boarded early in the second semester. This change in the number of workforce for a few months is one part of the reason why we serviced a lower number of students for individual mental health services. We also had less interns placed with us this year through our partner universities so we weren't able to service as many individual therapy students in comparison to last year. Additionally, when our caseloads are full, we refer clients out to other agencies. Thus, despite having received a similar number of referrals as last year, we were only able to service a portion of them due to not having a large enough intern pool. Our workforce increased which helped with providing overall services. However, overall, we serviced more students this year altogether (i.e., individual therapy, group therapy, crisis intervention, brief intervention, check-in services). By providing more group therapy services, we were able to reach more students. There were a large number of students needing brief interventions, check-ins, and crisis support/intervention this year. With an expanded workforce, more visibility on campuses, and more staff and caregiver knowledge of services and warning signs, we were able to receive almost the same amount of referrals despite having a smaller team. Additionally, due to the smaller number of interns placed with us this year, we weren't able to provide the intended amount of attendance support we had hoped. As for attendance support by interns, the decreased number of interns placed with THRIVE this year, especially the number of interns working towards their PPSC credential (which requires attendance support work), have hindered our ability to provide more attendance support compared to years past.

Hamilton and OEB received attendance support from interns this year. Interns met with students and parents to identify barriers to attendance, link them to needed resources and services, and discuss the importance of attendance and its impact on academic success. However, since we had an influx of mental health referrals and a greater need for brief and crisis interventions at our school sites, interns were inundated with these referrals

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and crises support. Thus, efforts were more focused on providing mental health services. Also, attendance clerks and CWA staff are taking on many of the attendance support tasks that otherwise interns would be supporting with.

FY: Yes. We improved attendance for our students, advocated for alternatives to suspensions, earn graduation requirements, met FY requirements. The team was able to meet with student more frequently.

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 included losing contact with families and students due to the fact that families experiencing homelessness are often highly mobile. Additionally, as a staff of 4, it was very challenging to get face-to-face time with principals, APs, registrars, and other front office staff at every school. We also did not identify 501+ MKV students in PUSD. Some significant successes included increasing our case management numbers while still only having 3 case managers, improving our outreach and connection to the Pasadena community, and creating a better system of documentation for our case management services. Additionally, for the first time, we created a method for ongoing attendance tracking of our case managed students. The entire staff noticed an increase in FIT student attendance as case managers were able to intervene and strategize with them before it became a truancy issue. Lastly, FIT was able to purchase a data management system created specifically for MKV programs made to assist staff by breaking down communication silos and helping to ensure seamless student support. The integration of this program will further our identification process for MKV students in the entire PUSD.

CWA: Suspension incidents declined due to several factors: (1) school site use of other means of correction/alternatives to suspension (2) Ongoing communication with our department for guidance (3) Change in board policy (4) Implementation of RtI Wellness Teachers. Continual guidance, training, and monitoring are still needed to continue to have success this coming SY. Absences related to COVID continue to impact attendance, especially as it relates to social anxiety, anxiety, depression. It is necessary to remind families

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about the impact that missing school has on their students' academic and life success. The school community must also have clear information on attendance policies and available resources.

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 them 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. Though we had a slightly smaller pool of interns this year, we were able to hire one more CSW and replace another CSW who resigned. With the workforce and interns we had, we were able to tend to a lot of crises this year, which is where the majority of the need was. We were still able to provide comprehensive individual therapeutic services and a lot more group therapy services. We're looking forward to expanding our workforce even further in 23-24 and providing even more services district-wide.

FY: The team of five staff did an exceptional job of meeting with all students and setting goals, earning graduation, setting off to college and improving attendance. We improved policy work and look forward to even better services in 23-24.

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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: MKV attendance data and case management data from previous years.

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 district-wide student expectations related to 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 school environment. In reducing suspension rates, inequities are addressed for our African American and Latino males in that they will spend more time in the classroom learning and connecting with peers/adults

PUSD Mental Health: Outcome measures including the Child & Adolescent Needs & Strengths Assessment (CANS), Pediatric Symptoms Checklist (PSC), and EBP specific outcome measures.

THRIVE: Number of mental health referrals received for 22-23; Number of students who received services in 22-23; 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 though we had less interns.

