



LEAD AND LEARN
From the Heart
A SOCIAL EMOTIONAL
LEARNING PROGRAM



THRIVING TOGETHER

LEAD AND LEARN FROM THE HEART:
A SOCIAL EMOTIONAL LEARNING PROGRAM

2023-2024
ANNUAL EVALUATION REPORT

A Partnership Project with San Diego State
University School of Social Work, San Diego Unified
School District, and Price Philanthropies

www.leadandlearnfromtheheart.com

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Introduction

Lead and Learn from the Heart: a Social Emotional Learning Program (LLH) is a school-based social-emotional learning (SEL) program serving the City Heights community in San Diego, California. Operating at Rosa Parks Elementary, Monroe Clark Middle, and Wilson Middle School within the San Diego Unified School District.

LLH is a collaboration between San Diego State University (SDSU) School of Social Work, San Diego Unified School District, Price Philanthropies, San Diego Child and Family Well-Being Department (CFWB; formerly known as Child and Family Welfare Services), and local school-community families.

LLH GOALS

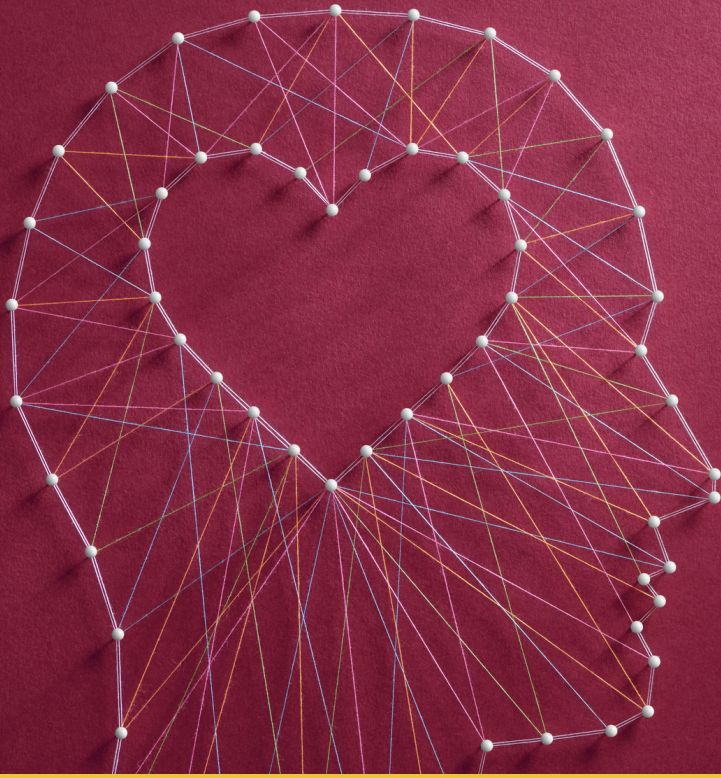
1. ESTABLISH A CULTURALLY RESPONSIVE, MULTIGENERATIONAL SEL FRAMEWORK.
2. EMPOWER PARENT LEADERS THROUGH EDUCATION, COLLABORATION, AND ADVOCACY.
3. DEVELOP A CULTURALLY RESPONSIVE TRAINING PROGRAM FOR SOCIAL WORK INTERNS.
4. BUILD SUSTAINABLE SEL CAPACITY WITH ETHNICALLY-BASED COMMUNITY ORGANIZATIONS (EBCOS).

LLH uses a holistic, multigenerational approach to SEL, combining trauma-informed practices and support for both parents and children. Graduate level interns from SDSU contribute to the implementation of the program across each of the schools, under the guidance of a Principal Investigator from SDSU. The Rosa Parks Parent Center builds parent leadership and organizes cultural events, while the school social workers coordinate SEL activities and field instruction of social work interns.

LLH aims to bridge the achievement gap, strengthen family relationships, and improve life outcomes for students and families through four key goals.



What is Social-Emotional Learning?



SEL is an educational framework and vital component in addressing the holistic needs of students that fosters academic and personal growth.

The core competencies of SEL are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning (CASEL): www.casel.org).

Participation in SEL is shown to build social and emotional skills that increase student engagement and lead to improved academic performance.

