



Mountain View
Whisman
School District

2024-2025 Mental Health Continuum Update

January 30, 2025





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Alignment and Outcomes

SP2027 Goal Area 2:

Student Social-Emotional Health

Objective 2b: Ensure an integrated, consistent approach to social-emotional learning.

Desired outcomes for the 2024-2025 school year:

- Assess our Health and Wellness policy and goals,
- Evaluate the use of social-emotionally supportive instructional practices
- Utilize a Multi-Tiered System of Support (MTSS) aligned continuum of care including the consideration of implementing wellness centers at more school sites



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2024-2025 School Year Progress

Health & Wellness Department

- The Health & Wellness (H&W) department oversees many aspects of student wellness, support, and interventions
- The following slides provide an update on activities and items that lead to achieving our strategic plan objectives
 - These activities include Administrator Support, the Social Emotional Learning (SEL) Curriculum Committee, and the H&W Committee, and Interventions & Supports within the Multitiered System of Supports (MTSS)

Administrator & Counselor Support

- H&W Director and/or Coordinator meet with Site Administrators at least monthly
 - Topics might include consultation on School Counseling programs, data analysis, student supports, counseling interventions, etc and are based on site & program needs
- Site Administrators are provided student support data every month including attendance, discipline, and SEL
- Crisis or grief support is provided as needed.
- School Counselors meet as a job-alike group twice monthly for Professional Learning Community & Program Meetings led by Health and Wellness Director and Coordinator.

SEL Curriculum Committee Update

- SEL Curriculum Committee has reached pilot phase of curriculum adoption process
- The committee worked to find two (2) meaningful and relevant pilot curricula from over 100 options
- Curricula pilots are scheduled January 2025 to April 2025
- Public viewing of curricula will open in March 2025
- The SEL Committee will provide a recommendation to the board in May 2025

Health and Wellness Committee

- 2024-2025 is our year to review of Health and Wellness Policy (BP5030)
- We are engaged in data collection and analysis to make policy review and annual goal recommendations to the board in May 2025
- Health and Wellness Committee Meetings are scheduled for:
 - Thursday, February 6, 2025
 - Tuesday, March 11, 2025
 - Wednesday, April 2, 2025
 - Thursday, May 15, 2025

Multi-Tiered System of Supports (MTSS)

- In California, Multi-Tiered System of Support (MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for all students.
- In MVWSD, MTSS is a system-level structure that provides support for all students by using data to address the needs of the whole child
 - Our Mental Health Continuum is one strand of student support within the MTSS framework

Multi-Tiered System of Supports (MTSS): Mental Health Continuum

The Mental Health Continuum is:

- Designed to address prevention (Universal), early intervention (Targeted), and intensive intervention (Intensive) student needs
- School-based: offered within the school day and in the school setting
- Interdisciplinary: Collaboration with relevant school personnel to develop interventions
- Delivered in groups and/or individually
- Designed to improve academic, behavioral, and social-emotional outcomes

Personnel Summary

	23-24				24-25			
School	Total FTE	Assoc FTE	Trainee FTE	PPS FTE	Total FTE	PPS FTE	PPS Intern	Enrollment
Bubb	0.8	0	0.8	0	1	1	0	318
Castro	0.4	0	0.4	0	1	1	0	248
Crittenden	2.6	1.2	0.4	1	1	1	0	617
Graham	3.6	1.2	0.4	2	2	2	0	856
Imai	0.8	0	0.8	0	1	1	0	391
Landels	0.8	0	0.8	0	1	1	0	402
Mistral	0.8	0	0.8	0	1	1	0	363
Monta Loma	0.8	0.4	0.4	0	1	1	0	302
Stevenson	0.8	0.4	0.4	0	1	1	0	462
Theuerkauf	0.4	0	0.4	0	1	0	1	301
Vargas	0.8	0	0.8	0	1	1	0	366
Total	12.6	3.2	6.4	3	12	11	1	4626

School Counseling Supports and Interventions

- School Counselors are Pupil Personnel Services (PPS) credentialed
- Each School Counselor developed a comprehensive school counseling program, guided by the American School Counseling Association (ASCA) National Model and is grounded in the school's data
- School Counselors from elementary schools have made adjustments to help supplement Crittenden Middle School current caseload needs
- School Counselor credentialing and preparation details as well as School Counseling program activities and definitions are in the appendix

Counseling Intake Process

Counseling Interventions Intake Process

When Coordination of Services Team (COST) refers a student for counseling intervention, counselors use an intake process to develop an intervention recommendation. The intake process includes:

- A review of student records
- Parent interview
- Parent, staff, and (when appropriate) student questionnaire
- Obtaining a release of information, if appropriate
- Providing the parent with an informed consent outlining service recommendations



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Considerations

Intervention Supports & Services

- School Counseling programs have enabled schools to provide increased universal and targeted student supports and services
- COST process and district employed School Counselors have provided the District with improved data management & analysis and intervention-matching
- Current data show that student-to-counselor ratios and caseloads across the middle schools need examination.

Intervention Supports & Services

- District change to School Counseling programs have led to challenges requiring training regarding the referral process
- Continued Coordination of Services Team (COST) professional development will help improve entry to & exit from interventions
- School Counselor professional development in methodologies will increase range of interventions

Intervention Supports & Services

- Students' diverse social-emotional & mental health needs are met throughout all levels of support.
- Currently, intensive supports include individual counseling with school counselors or referring to insurance-based services, the County Behavioral Health Warm Line, or to Pacific Clinics School-Linked Services (SLS)
 - At 3 schools Pacific Clinics SLS is accessible to MediCal eligible students
 - At 5 schools Prevention/Early Intervention (PEI) is available to all students.

Wellness Center

- Grant from Santa Clara County Office of Education to fund the Castro Wellness Center ends following 2025-2026 school year
- Middle Schools have expressed interest in having Wellness Centers, which would require further investment into the mental health continuum
- A grant opportunity is available to expand Wellness Centers
- The grant is not guaranteed and would not cover all costs associated with expansion of Wellness Centers to the middle schools
 - Approx. \$300,000 - \$400,00 District contribution to close the gap



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Next Steps

Next Steps

Health and Wellness Department will continue:

- Data gathering informing Health and Wellness policy three year review
- SEL Curriculum adoption process
- Supporting site administrators with implementing a comprehensive school counseling program
- Data analysis of student outcomes & mental health continuum supports and services to inform MTSS interventions

Next Steps

- Examine data and conduct needs-to-services analysis and consider how to address School Counseling ratios and caseloads at the middle schools
- District staff will apply for a state grant in an effort to expand services for middle school students.
- We are building the infrastructure for implementation of The Children and Youth Behavioral Health Initiative (CYBHI)
 - Note - CYBHI is a state program to improve access to behavioral health supports for children and youth



