

# Landscape Analysis- Social Emotional Learning & Wellness Resource and Program Inventory

## Contents

Directory .....	3
<b><i>Division of Instruction (DOI)</i></b> .....	5
Health Education Programs .....	5
Social Emotional Learning Unit (SEL Unit) .....	7
<b><i>Human Resources (HR)</i></b> .....	10
<b><i>Special Education</i></b> .....	12
<b><i>Student Empowerment Unit</i></b> .....	19
<b><i>Student Health and Human Services (SHHS)</i></b> .....	20
Human Relations, Diversity & Equity (HRDE) .....	21
Positive Behavior Interventions & Support and Restorative Practices (PBIS/RP) .....	22
Pupil Services & Attendance (PSA) .....	25
School Mental Health (SMH) .....	27
Student Support Programs (SSP) .....	30
Wellness Programs (WP) .....	39
Additional Resources .....	40

The Strategic Data and Evaluation Branch compiled the following *Social-Emotional Learning Resource and Program Inventory* per Board Resolution 032-21/22 “Investing and Strengthening Social Emotional Learning Competencies and Practices Across Los Angeles Unified for College, Career and Beyond” (Noticed May 10, 2022). The information was drawn from semi-structured interviews and informational meetings with Department of Instruction, Human Resources, and Student Health and Human Services executive staff. Entries are arranged alphabetically by department/division, program, resource, and/or activity and include program/service objectives/purpose statements and target audience.

- The Department of Instruction’s SEL Unit and Human Resources offers over a dozen professional resources.
- The Student Empowerment Unit hosts four programs and conferences set to empower students with skill development and practice of social emotional competencies (i.e., identity, engagement, self-awareness, social awareness).
- Student Health and Human Services' divisions offer multiple social emotional learning resources, programs, and activities for students, teachers, and families to foster a nurturing learning environment and well-being.
- The Human Relations, Diversity and Equity Division offers half a dozen resources for students, teachers, and parents that resolve interferences within instruction from a proactive or reactive approach.
- Positive Behavior Interventions and Support/Restorative Practices comprise three integrated strategies, resources, and policy to assist teachers and administrators in providing social emotional learning support for students.
- Pupil Services & Attendance hosts three programs using a multi-tiered approach to facilitate a positive school climate that impacts the child’s well-being.
- School Mental Health has six student and professional resources and services to help improve physical, emotional, and behavioral well-being among students and staff.
- Student Support Programs has nearly a dozen resources and programs for underserved students and families.
- Wellness Programs consists of seven resources and two programs that facilitate improvements in whole-child wellbeing and provide necessary resources to students and families in need.

Please find below a comprehensive inventory of resources, programs, activities, policies, and frameworks that facilitate social emotional learning and well-being among the students, staff, and family within the Los Angeles Unified School District.

## Directory

### ***Division of Instruction (DOI)***

#### **Health Education Programs**

- Community Health Guide
- Health Courses
- Peer Health Educators
- Professional Development
- Project U
- School Health Profile Survey
- Social Media Platform
- Youth Risk Behavior Survey (YRBS)

#### **Social Emotional Learning Unit (SEL Unit)**

- Advanced SEL
- Collaborations
- Harmony
- InnerExplorer
- Sandy Hook Promise
- Secondary Advisory Lessons
- SecondStep
- Supplemental SEL curricula
- SEL Assessment Products

#### ***Human Resources (HR)***

- LAUSD Principal Supervisors' Leadership Framework (PSLF)
- LAUSD School Leadership Framework (SLF)
- Professional Development Workshops
- Teaching & Learning Framework (TLF)
- Trauma-Informed Social-Emotional Leadership, Teaching, and Learning

Wellness Wednesdays

#### ***Special Education***

Psychological Service Categories:

- Charter Operated Programs
- Comprehensive Coordinated Early Intervention Services
- Early Childhood Special Education
- Instruction- Alternate curriculum
- Psychological Services
- Transition Services
- Related Services

#### ***Student Empowerment Unit***

- Education Empowered! Podcast
- Superintendent Student Advisory Council
- Student Leadership Conferences
- Village Movement Mentoring

Program

#### ***Student Health and Human Services (SHHS)***

Professional Development

#### **Human Relations, Diversity & Equity (HRDE)**

- Bullying Prevention
- Courageous Conversations with Students
- LBGT+ and Allies Resources
- Online Lesson Advisory
- Schoology Group
- Student relations

#### **Positive Behavior Interventions & Support and Restorative Practices (PBIS/RP)**

- Multi-tiered Integrated Strategies & Resources
- Schoology Group
- Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support

#### **Pupil Services & Attendance (PSA)**

- Diversion Program (est. 2014)
- Family Source Partnership Program (est. 2014)
- Youth Source City Partnership (est. 2012)

#### **School Mental Health (SMH)**

- Annual Suicide Intervention and Awareness Training
- Families Overcoming Under Stress (FOCUS)
- Individual and Family Therapy
- Resilience Daily
- Resilient Families
- Roadmap for Social-Emotional Well-Being & Academic Success
- Welligent

#### **Student Support Programs (SSP)**

- A-G Diploma Program
- Academic Support and Achievement Program (ASAP)
- College Empowerment Program
- FOCUS curriculum

Foster Youth Leadership  
Empowerment/ Foster Youth Achievement  
Program's Leadership Council  
Homeless Education Office  
Roadmap for social-emotional well-  
being & academic success  
Student Discipline & Exclusion  
Support

Short-Term Residential Therapeutic  
Programs (Title I – Part A Neglected;  
STRTP)  
Specialized Student Services (SSS)  
**Wellness Programs (WP)**  
Blueprint for Wellness Policy  
Children's Health Access and Medi-  
Cal Program (CHAMP)  
Headspace

Mental Health Services  
NASCAR funded Balance Bikes  
Program  
Physical Fitness  
Relaxation Stations  
Student & Family Resource  
Navigators  
5K Health/Wellness Festival

*Division of Instruction (DOI)*

Health Education Programs

Resource/Program Title	Objective/Purpose	Target Audience
<i>Community Health Guide</i>	Student-friendly provider guide to health services that help students access youth-friendly health services in their local community and around Los Angeles.	Students
<i>Health Courses</i>	Health courses that use textbooks aligned with Social Emotional Learning (SEL) language and competencies. <ul style="list-style-type: none"><li>• New textbooks include units on Social Emotional Learning</li><li>• Too Good for Violence SEL curriculum provided for every ninth-grade student</li><li>• Trainings and workshops are provided for these courses.</li></ul>	Students
<i>Peer Health Educators</i>	Students trained as peer navigators that link students to information and services on campus. The program is operated under contract with Plan Parenthood.	Students
<i>Professional Development</i>	Mental Health and Social Emotional professional development and training. <ul style="list-style-type: none"><li>• <i>Cognito</i> Online artificial intelligence training for teachers (K-8) that focus on mental health and LGBTQ+ work</li><li>• SEL Unit hosted training</li><li>• Trauma-informed workshops for Health Teachers</li><li>• Youth Mental Health First-Aid Training for certification in Mental Health instruction, practice, and policy</li></ul>	Teachers, Administration, and Staff
<u><i>Project U</i></u>	Campaign of <i>street teams on campus</i> where students provide peers medically accurate, current, and unbiased information on health topics derived from online-based communities. Additional activities include on-campus events. <ul style="list-style-type: none"><li>• SUMMIT: Partnered with UCLA there are 3 conferences a year where students are trained to be street teams on a campus</li></ul>	Students

<i>School Health Profile Survey</i>	District-wide survey, of schools' lead health teachers and principals, providing a snapshot of how health policies and practices are being implemented at middle and high schools. Survey serves to identify of what type of professional developments, policies, or practices need to be updated.	Health Teachers and School Principals
<i>Social Media Platform (online resources)</i>	Age-restricted health education social media platform fomenting youth student engagement.	Students
<i>Youth Risk Behavior Survey (YRBS)</i>	National Survey (core monitoring tool) used to monitor health behaviors of youth and current trends of students within the district.	Administration

