

PASADENA UNIFIED SCHOOL DISTRICT
2024-2025 DEPARTMENT PLAN

Department Name: Student Wellness and Support Services Child Welfare and Attendance, FIT, PUSD Mental Health, Health Programs, and THRIVE: School Mental Health

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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

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Intervention, Mentor for L.I.F.E, SART/SARB, Section 504, Second Step, 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.

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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 and group therapy; collateral parent sessions; 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 \$884,868; MH grant \$0;
EXYM: \$35,000
PUSD Mental Health: (DMH 2.660,959; ERICS \$800,000)

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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?

CWA- Targeted services that support positive attendance and decrease suspensions. All elementary's staffed with 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 hired three Truancy Prevention and Intervention specialist that assisted 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.

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

THRIVE: During the prior year, our goal was to increase visibility and knowledge of services provided, and knowledge and visibility of the department in general. Our goal was to promote services through flyers, website, staff presentations, principal presentations. Our aim was to 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 would lead to an increase in the number of referrals and ultimately the number of students receiving services. With the newly hired CSWs, two more schools would be able to receive the aforementioned services and information.

FIT: Increase program visibility throughout PUSD, increase case

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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.

PUDS MHS: Increase Parent Education. Increasing parent education via parent groups and other forms of psycho-education 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.

Prior Year Achievement

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

THRIVE: Yes, THRIVE was able to expand its workforce by 2 CSWS at 2 different school sites. These two new school sites were able to receive mental health services. THRIVE also provided staff presentations at the various school sites that we service on signs and symptoms of potential mental health challenges and where and how to refer students. THRIVE CSWs at various school sites provided parent psychoeducation during PTA meetings, stand alone parent trainings/workshops, etc. Not all sites that we service received parent trainings but a majority did. THRIVE also participated in many tabling events at various district-hosted events, community hosted events, as well as school site events. We were successful in being more visible, providing information about our services, and informing students, parents, stakeholders, and the community about mental health challenges and the services available to support students' mental health. 271 referrals received as of 5/15/24; not all were serviced by THRIVE due to various reasons (i.e., insurance status/Medi-Cal status, THRIVE caseloads at capacity, referral needing high level of care, etc.) As of 5/15/24, 519 students have been serviced by a CSW or MSW Intern for either individual counseling, group therapy, crisis support, brief intervention, or check-in services.

FY: Processes and procedures have begun to be outlined to ensure immediate enrollment of all foster youth. Attendance and chronic absenteeism have both improved for foster youth, however this population has the highest suspension rate of all subgroups.

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CWA: Attendance has increased by .93% and chronic absenteeism decreased by 12%. Suspension incidents have decreased slightly from the prior year.

FIT-Our case management has remained steady. However, with the new online program for case management, anticipate less time with manual entry and more time to be hands on with families and the sites. We partnered with the Office of Enrollment and ITS to streamline and update all language on our registration forms so that families can identify their status of shelter without confusions. We also determined that 23-24 was the last year to offer botht Housing questionnaire and the data confirmantion We will not only have that verification in our annual data confirmation via the Parent Portal. This is an improvement to keep all data clean and available for reporting.

PUSD MHS: We weren't able to establish parenting groups as it was difficult to meet with parents in a group setting given the availability of parents and staff, however parents of our Medi-Cal students and SPED ERICS students did receive psycho-education via individual provider sessions, as well as parenting resource linkage. We had () of parent counseling sessions provided to parents of ERICS students and () of collateral support sessions for Medi-Cal students.