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Appendix

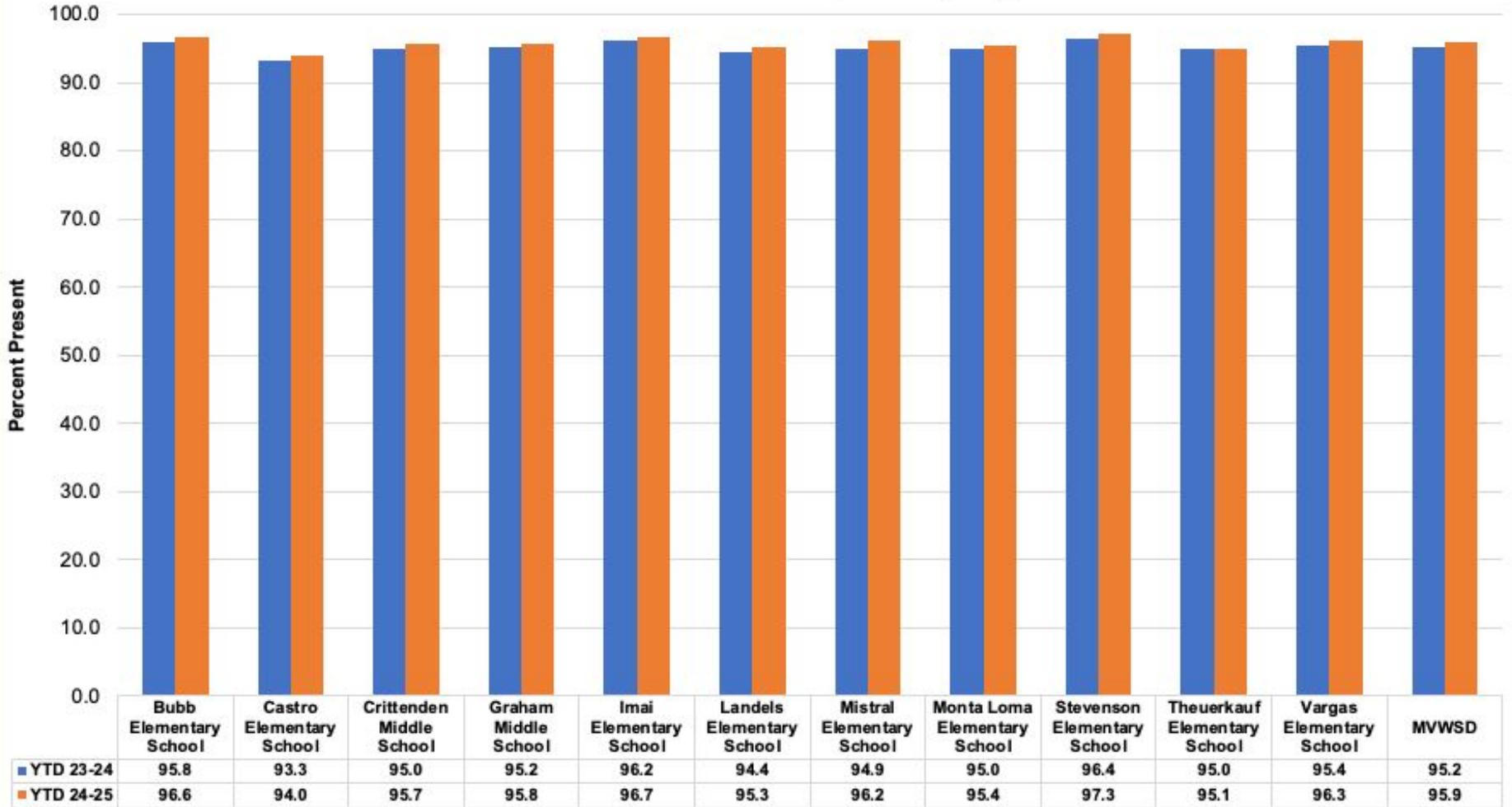


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Year-to-Date Data

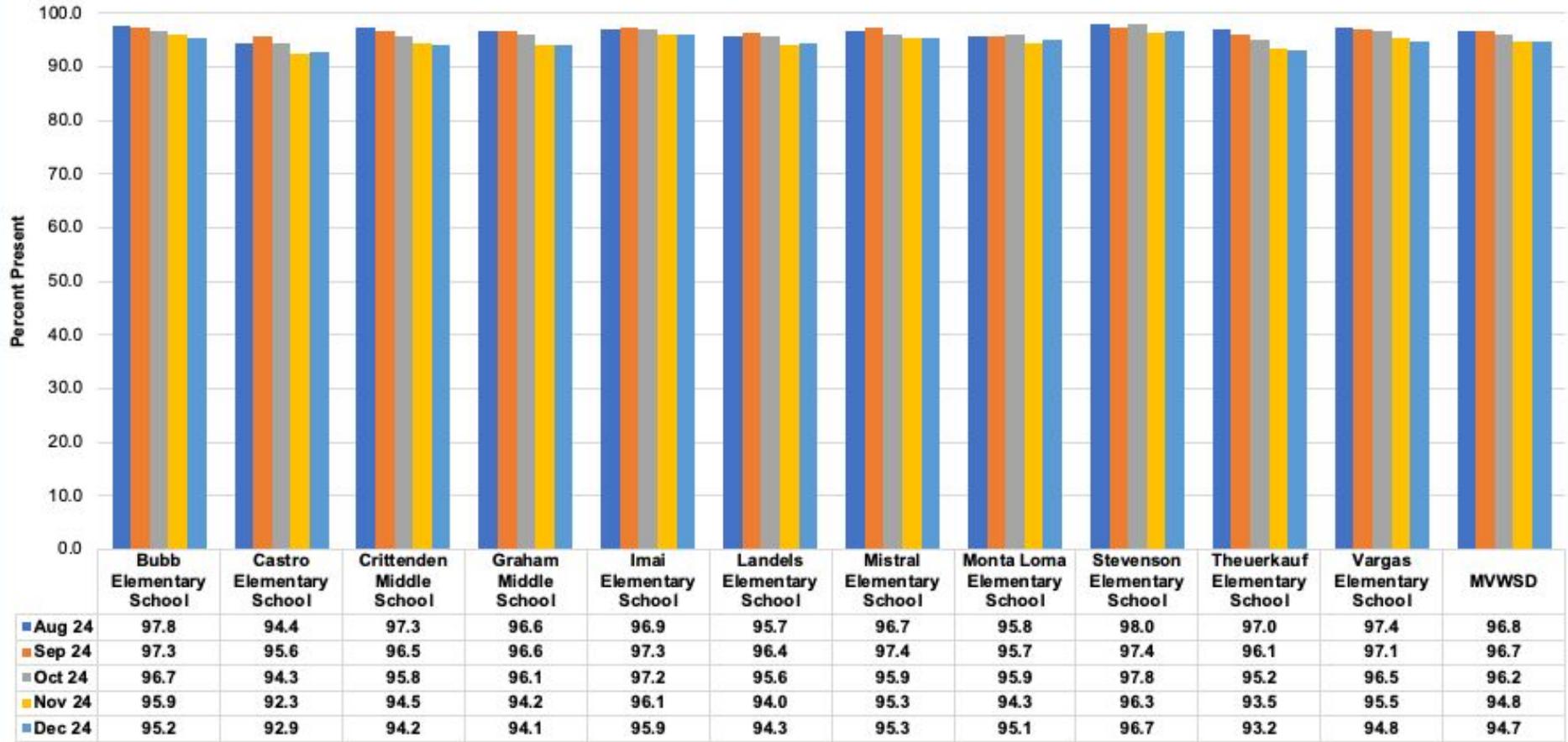


Two Year Attendance Comparison (YTD)

