



Multi-Tiered Systems of Support For

# STUDENT WELLNESS

Tuesday, February 21, 2023

# SYSTEM ALIGNMENT

Guiding Principles

LCAP

District Goals

Academic Blueprint

Coaches Forum

Theory of Improvement

PLC  
Huddle

Central Unified School District  
2022-23

## LCAP GOALS

Central Unified will ensure that all students meet or exceed academic standards and are prepared for college, career, and community.

GOAL 1	HIGHLIGHTED ACTIONS					
Rigorous Instructional Materials	Literacy-rich schools	Targeted Academic Interventions	Professional Development	College & Career Readiness	English Language Proficiency	

Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

GOAL 2	HIGHLIGHTED ACTIONS				
Academic & Career Counseling	Targeted Social-Emotional Interventions	Targeted Behavior Intervention	Highly Qualified Staff	Co-Curricular Activities	

District Unified School District will operate safe and inclusive schools in partnership with our community.

GOAL 3	HIGHLIGHTED ACTIONS			
Safe & Clean Facilities	Access to Technology	Family Education & Engagement	Multilingual Communication	

Central Unified School District  
**GUIDING PRINCIPLES**

**CORE VALUES:**

- Communication
- Achievement
- Resilience
- Empathy
- Service

**BELIEFS:**

- We believe in excellence and high expectations.
- We believe in equity and access.
- We believe in collaboration and community.

**VISION:** Central Unified will be a regional leader in education where all students graduate ready for success.

**MISSION:** Embrace diversity to educate our youth, create academic success, and empower tomorrow's leaders. We are Central Unified.

**DISTRICT LCAP GOALS**

GOAL 1	GOAL 2	GOAL 3
<ul style="list-style-type: none"> <li>Rigorous Instructional Materials</li> <li>Literacy-Rich Schools</li> <li>Targeted Academic Interventions</li> <li>Professional Development</li> <li>College &amp; Career Readiness</li> <li>English Language Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Academic &amp; Career Counseling</li> <li>Targeted Social-Emotional Interventions</li> <li>Targeted Behavior Intervention</li> <li>Highly Qualified Staff</li> <li>Co-Curricular Activities</li> </ul>	<ul style="list-style-type: none"> <li>Safe &amp; Clean Facilities</li> <li>Access to Technology</li> <li>Family Education &amp; Engagement</li> <li>Multilingual Communication</li> </ul>



**NEXT Level**  
EXCELLENCE FOR EVERYONE

**BLUEPRINT FOR ACADEMIC SUCCESS 2.0**

**Communicate** **Build Capacity** **Provide Feedback** **Celebrate Progress**

- Inclusive classrooms where everyone belongs.
- On-grade level instruction with increased time for mathematics (PK-6) and writing (PK-12)
- Small group instruction that differentiates learning to meet every student's needs (EL, GATE, SWD)
- PLCs that 'huddle' frequently around data to improve outcomes for all students (focus EL, SWD, AA)

**Change Ideas**

- Students who have frequent opportunities to meet and make sense of various types of word problems and tasks will have greater success in mathematics.
- Students that complete at least five(5) IAB/FIAB in both ELA and MATH before Spring Break will be more prepared for the content and environment of high stakes testing.
- Students allowed to retake assessments after engaging in reteach/intervention will have greater success in their learning.
- Students that set goals and monitor progress with at least three checkpoints during the year will develop greater self-efficacy and success.

2022-2023

# LCAP

## 2022-2023

### GOAL 2

Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

- Academic and Career Counseling
- Targeted Social-Emotional Interventions
- Targeted Behavior Intervention
- Highly Qualified Staff
- Co-Curricular Activities