- Health Education Programs oversees 2 content areas (Health Education & Physical Education) and houses three units: Health Education (inclusive of HIV/AIDS Prevention Unit), Social Emotional Learning (SEL) Unit, and Physical Education Programs
  - The SEL Unit performs core instructional work (e.g., foundational lessons) that develops the skillset around competencies for SEL.
- The adopted/required programs/curricula are implemented through instruction to teach knowledge and skills. Students are also informed of health services in their local community and around Los Angeles.
  - The core policy work of Social Emotional Learning is implemented through the Health Education textbook provided in health courses (e.g., evidence-based interventions) via health classrooms.
  - The Health Education Programs website is informational for schools and parents. It provides the stakeholder the information on what is required and the policies/resources around these.
- Program objective is primarily focused on implementing a health education curriculum (textbook) through a health course and additionally delivering an evidence-based program/curricula on health topics (sexual health, substance abuse, SEL, mental health, etc).
- Another program objective is around assessing the health behaviors of our students through the Youth Risk Behavior Survey (observation tool) and monitoring what schools are doing around implementing health education programs and policies using the School Health Profiles Survey (observation tool).
- Other program objectives include providing professional development/training to our schools (typically health teachers). The trainings are focused on the health education textbook and evidence-based interventions. We provide additional training to support around delivery and approaches like trauma-informed and LGBTQ resources.
- Other activities carried out by Health Education Programs include monitoring/surveillance, student and parent engagement, trauma-informed care, and LGBTQ+ awareness.

### Social Emotional Learning Unit (SEL Unit)

Resource/Program Title	Objective/Purpose	Target Audience
<i>Advanced SEL</i>	LAUSD was on the three districts across the state to be invited to be a part of Advance SEL learning in 2019 within a 6-month initiative to assess the state's understanding of SEL.	Students, Parents, & Educators
<i>Collaborations</i>	<p>The SEL Unit collaborates with:</p> <ul style="list-style-type: none"> <li>• Arts Education Branch to provide professional development for itinerant and single subject arts instructors</li> <li>• <a href="#">Beyond the Bell</a> to provide training in SEL and the use of the Harmony program for all expanded learning staff</li> <li>• Human Resources to develop and provide professional development in SEL for administrators. Additionally collaborative efforts in progress are to develop a micro credential in SEL</li> <li>• <a href="#">Multilingual and Multicultural Education</a> (MMED) to provide professional development and resources for English Language Development (ELD) instruction and newcomer coaches</li> <li>• Office of Data and Accountability (ODA) to promote the use of the School Experience Survey to improve school site practices</li> <li>• Outdoor Education to provide training in SEL and the use of the Harmony program of all Outdoor Education staff</li> <li>• Parent and Community Services to co-facilitate SEL workshops for parents</li> <li>• School Mental Health (SMH) to provide professional development in, and access to, for Psychiatric Social Workers in the use of Second Step as a Tier 2 support for SEL. SEL unit also collaborates with SMH to co-facilitate professional development for teachers on how to use SEL to build resilience in order to mitigate trauma.</li> <li>• Student Empowerment Unit to train student groups on SEL and to promote student voice and agency through SEL projects.</li> </ul>	Students, Parents, & Educators

<a href="#"><u>Harmony</u></a>	<p><i>Harmony</i> is a Collaborative for Academic Social and Emotional Learning SElect program that develops key social and emotional competencies in the classroom, at home, or in out-of-school programs for Pre-K through 6<sup>th</sup> grade students, accessible online, and at no cost. <i>Harmony</i> fosters knowledge, skills, and attitudes boys and girls need to develop healthy identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies.</p> <ul style="list-style-type: none"> <li>- Digital kits (Lessons for kids, game connection cards)</li> <li>- No Cost; memorandum of understanding</li> <li>- Funds two full time positions in L.A. Unified</li> </ul>	Students (K-6 <sup>th</sup> )
<a href="#"><u>InnerExplorer</u></a>	<p><i>InnerExplorer</i> is a mindfulness program used to promote skills for self-management and emotional regulation. Activities include daily 5-10 min audio-guided mindfulness practices that provide techniques to appropriately process stress, anxiety, negative feelings, and anger through breathing/relaxation exercises, awareness of senses, thoughts and emotions, and compassion and connection to others.</p> <p><i>InnerExplorer</i> practices are developmentally appropriate, culturally proficient, and available in English and Spanish</p> <p>The program is provided to ALL schools across the district K-12 through DOI/SEL Unit funding.</p>	Students (K – 12 <sup>th</sup> ); Staff encouraged to participate
<a href="#"><u>Sandy Hook Promise</u></a>	<p>Sandy Hook hosted in-person assemblies with schools (75 schools) starting in 2016-17 to promote school safety awareness and student connectedness. They no longer provide in person services, but the materials are available for online for free.</p> <ul style="list-style-type: none"> <li>- Sponsored Clubs to promote <i>Start with Hello &amp; Say Something Program</i> safety programs</li> <li>- Digital programs now available</li> <li>- Current focus has shifted to gun control following mass school shootings</li> </ul>	Students
<a href="#"><u>Secondary Advisory Lessons</u></a>	<p>This resource was developed by the SEL Unit intentionally for secondary schools, so teachers have SEL lessons to promote growth in competencies. It also includes supplemental SEL programs that the district has purchased. Lessons are grouped by competency and sub-topic. A suggested daily calendar is also available.</p>	Students



<a href="#"><i>SecondStep</i></a>	<p><i>SecondStep</i> is a holistic approach to building supportive communities for every child through social-emotional learning through evidence-based classroom lessons.</p> <ul style="list-style-type: none"> <li>- Gold standard of SEL learning</li> <li>- Professional development for teachers</li> <li>- Adult-oriented pilot study</li> <li>- Digital programs and print-based classroom kits</li> <li>- DOI/SEL Unit provides physical kits for Early Education teachers, access to digital resources for all K-8 teachers, SEL for Adults for schools that request the program, professional development, and support for implementing program with fidelity.</li> </ul>	Students (K – 8 <sup>th</sup> ); Adults; Teachers
<a href="#"><i>Supplemental SEL curricula</i></a>	<p>The SEL unit solicits companies to provide LAUSD with proposals for supplemental SEL resources and support for SEL programs through bench contracts (especially for additional support in high schools).</p> <ul style="list-style-type: none"> <li>• The list of companies that are recommended to be awarded contracts to provide supplemental SEL curriculum through the bench will be voted on by the board on October 11.</li> </ul>	Staff (Teachers & Employees) and Students
<a href="#"><i>SEL Assessment Products</i></a>	The SEL Unit is working on a Request For Proposal to solicit vendors to provide programs for direct assessment for SEL and a Portfolio Management System as a way to triangulate SEL assessment data to better inform instruction.	

- The SEL Unit believes that the wellness of children is the result of teacher efficacy to create a positive school and classroom climate, direct instruction in SEL, and integrating SEL into academic content.
- Learned skills of social awareness, self-management, and self-efficacy will help students to be better individuals and thus increase their well-being. Adult support of growth mindset through school and classroom environment and Equitable Grading and Instruction (EGI) will improve student outcomes.
- The SEL Unit coordinates the SEL curriculum and provides training on SEL competencies (SEL instruction comes through DOI).

