

**PASADENA UNIFIED SCHOOL DISTRICT  
SCHOOL SUPPORT SERVICES ANNUAL PLAN- 2018/2019  
COVER SHEET**

<p><b>DIVISION DEPARTMENTS</b></p>	<p><b>DIVISION:</b> SCHOOL SUPPORT SERVICES <b>DEPARTMENTS:</b> CHILD WELFARE, ATTENDANCE, AND SAFETY; FAMILIES IN TRANSITION; ENROLLMENT AND RECORDS; HEALTH AND WELLNESS; AND MENTAL HEALTH SERVICES.</p>
<p><b>DIVISION STATEMENT OF PURPOSE</b></p> <p><i>Insert statement describing what your Division does and its purpose</i></p>	<p>School Support Services Statement of Purpose</p> <p>Through communication, collaboration, and engagement, our team of experienced professionals deliver student, family and community services, maximizing school achievement for students at all levels of learning and overcoming the academic, social, emotional, or physical barriers which may impede student success.</p> <p>We focus on areas of:</p> <ul style="list-style-type: none"> <li>Health and wellness</li> <li>Student Welfare</li> <li>Parent support and education</li> <li>School safety</li> <li>Immediate responsiveness to emerging issues</li> <li>Enrollment options and opportunities.</li> <li>Fostering community engagement, feedback, and partnerships</li> <li>Continuously improving our quality systems and service delivery models</li> </ul>
<p><b>DIVISION THEORY OF ACTION (TOA)</b></p> <p><i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i></p>	<p>School Support Services Theory of Action</p> <p>If we engage in meaningful communication, collaboration, and partnerships with students, families, and our communities in support of student achievement, AND, we deliver health and human services that maximize achievement for students at all levels of learning; AND, we focus on delivering services that collectively impact student success by assisting them in overcoming any academic, social, emotional, or physical barriers to success; AND, we champion health, wellness, and safety on school campuses; AND, we foster effective student, family engagement and parent education; AND, we support physically and virtually welcoming school and district climates that communicate care, respect, and appreciation for people; AND, we support PUSD staff with the training, skills, and knowledge so that they, in turn, can support students and families; AND, we offer responsive enrollment options and opportunities for families;</p>

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	<p>AND, we communicate timely information via consumer-driven methods;</p> <p>AND, we promote the remarkable programs, achievements and events of PUSD;</p> <p>AND, we identify and promote opportunities for engagement with the community for partnerships and feedback;</p> <p>THEN, the PUSD Division of School Support Services will operate on the principles of collaboration, respect and excellence in support of healthy and welcoming schools where children thrive and graduates are prepared to enter the college and careers.</p>
<p><b>DIVISION ORGANIZATIONAL CHART &amp; DEPARTMENTAL LIST OF SERVICES</b></p>	<p><i>Attached:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Organizational chart</a> that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE for 2018/19;</li> <li>● <a href="#">Departmental List of Services</a></li> </ul>
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**ALIGNMENT TO LCAP GOALS, ACTIONS, OUTCOMES & TARGETS 2018-20**

**Goal 1:** Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners (ELs), Foster Youth, 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.

**Action 1.3** Provide support to reduce the educational achievement gaps between foster youth and general student population:

**2018-19 ACTIONS & SERVICES**

With (Budget Location #)

#	LCAP Action/Service Description	LCAP Outcomes & Targets
1.3.a.	Establish policy and data infrastructure necessary to support and monitor educational success, and access to services comparable to their peers (Child Welfare Attendance and Safety - see action 3.1, ITS – see action 5.2)	See below and dashboard

**Goal 3:** Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will in good repair, clean, and equipped for 21st century learning.

**2018-19 SUBACTIONS & SERVICES**

With (Budget Location and estimated number of FTE funded by LCFF Supplemental & Concentration funds and/or Title I, II, and/or III)

#	LCAP Action/Service Description	LCAP Outcomes & Targets <i>Baseline is for 2016-17 and Target for 17-18 unless otherwise indicated</i>
3.1.a	Provide academic and socio-emotional support services to at risk students, helping to increase attendance and reduce chronic absences:. CWAS Leadership (138)	<b>State Priority 5, for Districtwide</b> 3.1 Average Daily Attendance Rate Baseline: 95.8%, Target: 96%
3.1.b.	Provide leadership and services of Child Welfare Attendance and Safety (CWAS) Department; including staffing for implementation of goals and actions to improve educational outcomes for foster youth (see 1.3); coordination of School Support Services Division; collaboration with sites, parents and community; Attendance and Truancy intervention; SART and SARB services; School Safety Services: Emergency preparedness; administer school climate surveys; facilitate Foster Youth and Mental Health Consortia: oversight of PUSD Mental Services; Foster Youth supports; Discipline	3.2 Chronic Absenteeism Baseline: 10.8%, Target: 9%  3.5 Middle School Dropout Count Baseline: 5; Target: 0  3.6 High School Dropout Rate Baseline (15-16): 10%; Target 7.7%

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	Guidelines; Section 504 plan implementation (CWAS 138). 12 FTE for SWAS leadership and support staff	<p><b>State Priority 6</b></p> <p>3.3 Suspension Rate Baseline 4.9%, Target 4.4%</p> <p>3.4 Expulsion Rate Baseline: 0; Target: 0</p> <p>3.7 School Connectedness Baseline: 50.5%; Target: 54%</p>
3.1.c.	Provide targeted proactive and preemptive support services for at risk students through Foster Youth Community Liaison, District-wide Mentoring program, and Alternative to Suspension Program (CWAS 138)	<p><b>Indicators specific to Foster Youth</b></p> <p>3.2 Chronic Absenteeism Baseline: 35.7%</p>
3.2	Provide specific academic support for foster youth; with plans developed based on individual needs of the FY students. Foster Youth Community Liaison and Support Staff who facilitate enrollment and monitor attendance; transcript analysis and collaboration with site staff, See also action 1.3. (CWAS 138)	<p>3.3 Suspension Rate Baseline: 18.9%</p> <p>3.6 High School Dropout Rate Baseline (15-16): 46.9%</p>
3.3	Address the needs of homeless children and youth, and foster youth through Families in Transition and CWAS 138, and by resource). 2 FTE Homeless program support staff. Supplies	See program data and reports
3.4	Provide mental health, social work, and wrap around services for students and families at targeted schools with high risk populations and coordinate with community mental health providers, including services of behavior project aides to support elementary schools with behavior and conflict resolution; alternatives to suspension (CWAS 138 and by site)	See program data
3.5	Mental Health Department Services under contract with Los Angeles County Department of Mental Health (Mental Health Department 699)	See program data
3.6	Provide the health and wellness services that research shows is essential to improving outcomes for students who face barriers of poverty and other stressors including ongoing mental health counseling, medical and/or dental care for chronically absent students and families reaching out to chronically absent students and their families to address barriers to attendance (e.g. conduct home visits, connect to social and health services); screening and assessment of the level of unmet physical and mental health needs among students to ensure poor health is not a barrier to attendance.	See program and individual school data

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	Includes the services of health clerks and school nurses. (Health Services 125).	
3.8	Noon Aides and Security	See individual school data

# School Support Services Organizational Chart