FY: 22-23 results and outcomes. Review of missing information from LCAP and what needs to be different in 23-24. Lack of a consistent staffing and ability to meet the goals with complete success. We need to work on reducing suspensions and chronic absenteeism.

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Stakeholder Engagement/Input

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

FIT: LCAP goals, district attendance goals, program staff feedback, and FIT program data for 2022-23.

CWA: LCAP Goals, PAC recommendations, CWA team, School teams, District leadership. Suspension and attendance data/trends.

PUSD Mental Health: Support requests from parents/families, and PUSD Mental Health staff for more support in how to support parent education to increase success rate for students enrolled in our mental health services.

THRIVE: LCAP Goals, Mental health services data analysis for THRIVE for 22-23 SY, District Strategic Plan

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 identified MKV students, MKV attendance rates, more specifically the absenteeism rates within MKV students.

CWA: Attendance rate is lower than desired 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.

PUSD Mental Health: We have not had the capacity to offer parent education via group settings or larger scale distribution, including parent education specific for PUSD students and families with English Learners, Youth in Foster Care, and Low-Income students. Due to the capacity of our staff, supervisors, and program as a whole, we have focused on providing parent education via individual services and have tailored information based on clinical assessments. We realize that providing support to PUSD parents of low

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income, youth in foster care, English learners, and African American students via groups or larger scale can build community, equity, engagement, and be culturally responsive.

THRIVE: The need for mental health services is still great and once our caseloads were full mid year, we ended up having to refer students to services outside the district. We've secured LCAP funding to hire 5 more CSWs and 1 more LCSW for 23-24 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 address chronic absenteeism with the students on our caseloads.

FY: We have more finely defined the roles and responsibilities of the YIFC team.. We have hired a principal liaison to work closely with the team to have access to site leadership and improve the supports for youth. 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.

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, increase in attendance support to case managed families

CWA: Targeted services that support positive attendance and 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 training to provide strategies that promote attendance and that inform on alternatives to suspensions. CWA will have a Truancy 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.

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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. Having 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: There continues to be a 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 continue to need more sustainable funding for our CSW positions. Our grants will sunset in the next year or so. We risk losing these positions once the grants sunset. We need more sustainable funding to fund these existing positions and to hire more CSWs to eventually be able to provide at least one CSW to each school site. With an even more expanded workforce, we can promote our available services even more and reach more students. We will be hiring 5 more CSWs and 1 more LCSW to expand services to 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 a greater number of students this coming year and increase our overall mental health services.

FY: We have to be clear on which team member is doing what. We need to use data more frequently to create access to improvements.

FIT: Program visibility to other PUSD departments and within the Pasadena community, increase number of case managed families, increase outreach for referral making process, and increase attendance support to FIT case managed families

CWA: Clear understanding by school staff of educational codes related to

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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.

PUSD Mental Health: Increase Parent Education. Increasing parent education via parent groups and other forms of psychoeducation to support parents and families of students with low income, English learners, African American, and youth in foster care. With the increase in parenting support, parents will have increased knowledge and skills to be supportive parents and provide positive parenting to PUSD students resulting in better overall functioning, including academic performance and mental & emotional well-being.

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.

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.

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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 and behavioral support for foster youth with plans developed based on the individual needs of the Foster Youth students. Foster Youth Community Liaison, Early Interventionists 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/Learner 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

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which will...	intended AIM/Goal Better case management for Youth in Foster Care
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, attendance teams to refer student for CWA support through the multiple services/programs available. School teams and CWA to collaborate with community partners for additional resources. If/when attendance continues to be a challenge, begin the SART/SARB process. School and District -wide Attendance Campaign
then...	Students will be in class, learning and growing, and as a result, there will be an improvement in academics and overall well-being. School sites will defer to the Attendance Improvement Plans for guidance. Data will be reviewed on a monthly basis and on-going case management for truant students by school attendance teams and district personnel.
which will...	CWA decrease of chronic absenteeism rate
If we...	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

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and other means of correction. Encourage the use of the Alternative to Suspension classroom (for 2023-24 school year, two ATS classrooms will be available). Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources. Train, guide, and support new RtI/Wellness Teachers (Secondary RtI teachers added to the 2023-24 SY). Use and encourage school sites to refer to the MTSS plan for guidance with academic and behavior strategies/interventions.

then... Students will be in class learning and growing. They will have engaged in opportunities where they reflect on their actions and work out different ways to address situations.
Suspension data chats with school sites to address trends/behavior concerns through other means of correction.