# TIERED SYSTEMS OF SUPPORT

## TIER 3

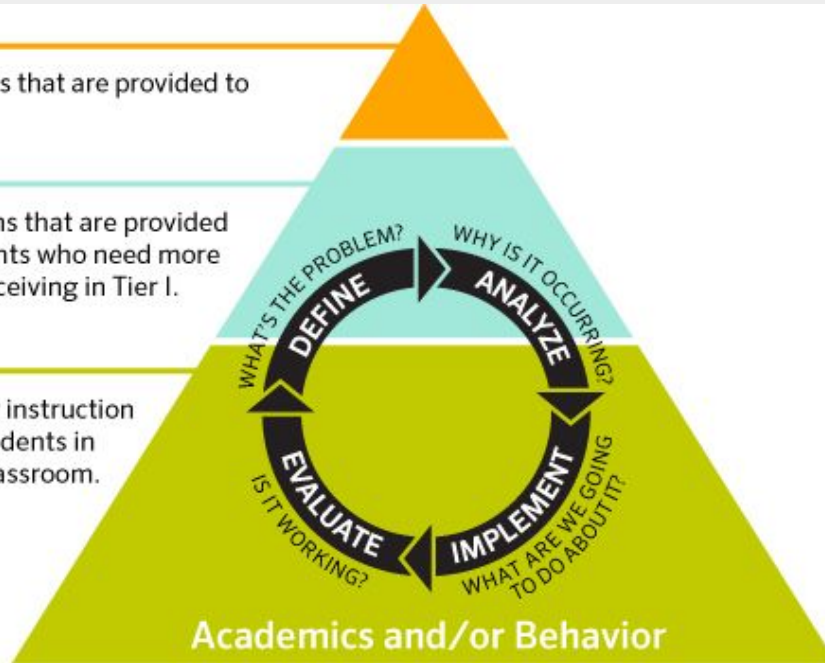
refers to the interventions that are provided to individual students.

## TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

## TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



PBIS school teams (Tier 1) meet at least monthly to review school wide discipline data. Tier 2 and 3 teams meet more often depending on the number and needs of students.

## TIER 1

- School Wide Teams to support, plan, and create prevention plans to decrease disciplinary incidents school-wide

## TIER 2

- Check-in/Check Out- student given daily point goals based on behavior, given adult feedback and assigned an adult mentor. Student receives weekly/daily incentives for meeting goals

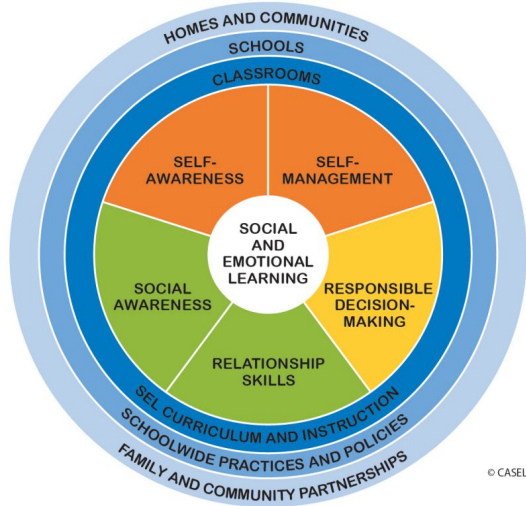
## TIER 3

- Individual Behavior Plans- plan that preventively targets the “why” behind student behavior AND increases the occurrence of a more appropriate “replacement” behavior

# POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS



# Social-Emotional Learning (SEL)/ Mental Health



## TIER 1

- Second Step  
Elementary Social-Emotional Learning Curriculum
- Suite 360  
Secondary Social-Emotional Learning Curriculum

## TIER 2

- Strong Kids
- Mind Up
- Student Assistance  
Program(SAP) Groups
- Zones of Regulation

## TIER 3

- Individual Counseling Services
- Tier 3+,
  - SAFE team services
  - Comprehensive Youth Services
  - All For Youth (FCSS / County Behavioral Health)
  - Care Solace

# THINKERY/ REFLECTION ROOMS



Staffed by Certificated long-term subs trained in: Discipline that Restores, social-emotional learning groups, and procedures for managing behaviors

Rooms/staff are multi-functional based on site need:

- Re-teaching/restorative component for discipline
- SEL groups
- CICO support

Preliminary data looks positive

# RESTORATIVE PRACTICES



# INVESTMENTS



**Intervention  
Counselors**

**SAFE Team**

**All 4 Youth  
CYS**

**Prodigy  
(Secondary)**

**National  
Impact  
(CenCal)  
Mentors**

**Psychs**

**Thinkery  
Subs**

**Liaisons**

**Behavior  
Aides**

**NCI**

**ASIST**

**Care Solace**

# CARE SOLACE

Increased mental health support  
for staff and families

Available in over 200 languages

Mental health coordination-closing  
the gap

FREE service for staff and families

[www.caresolace.com/centralusd](http://www.caresolace.com/centralusd)  
<https://vimeo.com/673234477>

**IT'S OKAY TO ASK FOR HELP**

  
Calming the Chaos of  
Mental Health Care

Care Solace connects students, staff, and their families to care. At no cost to you, Care Solace will quickly and confidentially find available mental health and substance use providers matched to your needs.

Find the right help at the right time.

**24/7/365 MULTILINGUAL SUPPORT**  
 A multilingual team is available 24/7/365 to help you understand options, call providers on your behalf, and schedule an appointment.

**CARE REGARDLESS OF INSURANCE**  
 Connect to care with any coverage including Medicaid, Medicare, and sliding scale options for those without insurance.