### Human Resources (HR)

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><u>LAUSD Principal Supervisors' Leadership Framework (PSLF)</u></a>	<p>This framework was created to provide a tangible and concrete picture of how principal supervisors can effectively support principals. The standards, components, and elements of the framework enable district personnel to identify and select principal supervisors who have a high likelihood of success in supporting school leaders</p> <ul style="list-style-type: none"><li>- Principal supervisors can use this framework continuously to assess their effectiveness and guide their growth and development, against a common standard of criteria</li></ul>	Current and future Principal Supervisors
<a href="#"><u>LAUSD School Leadership Framework (SLF)</u></a>	<p>This framework describes actions that leaders can take to create or maintain systems, structures, and a school culture that collectively contribute to improved student learning and teacher effectiveness. The purpose was to provide a tangible and concrete picture of effective leadership that can be used to assess their effectiveness and guide their growth and development.</p> <ul style="list-style-type: none"><li>- Standard, components, and elements enable district personnel to identify and select leaders who have a high likelihood of success as site-based administrators</li></ul>	Current and future School Leaders
<a href="#"><u>Professional Development Workshops</u></a>	<p>In collaboration with the Social Emotional Learning Unit, HR has implemented SEL standards and elements to:</p> <ul style="list-style-type: none"><li>- School Leadership Framework (Professional Learning Standards)</li><li>- Teaching &amp; Learning Framework (for teachers)</li><li>- Principal Supervisor Leadership Framework (For directors &amp; Superintendent)</li></ul> <p>SEL curricula and context is administered through learning management systems Schoology and My Professional Learning Network</p>	Administrators

<a href="#"><u>Teaching &amp; Learning Framework (TLF)</u></a>	<p>This framework describes clear expectations for effective teaching, identifying highly effective practices to enable LAUSD to ensure students graduate <i>Ready for the World</i>. The framework highlights research-based strategies proven to be effective in meeting the needs of diverse students.</p> <ul style="list-style-type: none"> <li>• The TLF embeds the four LAUSD SEL competencies to support the needs of the whole child</li> </ul>	Teachers
<a href="#"><u>Trauma-Informed Social-Emotional Leadership, Teaching, and Learning</u></a>	<p>A. Professional Development of Teachers: Voluntary six-hour professional development sessions for teachers co-facilitated by social workers and teacher advisors. These sessions provide evidence-based SEL curricula, promote an understanding of trauma-informed practices and how SEL helps address trauma and build resilience in students and adults, and support teachers to integrate trauma-informed practice into daily instruction.</p> <p>B. Professional Learning Standards for School Leaders.</p> <p>C. Professional Development for School Site Administrators.</p>	Teachers, School Leaders, Administrators
<a href="#"><u>Wellness Wednesdays</u></a>	<p>Opportunity for administrators to address their own well-being, provide them with specific strategies to manage their stress (i.e. meditation, forest bathing, neurographic art).</p>	Administrators

- HR noticed and addressed the need to offer SEL PD for school leaders. SEL PDs were parallel to the PD for teachers, yet adjusted to apply to administrators
- The goal for this was to build capacity by teaching administrators what SEL is and what it is not and illustrating how administrators can support teachers at school and engage communities.
- Transitioning workshops to a virtual modality due to the pandemic was successful (96% attendance rate).
- HR uses resources from *SecondStep*, *Harmony*, and *InnerExplorer* to present CASEL SEL standards.
- HR created curricula specifically to teach SEL to administrators.

### *Special Education*

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<a href="#"><i><u>Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</u></i></a>	<i>Psychological Services- Multi-Tiered Systems of Support (MTSS) Tier 1 and 2 Interventions &amp; Individual Education Plan (IEP)/ Designated Instructional Services (DIS)</i>	CBITS is an evidence-based program aimed at addressing symptoms of PTSD, depression, and anxiety in children exposed to multiple forms of trauma.	Grades 5 <sup>th</sup> – 12 <sup>th</sup> – students who have witnessed community or school violence, domestic violence, or experienced other types of trauma.
<a href="#"><i><u>Common Sense Education: Digital Citizenship &amp; Social and Emotional Learning</u></i></a>	<i>Instruction</i>	Common Sense Education supports K-12 schools with everything educators need to empower the next generation of digital citizens. Our innovative, award-winning Digital Citizenship Curriculum prepares students with lifelong habits and skills, supports teachers with training and recognition, and engages families and communities with helpful tips and tools. Schools everywhere rely on free curriculum, expert advice, and edtech ratings to help kids thrive. Our vision: Students thriving as learners, leaders, and citizens in the digital age.	Teachers & Families
<a href="#"><i><u>Coping Cats</u></i></a>	<i>Psychological Services- Multi-Tiered Systems of Support (MTSS) Tier 1 and 2 Interventions &amp; Individual Education Plan (IEP)/ Designated Instructional Services (DIS)</i>	Coping Cats is an evidence-based Cognitive Behavior Therapy designed to build coping skills to address anxiety and depression.	Students ages 7 to 13 years old experience anxiety or depression

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<a href="#"><i>District Bulletins: Suicide Prevention, Intervention, Postvention; Crisis Preparedness Response and Recovery; Threat Assessment &amp; Management</i></a>	<i>Charter Operated Programs</i>	Charter school staff are supported and guided in responding to student social-emotional wellbeing using district policies and procedures as well as best practices in mental health.	Administrators, School Support Staff
<a href="#"><i>Early Childhood Special Education (ECSE) Self-Care <b>Additional</b> Resources</i></a>	<i>Early Child Special Education (ECSE)</i>	Additional resources and strategies for teachers and families on self-care, mindfulness and wellbeing (i.e. Self-Care Wheel, Mindfulness Introduction and Strategies, Self-Care Ideas, Self Care Map from Think It Through Parenting and more).	Teachers & Families
<a href="#"><i>ECSE Self-Care Resources</i></a>	<i>ECSE</i>	Resources and strategies for teachers and families on self-care, mindfulness and wellbeing (i.e. How to Choose Self-Compassion, Portable Practices for Promoting Self-Care, Practice Savoring Walks, Relationships Matter More Than Rules, Self-Care Practices- Three Good Things and more)	Teachers & Families
<a href="#"><i>ECSE Self-Care Resource Folder: Social Emotional Support Resources</i></a>	<i>ECSE</i>	Best practices and strategies for teachers in supporting young children's social emotional development including strategies for developing friendship skills.	Teachers, assistants, and other support staff
<a href="#"><i>High School Social Communication Elective Curricula</i></a>	<i>Instruction</i>	Lessons on team building, self-monitoring, expected and unexpected behavior. These lessons were developed to help student students with communications	High School Students

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<a href="#"><i>Kimochi's</i></a>	<i>Comprehensive Coordinated Early Intervention Services (CCEIS)</i>	The Kimochis® Pre-Kindergarten, Transitional Kindergarten, and Kindergarten Tool Kit and Grades 1-5 Tool Kit are the fastest, most effective classroom management tools available. Children and parents quickly connect with the characters and feelings to improve student behavior and learning. Build upon sound research and theories of child development and social emotional learning- Five Core Competencies from CASEL; Teacher Pyramid Model for Positive Behavior Supports; Headstart Program	CCEIS Pre-K – 1 <sup>st</sup> grade students. Flexible implementation for Tier 1, 2, and 3 intervention strategies.
<a href="#"><i>Middle School Social Communication Elective Curricula</i></a>	<i>Instruction</i>	Lessons on team building, self-monitoring, expected and unexpected behavior. These lessons were developed to help student students with communication	Middle School Students
<a href="#"><i>New ECSE Teachers Resources</i></a>	<i>ECSE</i>	Provides new ECSE teachers with resources that includes social emotional development, self-care, and well-being strategies.	New ECSE Teachers
<a href="#"><i>Positivity (by n2y)</i></a>	<i>Instruction- Alternate Curriculum</i>	<i>Positivity</i> provides support for development of pro-social behaviors of students	Teachers & students in Alternate Curriculum Programs
<a href="#"><i>Ripple Effects</i></a>	<i>CCEIS</i>	Ripple Effects is a trauma-informed digital SEL, mental, and behavioral health program used across MTSS tiers. It supports school communities in improving behavior, academics, SEL, and resiliency assets, and its goal is to decrease suspensions, drop-out rates, and depression scores (on the Becks Inventory).	CCEIS Promising scholars based on school need as a Universal Tier or Tier 2/3 Supports
<a href="#"><i>Social Express</i></a>	<i>Instruction- Alternate Curriculum</i>	The social express is an immersive interactive program to teach students how to achieve success in and out of the classroom.	Students