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

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	School and District -wide Attendance Campaign
then...	Students will be in class, learning and growing, and as a result, there will be an improvement in academics and overall well-being. School sites will defer to the Attendance Improvement Plans for guidance. Data will be reviewed on a monthly basis and on-going case management for truant students by school attendance teams and district personnel.
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 student 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
If we...	As part of case management, each case manager (CM) will be responsible to accurately track their students' attendance and intervene before the student experiences any truancy issues; The entire FIT staff will need to receive further training in attendance

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	polices in order to accurately report and support the student and family in addressing any issues; Develop incentive program specifically for FIT students and families who show improvement in attendance
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 attendance support to FIT case managed families
If we...	Increase communication with FIT families participating in case management; Increase attendance in IEP and other student meetings as allowed by families in order to further advocate for MKV students; Increase support to families as they navigate other systems such as DPSS; Increase communication with school sites and other district programs in effort to holistically support MKV students
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 case management to FIT families
If we...	Increase outreach events; Increase communication to

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	current FIT families; Increase our awareness in available resources to the local community; Increase visits to school sites throughout the academic year
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...	Increase FIT program visibility
If we...	FIT staff will actively participate in the training of school-site staff to understand MKV policies and FIT role and services; Multiple visits to school sites throughout the academic year; Creating a more strategic relationship with registrars and other school site front office staff in order to identify MKV students immediately
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...	Increase outreach for referral making process
If we...	Distribute psychoeducation via Clinical Social Workers, Infographic, and other resource materials, as well as parent groups/community/school events
then...	Quarterly reports will show CSWs and CSW Interns completing at least 2 intakes.
which will...	PUSD MHS increase parenting psychoeducation
If we...	Identify parents of PUSD MHS clients who have expressed difficulty with parenting via outcome

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measures and via direct requests

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

which will... PUSD MHS increase parenting support

If we... With the expanded workforce, continue building on increasing visibility and knoweldge 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 knoweldge 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...

which will... THRIVE Increase mental health services

If we...

and

and

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and

then... Parents and families of students with low income, English learners, African American, and youth in foster care will have increased knowledge and skills to be supportive parents and provide positive parenting to PUSD students.

and

We will meet the needs of parents needing support to positively contribute to their child's academic, and mental and emotional well-being.

and

and

With expanded workforce providing services to more 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.

which will...

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Priority 1: Better case management for Youth in Foster Care

[Action 1]

FY-Provide specific academic and behavioral support for foster youth with plans developed based on the individual needs of the Foster Youth students. Foster Youth Community Liaison, Early Interventionists 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/Learner 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.

Implementation & Monitoring of Action 1

Pillar 1: Learner-Focused Instruction

- Hired the CWA YIFC Counselor to support the academic and graduation requirement
 - Meet weekly at all 9-12th grade students
 - YIFC team provides workshops and resources
- Hired community liaison to support connecting youth in foster care to resources and opportunities in the community.
- Increasing support for youth in foster care in the elementary grades.

Pillar 2: Outstanding and Respected Employees

- Monthly group and individualized trainings for foster youth advocates
- Partnering with Alliance For Children's rights to deepen knowledge of laws and best practices for addressing needs of youth in foster care.
- Foster youth team is participating in LACOE Regional learning network.

Pillar 3: Quality Learning Environment

- Hired classified and certificated foster youth advocates at each school

Pillar 4: Effective, Responsive, and Accountable Organization

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Pillar 5: Collaboration with Families and Communities to Increase Trust

- Partnering with Children Youth and Family Collaborative to increase services at middle and high schools.
- Establishing a platform of continuous communication with Short Term Residential Therapeutic Programs in the community.
- Outreach to caregivers to increase participation in foster youth advisory council.
-

Metrics

- a. FY-The Attendance and Chronic Absenteeism 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. We also plan to use the data to add or adjust resources/services to meet the status of student needs.

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, attendance teams to refer student for CWA support through the multiple services/programs available. School teams and CWA to collaborate with community partners for additional resources.