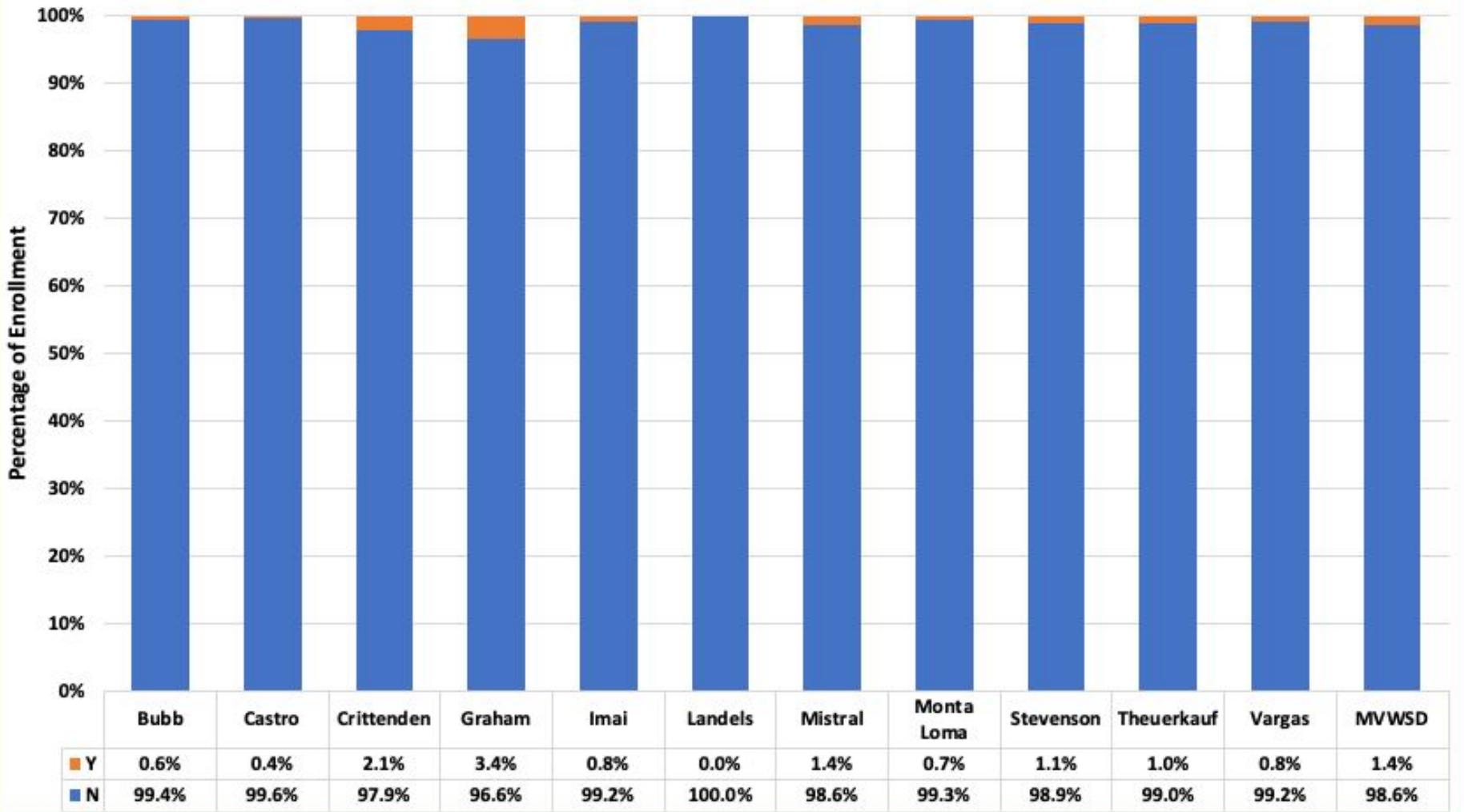


From August to December

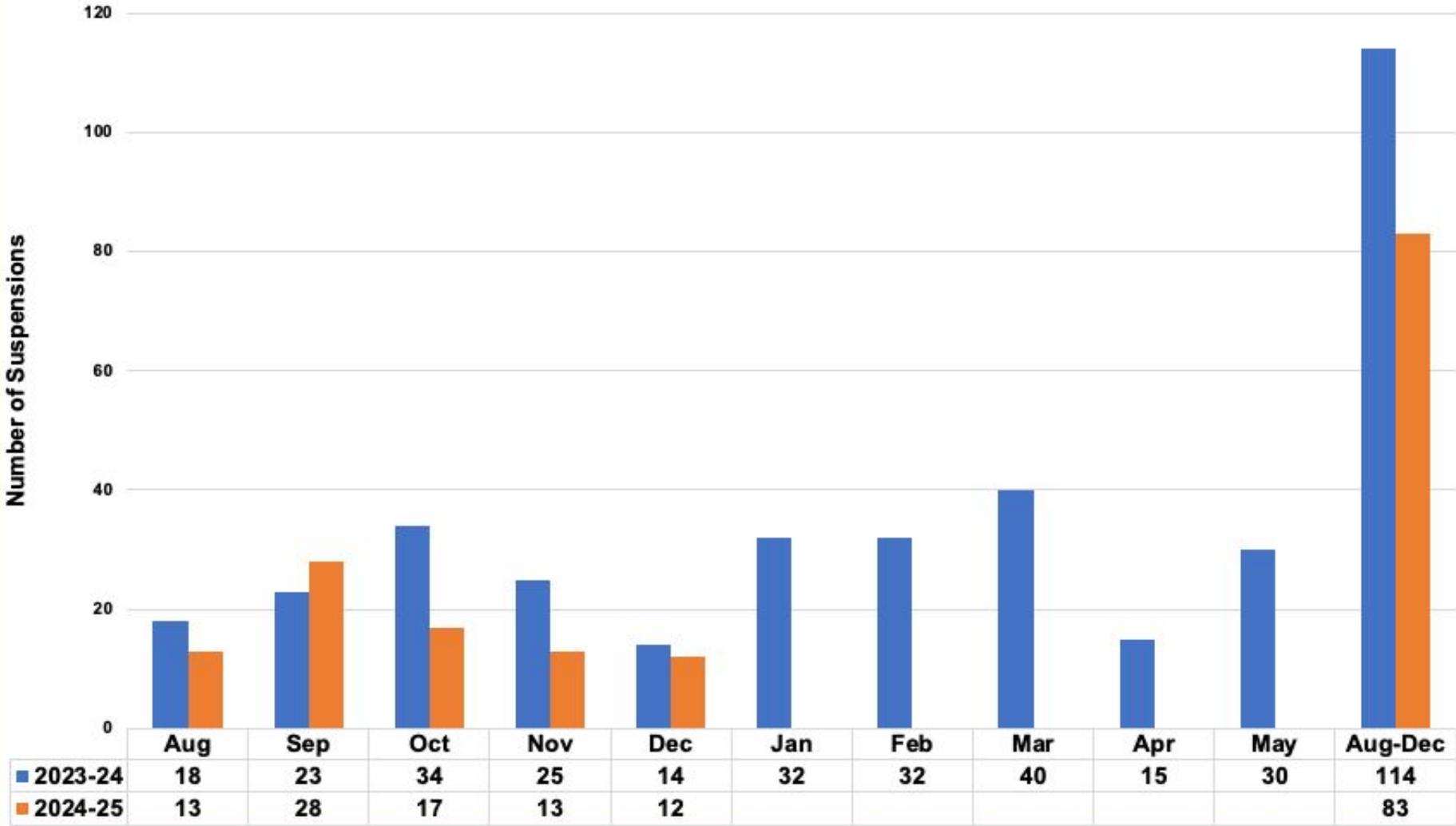