SEL programs are linked to decreased emotional distress, more positive attitudes about self and others, and fewer externalizing behaviors and discipline problems. Additionally, SEL students report an increased sense of safety and support, better relationships with teachers, and stronger feelings of belonging and inclusiveness in schools. Teachers who teach SEL to students report feeling more effective at their jobs and lower levels of job-related anxiety.

LLH applies evidence-based SEL methods utilizing the expertise of our school social workers, social work interns, parent center staff and the evidence-based Random Acts of Kindness curriculum. We also implement multi-generational SEL skill building with our parents/guardians and grandparents through our Parent Center. Our goal is to foster a safe environment of belonging and acceptance for students so they can build relationship and decision-making skills and apply them to their own lived experiences.

Random Acts of Kindness



The Random Acts of Kindness (RAK) curriculum was a school-wide initiative for a positive and inclusive campus environment. RAK teaches courage, integrity, respect, and responsibility. RAK promotes a culture of positivity and belonging, where all students can thrive.

During the 2023-2024 school year, teacher collaboration was a key component to the program's success. Educators across each site, and under the guidance of principal leadership, worked with the LLH team with lesson design, methods for implementation, and tracking of student participation.

At the middle schools, RAK was implemented at all three grades levels with all lessons being pushed out through one subject. The social studies teachers taught the lessons at Wilson and the physical education teacher taught the lessons at Clark. The social work interns worked collaboratively to prepare the lessons into presentations the teachers could easily access and facilitate. They included all necessary materials for the lessons as well as incentives for the teachers to use to reward student participation. There were meetings with SEL staff, interns, and the teachers at the beginning of the school year and then again at the end of the school year to evaluate the rollout and to use the feedback and communication to improve current and future implementation.

At Rosa Parks, RAK was led by classroom teachers in UTK-1st grades. The social work interns facilitated the lessons in 2nd and 3rd grade classrooms at the beginning of the year. The interns and teachers then co-facilitated the lessons mid-year until the teachers were leading the lessons themselves at the end of the year. RAK will be implemented in the 4th and 5th grade classrooms in the upcoming school year, so it will be school-wide at Rosa Parks. Previous administration believed this staggered approach was necessary for teacher buy-in and so the social work interns could provide the support teachers needed to begin teaching the curriculum on their own.



Rosa Parks RAK

LLH collaboration was instrumental in the success of reaching all students, implementation of the curriculum, and their engagement to assess each student at the beginning and end of the year. Over 260 matched pre-post scores were analyzed to examine increases in SEL behaviors. It should be noted these data are indicative of progress over time, they are limited to infer change directly from the RAK curriculum.

- **PROGRAM REACH:** 99% (473/477) of all UTK (Universal Transitional Kindergarten) to 3rd grade Rosa Parks students participated in RAK, exceeding our goal of at least 75% of students participating.
- **PROGRAM DOSAGE:** A total of 22 classroom teachers delivered RAK lessons; each student participated in 24 RAK lessons from October through May.
- **PROGRAM IMPACT:** 68% (183/268 assessments) of students demonstrated an increase in SEL outcomes as measured by their classroom teacher observations; exceeding our 50% improvement goal.

In addition to student level growth, data were examined in aggregates to look at movement in three categories: (a) students who need additional SEL support, (b) students who met SEL standard and (c) students with high SEL skills, higher than compared to normed peer cohort. See data below.

More students met SEL standard or above at the time of post-assessment; 39% increase.

80

60

40

20

0

**PRE
50%
(159)**

**POST
79%
(211)**

% Met or Above SEL Standard

59 students, of the 109 who needed SEL support, moved up a SEL competency level, either standard level or above

PRE-ASSESSMENT
41% (109/268) were
reported needing
additional SEL
support

IMPROVEMENT: 50% (55) jumped from
Standard to High SEL score.

HIGH IMPROVEMENT: 4% (4) jumped
from Low to High SEL score.

Students who did not jump an SEL category may have demonstrated improvement within a category.

In the Spring, we held qualitative feedback sessions with Rosa Parks teachers and administrators. We gathered detailed information on successful program impact in determining school-level improvement.

