

**PASADENA UNIFIED SCHOOL DISTRICT
 CWAS DEPARTMENT PLAN
 2020 - 2021 ANNUAL PLAN**

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 graduates are prepared to enter college and careers.
DEPARTMENT ORGANIZATIONAL CHART	<p><i>Child Welfare, Attendance and Safety</i></p> <p><u>Student Wellness and Support Services</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>Edith Ballard Clinical Social Worker</p> <p>Elsa Gutierrez Intervention 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>Lloyd Dabasol Attendance Specialist</p> <p>Camille Pierce Trujillo Community Advocate</p> <p>Stella Francoallen Senior Community Advocate</p> <p>Susana Arellano Project Aide</p>

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

- 1. Return to David Rennie By Oct. 5, 2020 2. Add to DLN folder Department Plans 2020 - 2021**

**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	Child Welfare, Attendance, and Safety Alternative to Education (Committee) Alternative to Suspension Classroom Attendance and Truancy Attendance Celebrations/Competitions Attendance School Site Committees RtI (Behavior Response to Intervention)

	<p>Bullying Prevention</p> <p><i>Mental Health Crisis Response & Manual</i></p> <p><i>Discipline Guidelines (Suspensions, Expulsions and Alternatives)</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 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>
<p>DEPARTMENT THEORY OF ACTION:</p>	<p><i>Child Welfare, Attendance and Safety</i></p> <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, 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>
--	---

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) 2020-21 (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. Maintain average graduation rate for foster youth during 2020-21 school year (s/y). In the past 3 years the graduation rate has increased every year by at least 10%	Graduation rate for foster you in 2020 -21 s/y compared to the 2019-20 s/y.	Foster Youth graduation rate for 2019-20 s/y = 64%
2. Increase the number of schools receiving one-to-one MTSS/Rtl guidance and support (with an emphasis on behavior interventions/supports during distance and hybrid learning) to ALL PUSD schools.	Number of schools served during the 2020-21 s/y compared to the 2019-20 s/y.	Number of schools served in the 2019-20 s/y = 9
3. For elementary and middle school students participating in the “MSW Intern Attendance Support” program, there will be a 5% increase in attendance percentage at the end of the program.	Attendance percentage of the student at the start of the program compared to the attendance percentage at end of the program.	Not applicable

2. Department Actions for 2020-21(E) <i>What will we do in 20-21 to achieve our goals and meet our targets?</i>	<i>Will this take additional resources to do in 21-22?</i> <i>Yes/No</i>
<p>1. (a) The foster youth counselor will create an individual learning plan with every foster youth senior to establish graduation status and monitor supports/services needed to ensure graduation.</p> <p>(b) Foster youth will participate in weekly STARS group meetings (a program designed to build community and share available resources).</p> <p>2. (a) Provide training on behavior interventions and supports specifically for distance and hybrid learning.</p> <p>(b) Meet with each school site to develop an MTSS/Rtl Behavior Tier I Plan using the Tiered Fidelity Inventory tool.</p> <p>(c) Throughout the school year, provide guidance and monitor the implementation of the MTSS/Rtl Behavior Tier I Plan</p> <p>3. (a) Students considered truant will be assigned to a MSW Intern for attendance support.</p> <p>(b) MSW Interns will collaborate with school/district personnel and parents to address barriers to positive attendance.</p>	<p>1. (a) No</p> <p>(b) No</p> <p>(a) No</p> <p>(b) No</p> <p>(c) No</p> <p>(a) No</p> <p>(a) No</p>