Attendance Percentage



Suspension Rate

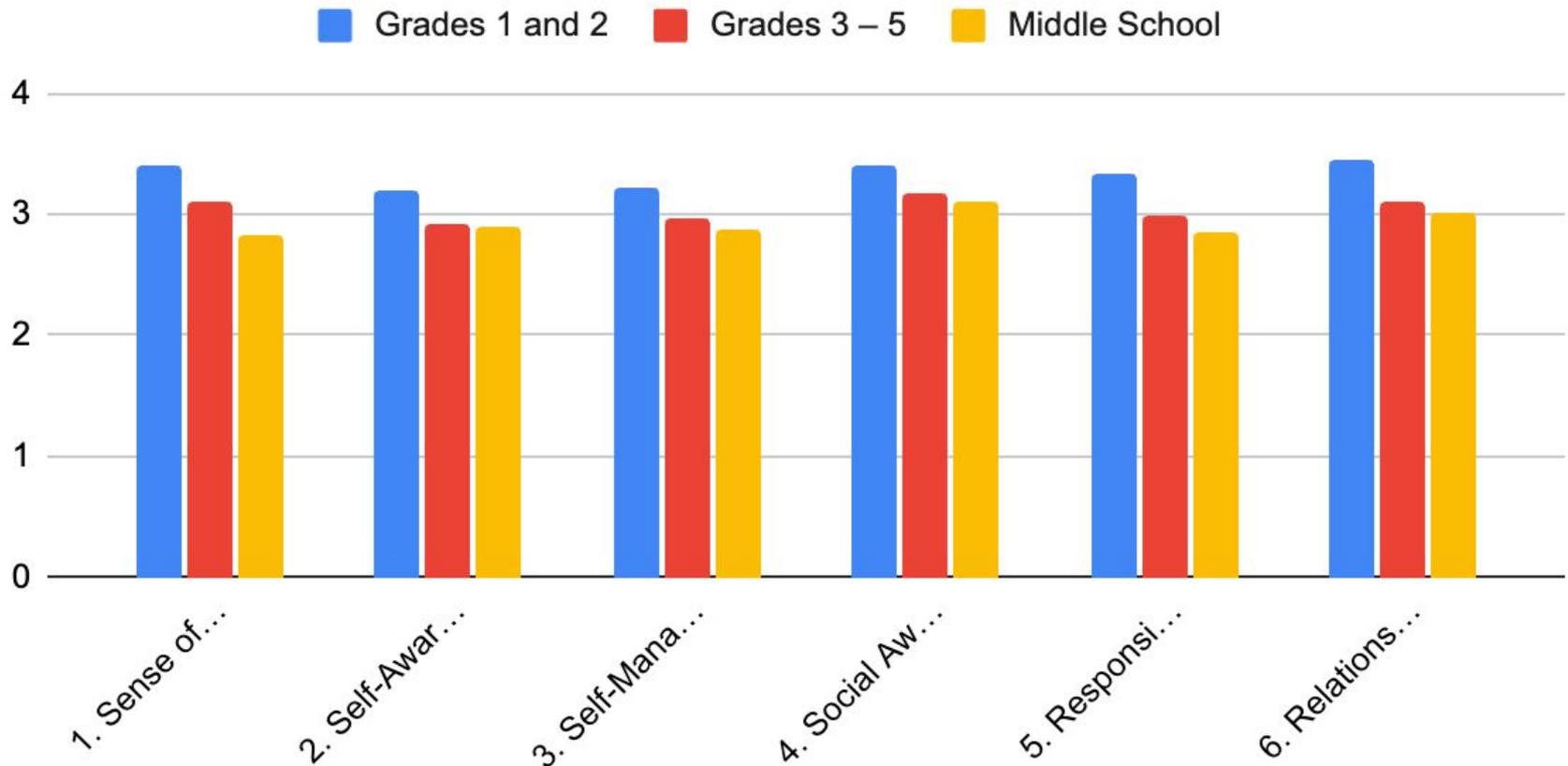


Two Year Suspension Comparison (YTD)



