

**PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT PLAN
COVER SHEET 19-20**

Fill in the boxes below, feel free to expand to additional page:

DEPARTMENT	<i>Child Welfare, Attendance and Safety</i>
DEPARTMENT STATEMENT OF PURPOSE <i>Insert statement describing what your Division does and its purpose</i>	The aspiration of the Child Welfare, Attendance, and Safety department is to promote student success. We believe in the fundamental principle of equity and the fair treatment of all PUSD students. All students will be provided fair access and opportunity to comprehensive services that meet their needs. We strive to create a culture of collaboration by engaging community stakeholders, families, students, and staff in strategically addressing the barriers to student success.
DEPARTMENT THEORY OF ACTION (TOA) <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>	<i>Child Welfare, Attendance and Safety</i> IF we engage in meaningful communication, collaboration, and partnership 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, knowledge so that they , in turn, can support students and families; THEN, the Child Welfare, Attendance, and Safety department will operate on the principles of collaboration, respect, and excellence in support of healthy and welcoming schools where children thrive and

	<p>graduates are prepared to enter college and careers.</p>
<p>DEPARTMENT ORGANIZATIONAL CHART</p>	<p><i>Child Welfare, Attendance and Safety</i></p> <p><u>Schools Support Department</u></p> <p>Dr. Eric Sahakian Assistant Superintendent</p> <p>Angela Gutierrez Senior Administrative Assistant</p> <p><u>Child Welfare, Attendance, and Safety Department</u></p> <p>Dr. Vanessa Torres Coordinator</p> <p>Paul Michael Dalton Counselor</p> <p>Lara Choulakian Licensed Clinical Social Worker</p> <p>Luisana Marquez Clinical Social Worker</p> <p>Elsa Gutierrez Intervention School Teacher</p> <p>Giovanni Ayala Intervention Specialist</p> <p>Randel Johnson Behavior Specialist</p> <p>Franchesca Ocasio Community Liaison Specialist</p> <p>Efren Monterroso Foster Youth Counselor</p> <p>Ana Gonzalez Community Liaison Specialist</p> <p>Llyod Dabasol Attendance Specialist</p> <p>Susana Arellano Project Aide</p> <p>Marco Sanchez Student Advocate</p>

DEPARTMENT BUDGET	Unrestricted and LCAP \$1,195,429
DEPARTMENT CONTACT	Dr. O. Vanessa Torres
TELEPHONE/E-MAIL	626-396-3600, ext. 88231 torres.olga@pusd.us

1. Return to Dr. Stammer By Oct.7, 2019 2. Add to DLN folder Department Plans 19-20

PASADENA UNIFIED SCHOOL DISTRICT

DEPARTMENT ANNUAL PLANNING FORM

Fill in the boxes below:

DEPARTMENT NAME:	<i>Child Welfare, Attendance and Safety</i>
DEPARTMENT STATEMENT OF PURPOSE (A):	The aspiration of the Child Welfare, Attendance, and Safety department is to promote student success. We believe in the fundamental principle of equity and the fair treatment of all PUSD students. All students will be provided fair access and opportunity to comprehensive services that meet their needs. We strive to create a culture of collaboration by engaging community stakeholders, families, students, and staff in strategically addressing the barriers to student success.
LIST OF SERVICES	<i>Child Welfare, Attendance, and Safety</i> <i>Alternative to Education (Committee)</i> <i>Alternative to Suspension Classroom</i>

	<p><i>Attendance and Truancy</i></p> <p><i>Attendance Pop-Up Celebrations/Competitions</i></p> <p><i>Attendance School Site Committees</i></p> <p><i>Alternative to Suspension Classroom</i></p> <p><i>RtI (Behavior Response to Intervention)</i></p> <p><i>Bullying Prevention</i></p> <p><i>Mental Health Crisis Response & Manual</i></p> <p><i>Discipline Guidelines (Suspensions, Expulsions and Alternatives)</i></p> <p><i>Emergency/Disaster Preparedness</i></p> <p><i>Foster Youth Community Liaison</i></p> <p><i>Foster Youth Counselor</i></p> <p><i>Foster Youth Consortium</i></p> <p><i>Foster Youth Sensitivity Training</i></p> <p><i>Foster Youth Guardians, Parents, and Advocate Council</i></p> <p><i>Mandated Child Abuse Reporting</i></p> <p><i>Master's in Social Work Intern Program</i></p> <p><i>Mental Health Consortium</i></p> <p><i>Mentoring/Mentors for L.I.F.E</i></p> <p><i>PUSD Mental and Social Support Services</i></p> <p><i>PUSD Clinical Social Workers</i></p> <p><i>PUSD Mental Health Services</i></p> <p><i>Restorative Justice Practices</i></p> <p><i>Social/Emotional Curriculum/Lessons</i></p>
DEPARTMENT THEORY OF ACTION:	<i>Child Welfare, Attendance and Safety</i>

