

PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT ANNUAL PLAN FORM

Fill in boxes below:

DEPARTMENT NAME:	<i>You may combine Departments if they serve a similar or linked purpose</i> Office of Child Welfare, Attendance, and Safety
DEPARTMENT STATEMENT OF PURPOSE (A):	
LIST OF SERVICES	<i>Please provide list of basic, ongoing services your Department currently provides.</i>
(OPTIONAL) DEPARTMENT THEORY OF ACTION:	

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) 2016-17 (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. <u>Reduce number of student suspensions in/out of school, district-wide (LCAP Goals 4 and 6)</u>	a) Increase in Behavior RTI training and supports.	i. Increase support site staff that is skilled and able to provide socio-emotional and conflict resolution support as an intervention to suspension; Specialized staff that is appropriately credentialed and trained to provide social-emotional support to our students; specifically our EL, FY and African American students; 4 Clinical Social Workers to rove between elementary school sites, budget requested for 2016-2017: 250,000.

	<p>ii. 70% of sites implementing Behavior RTI with fidelity. 100% of all sites implementing Behavior RTI with fidelity.</p> <p>i. All schools will be supported by CWAS in identifying appropriate consequences to discipline infraction for all targeted subgroups</p> <p>ii. 100% currently. 100% of school sites will continue to receive timely training and supports.</p> <p>i. Culturally relevant and sensitivity training for administrator and staff that supports the diversity of our students</p> <p>ii. 10% of PUSD administrators have completed the comprehensive sensitivity training on FY. 100% of site administrators and front office support to receive sensitivity training, particularly trauma endured by Foster Youth.</p> <p>i. Provide information to parents of EL, FY and Low Income students about education code specifically as it relates to discipline. 100% currently.</p> <p>ii. 100% of all parents/guardians to receive timely information on education codes related to discipline via the annual district parent/student handbook</p>
	<p>b) Increase the number of alternatives to discipline district-wide.</p>
	<p>c) Increase in the number of FY sensitivity/awareness and policies training.</p>

	<p>d) Increase in accessibility of Education Code information as it relate to discipline</p>	
<p><u>2. All students, K-12, will be in school everyday (LCAP Goal 6)</u></p>	<p>a) Increase in daily monitoring of attendance</p> <p>b) Increase in the number of strategies/interventions to support students/parents with attendance concerns</p>	<p>i. A2A attendance program: Daily monitoring of attendance and timely communication with parents.</p> <p>ii. 100% currently. 100% of students will be monitored by the A2A system as it relates to truancy notifications and the scheduling of SART and/or SARB hearings.</p> <p>i. All schools implementing strategies via the Attendance Improvement Plan (as part of SPSA)</p> <p>ii. 45% of site administrators matching students to attendance interventions. 100% of all site administrators identifying students at-risk with truancy and matching intervention(s).</p> <p>i. Provide ongoing mental health counseling, medical and dental care for chronically absent students and families; each school utilizes site allocation to hire support staff to serve the EL, FY and Low Income students; SSC decides the most effective position for their site which includes Community Assistants, Project Aides and/or additional health services staff. Increase ADA</p>

	c) Increase in supports and referrals addressing attendance	<p>(average daily attendance) for the district to 98%.</p> <p>ii. 25% of elementary sites supported with aides supported by school site funding. 100% of all elementary sites to be provided with a Behavior/Project Aides for supplemental behavioral supports; a minimum of 250 of Pasadena USD stakeholders to be trained on Youth Mental Health First Aide (identification and referral of students/parents to appropriate counseling services).</p>
<p><u>3.All Foster Youth students will receive academic and attendance support (LCAP Goal 2 and 6)</u></p>	a) Increase site level support for FY students	<p>i. CWAS Foster Youth Community Liaisons (1); Intervention Specialists (2); CWAS advocates (2). Academic Intervention Specialist (1) & Counselor (1) for Project YES- Middle School Academic/Social Emotional Pull-out program (two pilot sites- Wilson and Eliot MS)- Funding requested for 2016-17 for both positions- 160,000.</p> <p>ii. 65% of FY receiving supports from mentioned staff as Liaison and advocates were brought on board as of 4/14/15. 100% of foster youth will receive the appropriate services and supports of the auxiliary support team of CWAS</p>