

Alhambra Unified School District
Annual Performance Report February 27, 2010
Executive Summary

Funding from this grant has allowed for district wide training on a Psychological First Aide, Curriculum, Listen Protect and Connect. This evidenced informed approach to address the wide range of needs of students exposed to both individual and group level trauma. In addition to Alliant International University (AIU), the University of Iowa and local community agencies were invited by AUSD to partner on both the implementation and associated research. Plans to integrate this crisis response intervention into the existing Monitoring System are underway. This addition to the system provides a means of triage for students and sets a foundation for an evidence based approach to linking students to services across the five elements.

Grant funding supports the addition of one fulltime SRO to address the safety needs of 13, K-8 school sites. The SRO's activities have gone beyond providing a positive prevention presence across campuses and addressing response needs. Due to the extensive collaboration and participation with the Law Enforcement, all school resource officers participate in Student Study Team meetings, Management Integration Team (MIT) meetings, and School Attendance Review Board (SARB) meetings. Effective this school year, all SARB hearings are held at the police station, further demonstrating an outgrowth of the system change. Collaborations through this initiative, the Police Chief, who is a Management Team member, has spearheaded the revision of police officers contact cards, allowing for the beginning phase of a shared data base and tracking system for juvenile offenders/contacts. In addition, the local court has invited Gateway Staff to present at court study sessions and seminars to train Commissioners, Judges, and District Attorneys in the Juvenile Court on the Gateway referral process. All AUSD juveniles that appear in court return to school with Judge's orders for appropriate Gateway services. Additionally, in collaboration with AUSD and Alhambra Police Department, monthly partnership meetings take place for all surrounding jurisdictions which include neighboring school districts, neighboring school board members, and neighboring police departments. These monthly meetings allow for exchange of information between jurisdictions, collaboration of efforts for prevention/intervention, and a medium through which to develop shared resources and relationships. These efforts have worked towards building relationships with staff, students, and families, making policing a part of prevention and integration rather than suppression. The Tracking System to monitor students identified for suspension, expulsion, juvenile justice and probation involvement, ATOD, and other offenses which contribute to an unsafe school climate has been implemented across all school campuses. Tracking and Monitoring of these students has ensured linkage to necessary services and supports.

While the Advisory Board has provided ongoing expertise and support to the program, the Parent Advisory Committee has been expanded to provide representation from each school in the district. This approach ensures that each school sites' unique needs and culture are being represented and addressed. The Student Advisory Committee has actively engaged to support the process, extending itself to develop and produce a PSA and broadcast community wide. This year, the Parent Project has been slotted to occur in April. The event is endorsed and supported by all communities' partners. The theme of the Parent Project is "We All Have a Hand in Every Child's Success." To provide baseline data for students "at risk" for mental health issues, a parent and student version of the SDQ was distributed to all families across the district. This measure is designed to detect behavioral, emotional and relationship difficulties in youth aged 3 to 17. Translations and norms were made available for AUSD's multiple languages. District response was overwhelmingly strong and data analysis is currently ongo-

ing. A second year re-administration of this measure is planned for summer, 2010, allowing for measurement of SS/HS interventions in this area. To address Element II, Promoting Alternative Thinking Strategies (PATHS) has been implemented in Kindergarten classes with overwhelming positive response from teachers and district administrators who have requested to integrate this curriculum as part of the district's Response to Intervention Academic Pyramid, further demonstrating integration and project sustainability of SS/HS. The School Site Teams guide students to appropriate services including assessment and brief individual/group counseling provided by mental health counselors and partnering agencies. These teams have become core to the implementation of this project and have linked almost 5% of the student population to appropriate tiers of intervention. Increased partnerships and innovative approaches to service delivery have resulted from both SST and Management level efforts. An uninsured student who has recently begun to hear voices was successfully linked both to psychiatric and ongoing clinical services.

A partnership has been established between AUSD, AUSD Special Education Preschool Program, Pacific Clinics, AIU, University of California at Los Angeles, and Los Angeles County Headstart which has allowed for the Monitoring and Tracking system to be integrated at the preschool level. AIU has, for the first time, assigned a graduate level psychology intern to provide services and consultation to students and their families. This allows for extensive outreach to students prior to entering compulsory education, increasing their potential for successful transition to school. To further these efforts, The Incredible Years, is being offered to parents of children aged three to five through the Gateway to Success program. Research efforts are focused on increasing parent engagement and is an addition to the strategic plan. AUSD has sponsored training to address the unique needs of this population and has incorporated a wide array of partners to increase capacity and sustainability. These trainings will support the implementation of Interactional Guidance which was chosen to employ with at-risk families with infants and toddlers to prevent development of future risk factors.

A local climate survey was developed through a comprehensive literature Interconsistency reliability analysis was completed on the questionnaires. There were 1,439 parents and 2,431 students participated in the AUSD Local Climate Survey. Students completed the survey in class and the questionnaires were collected by evaluation team staff. Questionnaires for parents/ guardians to complete were distributed to students during class. A collection box labeled "Gateway to Success" was placed in the main office of each school for return of the surveys. Evaluation team members were responsible for gathering the surveys from each school site. This climate survey is utilized to collect data during spring of each year throughout the funding period. Development and distribution of this measure is not part of the original strategic plan but provides valuable data for program integration, planning, outcome evaluation and sustainability.

While devastating economic trends are evident nationwide, circumstances in California are dire. During this school year, AUSD has faced significant financial cuts which have impacted all program/ services. Paralleling service elimination is an increase of troubling behaviors whose manifestation is often non-normative and impacts the entire school community. Planning efforts for sustainability of the proposed project beyond the Federal Funding Period are in the forefront of the Gateway Project.