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<i>Training: SEL From a Distance: Anytime, Anywhere</i>	<i>Related Services</i>	Hannigan Educational Equity Group Making Social Emotional Learning a way of being- all day, every day, and any setting. Explained and proposed SEL strategies that can be implemented in the school setting.	OT and PT Providers
<i>Transition Activities</i>	<i>Transition Services</i>	Objective: Activities to prepare students with disabilities ages 14+ to transition from school to adult life. <b>Transition Activities (24 Activities):</b> Career Awareness & Exploration, Post-Secondary Planning, Job Search & Preparation, Destination & Transportation Training, Life Skills & Independent Living, and Transition & Self Advocacy. <b>Transition Partnership Program (TPP) Toolkit Activities (35 Activities):</b> Job exploration, Post-Secondary Employment & Education, Work-Based Learning Experiences, Workplace Readiness, and Self-Advocacy. <b>Self-Advocacy and Independent Living Activities (9 Activities)</b>	Transition Activities: Students with disabilities ages 14+; TPP Toolkit Activities: Students on the Transition Partnership Program contract; Self Advocacy & Independent Living Activities: Foster Youth with disabilities ages 14+
<i>Universal Transitional Kindergarten (UTK) Collaborative Classroom (CC) Flyer promoting Tuesday Professional Development on SEL and Positive Behavior Practices</i>	<i>ECSE</i>	The UTK CC flyer lists the dates, times, and topics for professional development opportunities on selected Tuesdays with an emphasis on social emotional development and positive behavior practices	UTK CC general education teachers, special education teachers, and other support staff

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<i>UTK CC Resources</i>	<i>ECSE</i>	Provides UTK CC Support Staff resources on Professional Developments presented on select Tuesdays inclusive of slide decks on the presentations and handouts with an emphasis on social emotional development and positive behavior practices.	UTK CC Support Staff
<i>Webinar Training: Psychological First Aid Presented by LAUSD School Mental Health</i>	<i>Charter Operated Programs</i>	Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical or traumatic incident. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning. This training will allow participants to reflect on ways we can be effective when responding to crisis and how we can contribute to recovery and healing.	School Site Faculty & Staff
<i>Webinar Training: Taking Care of Ourselves: Staff Wellness and Self-Care Presented by LAUSD School Mental Health</i>	<i>Related Services</i>	Taking care of ourselves is a crucial element in being available to care for others. Throughout this training participants will engage in learning about recognizing the impact that our work has on educators, leaders, and first responders. Strategies and tools will be provided to guide participants with finding the balance between life and work, as well as tips for enhancing self-care.	OT, PT, LAS Providers



<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<i>Webinar Training: Trauma Resilience Informed Practices Presented by LAUSD School Mental Health</i>	<i>Related Services</i>	This webinar will define trauma and its impact on children and youth. Participants will learn how, as school staff, they can continue to support students and build resilience. This webinar will examine the trauma informed lens, engage in self-reflection, consider triggers as well as, fight, flight, and freeze response. Attributes of a trauma informed school and classroom will be identified and will discuss moving from awareness to action in creating a trauma informed environment.	OT, PT, LAS Providers
<i>Webinar Training: Taking Care of Ourselves: Staff Wellness and Self-Care</i>	<i>Charter Operated Programs</i>	This webinar will define trauma and its impact on children and youth. Participants will learn how, as school staff, they can continue to support students and build resilience. This webinar will examine the trauma informed lens, engage in self-reflection, consider triggers as well as, fight, flight, and freeze response. Attributes of a trauma informed school and classroom will be identified and will discuss moving from awareness to action in creating a trauma informed environment.	School Site Faculty & Staff
<a href="#"><u>WhyTry</u></a>	<i>Psychological Services- Multi-Tiered Systems of Support (MTSS) Tier 1 and 2 Interventions &amp; Individual Education Plan (IEP)/ Designated Instructional Services (DIS)</i>	WhyTry is an evidence-based social and emotional learning (SEL) program focused on building resilience and on the ability to set goals. The program can be used in classrooms, small groups, or with individuals.	Students with Social Emotional needs in the areas of Resilience, Executive functioning, and goals setting.

<b>Resource/Program Title (A-Z)</b>	<b>Type of Services</b>	<b>Objective/Purpose</b>	<b>Target Audience</b>
<u>Zones of Regulation</u>	<i>Psychological Services- Multi-Tiered Systems of Support (MTSS) Tier 1 and 2 Interventions &amp; Individual Education Plan (IEP)/ Designated Instructional Services (DIS)</i>	Zones of Regulation is an evidence-based program designed to foster self-regulation and emotional control in school age children.	Ages 4 to 22 – students with difficulties with social emotional regulations and emotional control

### Student Empowerment Unit

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><u>Education Empowered! Podcast</u></a>	<i>Education Empowered!</i> is a podcast created by students for students that empowers youth with information, practical tips (i.e., mental health tips, life, and social tips), overcoming obstacles, and guidance on important topics.	Students
<a href="#"><u>Superintendent Student Advisory Council</u></a>	A council of students representing schools across the district who work on various projects with the superintendent. <ul style="list-style-type: none"> <li>- Provide input on district initiatives from working with Associated Student Body (ASB) school councils</li> <li>- Practice working goals (i.e., social awareness, empathy)</li> <li>- Problem-solving by looking at data from their area and selecting an area of improvement</li> <li>- Advisory Council Orientations train students based on SEL competency content</li> </ul>	Students
<a href="#"><u>Student Leadership Conferences</u></a>	There are two Student Leadership Conferences held every year with invited community partners serving as volunteers, panelists, and mentors. Conference themes vary centering around student empowerment and growth (e.g., how to be successful, how to navigate systems, what it means to be a leader, and how to make the right decision for yourself and communities). After the conferences, there are regularly scheduled mentoring sessions for a cohort of students.	Students
<a href="#"><u>Village Movement Mentoring Program</u></a>	Mentoring sessions for students covering self-learning, self-awareness, and building transformational skills. <ul style="list-style-type: none"> <li>- Board resolution authorized “Volunteering on the Clock” allowing LAUSD employees and staff to mentor students in the district.</li> </ul>	Elementary, Middle, and High School Students

- Everything offered under the Student Empowerment Unit supports SEL-which is one of the main goals of the unit.
- There are many programs and resources that facilitate competencies of transformative SEL.
- The rubric used to rate students who were nominated or applied to the Student Empowerment Unit include items covering engagement and responsible decision-making.

*Student Health and Human Services (SHHS)*

Resource/Program Title	Objective/Purpose	Target Audience
<i>Professional Development</i> - <a href="#">Free online Webinars</a>	<ul style="list-style-type: none"><li>A. Educators Overcoming Under Stress showcases a series of engaging interviews that explore workplace resilience and wellbeing, student and family engagement, professional development, challenges, best practices, and preparation for reopening following COVID-19 pandemic.</li><li>B. Cultivating Compassionate Schools offers feedback from educators, mental health professionals, and former students on challenges and successes of creating a nurturing school community and the importance of building a school environment sensitive to trauma and promoting resilience.</li><li>C. Enhancing Professional Wellbeing is designed to explore ways to maintain personal wellbeing, support a positive working environment, and reduce feelings of burnout.</li></ul>	Educators/ Administrators

### Human Relations, Diversity & Equity (HRDE)

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><i>Bullying Prevention</i></a> - The Bullying and Hazing Policy BUL-5212.3	This policy is set to help students develop empathy, compassion, and relative characteristics to resolve bullying.	Students
<a href="#"><i>Courageous Conversations with Students</i></a>	This resource provides tools, lesson plans, and practical advice to educators for facilitating dialogues with students about power, privilege, oppression, and resistance.	Teachers & Students
<a href="#"><i>LBGT+ and Allies Resources</i></a>	These resources help alleviate, mend, and mediate bias relations among LBGT+ youth. Online support groups help students deal with intergroup conflict. A. Sexual Orientation, Gender Identity and Expression (SOGIE) B. Gender and Sexuality Alliances (GSA) C. Online Support Groups	Students
<a href="#"><i>Online Lesson Advisory</i></a>	Educational Push & Play PowerPoint lessons are available to help teachers educate and create a safe space to address current social justice events and news. <ul style="list-style-type: none"> <li>• Push &amp; Play Program</li> <li>• Bilingual practices</li> <li>• Age-appropriate Development (chunked into age groups)</li> <li>• Include culturally authentic programming (voices from minority groups)</li> </ul>	Teachers, students
<a href="#"><i>Schoology Group</i></a>	Learning management system used to store SEL Curricula that has tools needed to create engaging content, design lessons, and assess student understanding.	Teachers
<a href="#"><i>Student relations</i></a>	Student relations is set up to help alleviate, mend, and mediate intergroup conflict through in-person groups facilitated at school sites, group therapy interventions upon school request/support, and online support groups.	Students; Teachers, Parents

- HRDE deals with any barriers to student learning that are not associated with curriculum. HRDE intervenes in schools to facilitate school climate.