**EASY ACCESS TO CARE**  
 Use Care Match, the self-serve website, to find a provider on your own.

**GET CONNECTED TO CARE TODAY**

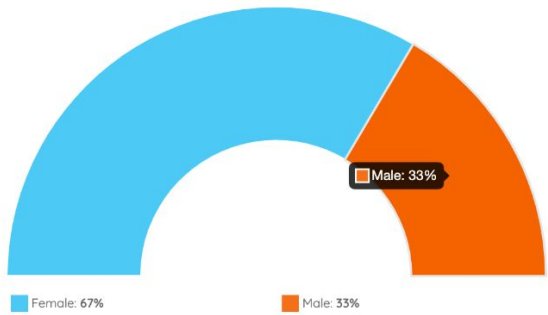
**888-515-0595**

[caresolace.com/](http://caresolace.com/)

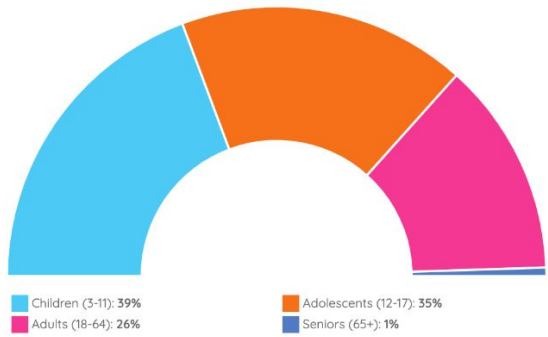


Please note: Care Solace is not an emergency response service or mental health services provider. In the event of a life threatening emergency, call 9-1-1 or the National Suicide Hotline 9-8-8.

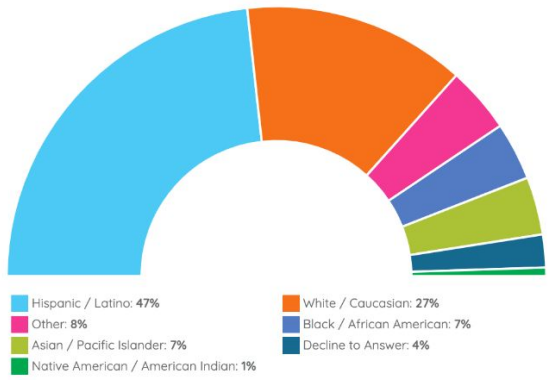
Genders



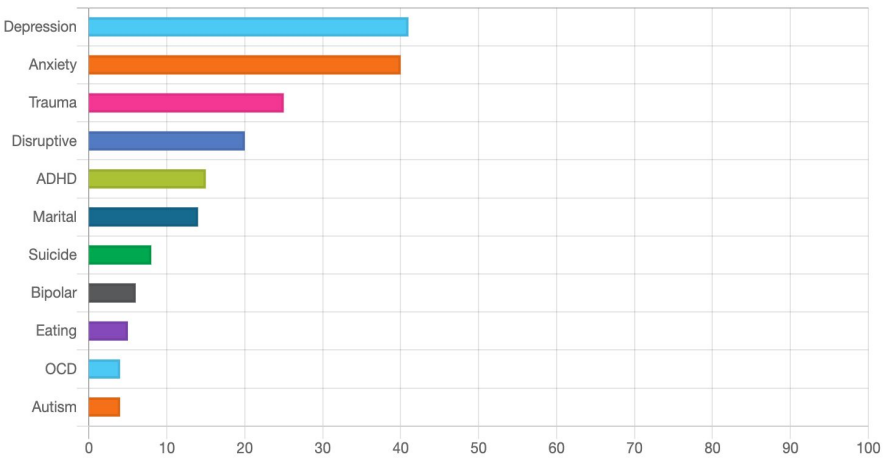
Age groups



Ethnicities



Mental health



## Key Performance Indicators (KPIs)

	Sep	Oct	Nov	Dec	Jan	Feb	Total
Inbound interactions <span>?</span>	51	191	162	161	188	139	892
Communications saved <span>?</span>	418	1,311	1,452	1,183	1,112	948	6,424
Warm Handoffs® <span>?</span>	20	44	26	16	23	12	141
Family-initiated cases <span>?</span>	0	2	1	6	5	1	15
Total appointments into care <span>?</span>	4	10	18	11	8	8	59
Anonymous searches <span>?</span>	3	9	5	15	18	3	53

# ASIST

## The world's leading suicide intervention training program

LivingWorks Applied Suicide Intervention Skills Training (ASIST) has been empowering people to provide skilled, life-saving interventions for over 35 years.