When asked for observable examples of RAK/SEL on campus, teachers shared the following feedback.

- *Honesty came through as students showing Random Acts of Kindness. Teacher says for students to make sure to walk and students being honest that they were running.*
- *Seeing more student accountability- honesty 'yeah I did do that, I'm sorry'.*
- *Empathy with Tiger Tickets on the ground, instead of taking them to keep, students being honest about giving them back to see who lost them.*
- *Biggest thing seen this year is honesty. When we say tell the truth- they tell the truth.*

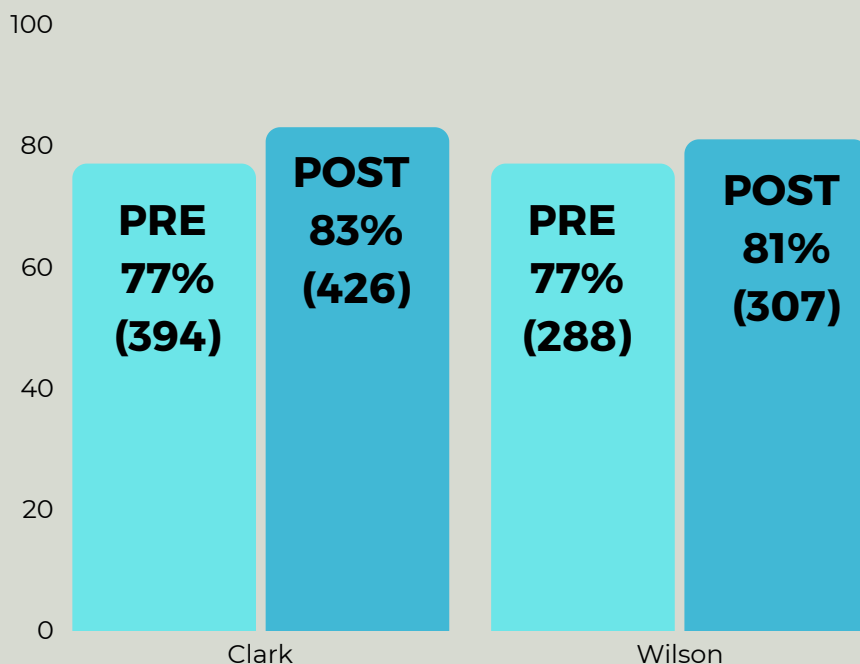
Clark & Wilson RAK

This was the first year LLH collaborated with each school staff to implement the curriculum schoolwide and conduct pre/post surveys. All 6th-8th grade students were in classes where all RAK lessons were taught. LLH kept an internal log sheet of lesson implementation to monitor and ensure support throughout the year. In some cases, not all teachers were able to be 100% complete, to which 84%-94% of all students participated.

- **PROGRAM REACH:** 92% (1,366/1,490) of all Clark & Wilson 6th-8th grade students participated in RAK, exceeding our goal of at least 75% of students.
 - Clark Middle: 92% (735/792) 6th-8th graders participated.
 - Wilson Middle: 84% (631/455) 6th-8th graders participated.
- **PROGRAM DOSAGE:** A total of 8 classroom teachers delivered RAK lessons; each student participated in 24 RAK lessons from October through May.
- **PROGRAM IMPACT:** 52% (464/886 assessments) of students demonstrated an increase in SEL outcomes as measured by their classroom teacher observations; exceeding our 50% improvement goal.
 - Clark Middle: 54% (277/511) improved SEL outcomes by post survey.
 - Wilson Middle: 50% (187/375) improved SEL outcomes by post survey.

Similar to Rosa Parks RAK, we conducted an additional analysis of movement in three categories: (a) students who may need additional support in developing SEL, (b) students who are functioning within the expected range for their age with social-emotional competencies, and (c) students who reflect strong SEL skills, higher competency than compared to normed peer cohort.

More students met SEL standard or above at the time of post-assessment; 77% (682) at pre and 83% (733) at post, 8% increase.



204 Clark & Wilson students scored needing additional SEL support.
131 moved up a SEL competency level, either standard level or above.

PRE-ASSESSMENT
23% (204/886) were
reported needing
additional SEL
support

IMPROVEMENT: 60% (122) jumped
from standard to High SEL score.