- HRDE often takes a proactive approach with preventive measures/resources and bringing awareness to issues of social justice and how to identify, avoid, and resolve conflicts.
- HRDE provides more indirect services through group therapies/interventions and educational lesson presentations, as opposed to direct services which include working with one individual student. Individual interventions are conducted on an as requested for basis in partnership with other departments necessary for resolution.

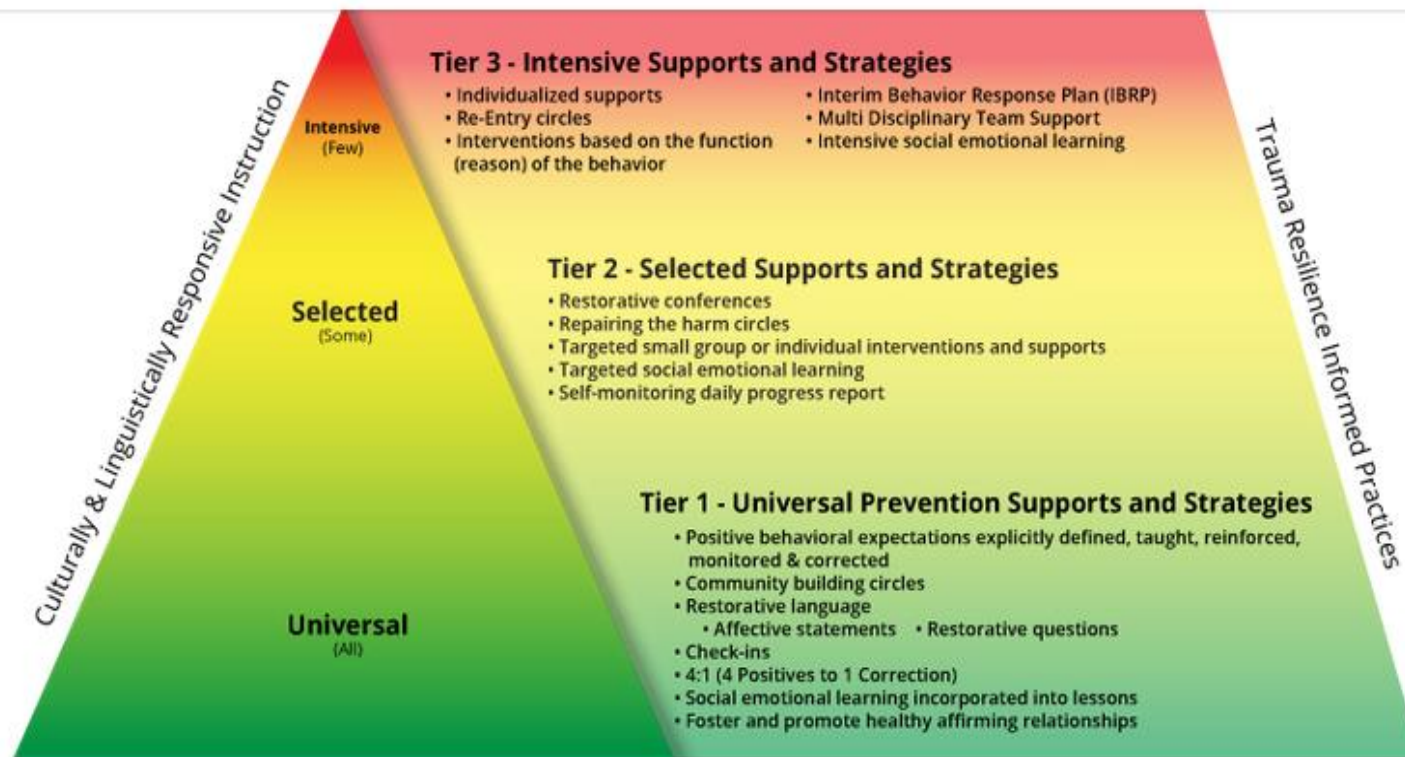
#### Positive Behavior Interventions & Support and Restorative Practices (PBIS/RP)

Resource/Program Title	Objective/Purpose	Target Audience
<u><a href="#">Multi-tiered Integrated Strategies &amp; Resources</a></u> <ul style="list-style-type: none"> <li>- Targets students on an All, Some, and Few tier bases</li> </ul>	Online tools and resources to support staff on how to check-in on students SEL learning & Wellbeing. <ul style="list-style-type: none"> <li>• Teaching Strategies &amp; Resources</li> <li>• Restorative Questions Think Slips</li> <li>• Social Skills/Social Emotional Learning</li> <li>• Planning &amp; Responding to Behavior</li> <li>• PBIS/RP Modules</li> <li>• Restorative Practices</li> <li>• Community Building Circles</li> </ul>	Teachers, school site Support Staff (Campus Aid, administrative staff); Students
<u><a href="#">Schoology Group</a></u> <ul style="list-style-type: none"> <li>• Thematic Activities/Daily Activities that support SEL wellbeing</li> </ul>	Schoology, the online learning management system, serves as an online resource center for students and staff. Materials include Google Slides for teachers and resources to support teaching and learning in the virtual classroom setting.	Teachers, school site Support Staff (Campus Aid, administrative staff); Students
<u><a href="#">Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support</a></u>	Policy fostering proactive rather than reactive practices and establishes a consistent framework for developing, refining, and implementing a culture of discipline built on positive behavior interventions at all schools.	Administrative staff & Teachers

- The objective of this division is to provide tools, resources, and support in implementing multi-tiered system of behavioral support that focuses on SEL wellbeing.
- PBIS/RP programs use an evidence-based, trauma resilience informed approach that prioritized social emotional well-being and community building to promote equity.
- Unifying features of how students are targeted include:
  - Community Building Activities: Developing positively stated and co-created expectations allows students to know what is expected of them throughout the school day. These include [Community Building Circles](#).