- 5 new certified trainers, total of 7 trainers now
- Increased in trained staff (all psychs and intervention counselors trained by the end of the year)
- Caveat: May increase our rates of mental health holds. This is not a bad thing!
- Coordination with FCSS and Valley Children's Hospital

# NCI

Nonviolent Crisis Intervention (NCI) training is for educators who directly intervene in crisis situations, teaching staff de-escalation techniques as well as restrictive and nonrestrictive interventions.

- 5 trainers (4 to 5)
- All admin, psychologists, counselors and Level 3 SPED aides trained this school year
- All level 3 aides trained
- Trainers to attend classroom culture training
- Financial investment



# Opportunity Program at Elementary School

**Located @ Herndon-Barstow Elementary**  
**Placement Criteria: (voluntary program)**

Failure to respond to Behavior  
Intervention Plan

Exhaust site resources:  
counseling, structured schedule, restorative  
and traditional discipline, etc.

**Length of Time:**

Leveled system, based on student behavioral  
progress (varies by need)

# Opportunity Program at Elementary School



## Overview of Program

Weekly group counseling with school psychologist

Intensified social-emotional learning curriculum (*Why Try*)

Academic instruction by a certificated teacher with support from instructional aides (2)



## Transition Out

Successful completion of leveled system & successful integration into mainstream class

Students who leave have a transition meeting with home school including site & district administrator, school psychologist, and opportunity teacher in order to develop a support plan. (gen ed teacher being added in)

# Opportunity Programs at Middle Schools

## PLACEMENT CRITERIA

Repeated discipline issues and placement on “Check In, Check Out (CICO)” without behavioral improvement (OR)

Combination of prior minor discipline issues and one major issue (e.g. fight or drugs).

## LENGTH OF TIME

Students have to earn 30 days to transition out based on a point system for each day.

# Opportunity Programs at Middle Schools



## Overview of Programs

Behavioral support  
provided by school  
psychologist or  
counselor

Academic instruction  
by a certificated  
teacher

## Transition Out

Students who leave have a transition meeting with an administrator and are placed on CICO with a teacher. Admin meets with students weekly to review their CICO numbers as well as their behavioral conduct.

If a student is failing to meet expectations or refusing to do CICO, they are placed back in Opportunity.

# PATHWAY COMMUNITY DAY SCHOOL

Elementary and  
Middle/High School

## Alternative Educational School

Students placed either through expulsion, recommendation by probation department, Student Attendance Review Board process

Students must meet requirements for attendance, academics, and behavior during the length of placement in order to return to comprehensive site.

## Pathway Elementary

Serves students in elementary school with one teacher, two instructional aides, and site support staff.

Students are kept separate from other students with their own classroom and yard.

## Pathway Middle and High School

Middle school students on separate schedule than high school students.

Emancipation program on site for students with more severe emotional/behavioral needs.

# OVERVIEW



# The Expulsion Process

# MANDATORY Recommendations for Expulsion (48915 C)

1

Possession  
of a firearm

2

Brandishing  
a knife

3

Sale of a  
controlled  
substance

4

Attempt/Commission of  
sexual assault/battery

5

Explosives

Additional information: <https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>

# MAY RECOMMEND EXPULSION (Discretionary)

All other Ed Code 48900 violations are at the Principal's discretion.