Prior Year Successes, Challenges, and Learnings

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

THRIVE: A great challenge of ours was hiring qualified CSWs/LCSWs this year. The pool of candidates either did not meet the criteria for employment or those who were offered positions ultimately declined the offers. Also, due to the fiscal climate of the district, the vacancies were not filled second semester as the funding was returned. We had to eliminate 2 employees from the department for the next schol year. We were able to rescind one. Thus, we weren't able to expand in the manner we had hoped to. Out of 5 new CSW vacancies, we only hired 2. Those 2 were eliminated for the new school year. One was rescinded through different funding. Though we were unable to hire all 5 CSWs, it's still a sucess being able to hire 2 new CSWs to cover 2 new schools. So many more students were able to have access to school-based mental health services at the 2 new sites. THRIVE CSWs and interns also did a great job presenting to parents and psychoeducating them on common mental health challenges in youth and ways to help address them. THRIVE also successfully promoted its services at various meetings and to various stakeholders.

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FY- The team of five did an exceptional of meeting with all students to set goals, to improve attendance and graduation outcomes, and to expedite the enrollment process for foster youth. Foster youth advocates were in place at the majority of secondary schools. Moving into next year many of the supports in place for foster youth will shift to the school sites with support from outside organizations.

CWA: Continued focus on improving teired supports at the school sites is needed in order to continue to address behavioral issues and impliment restorative practices. Meetings with schools sites regarding discipline and suspension data will continue to take place in order to assist schools in reducing suspensins and expulsions. Regular meetings with site attendance teams proved to be valuable in maintaining momentum in reducing chronic absenteeism and increasing attendance percentages.

FIT-In order to increase our case managements this year we had to continue using our manual enter adn progress monitoring through spreadsheets. IN March 2024, we finally gained acces to our new online case management system. We are currently entering all current adnnew clients. Itis a new platform and we are allowing for staff to adjust this new process. We have provided added training to Community staff and all administrations. This is pivotal in order to align all eligibility, practices and support. The team was more present in outreach events with partners, special distirct and community events adn most importatnley, connecting with our sites.

PUSD MHS: A notable highlight is that staff are individually providing a lot of support and parenting education to PUSD parents. This support is centered on increasing capacity for parents to support their children in reaching mental health goals/increasing academic and overall wellbeing

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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?

THRIVE: Number of mental health referrals received for 23-24; Number of students who received services in 23-24; Number of ELs, low income, and youth in foster care who received services; 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.

CWA: Monthly reports on suspensions, attendance, chronic absenteeism

FY: Graduation rate, Chronic absenteeism, and suspensions. The number of days passed until a student is enrolled in school.

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

PUSD MHS: Increased student need and staff capacity for individual services

Stakeholder Engagement/Input

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

THRIVE: LCAP Goals, Mental health services data analysis for THRIVE for 23-24 SY, District Strategic Plan

FIT: LCAP goals, district attendance goals, program staff feedback, CA Dashboard, and FIT program data for 2023-24.

FY: Foster Youth Advisory Council, Community Advisory Council, FY advocate meetings, CA dashboard, LCAP goals

CWA: LCAP goals, data chats with school sites, parent meetings, CA dashboard,

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PUSD MHS: LCAP Goals and analysis of service need vs. service capacity

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?

THRIVE: The need for mental health services is still great and we don't have coverage at several schools. With the eliminations for the new school year, we are losing CSWs. This will not allow us to expand our services as we had hoped. However, we are applying for state and federal grants to fund CSW/LCSW for 24-25 in order to be able to further expand our workforce and ultimately be able to service even more students especially at sites that have never had an intern and/or CSW. THRIVE will continue to service EL's, low income students, youth in foster care, African American students.

FIT: Decrease in number of identified MKV students, MKV attendance and Chronic absenteeism rates with MKV students. We are also interested in academic achievement and suspension rates.

CWA: Attendance percentage and chronic absenteeism has still not returned to pre-pandemic numbers. The number of suspensions are higher than our target for 2023-2024.

FY: Foster youth have the lowest graduation rate out of all subgroups.

Immediate enrollment for foster youth continues to be a challenge.

Stakeholders desire better collaboration and communication. In particular, more communication about resources, rights, and navigating challenges with the foster care system.