- Creating Expectations: Learning and working in a welcoming and affirming community gives students and staff a sense of belonging, which increases overall well-being.
- Check-in/Check-outs: Communicating with students to see how well they are doing; briefly helping to build and maintain relationships. They support engagement and provide information about how everyone is feeling.
- 4:1 – Students learn and grow best when they feel connected.
- PBIS/RP Integrated Continuum of Supports and Strategies

## LES UNIFIED SCHOOL DISTRICT



Data-Based Decision-Making - Continuous Progress Monitoring

- PBIS & RP Comparison

<b>Positive Behavior Interventions and Supports (PBIS)</b>	<b>Restorative Practices (RP)</b>
<b>Proactive, evidence-based approaches to discipline that promote equity and accountability</b>	
<ul style="list-style-type: none"><li>• Utilizes a 3-tiered framework to support ALL students' success</li><li>• Emphasizes prevention through systems change</li><li>• Integrates and enhances data, systems and practices</li></ul>	<ul style="list-style-type: none"><li>• Promotes reflective thinking and collaborative problem solving</li><li>• Emphasizes community building and repairing harm</li><li>• Fosters resilience through authentic, positive relationships</li></ul>



Pupil Services & Attendance (PSA)

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><u>Diversion Program (est. 2014)</u></a>	<p>This program was established to address the over-representation of African American youth being introduced into the criminal justice system.</p> <p>Goals: a.) to propose strategies to reduce arrests and citations on school campuses, particularly for African American males, other males of color, and youth under 14 years old.</p> <p>Collaboration with Los Angeles School Police Department, SHHS PSA, Student Discipline, and City of Los Angeles Family Source Centers (Diversion Referral Centers)</p> <p>Behavioral, academic, and social emotional support for students and families including counseling, mentoring, tutoring, and parenting classes</p>	Students and Families
<a href="#"><u>Family Source Partnership Program (est. 2014)</u></a>	<p>This program connects families and students to appropriate supportive resources in Family Source Centers (outreach and collaboration)</p> <p>PSA counselors conduct academic and social-emotional assessments to help link students and families to district or community resources- to support achievement and attendance</p> <p>Parent and student engagement through parenting classes and workshops, along with student groups</p> <p>With support from LAUSD and City of Los Angeles Housing and Community Investment Department (HCID), PSA counselors are co-located at 16 Family Source Centers to address barriers to academic success and academic consultation</p>	Students and Families
<a href="#"><u>Youth Source City Partnership (est. 2012)</u></a>	<p>LAUSD and the Los Angeles Economic and Workforce Development Department (EWDD) created a comprehensive recovery model to address dropout rates.</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>- Re-engage out-of-school youth in an educational setting; follow up with students at risk of dropping out</li> <li>- Prepare youth for workforce with soft skills development and training</li> <li>- Link youth to programs and resources through the youth source system, community agencies, and LAUSD</li> </ul>	Post-high school Students

- PSA uses a multi-tiered approach addressing the school environment to facilitate a positive school climate and its impact on the whole-child well-being.
- In the universal tier of support, PSA monitors attendance throughout the year using the 25-day calendar. The objective of this program is to early intervene when students are not feeling connected at school. PSA counselors are sent out into the schools and/or homes of these students to reach out to families on needed support if a student has more than one absence within a 25-day period. In the secondary tier of support, PSA offers more individualized SEL support through resources including tutoring, counseling, FOCUS (group curriculum), etc.
- PSA counselors (with a degree of Master of Social Work, Marriage and Family Therapists, Pupil Personnel Services, etc.) are specialized in Child Welfare and Attendance. These counselors conduct open-ended assessments of children's social emotional health and well-being. Counselors also conduct case management (e.g., on-going follow ups regarding referrals, connection to resources, etc.) and provide indirect support including conflict resolution and direct referral to mental health, SEL, and family resources.

## School Mental Health (SMH)

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><i>Annual Suicide Intervention and Awareness Training</i></a>	Empowers teachers and staff to understand suicide, bring awareness, and assist in prevention.	Teachers and Staff
<a href="#"><i>Families Overcoming Under Stress (FOCUS)</i></a>	A 10-module curriculum created in partnership with and adapted from University of California – Los Angeles’s program with military families covering broad SEL emotional-regulation, goal setting, emotional communication. <ul style="list-style-type: none"> <li>- Trained staff visit and offer curriculum at select schools (weekly, every other day).</li> </ul>	Students; Parents
<a href="#"><i>Individual and Family Therapy</i></a>	Therapy and counseling services are available to assist students and families of students with clinically diagnosed disorders that impact learning. Services include but are not limited to: <ul style="list-style-type: none"> <li>- Psychological First Aid Workshops</li> <li>- Professional Development workshops for administrators</li> </ul>	Students and Parents
<a href="#"><i>Resilience Daily</i></a>	A resilience campaign, viewed as micro-steps towards SEL and Wellness, providing the Los Angeles Unified School District community with tools to facilitate and build resilience through thematic days and “snackable” action items as a daily resource to teachers and staff to facilitate restoration and well-being (e.g. Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday)	Teachers and Students
<a href="#"><i>Resilient Families</i></a>	A 10-session curriculum including workshops on how to build resiliency, reduce stress, and reduce the impact of trauma on the child <ul style="list-style-type: none"> <li>• For Mental health staff to deliver</li> <li>• 4-week module curriculum for Non-Mental Health practitioners</li> </ul>	Students; Teachers; Mental Health Practitioners
<a href="#"><i>Roadmap for Social-Emotional Well-Being &amp; Academic Success</i></a>	The roadmap for social emotional well-being and academic success is a shared professional resource with helpful information to support the return to school following the COVID-19 pandemic.	Students, Parents and Caregivers, Teens, & Youth

<a href="#">Welligent</a>	A district-wide web-based software system used for online Individual Educational Plans and tracking of related services (such as speech and language physical therapy, vision and hearing screenings, nursing services, etc.). The resource is provided to students during the entire course of their education and it allows administrators to monitor the status of the whole-child well-being and service delivery.	Students
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

- SMH Services can be broken down into four major categories: School-based social work, Wellness Clinics-based Integrated Care, Crisis Counseling and Intervention, and Special Education Counseling
- SMH services are all supplemental to the SEL Framework provided by Human Resources, classroom curriculum provided by the Department of Instruction, and classroom issues as a system of support or alternative curriculum.
- Services provided target Tier 2 and Tier 3 Level services for students (and directly or tangentially support Tier 1 and Tier 2). All services are intended to remove barriers, promote wellness, and improve SEL functioning.
- Clinicians are assigned to Student and Family Wellness centers providing a range of Tier 3 services (i.e., comprehensive psychological assessment, diagnosis, treatment objectives, services, and psychotherapy).
- Additional research is conducted within SMH to evaluate if there is a relationship between services provided and academics; some outcomes of interests are the number of services and types of services associated with student academics.
- Most SMH services are often preventive, so measuring outcomes is often difficult. Additionally, SMH posits that assessment is also difficult due to the ambiguity regarding the common definition of SEL learning (i.e., self-efficacy competencies are defined differently in mental health than instruction).
- SMH has a data unit that utilizes two levels of screening for students' well-being. First, during intake at Student Family Wellness Centers students individually receive pre-test surveys that assess for mental health areas of need (i.e., trauma, anxiety, depression, behavioral, substance use, and suicide risk). Second, prior to the pandemic, School-based providers collected data at the school-level among groups. Groups of students are pulled from class, with given consent, to take an electronic screening tool to assess for social and emotional well-being in computer labs or on tablets. School-based providers are later assigned to gather additional information and follow-up linking students to resources like group or individual counseling. Student Health Human Services Coordinator, Carla Lavelle, indicates that it is less stigmatizing when screening is done in a larger group. This gives providers the ability to reach more kids at once versus when school-based providers must interrupt class and pull children out, or interrupt teachers' lessons—which is why teacher and administrator support is important.
- Mental Health implies having the skills to manage emotions (which is how SEL is defined), therefore SEL is a component of having good mental health (for example, the treatment for depression is among the skills taught in SEL, teaching the child how to manage and describe their emotions, and then how to appropriately navigate through them).
- There are common parallels in vocabulary terms used in SEL and Mental Health (for example, Growth Mindset is a term used in SEL that is synonymous to Cognitive Reconstruction in Mental Health)

- Following the Tiered Approach to services, Tier 1 involves universal mental health resources while Tier 3 involves more advanced understanding of students' needs.