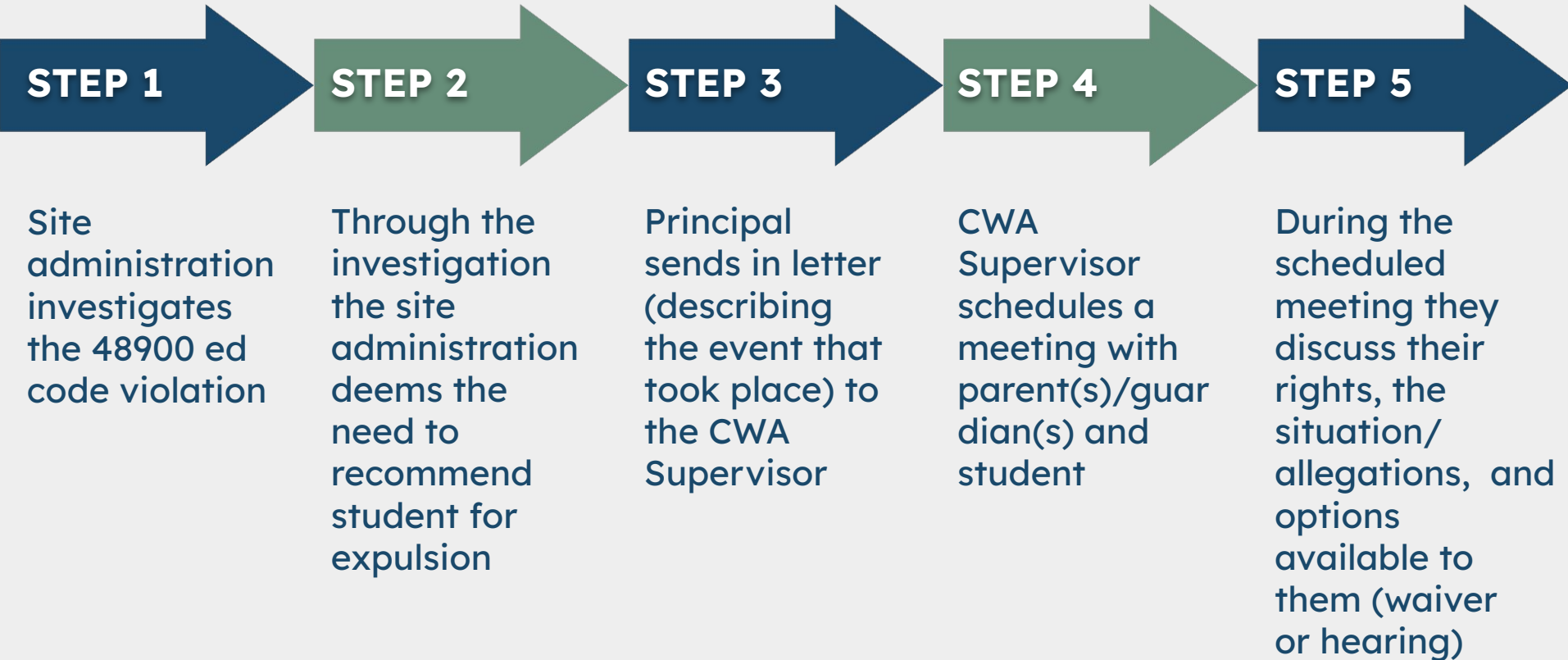
*\*\*The power or right to decide or act according to one's own judgement.\*\**

Other means of correction are not feasible or have failed to bring about proper conduct, or

Due to the nature of the violation, the presence of the pupil poses a continuing danger to the physical safety of the pupil and/or others



# OVERVIEW: The Expulsion Process



# ROLE OF TRUSTEE



## 1 Overview

Will hear an overview of the event that took place and the 48900 ed codes that were violated (in closed session)



## 2 Review

Will be given a board packet to review more information about the case and discipline history of the student



## 3 Recommendation

Will hear the recommendation from the district representative (in closed session)



## 4 Decision

Make the decision to accept, reject, or modify the recommendation

# How are we doing? How do we know?



California Dashboard data reflects 2021-22 school year.

Local data by school pulled from Aeries student information system, and reflect current year.

Panorama Data includes student perception, grades 5, 7, 9, 11, and compares Fall 2021 to Fall 2022

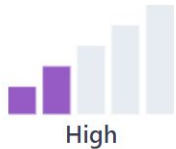
SRO Interaction Data, school year 2022-23, data as of 2.14.23