If/when attendance continues to be a challenge, begin the SART/SARB process. School and District -wide Attendance Campaign

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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 Specialists. Home visits by Truancy Pre/Int Specialists and Learning Works. Two additional Truancy Prevention/Intervention Specialists have been hired for the 2022-24 SY.

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 (for 2023-24 school year, two ATS classrooms will be available).
Connect students with Mentors for L.I.F.E and Restorative Justice Practices and community resources. Train, guide, and support new RtI/Wellness Teachers (Secondary RtI teachers added to the 2023-24 SY). Use and encourage school sites to refer to the MTSS plan for guidance with academic and behavior strategies/interventions.

Metrics

- a. On-going communication with school administrators on specific student disciplinary cases.
Monitoring of students being referred to ATS classrooms (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. Suspension data chats with the administrative/RtI Teams. Begin the work of attaining Street data to better inform practice.

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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.

School and District -wide

Attendance Campaign

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 Specialists. Home visits by Truancy Pre/Int Specialist and Learning Works. Two additional Truancy Prevention/Intervention Specialist have been hired for the 2022-24 SY.

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.

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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. Quartely planning and monirtoing 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 attendance support to FIT case managed families

[Action 1]

As part of case management, each case manager (CM) will be responsible to accurately track their students' attendance and intervene before the student experiences any truancy issues; The entire FIT staff will need to receive further training in attendance policies in order to accurately report and support the student and family in addressing any issues; Develop incentive program specifically for FIT students and families who show improvement in attendance.

Implementation & Monitoring for Action 1

Pillar 1: Learner-Focused Instruction

- Through case management, we seek to create connections at sites to increase student attendance
- The FIT team has met with CWA staff to learn more about laws and policies with reagrd to atendance

Pillar 2: Outstanding and Respected Employees

- The FIT team consists of 2 Senior Community Advocates, 1 Community Advocate and a Program Coordinatr II (Vacant as of 11/11/23)
 - Participate in split case management
 - Participate in outreach-PTA, Community advocates, Hispanic Heritgae parade/event, Operation Gobble Gobble, Winterfest Toy Drive

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Pillar 3: Quality Learning Environment

LCAP

6.5 Families in Transition

All students experiencing homelessness have the right and access to all programs. Unless otherwise specified or identified, all students should have inclusive offerings.

- All site must serve adnenrollour students regardless of documentation.
- Provided trainings and meetings with principles
- Planning annual training with leadership, training occurred with community advocates in September
- Students have been referred to Mental health services, but not all families agree

6.6 Homeless Information System

As of September 2023, the FIT office has acquired a case management systems that syncs with Aeries for more comperehnsive intake and a better approach to servicing families and students.

- HIMMS is a case management program that assist in better management and services. Unfortunately, we have yet to fully engage in its opportunity as ITS and their team are working through data acquisition.
- Regardless, the team works with families and sites daily to provide the best plan for students and families.

Pillar 4: Effective, Responsive, and Accountable Organization

Pillar 5: Collaboration with Families and Communities to Increase Trust

Metrics

- a. We will be able to monitor improvements and any decline in FIT students' attendance and ideally assist in resolving the issue before they become truancy issues. This will impact the district's attendance rates and ultimately aid MKV students in reaching academic success. Attendance will be checked on a biweekly basis, with some students being checked more frequently as needed.

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Priority 7: Increase case management to FIT families

[Action 1]

Increase communication with FIT families participating in case management; Increase attendance in IEP and other student meetings as allowed by families in order to further advocate for MKV students; Increase support to families as they navigate other systems such as DPSS; Increase communication with school sites and other district programs in effort to holistically support MKV students

Metrics

- a. Overall number of communications made to MKV/FIT families
- b. Staff attendance in student meetings
- c. Student attendance and grades
- d. Monthly monitoring of services and outcomes in order to meet the needs of students

Priority 8: Increase FIT program visibility

[Action 1]

Increase outreach events; Increase communication to current FIT families; Increase our awareness in available resources to the local community; Increase visits to school sites throughout the academic year

Metrics

- a. Monthly reports to identify services being provided to case managed families
- b. Receiving referrals from outside agencies in the local area instead of just the district
- c. Higher volume of referrals from school sites/higher levels of collaboration with school sites to support MKV students

Priority 9: Increase outreach for referral making process

[Action 1]