Fall 2024 SEL Survey Data

September 2024



Competency

1. Sense of Belonging

2. Self-Awareness

3. Self-Management

4. Social Awareness

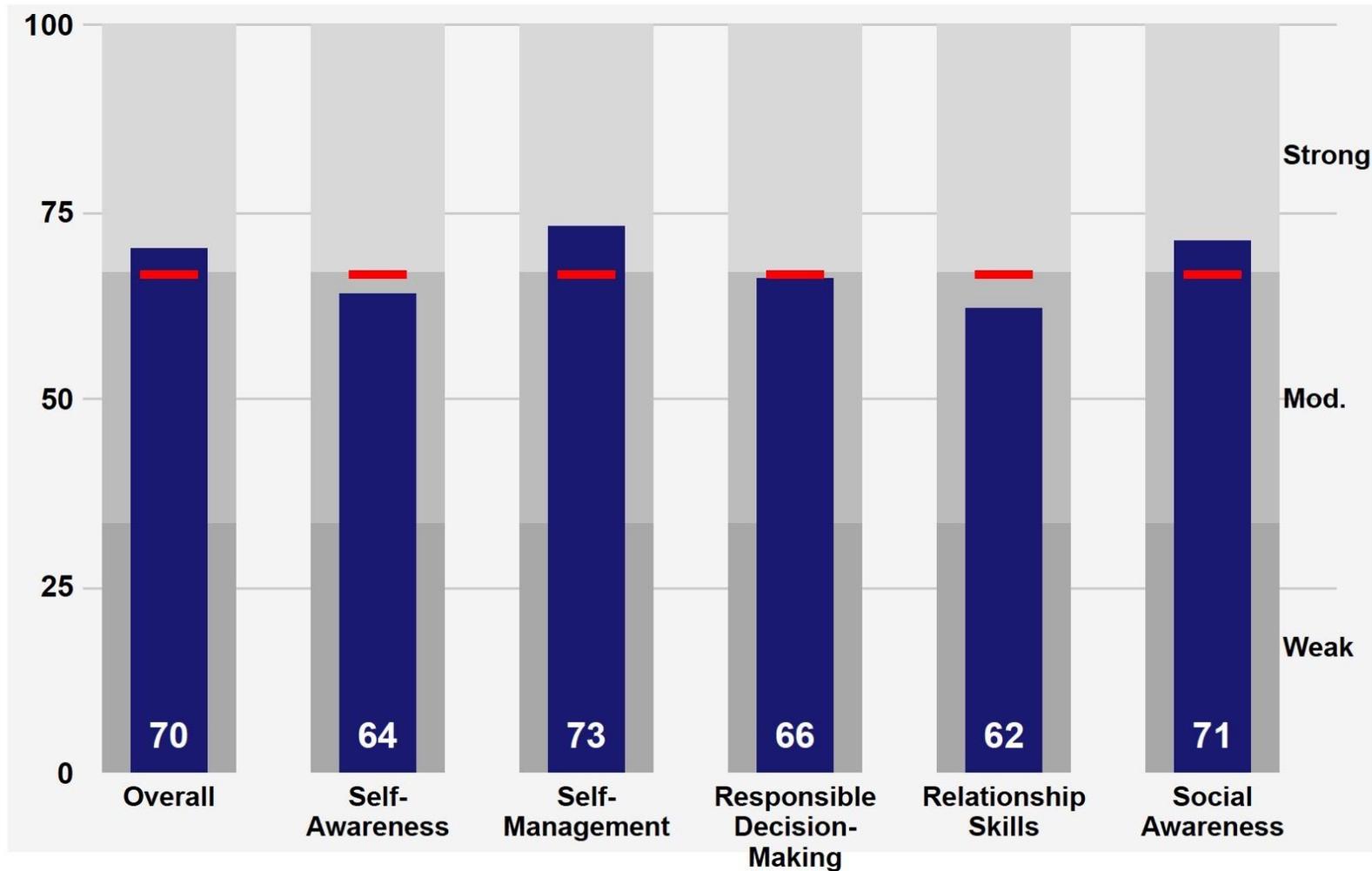
5. Responsible Decision-Making

6. Relationships

Developmental Relationships Survey

October/November 2024

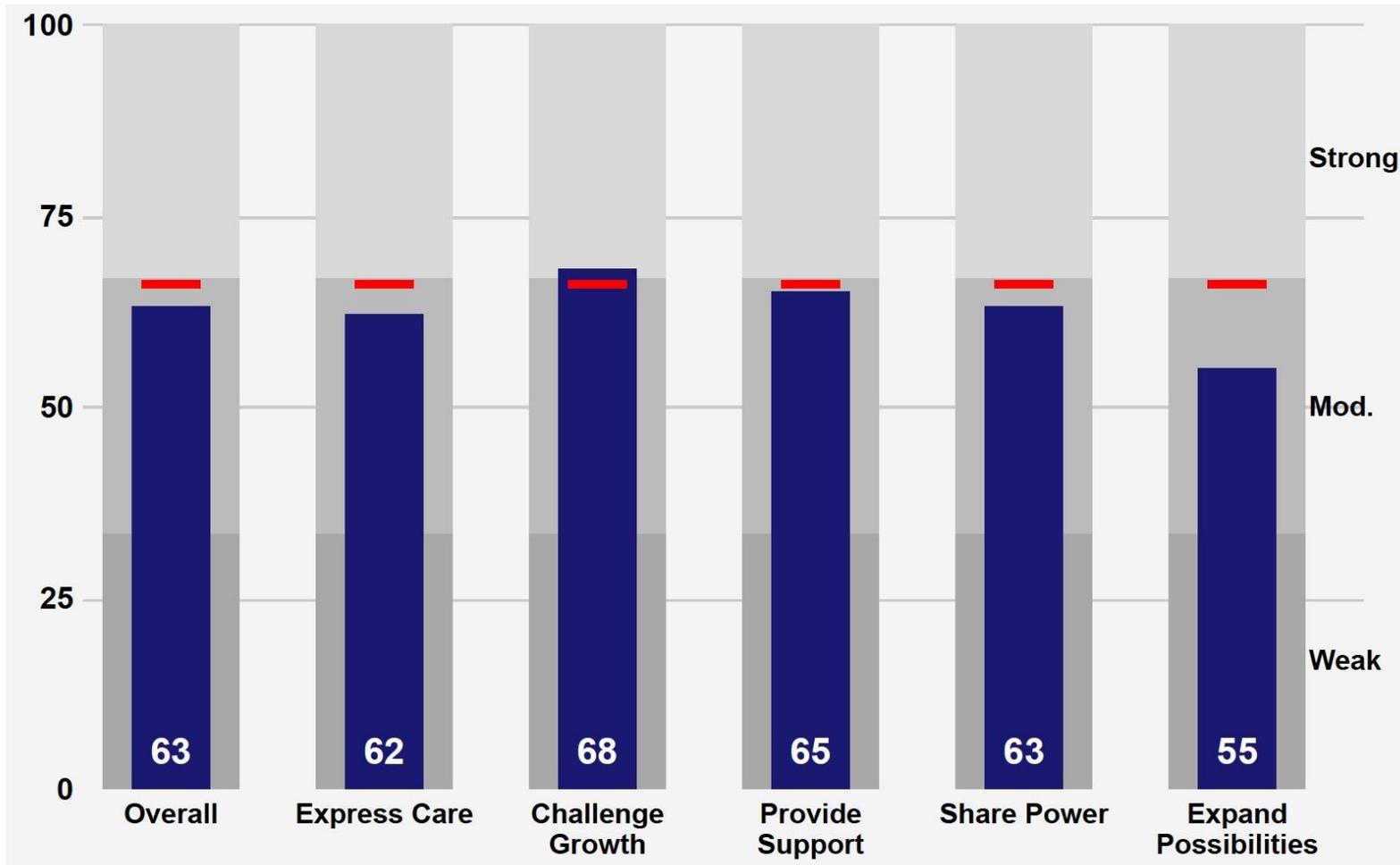
Overall, youth reported **strong** levels of social and emotional competence.



Developmental Relationships Survey

October/November 2024

Youth generally reported experiencing moderate developmental relationships overall.