# All Students

LEARN MORE

## Suspension Rate

All Students State

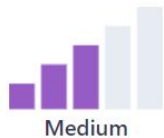


6% suspended at least one day

# State of CA

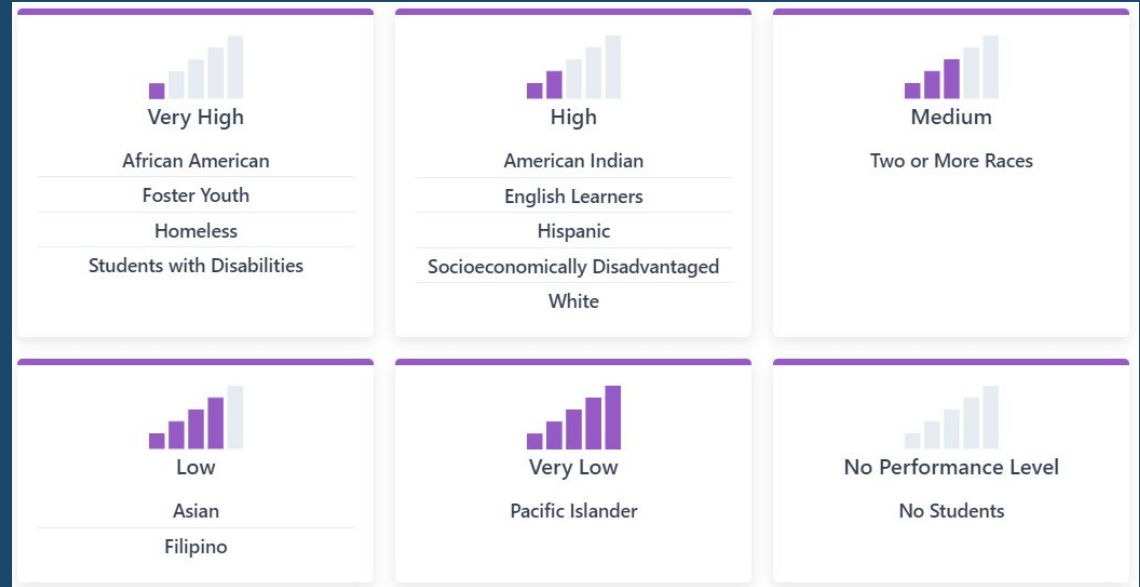
LEARN MORE

## Suspension Rate



3.1% suspended at least one day

# Central Unified: Suspension Rate



## TO LOWER SUSPENSION RATES:

- Roll-out of Care Solace
- Hired additional Intervention Counselors
- Increased intervention materials for students in Thinkery's
- District level focus on assisting sites with structured interventions

## 1-22/22-23 Out of School Suspension / Expulsion Comparison

School	Number Of Students Suspended			Expulsions		
	21-22	22-23	Diff	21-22	22-23	Diff
BI	0	3	3	0	0	0
HB	7	5	-2	0	0	0
HK	1	1	0	0	0	0
MA	3	5	2	0	0	0
MK	17	12	-5	0	0	0
RO	6	27	21	0	0	0
TE	5	7	2	0	0	0
SA	11	15	4	0	0	0
ST	14	4	-10	0	0	0
LI	1	6	5	0	0	0
RB	2	1	-1	0	0	0
CN	1	7	6	0	0	0
TI	6	14	8	1	0	-1
HA	3	4	1	0	0	0
EC	48	45	-3	0	0	0
RV	2	10	8	0	0	0
GP	64	57	-7	2	0	-2
CE	89	86	-3	2	0	-2
C	28	42	14	1	0	-1
JG	40	41	1	1	0	-1
CL	0	0	0	0	0	0
CO	0	0	0	0	0	0
PE	18	20	2	0	0	0
PA	1	9	8	0	0	0
PL	3	0	-3	0	0	0
<b>TOTAL</b>	<b>370</b>	<b>421</b>	<b>51</b>	<b>7</b>	<b>0</b>	<b>-7</b>

**NOTES:**

Suspensions

Day counted if all periods or the all day attendance mark = S

Attendance Calendar Days      Fall

# Panorama Student Survey - Fall 2022

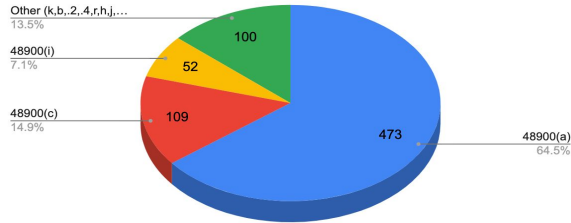
Percent of Students who Responded Favorably to questions in the Reported Topics Fall 2022

		School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships	Emotion Regulation	Growth Mindset	Self-Efficacy	Supportive Relationships
Grades 5	Biola Elementary	50	52	57	53	45	51	37	81
	Central Elementary	65	61	67	71	42	49	48	92
	Central Online Home School	81	87	65	73	47	59	50	67
	Hanh Phan Tilley Elementary	58	53	60	64	39	53	39	85
	Harvest Elementary	52	54	52	70	36	52	44	84
	Herndon Barstow Elementary	57	64	60	60	42	59	47	82
	Houghton Kearney Elementary	54	59	54	62	42	46	39	86
	Liddell Elementary	65	61	65	77	44	60	55	86
	Madison Elementary	46	57	52	61	43	44	48	82
	McKinley Elementary	56	63	55	69	39	47	45	88
	River Bluff Elementary	70	66	68	79	50	61	63	93
	Roosevelt Elementary	40	48	50	76	25	38	35	82
	Steinbeck (Gr 3, 4, 5)	64	50	68	75	42	59	52	87
	Teague Elementary	62	46	56	77	36	51	52	89
	William Saroyan Elementary	54	58	58	63	45	48	50	86
	<b>Elementary Overall</b>	<b>59</b>	<b>51</b>	<b>60</b>	<b>70</b>	<b>41</b>	<b>53</b>	<b>49</b>	<b>86</b>
Grades 7, 9, 11	CLASS Alternative ED 301	73	90	47	77	48	58	51	79
	Central East High School	37	46	27	40	44	52	36	77
	Central High School	41	54	31	46	42	49	37	82
	El Capitan Middle School	38	47	36	43	35	44	35	80
	Glacier Point Middle (Gr 7 + 8)	40	54	35	47	42	47	36	80
	Justin Garza High School	46	50	37	49	49	55	43	83
	Pershing/Pathway	41	65	35	48	39	55	40	70
	Rio Vista Middle School	43	49	40	51	41	53	43	82
	Central Online Home School	64	79	43	74	46	51	43	74
	Houghton Kearney (Gr 7)	53	68	41	60	40	49	39	89
	Steinbeck (Grade 6)	48	59	45	67	43	45	42	87
	<b>Secondary Overall</b>	<b>42</b>	<b>52</b>	<b>34</b>	<b>47</b>	<b>43</b>	<b>51</b>	<b>39</b>	<b>80</b>
		Student Feedback Survey				Socio-Emotional Survey			