PUSD MHS: There is high need for mental health services for students and providing individual services will be limited in meeting that need. We want to provide more group services to students and specifically to English Learners, low-income students, youth in foster care, and AA 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?

THRIVE: There continues to be a need for more CSWs and/or MSW 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 L/CSW positions. Our grants will

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sunset this upcoming September 2024. We are currently applying for 3 more state and federal grants to help with the expansion of clinicians so we can provide mental health services at more school sites. With an even more expanded workforce, we can promote our available services even more and reach more students. 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 THRIVE's workforce, we can service a greater number of students this coming year and increase our overall mental health services. THRIVE will continue to service EL's, low income students, youth in foster care, African American students.

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: There is a continued need to support school sites in implimenting restorative practices and PBIS supports in order to reduce suspensions and increase attendance. Secondary schools need continued support in implementing SEL curriculum.

FY: There is a need to define the enrollment process for youth in foster care, with a clear focus on school stability. There is a need to provide transportation for students to remain enrolled in their school of origin until Best Interest Determination can be held. School sites will need to take a more active role in monitiring attendance and acadaic progress of foster youth and ensuring AB216 eligibility.

PUSD MHS: The need for services continues to increase every year. We see more and more need for students struggling with similar issues and we'd like to work on building peer support via groups and expand capacity for service provision.

THRIVE: Increased mental health services. Increasing sustainable workforce to increase visiblity 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. THRIVE will continue to service EL's, low income students, youth in foster care, African American students.

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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. We will continue to monitor the demographics of the students we serve. We will also need to ensure school sites are properly educated.

FY: Increase case management for students and caregivers, including ongoing communication and connections to resources. Increased coordination with outside partners to meet student needs. School sites are expected to welcome and accommodate outside partners who will be supporting students at the school sites. Increased focus on enrollment processes and school stability. 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.

CWA: Clear understanding of and the implementation of the Tiered Levels of Attendance and behavior Support by RtI/ wellness teacher and school teams. Continued support to school sites in increasing attendance percentage and decreasing chronic absenteeism. Continued support with SEL implementation, especially for secondary schools.

PUSD MHS: Group service provision to PUSD students, particularly English Learners, Low Income, African American students, and Youth in Foster Care. We want to prioritize establishment of peer support, access to mental health services when individual services are impacted.

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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... Students will be in school everyday in physical and cognitive environments that is safe, caring, clean, conducive to learning, and allow students to thrive. To have personalized learning plans to address and celebrate attendance efforts. To partner with site and district staff to strategize efforts (home visits, recognitions, etc.)

then... Through efforts in The Mutli-Tiered Systems of Supports, all sites will ensure that MKV student have learning plans of success to meet improved attendance and thrive in school.

which will... Increase attendance support to FIT case managed families and monitor the MKV demographics more explicitly

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 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

then... Through the usage of our SST online case

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which will...	management tracker, all case managers will be able to calibrate the resources, services and referral made to support student and families. Increase case management to FIT families
If we...	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
then...	Monitor the monthly events and devief on the effects it has on supporting students and families. Adjust as needed to ensure PUSD staff and community partners are aligned to services.
which will...	Increase outreach for FIT referral making process
If we...	Continue increasing visibility and knoweldge of department through flyers, website, staff presentations, principal presentations, parent presentations, tabling events. Continue increasing staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and parent workshops. Applying for state and federal grants to help expand mental health workforce will allow us to further meet the needs of students.
then...	The increased knoweldge of available services and knowledge of signs and symptoms of possible mental health challenges will increase the number of referrals and ultimately the number of students receiving services. The increase in workforce will allow us to further meet the needs of students without having to refer students elsewhere for services.
which will...	THRIVE Increase mental health services