Student Support Programs (SSP)

Resource/Program Title	Objective/Purpose	Target Audience
------------------------	-------------------	-----------------

<a href="#"><u>A-G Diploma Program</u></a>	<p>Provides child welfare and attendance services and support to increase A-G course passage and graduation rates, promote college and career readiness, and achieve zero dropout goals in LAUSD.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Decrease dropout rates</li> <li>• Increase graduation rates</li> <li>• Improve student attendance</li> <li>• Promote college and career readiness</li> <li>• Increase A-G course completion rates</li> <li>• Raise A-G requirement awareness in middle school</li> </ul> <p><b>Description:</b> In collaboration with DOI, this program reengages students not on track to meet A-G requirements for graduation by working with stakeholders to implement interventions with comprehensive, evidence-based child welfare and attendance services and supports to increase A-G course passage and graduation rates.</p> <p><b>Provides:</b> early identification, intensive case management, enrollment in appropriate educational programs and zone of support, parent engagement, and support for transitions.</p> <ul style="list-style-type: none"> <li>• Teaching mindfulness/growth mindset</li> <li>• Title 1 Tutor for students in foster youth &amp; group homes</li> <li>• 1:1 tutoring of students out of Short-Term Residential Therapeutic Programs</li> <li>• Two-hour, monthly professional development sessions provided to teachers: one hour dedicated to professional development and one hour devoted to SEL skills for students</li> <li>• Professional Experts available to train staff in CASEL strategies and resources</li> </ul>	<p>Services in Secondary School (Middle &amp; High School Students)</p>
--------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

<p><a href="#"><u>Academic Support and Achievement Program (ASAP)</u></a></p>	<p>Provides targeted, intensive academic support to identify high-need foster and probation youth through one-on-one or small group afterschool tutoring by an effective LAUSD teacher. ASAP was established in 2015 as a result of the reorganization of the former Neglected, Delinquent, and/or At-Risk youth program.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Improve educational services for youth who are neglected, delinquent, or at-risk so they have the opportunity to meet the same challenging academic standards as all other students</li> <li>• Engage caregivers, parents, and community partners in the educational process</li> <li>• Improve basic academic skills (math &amp; reading); grades, as well as cooperation and work habit marks</li> <li>• Increase credit accrual toward high school completion</li> <li>• Increase graduation rates</li> </ul> <p><b>Objectives:</b></p> <p>Teacher Tutors:</p> <ul style="list-style-type: none"> <li>• Review and assess academic records (grades, transcriptions, and test scores) and student strengths/interests</li> <li>• Collaborate with Student Health and Human Services in the development, implementation, and monitoring of student driven academic support/tutoring plans every 90 days</li> <li>• Provide individualized and/or small group tutoring in a licensed facility, foster home, group home, and/or school or community setting</li> </ul>	<p>Short Term Residential Therapeutic Programs Students; Foster Youth</p>
-------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------



<a href="#"><u>College Empowerment Program</u></a>	<p>Four school social workers (assigned to a handful of schools) assist college bound seniors, address SEL issues, and work with families to address transitioning into college</p> <p><b>Purpose:</b> Provide comprehensive, evidence-based multi-tiered supports, and services focused on mitigating barriers to college access for underrepresented and underserved student populations.</p> <p><b>Description:</b> The College Empowerment program is a collaborative effort between the Division of Student Health and Human Services and Division of Instruction to increase college access and college completion among LAUSD graduates. Nine College Empowerment School Social Workers provide services to select comprehensive high schools and their associated continuation high school</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Awareness: Increase awareness and understanding of postsecondary options and resources</li> <li>- Eligibility: Increase passage of A-G courses with a C or better and completion of requirements necessary for college entrance success</li> <li>- Preparedness: Increase student aspirations and beliefs in college attainment and develop knowledge, skills, dispositions, and attributes necessary for post-secondary success</li> <li>- Access: Increase college access for underrepresented populations and activities related to college planning, admission, and financial aid</li> <li>- Fulfillment: Increase number of students enrolling, attending, and persisting and completing college</li> </ul>	<p>Foster care, homeless, and poverty-living youth; English learners</p>
<p><i>FOCUS curriculum (Also provided in SMH)</i></p>	<p>SSP has core staff trainers that prepare Specialized Student Services counselors, PSA, PSWs, and teachers on how to approach SEL emotional-regulation, goal setting, emotional communication in students</p> <ul style="list-style-type: none"> <li>• Training staff on how to provide access to toolkits for educators</li> <li>• Services are implemented by counselors in class, individually, or in group settings</li> <li>• Designed to build resiliency in teens, trained by PSA and PSW staff</li> </ul>	<p>Specialized Student Services Counselors &amp; Students</p>

<a href="#"><i>Foster Youth Leadership Empowerment/ Foster Youth Achievement Program's Leadership Council</i></a>	<p>Foster Youth Counselors host meetings at school-sites focusing on developing leadership and advocacy skills among foster youth. The Council follows a set curriculum for foster youth designed to educate, enlighten and motivate foster youth and provide the students with the opportunity to represent LAUSD. Students are educated on life skills, Free Application for Federal Student Aid (FASFA) information, educational rights, and growth mindset; hosted at 60 high schools</p>	<p>Secondary Students</p>
<a href="#"><i>Homeless Education Office</i></a> <ul style="list-style-type: none"> <li>• Title I – Homeless</li> <li>• PSA Aides</li> <li>• Title I – Coordinated Entry System (Family &amp; Youth)</li> </ul>	<p><b>Purpose:</b> Homeless Education Office was designed to provide assistance to homeless students and families in compliance with McKinney Vento Homeless Assistance Act. Personnel work in collaboration with school staff and community services agencies in an effort to maximize access to various educational, social, and enrichment programs which promote academic success and student achievement</p> <p><b>Description:</b> Staffed by a Coordinator, District Support PSA Counselor, Title I Homeless PSA Counselors, PSA Aides, Counselor Aides, a Senior Parent Community Facilitator, and a Senior Office Technician</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Provide ongoing training, technical assistance, and advocacy district-wide to ensure federal statutes and district policy are being followed regarding homeless students in the LAUSD</li> <li>• Remove barriers to academic success for McKinney Vento Eligible students by providing needed supplies (e.g., backpacks, school supplies, clothing, transportation, etc.)</li> <li>• Educate student and parents on schooling rights</li> <li>• Promote parent participation in school related activities</li> </ul>	<p>Homeless Students &amp; Families within district boundaries</p>
<a href="#"><i>Roadmap for social-emotional well-being &amp; academic success</i></a>	<p>A pathway to recovery to help students recover from trauma associated with the pandemic</p> <ul style="list-style-type: none"> <li>- Provides parents and caregivers with needed tools and resources for kids</li> <li>- Educators' edition available (created by HRDE)</li> </ul>	<p>Students, Parents and caregivers, teens, &amp; youth</p>
<a href="#"><i>Student Discipline &amp; Exclusion Support</i></a>	<p>Mental health collaborates and consults as part of team meetings for expelled students</p> <ul style="list-style-type: none"> <li>• Post-expulsion services provide direct services to support student social, behavioral, and academic progress</li> </ul> <p>More focused rehabilitation plans</p>	<p>Delinquent Children</p>

<p><u><i>Short-Term Residential Therapeutic Programs (Title I – Part A Neglected; STRTP)</i></u></p>	<p>LAUSD houses 60 group homes facilitated by Specialized Student Service programs and counselors in collaboration with probation facilities and DCFS.</p> <ul style="list-style-type: none"> <li>• Students here attend Foster Youth Leadership Empowerment Council</li> <li>• Available staff accessible for students at Wellness Centers</li> </ul> <p>These facilities are starting to close due to Continuum of Care Reform (CCR)'s new accountability measures which have made it difficult to maintain the functioning of facilities (e.g., certification/accreditation requirements, counseling/therapy for students, transportation services to school/services)</p> <p><b>Purpose:</b> Provide individualized supplemental support for students in STRTP programs to enhance their academic achievement and college-going school cultures, while providing these underrepresented students with motivation, knowledge, and skills aimed to increase access to higher education/postsecondary services</p> <p><b>Description:</b> PSAs and PSWs help students complete the application process for college, employment, vocational training, and independent living. In addition, PSAs and PSWs serve as liaisons between STRTPs and school-site staff and address any barriers to help ensure student's success. PSAs and PSWs also provide a range of services that address the social-emotional and educational needs of students.</p> <ul style="list-style-type: none"> <li>• Reinforce attendance, achievement, and improvement through recognition programs</li> <li>• Advocate for student educational rights and resources</li> <li>• Augment student's network of support by facilitating connection to programs and community resources that promote college success</li> <li>• Build the capacity of stakeholders to promote college-attending culture</li> <li>• Implement targeted strategies to support academic and non-academic skills needed for college readiness and college completion</li> <li>• Provide intensive case management, which includes developing action plans, planning for college, and navigating the college application process</li> </ul> <p><b>Objectives:</b></p>	<p>Homeless youth, juvenile youth, neglected/delinquent youth</p>
--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------