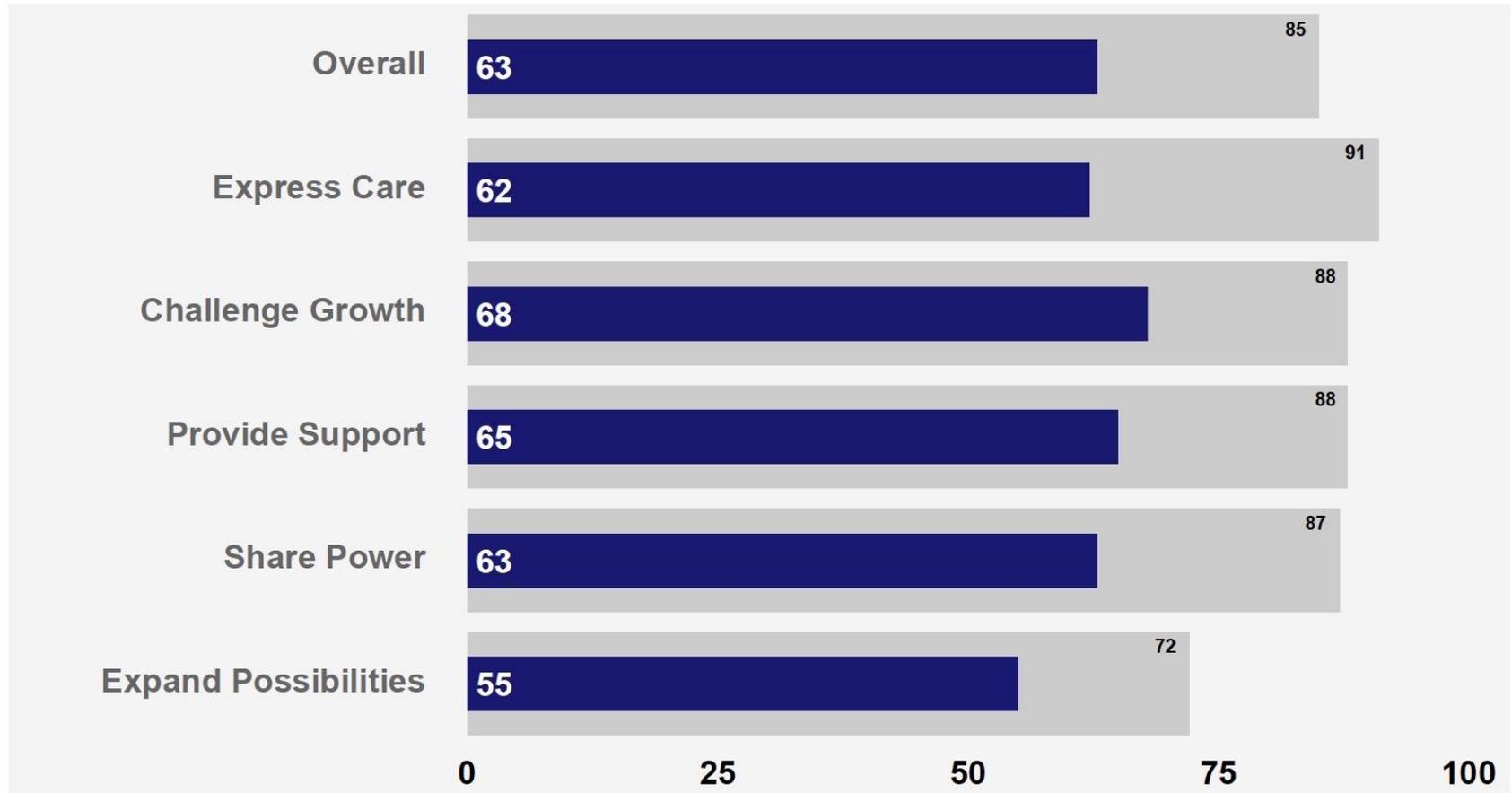


Developmental Relationships Survey

October/November 2024

Youth **reported a gap in their relational experiences** versus how adults described their own relational actions.

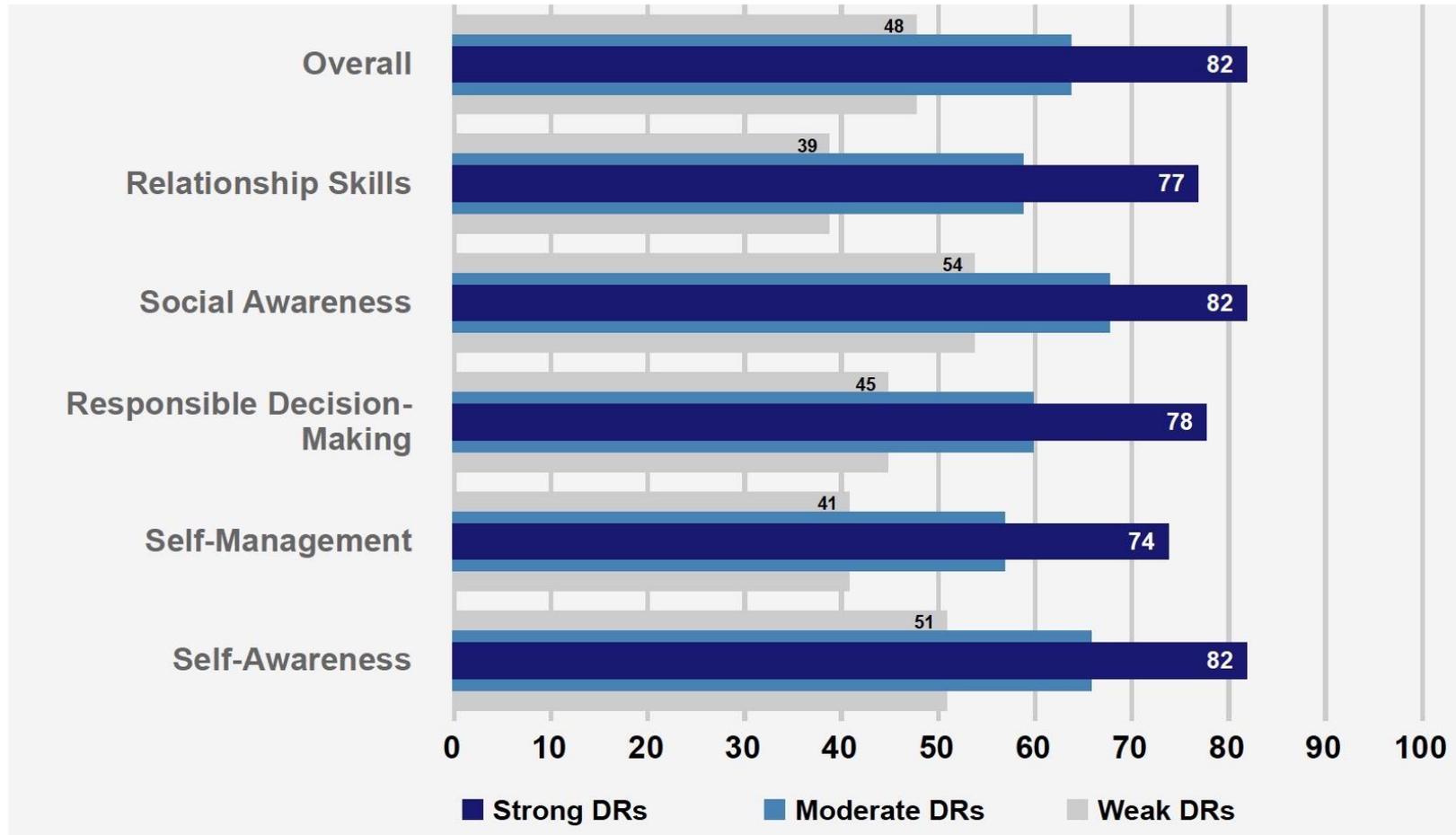
■ Your Adults
■ Your Youth



Developmental Relationships Survey

October/November 2024

Overall, youth who experienced stronger levels of developmental relationships had stronger social and emotional competence scores.