	<p>IF we engage in meaningful communication, collaboration, and partnership with students, families, and our communities in support of student achievement ;</p> <p>AND, we deliver health and human services that maximize achievement for students at all levels of learning;</p> <p>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;</p> <p>AND, we champion health, wellness, and safety on school campuses;</p> <p>AND, we foster effective student, family engagement and parent education;</p> <p>AND, we support physically and virtually welcoming school and district climates that communicate care, respect, and appreciation for people;</p> <p>AND, we support PUSD staff with the training, skills, and knowledge so that they, in turn, can support students and families;</p> <p>THEN, the Child Welfare, Attendance, and Safety department 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 college and careers.</p>
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The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

1. Department Goals (Outcomes) 2019-20 (B) <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	Metrics (C) <i>How will you measure impact?</i>	Targets (D) <i>Include baseline level, if available</i>
1. Chronic absenteeism for Kinder through 2nd grade will decrease by 2 % for the 2019-2020 school year (s/y).	1. Chronic absenteeism rate for 2019-20 s/y compared to 2018-19 s/y	1. Chronic absenteeism rate of 2018/19 s/y = 12%. Chronic absenteeism rate for 2017-18 s/y = 10%
2. Decrease number of reported student conflict related incidents in 2nd grade	2. Bullying incidents reported in the 2019-	2. Reported bullying incidents for 2018-19

<p>classes in all elementary schools by 10%.</p> <p>3. Decrease the number of suspensions related to physical altercations (Ed. Code 48900, A1) among middle school students by 5%.</p> <p>4. Increase foster youth graduation rate by 10% (current seniors).</p>	<p>2020 s/y compared to 2018/19 s/y.</p> <p>3. Number of physical altercations related suspension for the 2019-20 s/y compared to 2018-19 s/y.</p> <p>4. Graduation rate for foster youth in 2019-20 s/y compared to 2018-19 s/y.</p>	<p>s/y = 42</p> <p>3. Physical altercation related suspensions for 2018-19 = 315</p> <p>4. Foster youth graduation rate for 2018-19 s/y = 53% (41 students).</p>
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<p>2. Department Actions for 2019-20(E) <i>What will we do in 19-20 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 20-21?</i> <i>Yes/No</i></p>
<p>1. (a) Provide K-2 grade attendance date reports to elementary school sites on a monthly basis.</p> <p>(b) Provide elementary schools with information/guidance specific to improving attendance for K-2 students.</p> <p>(c) Meet with elementary attendance teams at least once a semester to assist with their attendance improvement plan.</p> <p>(d) Parent outreach provided by community advocate.</p> <p>(e) Assist with district wide attendance incentives.</p> <p>(f) Increase parent and student attendance support through the SART /SARB process.</p> <p>2. MSW Interns and Clinical Social Worker will conduct a series of</p>	<p>1. No</p>

<p>three “Empathy Lessons” to all 2nd grade classes in all elementary school sites.</p>	<p>2. No</p>
<p>3. (a) Restorative justice practices provided through preventive interventions and/or restorative circles.</p> <p>(b) Participation in ATS (Alternative to Suspension) classroom.</p> <p>➤ Skill building (anger management, self-regulation, etc.,)</p>	<p>3. No</p>
<p>4. Foster youth counselor will create an individual learning plan with every foster youth senior to establish graduation status and monitor supports/services needed to ensure graduation.</p>	<p>4. No</p>

Return to Dr. Stammer by Oct. 7