

FACT Mid-Year Report
July 1, 2024 - December 31, 2024

GENERAL INFORMATION

Agency Name: Mt. Diablo Unified School District
FACT program name: Crossroads High School

Report completed by: Pam Neudecker - School Support Administrator
Date submitted: 2/10/2024

SERVICES PROVIDED AND ACTIVITIES CONDUCTED

Service Delivery **Goals** -

Parent Education Classes 4x/week

...WIC lessons and presentations
...ASQ tested and scored by parents in class

...Wellness opportunities and presentations

Violence

...Bilingual support in class
...relevant topics covered in class to date

Mental Health

...individual and group counseling sessions

Service Delivery **Results** -

...delivers vouchers once a month
...100% of parents tested child
...13% (2) children referred to Regional Center. One for speech delay and one for gross motor skills delay
...100% of parents met with ECE provider for ASQ and DRDP results
...trip to Concordia Wellness Center
...Project Peace came in September
..STAND presentation on Domestic
...100% of Spanish speakers receive support
...prenatal fetal development, labor and delivery, benefits of breastfeeding, infant care and safe sleep, substance abuse treatments

...100% of students are assigned to a counselor / LCSW
...topics included healthy relationships, anger management, substance abuse and student interest topics
...referrals made to outside agencies when warranted
...case management

...2 Licensed Clinical Social Worker (LCSW)

...counseling in both English and Spanish
...connections to community resources
...collaboration and support to all staff
...case management

Family Resource Worker

...new position this year/bilingual
...improve attendance

...part of mental health staff

...connect with families to help
eliminate barriers to coming to
school

...FRW often picks up two students
and brings them to school

...some teaching in parent ed class
and in outreach period

...teaching of positive parenting through
Triple P, anger management, self-care,
problem solving and

advocacy

...goal setting

...100% of graduating seniors have
worked toward setting goals for after
high school

...25% of graduating seniors are enrolled
In college attending LMC

NUMBER OF CHILDREN AND FAMILIES SERVED

| CLIENTS BY RACE AND ETHNICITY | # Served to Date | % of Overall # Served |
|---|-------------------------|------------------------------|
| Caucasian | 4 | 19% |
| Latino / Hispanic | 15 | 71% |
| Black of African American | 1 | 5% |
| Asian | 0 | 0% |
| Native American / Alaskan Native | 1 | 5% |
| Native Hawaiian or Other Pacific Islander | 0 | 0% |
| Multiracial or Biracial | 0 | 0% |
| Other | 0 | 0% |
| Total Clients | 21 | 100% |

| FAMILIES BY AREA OF THE COUNTY | Projected # to be Served under Contract | # Served to Date |
|---------------------------------------|--|-------------------------|
| East County | 2 | 9 |
| Central County | 27 | 12 |
| West County | 0 | 0 |
| Total Families | 29 | 21 |

Vignettes:

A counselor has been providing therapeutic support to a student since October 2024. Her initial presentation was that of a student who was having a difficult time with authority and was not that interested in her education. As the counselor continued to meet with this student weekly, she came to understand that the student was a victim of extreme violence (both with her family and domestic relationships) and had a long history of mental health interventions commencing at a young age. She subsequently was removed from her family and placed in foster care. The trauma that this student experienced displayed itself in extreme anxiety, bursts of uncontrollable emotion and daily displays of opposition to authority and anger. Work with this student required a team effort both in therapeutic support services and collaboration with teachers and childcare providers. In spite of all the continuous trauma this teen mom experienced, she has come to trust the school and the staff. School has become a safe space for her. [REDACTED]

[REDACTED] his is an amazing accomplishment for a 17 year old student, who in addition to everything she has gone through, is a mother to a one year old.

Another story to share regarding the progress of one of our students.

This young lady has made tremendous changes over the course of this school year. When she started this school year she was struggling with attendance. The counselor had several conversations with her and also included her mom. At the beginning the change was minimal. As they continued having conversations and trying to find motivation for her, we suggested that she look into taking public transportation. After listening to the suggestions she created a plan by herself focusing on the current situation and how this plan will help her get to school on time. She created a calendar and included her mom as part of it. They both reviewed it and she is now using it on a regular basis. She recently confessed, "Having structure and knowing what I am supposed to be doing has kept me focused and motivated, I am happy my mom is more involved"

A 17 year old student was recently abandoned by their caregiver. As a mandated reporter, we had to call in a CPS report. The counselor then facilitated a meeting with the student to let her know of her caregiver's decision, report being filed, and things that could occur with a CPS case. Our counselor then inquired about other caregiver options. The student was able to give a name to a potential caregiver. We facilitated another meeting with this individual to discuss being a caregiver to the student and what that would mean for them (their responsibilities to the student). We connected with the CPS caseworker, obtained a form that the new caregiver needed to sign to accept the responsibility, met with the caregiver for signatures, and sent it to the CPS caseworker. The caseworker was able to close the case within a few days. This prevented the student and her baby from being removed from their home and placed in foster care.