2024-2025 Counseling Supports & Interventions (to date)

Elementary	Universal (avg. students/day)	Selective	Intensive*	Outside Referral
Bubb	24-26	23	<10	<10
Castro	35-41	12	<10	<10
Imai	55-60	28	<10	0
Landels	27-40	13	<10	<10
Mistral	16-18	<10	<10	<10
Monta Loma	42-43	<10	<10	0
Stevenson	43-54	17	<10	0
Theuerkauf	54-57	33	<10	<10
Vargas	26-30	18	<10	<10

2024-2025 Counseling Supports (to date)

Middle School	Universal (average students/day)	Selective	Intensive*	Outside Referral
Crittenden	37-40	44	<10	9
Graham	29-33	53	19	15

*Intensive services include Educationally Related Mental Health Services (ERMHS) provided by our Mental Health Specialists per an IEP



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Supplemental Mental Health Continuum Information



Universal Supports (Tier 1 - All Students)

Practice	What does it look like?
SEL classroom instruction	Classroom-based social-emotional learning, academic success, and other related instruction designed for all students.
Classroom push-in support	Classroom visits from a school counselor to support or reinforce instruction or special topics without a formal lesson.
School-wide activities and initiatives	Assemblies, events aligned with MVWSD campaigns, recess and lunchtime activities that are open to all students.
Appraisal and advisement	At the Middle School level this is the process where school counselors analyze students' academic abilities, interests, skills, and achievements to help them make responsible decisions for their future.
Psychoeducation	Staff and family training/workshops. Psychoeducation developed for staff and/or families that are aligned with research, best practice, and support MVWSD priorities.
Community partnerships	Collaboration between schools and community-based organizations (CBOs) that enhance counseling services and support students' academic, social-emotional, and mental health needs.
Universal Screening	Brief assessment administered to all students to identify those who may need additional academic, behavioral, or socio-emotional support
Crisis Support	One-time intervention to support a student experiencing an emergent crisis, such as the death of a loved one, thoughts of self-harm, or an unexpected change in their living situation.

Targeted Supports (Tier 2 - Select Students)

Practice	What does it look like?
Small group counseling	Addresses specific social-emotional or behavioral needs to equip students with practical skills and strategies that increase access to Universal Supports. Typically up to 6 students to allow for individual attention and group interaction. Sessions may occur no more than once per week, up to 45 minutes each session, over a period of 6 to 8 weeks.
Individual counseling	Individual counseling to students whose unique social-emotional or behavioral needs are not compatible with a group counseling setting. Similar to small group counseling, Tier 2 individual counseling equips an individual student with practical skills and strategies that increase access to Universal Supports. Sessions may occur once per week, up to 45 minutes each session, over a period of 6 to 8 weeks.
Appraisal and advisement	Activities & supports that guide individual students in exploring strengths, interests, and abilities to make informed responsible decisions for their future. Examples of activities include (but not limited to) gpa monitoring, study skills development, or assignment completion monitoring.
Check-in / Check-out	Brief, regularly scheduled meetings that provide structured support and reinforcement throughout the day. Check-ins often include a brief meeting to review that day's goal, discuss the plan for the day, and receive encouragement or guidance. Check-ins may include monitoring throughout the day by utilizing a monitoring system. Check-out occurs at the end of the day, to review student progress, reflect on successes and opportunities for improvement, and receive reinforcement and guidance.
Behavior Support	Assist in developing and implementing behavior strategies. Collaborates with the school team and assists with collecting general behavior data, identifying strategies or goals that improve behavior outcomes, and provides support to help the student develop those strategies.

Intensive Interventions (Tier 3 - Few Students)

Practice	What does it look like?
Individual counseling	One-on-one intervention that addresses behavioral, social-emotional, and mental health needs to equip students with personalized skills and strategies that increase access to Universal Supports. Sessions can occur up to three times per week, up to 90 minutes per week, up to 6 to 8 weeks. Intervention cycles can be adapted to student needs. Intervention addresses needs unresolved by Tier 1 and 2 supports.
Behavior Support	Assist in developing and implementing individualized behavior strategies. Collaborates with the school team and assists with collecting general behavior data, identifying strategies or goals that improve behavior outcomes, and provides support to help the student develop those strategies. Participate in implementing specific behavior interventions and providing implementation support to other staff. Participating in progress monitoring and adjustment of strategies and goals.
Assist in referral to outside agencies	Partnering with families and school staff to connect students with higher-level support/care when their needs exceed or are incompatible with available school-based supports.
Examine SST data	Contribute to the development of individualized plans through the Student Success Team process by sharing insights on students' social-emotional needs, collaborating with families and staff to analyze student data, and setting short-term goals.

Transition from CHAC Services

CHAC and Pacific Clinics had/have practitioners who need mandated supervision hours, which often drives the need for service referrals. Historically, this also meant that students remained in counseling for long periods of time (i.e. years).

Because we had to make a very quick & fiscally responsible decision with CHAC dissolving, we hired School Counselors in place of CHAC counselors.

This school year we are examining the Role of the School Counselor and SEL Curriculum options as a way to learn what works and what is needed our Mental Health continuum.

CHAC Counseling Transition

- Community Health Awareness Council (CHAC) transition planning initiated in April to May 2024.
- Caseloads were reviewed by stakeholders.
- 2024-2025 recommendations were made by CHAC clinicians.
- CHAC practitioners made referrals to outside service providers for students recommended for a higher level of care or exited students.
- Students with limited progress with CHAC intervention were referred to COST in September 2024 where appropriate school counseling activities and interventions were identified.

Mental Health Continuum Comparisons

Domain	MTSS Mental Health (PPS)	Medical Model Treatment (Licensed MH Practitioner)
Focus	Preventative & Tiered	Diagnostic & Individualized
Approach	Universal, Targeted, and Intensive Interventions	Assessment, Diagnosis, and Treatment Plans
Setting	School-based	Clinical or Medical Settings
Collaboration	Interdisciplinary Team	Client-Provider Relationship (Parent-Provider if client is a minor)
Service Delivery	Group & Individual, Early Intervention	Primarily Individual Therapy or Psychiatry
Goals	Enhance academic and social-emotional outcomes	Alleviate symptoms and improve mental health (diagnostically)

Mental Health Provider Comparison

Area	PPS School Counselor	PPS School Social Worker	PPS School Psychologist
Primary Focus	Academic, career, personal, and social-emotional development.	Social, emotional, and environmental factors affecting success.	Psychological assessment and behavioral/learning challenges.
Counseling Role	Short-term individual and group counseling for personal/social issues.	Therapy for personal, family, and trauma-related issues; crisis intervention.	Short-term counseling for behavioral/emotional issues, primarily focused on school-related challenges.
Assessment Skills	Academic and career assessments, student progress monitoring.	Limited assessment focus, more on crisis and social/emotional well-being.	In-depth psychological assessments (IQ, achievement, behavior).
Collaboration	Works closely with teachers, parents, and administrators on academic planning.	Strong focus on case management and external community resources.	Collaborates with educators and counselors on behavioral/learning interventions.
Crisis Intervention	Works closely with teachers, parents, and administrators on academic planning.	Strong focus on case management and external community resources.	Collaborates with educators and counselors on behavioral/learning interventions.
Specialized Expertise	Academic guidance and career counseling.	Social justice, family dynamics, and community resource coordination.	Psychological testing, behavioral modification, and learning disability assessment.