	<ul style="list-style-type: none"><li>- Achievement: Increase the number of targeted student populations receiving tutoring in order to graduate and enroll and attending higher education/postsecondary institutions/vocational opportunities</li><li>- Awareness: Increase awareness of higher education/postsecondary options/resources</li><li>- Admissibility: Increase targeted students' A-G On-Track Status in order to support their high school graduation completion rates and college eligibility</li><li>- Aptitude: Improve targeted students' self-efficacy and support the motivation, knowledge, and skills necessary for higher education/postsecondary readiness</li><li>- Access: Increase college enrollment and financial assistance for targeted students by conducting activities related to college/postsecondary planning, admission, and financial aid consulting. Increase access to family services, counseling, drug/alcohol abuse prevention, tutoring, family counseling, dropout prevention, health/social services, academic programs, and mentoring/peer mediation information</li></ul>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p><a href="#"><i>Specialized Student Services (SSS)</i></a></p> <ul style="list-style-type: none"> <li>• Students in Foster Care</li> <li>• Students Experiencing Homelessness</li> </ul> <p><a href="#"><i>Students Involved in the Juvenile Justice System</i></a></p>	<p>Specialized Student Services Counselors (SSS), Pupil Services and Attendance Counselors (PSA), and Psychiatric Social Workers (PSW), provide local, integrated, and specialized support services for targeted student populations. SSS are assigned to schools</p> <p><b>Purpose:</b> The program aims to help students be socially and emotionally well-regulated so that they can engage with the curriculum</p> <ul style="list-style-type: none"> <li>• Counselors are trained to address both social emotional needs and mental health</li> </ul> <p>Advocacy and Case Management Services:</p> <ul style="list-style-type: none"> <li>- Comprehensive Academic Assessments to identify and address barriers to educational achievement</li> <li>- Advocacy for educational rights (immediate school enrollment, to remain in school of origin, and transfer of school records)</li> <li>- Linkage to resources to address identified needs including basic needs such as transportation, food and housing</li> <li>• Foster Care: provide comprehensive services to improve attendance as well as maximize the educational achievement and the social-emotional well-being of all students involved in the foster care system. SSS, PSA, and PSW counselors advocate for the educational rights of students, as well as provide consultation and training to District and school staff, community agencies, and caregivers on issues and legislation specific to students in foster care.</li> <li>• A Student Housing Questionnaire (SHQ) is sent out in every school enrollment packet and to all students annually to identify students experiencing homelessness. SSS, PSA, and PSW counselors remove barriers to academic success for homeless students and their families district-wide in compliance with the McKinney-Vento Homeless Assistance Act (integral part of Every Student Succeeds Act). They provide backpacks, school supplies, hygiene kits, transportation assistance, and emergency clothing</li> <li>• SSS, PSA, and PSW counselors focus on facilitating re-enrollment and successful transition into LAUSD schools along with the support of placement counselors and court liaisons who work with students out of juvenile camp and in contact with juvenile courts (Eastlake and Sylmar).</li> </ul>	<p>Students in Early Education to 12<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>• Foster Care youth</li> <li>• Homeless youth</li> </ul> <p>Juvenile youth</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Counselors ensure protocols and procedures are in place to establish early identification, support appropriate placement upon re-entry into the District, and provide aftercare case management services for all LAUSD students.	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

- SSS counselors who deal with homeless students have been incorporating positive behavior interventions and support (PBIS/RP) practices
- Student Support Programs use a case management approach to develop relationships with students and families, in addition to link students to mental health support when there is a need
- Serving 12,000 foster students, 11,000 homeless students, and 600 to 800 juvenile justice students who are supported by specialized student services counselors
- [Organizational Chart](#): This organizational chart shows the hierarchy of department executives from Student Health and Human services, Student Support Programs, Student Support Programs offerings, and subprograms within.

## Wellness Programs (WP)

Resource/Program Title	Objective/Purpose	Target Audience
<a href="#"><i>Blueprint for Wellness Policy</i></a>	The District's wellness policy and guide for implementing a comprehensive health and wellness plan	Students
<a href="#"><i>Children's Health Access and Medi-Cal Program (CHAMP)</i></a>	<p>Designed to support student academic achievement and promote well-being of children, families, and community members through the enrollment of health insurance programs such as:</p> <ul style="list-style-type: none"> <li>• Medi-Cal</li> <li>• Covered California</li> <li>• Kaiser Permanente Child Health Program</li> </ul> <p>Additional services include:</p> <ul style="list-style-type: none"> <li>- Health insurance presentations</li> <li>- Insurance renewal benefits</li> </ul> <p>Health-focused referrals to other LAUSD and appropriate community agencies (WIC, CalFresh, CHDP, My HLA)</p>	Students, Families, & Community members
<a href="#"><i>Headspace</i></a>	Online meditation tool offered for staff. Meditations for different topics including stress, anxiety, relationships, and sleep.	Staff (Teachers & Employees)
<a href="#"><i>Mental Health Services</i></a>	Clinicians provide mental health services for students across 600 schools; Implementing the blueprint for wellness, which involves students, staff, parents, and partners	Students
<a href="#"><i>NASCAR funded Balance Bikes Program</i></a>	NASCAR has partnered with LAUSD to teach how to ride a bike to primary students (K – 2 <sup>nd</sup> grade). This program is currently offered at 17 schools.	Students
<a href="#"><i>Physical Fitness</i></a> <ul style="list-style-type: none"> <li>- 15-minute exercise segments for families on everyday fitness</li> <li>- Fitness rooms for schools</li> </ul>	Evening classes in Zumba, basketball, and karaoke night at Flix, a Los Angeles Center full-service studio for TV, film, and commercial production. Promote physical fitness through partnership with KLCS- TV, a student education station that inspires learners of all ages through the use of programs and services that educate, inform, and enlighten.	Students & Family; Staff
<a href="#"><i>Relaxation Stations</i></a>	Relaxation stations have been created for 23-24 schools, which include massage chairs and iPads with health and wellness apps	Students

<a href="#">Student &amp; Family Resource Navigators</a> - Low cost-No cost resources	Identify the needs of families and link them to low cost or no cost resources (basic needs support: emergency shelter, legal consultation, anxiety support, or enrollment counselors) Provide medical, vision, and dental services for students and families through Wellness Program partnerships <ul style="list-style-type: none"> <li>• Paid, LAUSD Employee Position</li> </ul>	Students & Family
<a href="#">5K Health/Wellness Festival</a>	Festival to promote physical fitness and raise funds for LAUSD Wellness Programs <ul style="list-style-type: none"> <li>- Six to seven thousand stakeholders participate in 5K run around Dodgers Stadium</li> <li>- Performances, 100 vendors, and obstacle courses for kids</li> </ul>	Students, Teachers & Staff, Stakeholders

- The Wellness Program employs numerous student and family resource navigators. This department prefers to use the term *socioemotional wellness*.
- The Wellness Program hosts quarterly health and safety committee meetings to identify trending areas of need and work collaboratively to provide support
- The Wellness Program supports that physical fitness brings joy and offers programs to improve wellness physically, mentally, and emotionally
- Wellness Program partnerships are leveraged through the organizational facilitator positions at the local district

#### [Additional Resources](#)

- [School Experience Survey](#)- SEL assessment tool and results