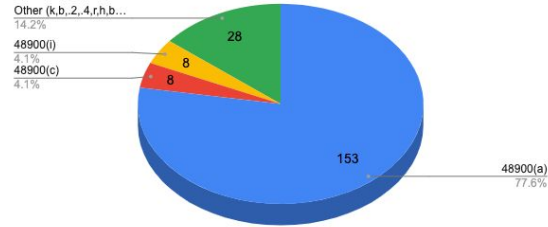
Students take surveys during the fall semester. Parents, staff, and students take surveys during the spring semester.

# Education Code Violations

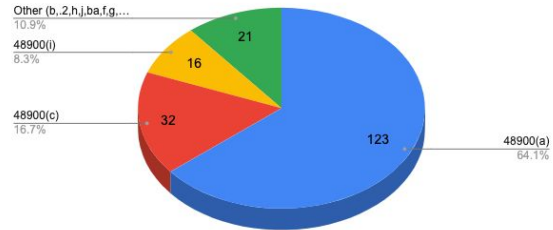
**Central Unified - 23 Sites (734)**



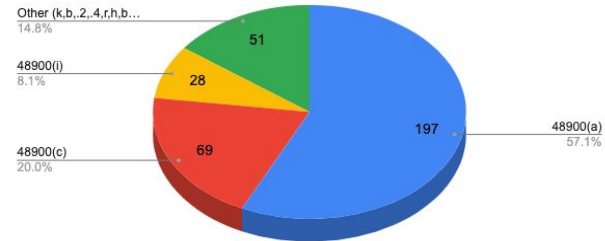
**Elementary - 14 Sites (Total: 197)**



**Middle School - 3 Sites (Total: 192)**

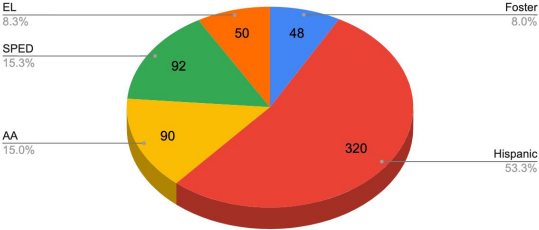


**High School - 5 Sites (Total 345)**

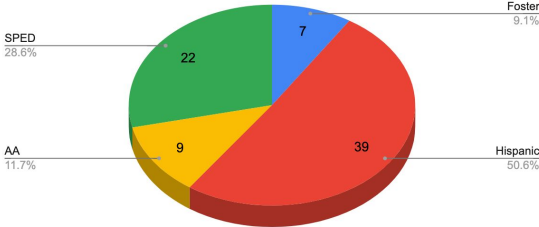


# Education Code Violations - Student Sub-Groups

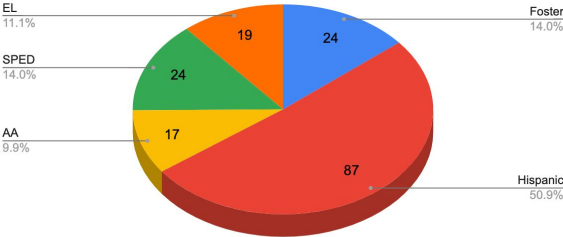
**48900(a) - Fighting/Use of Force/Threats**