Mental Health Provider Comparison

Area	LCSW (Licensed Clinical Social Worker)	LMFT (Licensed Marriage and Family Therapist)	LPCC (Licensed Professional Clinical Counselor)
Primary Focus	Focus on social, emotional, and environmental issues impacting students' mental health and overall functioning.	Specialize in interpersonal relationships within families and couples; address emotional and relational challenges.	Focus on mental health and personal development, addressing cognitive, emotional, and behavioral challenges for individuals.
Counseling Role	Provide therapy for individuals and families, focusing on trauma, emotional regulation, and social functioning.	Provide therapy for couples, families, and individuals to improve relationship dynamics and emotional well-being.	Offer counseling for personal, educational, and career-related challenges; focus on building coping strategies and resilience.
Assessment Skills	Conduct psychosocial and risk assessments; evaluate mental health and social/environmental impacts.	Limited to relational assessments; evaluate and diagnose emotional and relational issues within family and relationship systems.	Assess mental health and personal growth needs; create intervention plans tailored to individual cognitive and emotional needs.
Collaboration	Collaborate with families, teachers, and community resources to address barriers to students' success.	Collaborate with schools and families to address relational challenges and improve family functioning.	Work with schools, individuals, and groups to develop strategies for overcoming educational and emotional barriers.
Crisis Intervention	Respond to crises, provide immediate emotional support, and develop safety and recovery plans.	Focus on crises involving relationships and family dynamics; provide interventions to stabilize families or relationships.	Address crises by implementing de-escalation strategies, creating individualized support plans, and coordinating care.
Specialized Expertise	Expertise in trauma-informed care, social work systems, advocacy, and mental health therapy.	Specialized in systems theory, family therapy, and evidence-based interventions for relational and emotional challenges.	Expertise in cognitive-behavioral techniques, career and personal counseling, and addressing individual growth challenges.

Licensed Mental Health Practitioners

Board of Behavioral Science licensure authorizes licensing of LCSW, LMFT, & LPCCs. These practitioners utilize a medical model, which includes:

- Diagnostic and individualized services.
- Assess, diagnose, treatment process.
- Clinical or medical setting.
- Collaborate with client and client guardian if a minor.
- Primarily individual therapy or psychiatric care.
- Alleviate symptoms and improve mental health.

All licensure requires:

- Master's degree in license area
- 3000 hours clinical supervision
- Pass clinical exam

Licensed Mental Health Practitioners

Licensure:

Marriage and Family Therapist

Clinical Social Worker

Professional Clinical Counselor

Licensure Process:

Trainee (pre-licensed less than 1500 hours)

Associates (pre-licensed less than 3000 hours)

Licensed

PPS School Counselors

Licensure:

- Pupil Personnel Services (PPS) Credential

Credential Process:

- Intern PPS (pre-licensed)
- PPS: School Counseling

Credentialing requires:

- Master's degree
- 600 hours supervision in K-12 setting
- Basic Skills Requirement (Coursework or Coursework + Exams)

PPS School Counselors

- Pupil Personnel Services Credential with specialization in School Counseling authorizes the holder to perform the following duties:
 - Develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development.
 - Advocate for the high academic achievement and social development of all students.
 - Provide schoolwide prevention and intervention strategies and counseling services.
 - Provide consultation, training, and staff development to teachers and parents regarding students' needs.
 - Supervise a district-approved advisory program as described in [California Education Code, Section 49600](#).

PPS School Social Worker

Licensure:

- Pupil Personnel Services (PPS) Credential

Credential Process:

- Intern PPS (pre-licensed)
- PPS: School Counseling

Credentialing requires:

- Master's degree
- 1000 hours supervision, of which 450 hours must be in a public education setting.
- **Basic Skills Requirement** (Coursework or Coursework + Exams)

PPS School Social Workers

Pupil Personnel Services Credential with specialization in School Social Work authorizes the holder to perform the following duties:

- Assess home, school, personal, and community factors that may affect a student's learning.
- Identify and provide intervention strategies for children and their families, including counseling, case management, and crisis intervention.
- Consult with teachers, administrators, and other school staff regarding social and emotional needs of students.
- Coordinate family, school, and community resources on behalf of students.

PPS School Psychology

Licensure:

- Pupil Personnel Services (PPS) Credential

Credential Process:

- Intern PPS (pre-licensed)
- PPS: School Counseling

Credentialing requires:

- Master's degree
- 1650 hours supervision in K-12 setting
- Basic Skills Requirement (Coursework or Coursework + Exams)

PPS School Psychology

Pupil Personnel Services Credential with specialization in School Psychology authorizes the holder to perform the following duties:

- Provide services that enhance academic performance.
- Design strategies and programs to address problems of adjustment.
- Consult with other educators and parents on issues of social development and behavioral and academic difficulties.
- Conduct psycho-educational assessment for purposes of identifying special needs.
- Provide psychological counseling for individuals, groups, and families.
- Coordinate intervention strategies for management of individuals and schoolwide crises.

Fiscal Comparisons

For the purposes of comparisons between the two groups, FTE is used within the context of days per week of service where 5 days/week = 1.0FTE. All rates are selected from the middle of the pay scale or middle of market rates for the Bay Area.

Educational Positions					
Role	FTE	Base Rate	Benefits	Other	Annual Total
School Counselor	1.0	\$119,513 (III, 10)	\$58,633	n/a	\$178,146
Clinical Therapist / Mental Health Specialist	1.0	\$131,783 (step 5)	\$61,938	\$2550 (Stipends: Masters, Travel)	\$193,721

Licensed Mental Health Clinicians (Independent Contracts)*						
Role	FTE	Rate (Avg market rate in Bay Area)	Hours per week	Total per Month	Total per Year (10mos)	Other
ASW, AMFT, APCC	1.0	\$50/hour	33	\$6,600	\$66,000	Assoc. Require Supervision: Total estimated cost for Associate level clinician: \$93,000
Associate Supervision	n/a	\$135/hour	5	\$2700	\$27,000	
LCSW, LMFT, LPCC	1.0	\$150/hour	33	\$19,800	\$198,000	No supervision needed.

*Many licensed clinicians are not available full time as listed above, so multiple clinicians would need to be contracted to fulfill a full time position.



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Staffing a Comprehensive Mental Health Continuum



Universal Supports (Tier 1)

Personnel qualifications who can provide Universal or Tier 1 supports:

- Classified support personnel
- Teaching credential
- PPS School Counseling (or interns)
- PPS School Social Work (or interns)
- PPS School Psychologist (or interns)
- A/LMFT, A/LCSW, or A/LPCC (or trainees)
- Certified Community Health Workers
- CA Certified Wellness Coach I
- Or any combination of qualifications listed above.

Targeted or Selective Services & Supports (Tier 2)

Personnel qualifications who can provide targeted/selective or Tier 2 services and supports:

- PPS School Counseling (or interns)
- PPS School Social Work (or interns)
- PPS School Psychologist (or interns)
- A/LMFT, A/LCSW, or A/LPCC (or trainees)
- CA Certified Wellness Coach I or II
- Or any combination of qualifications listed above.

Intensive Intervention Services & Supports (Tier 3)

Personnel qualifications who can provide Tier 3 services and supports:

- PPS School Counseling
- PPS School Social Work
- PPS School Psychologist
- LMFT, LCSW, or LPCC
- Behavior Analysts (BCBA)
- CA Certified Wellness Coach II
- Or any combination of qualifications listed above.