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If we... Increased focus on practices and procedures to support school placement stability. Increased outreach and communication to engage caregivers and connect to resources, Foster collaboration with outside partners to increase academic supports at school sites,

then... Youth in foster care will attend school more regularly and successfully pass the courses required to achieve graduation

which will... FY decreased suspensions, increased graduation rate,

If we... Provide weekly best practices and grade appropriate classroom strategies to schools throughout September. Monthly best practices throughout the school year. Biannual visits to school attendance teams to provide support and best practices and increased usage of attendance platform. Daily attendance support to attendance clerks provided by Attendance Specialists. Everyday Labs will provide families with attendance reports and truancy notifications. Truancy Prevention and Intervention Specialist to monitor students on SARB caseload, identify students with extreme attendance challenges, and provide interventions/supports. Learning works to provide support with no show list, truant students, and home visits. School and district -wide Attendance Campaign

then... Schools will be equipped to better serve families of students who are struggling with attendance. Students and families will have access to supports and resources available to help improve attendance.

which will... CWA Increased attendance percentage, decreased chronic absenteeism, reduced suspensions

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Priority 1: Increase attendance support to FIT case managed families and monitor the MKV demographics more explicitly

[Action 1]

Students will be in school everyday in physical and cognitive environments that is safe, caring, clean, conducive to learning, and allow students to thrive. To have personalized learning plans to address and celebrate attendance efforts. To partner with site and district staff to strategize efforts (home visits, recognitions, etc.)

Metrics

- a. Low Income Foster Youth and English Learners will receive support from trained personnel to minimize impact on school attendance and Attendance intervention services provided by positions such as Truancy Interventionists and site staff will reduce chronic absenteeism especially among unduplicated student groups and those student groups at the lowest performance level per the California School Dashboard with additional measures such as attendance data monthly reporting through the usage of attendance platforms, and attendance campaigns will be implemented to monitor student and student groups at risk of being chronically absent

Priority 2: Increase case management to FIT 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

Metrics

- a. Families in Transition assists students experiencing homelessness by facilitating school enrollment advocating for students' continued enrollment in school of origin and ensure that

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students receive appropriate educational services and his action increases services for students and families experiencing homelessness by ensuring basic living and school needs are met to minimize barriers toward academic success and wellbeing

Priority 3: Increase outreach for FIT referral making process

[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. The Families in Transition Office will provide at least two annual trainings to all identified PUSD staff and Community members to ensure the services and resources are used to support students and families

Priority 4: THRIVE Increase mental health services

[Action 1]

Continue increasing visibility and knoweldge of department through flyers, website, staff presentations, principal presentations, parent presentations, tabling events. Continue increasing staff and parent understanding of signs and symptoms of mental health challenges through presentations during staff meetings and parent workshops. Applying for state and federal grants to help expand mental health workforce will allow us to further meet the needs of students.

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 dispersement (i.e., staff presentations, parent workshops, tabling events, etc.).

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Priority 5: FY decreased suspensions, increased graduation rate,

[Action 1]

Increased focus on practices and procedures to support school placement stability. Increased outreach and communication to engage caregivers and connect to resources, Foster collaboration with outside partners to increase academic supports at school sites,

Metrics

- a. Monthly suspension reports
- b. tracking of enrollment time for students entering the district
- c. Monthly district attendance reports
- d. # of caregivers participating in meetings and events
- e. Course completion rates by semester
- f. FAFSA completion rates

Priority 6: CWA Increased attendance percentage, decreased chronic absenteeism, reduced suspensions

[Action 1]

Provide weekly best practices and grade appropriate classroom strategies to schools throughout September. Monthly best practices throughout the school year. Biannual visits to school attendance teams to provide support and best practices and increased usage of attendance platform. Daily attendance support to attendance clerks provided by Attendance Specialists. Everyday Labs will provide families with attendance reports and truancy notifications. Truancy Prevention and Intervention Specialist to monitor students on SARB caseload, identify students with extreme attendance challenges, and provide interventions/supports. Learning works to provide support with no show list, truant students, and home visits. School and district -wide Attendance Campaign

Metrics

- a. Monthly attendance and suspension reports by school and subgroup

2024-25 Org Chart SWSS