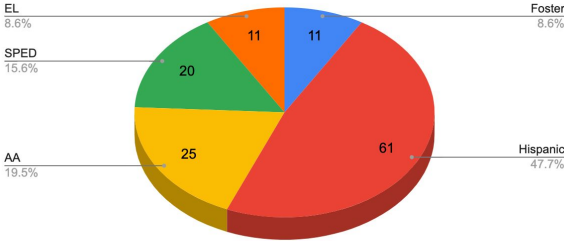
**48900(i) - Obscene Act/Language**



**489009(c) - Alcohol/Drug Possession/Use**



**48900 - Other Ed Code Violations**



# SUMMARY OF INTERACTIONS

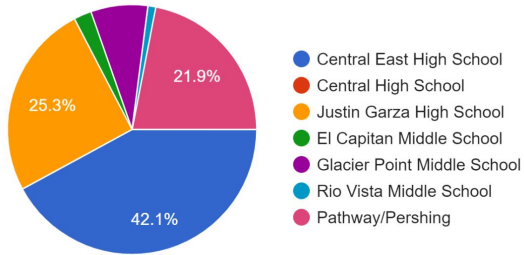
Total Interactions  
**392**

Positive Interactions  
284

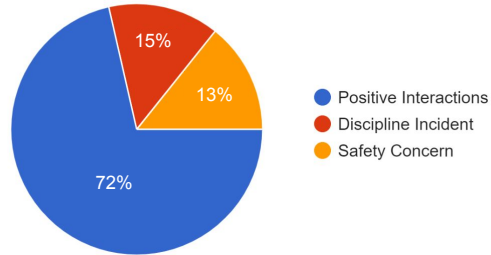
Discipline Incidents  
59

Safety Concerns  
49

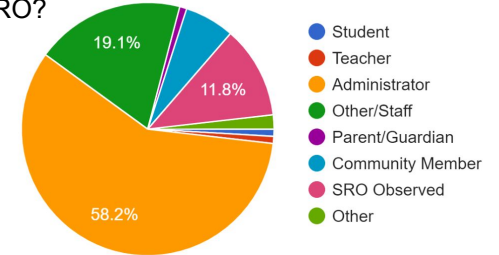
## Reportings by School



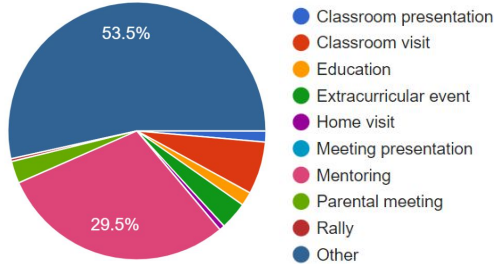
## Reasons Reported: 392



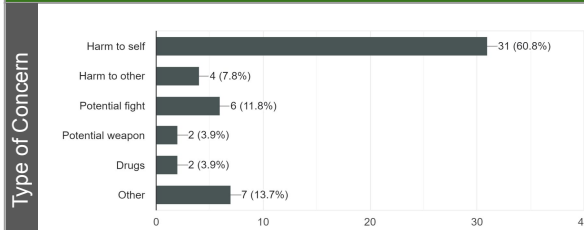
## Who is reporting discipline / safety concerns to SRO?



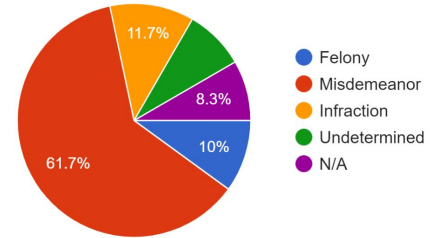
## Type of Positive Interaction



## Type of Safety Concern

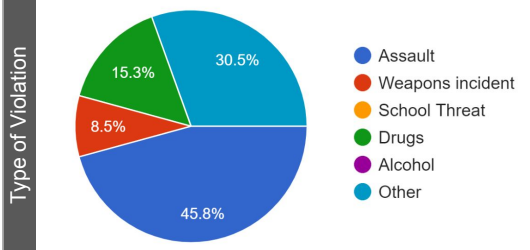
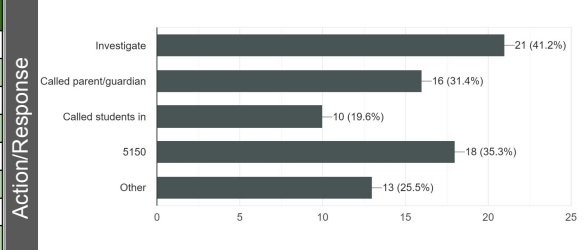


## Discipline Incident



## Positive Interactions

Action/Response	Count	Percentage
Other	150	54%
Mentoring	81	29%
Classroom visit	19	7%
Extracurricular event	9	3%
Parental meeting	8	3%
Education	4	1%
Classroom presentation	3	1%
Home visit	2	1%





# Discussion

*Thank you!*