FIT staff will actively participate in the training of school-site staff to understand MKV policies and FIT role and services; Multiple visits to school sites throughout the academic year; Creating a more strategic relationship

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with registrars and other school site front office staff in order to identify MKV students immediately

Metrics

- a. Higher volume of referrals from school sites/higher levels of collaboration with school sites to support MKV students

Priority 10: PUSD MHS increase parenting psychoeducation

[Action 1]

Distribute psychoeducation via Clinical Social Workers, Infographic, and other resource materials, as well as parent groups/community/school events

Implementation & Monitoring Action 1

Pillar 2: Outstanding and Respected Employees

- Employees receive individualized training at onboarding and throughout employment
 - Weekly group trainings via clinical group supervision
 - Ongoing professional development
 - Annual culturally responsive training

Pillar 4: Effective, Responsive, and Accountable Organization

- Program and staff respond to student, parent, and school site concerns
 - Crisis intervention
 - SST meeting support
 - IEP meeting support

Pillar 5: Collaboration with Families and Communities to Increase Trust

- Staff work collaboratively with parents/families at the start of the intake process, establish treatment goals, and work together throughout treatment
 - Families are linked to adjunct services as needed
 - Families are included in the treatment process for increase success and support to the identified patient (student referred for mental health services)
- Parent education and family support is provided via individual services and via community/school meetings such as Coffee with the Principal,

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School Site Councils, PTSA, other community meetings, as well as collaborative efforts with other PUSD offices/programs

Metrics

- a. Monitor number of materials distributed, meetings attended, parent groups provided.

Priority 11: PUSD MHS increase parenting support

[Action 1]

Identify parents of PUSD MHS clients who have expressed difficulty with parenting via outcome measures and via direct requests

Implementation & Monitoring Action 1

Pillar 2: Outstanding and Respected Employees

- Employees receive individualized training at onboarding and throughout employment
 - Weekly group trainings via clinical group supervision
 - Ongoing professional development
 - Annual culturally responsive training
- All clinical social work staff receive training in an EBP that has a focus on parenting education and support to improve outcomes for children
- All behavioral rehabilitation staff have received training in Make Parenting a Pleasure EBP

Pillar 4: Effective, Responsive, and Accountable Organization

- Program and staff respond to student, parent, and school site concerns
 - Crisis intervention
 - SST meeting support
 - IEP meeting support

Pillar 5: Collaboration with Families and Communities to Increase Trust

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- Staff work collaboratively with parents/families at the start of the intake process, establish treatment goals, and work together throughout treatment
 - Families are linked to adjunct services as needed
 - Families are included in the treatment process for increase success and support to the identified patient (student referred for mental health services)
- Parent education and family support is provided via individual services and via community/school meetings such as Coffee with the Principal, School Site Councils, PTSA, other community meetings, as well as collaborative efforts with other PUSD offices/programs

Metrics

- a. Utilization of data from outcome measures such as CANS, PSC, EBP specific.

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

Implementation & Monitoring Action 1

Pillar 2: Outstanding and Respected Employees

- 1 CSW Resigned, in process of hiring a new one

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- Offered 1 LCSW a position, waiting to see if they will accept or decline
- During onboarding of new employees and new interns, we provide thorough trainings on department procedures, protocols, district protocols, expectations, etc.
 - We have ongoing training on expectations, procedures, protocols, etc.
- Providing a collaborative, safe, respected, valued work environment for team and interns
 - Providing trainings/professional development, clinical supervision, one on one meetings, consultations as needed, crisis support, etc.

Pillar 4: Effective, Responsive, and Accountable Organization

- Clinical staff provide services in the Tier 2 and Tier 3 levels of our MTSS
- We listen to parent concerns, link them to appropriate services, provide appropriate resources
- We provide consultation to principals when they reach out to our office for support and consultation on a case
- We receive referrals for mental health services from school sites, triage the referrals, and assign to clinicians
- We respond to crisis situations school-wide and district-wide

Pillar 5: Collaboration with Families and Communities to Increase Trust

- We respond to parent requests for services in a timely manner
 - We connect parents/caregivers/students to appropriate services
 - We provide appropriate referrals/resources to other needed services. We help them navigate.
- We provide parent psychoeducation, parenting support, parent skill-building

Metrics

- a. Monitor number of referrals received per semester. Monitor number 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.

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