HIGH IMPROVEMENT: 4% (9) jumped
from Low to High SEL score.

Students who did not jump an SEL category may have demonstrated improvement within a category.

Many students shared how RAK helped them to see life through different perspectives, being able to share thoughts and opinions, and hear the thoughts of others, and the skills on how to be a better version of themselves.

- *Developing more skills to succeed in my life.*
- *Doing the responsibility chart and the emoji.*
- *Finding out more about myself.*
- *Getting stickers and hearing what other people say.*
- *How to help others when they need others to talk to.*
- *I got to hear about other people's thoughts.*
- *I guess the good thing that came out of it was making some parts of life change.*
- *I learned how to be more kind, compassionate, and grateful towards the people around me.*
- *Probably the best part about RAK was when we were able to act out a scene.*
- *I liked learning about how different things can affect how people view life.*
- *I think the best part of RAK was being able to talk with your friends and discuss your opinions with them.*
- *Learn how to manage emotions.*
- *Personally, the best part of RAK for me was the lessons with every new topic that brought interesting skills to succeed in general.*

We gathered feedback from Clark and Wilson teachers during qualitative feedback meetings, to hear directly about observable positive changes seen on campus and other program quality components. Here were some of their comments.

What examples do you have of students showing kindness or positive social-emotional skills because of the RAK curriculum?

**Clark
Teachers**

- Growth vs fixed mindset-many kids responded to it and identified examples of them
- Responsive to being upstanders
- Easy for them to identify responsibility-how can this be translated into responsibility at school because they don't feel responsibility towards school
- Students knew the right thing to do at least 90% of them-teacher thought they would not take it seriously

**Wilson
Teachers**

- Students pointed out to the teacher, in fun, that he was not adhering to the RAK lessons. For example with sarcasm, and not keeping a positive attitude
- Definitely paying attention to lessons in class
- Students will reference things back in the class, even from earlier units
- Courage, linked with the school's play Beauty and the Beast. And students were great as audience members

Comprendiendo, Comunicado, y Conectando Family Workshops

Our Comprendiendo, Comunicado, y Conectando con sus Hijos (referenced as Three C's in this report) was a dedicated 7-workshop series at Rosa Parks, and 8-part series for both Clark and Wilson. This year, Clark and Wilson held the series separately on their respective campuses. Workshop content reflected community needs, for example at Rosa Parks families received information about reclassification and identifying the signs and effects of stress on children. While middle school workshop information included topics of substance use and social media. All workshops were held in Spanish.

By addressing community dynamics and building strong partnerships, this program has actively engaged families, particularly parent volunteers, in promoting positive change. Through workshops and collaborative efforts, parents have learned the importance of organizing and working together, recognizing that as the community grows, so too does the need to share responsibilities.

Staff from LLH spent time over the spring and summer recruiting new parents to interview to participate in the parent leadership team. Social workers and parent outreach workers called parents they had identified who were actively involved in their children's education to see if they would like to be involved in the project. It was also promoted by flyer and on ClassDojo.

The leadership team spent two days interviewing interested candidates, some who were new to the group and others who were returning parent leaders. They then selected a group of ten parents to work collaboratively with LLH staff to plan all elements of the workshop series. Parents identified workshop topics, brainstormed and outreached to appropriate presenters for each topic, and worked collaboratively with SEL and CFWB interns to coordinate community agencies to table at each workshop. Parent leaders were instrumental in creating workshops for the community that met community members where they were at and provided the information they wanted.



ROSA PARKS THREE C'S

PROGRAM REACH: An overall attendance count shows 67 attendees participated in Three C's held at Rosa Parks.

Within the pre-survey, we asked parents to give reasons why they chose to attend. Most were seeking information to help their child with emotional situations, anxiety and stress, and connect with other parents to share and learn. Here are a few direct quotes.

- *To be better prepared to help my children in their emotional changes.*
- *To learn strategies for when my daughters go through emotional situations and may have tools or know how to communicate.*
- *To know how to manage anxiety and stress both with my children and with myself.*
- *To learn more, listen to advice from other parents, share my strategies.*
- *I am new to this school and I am interested in knowing everything about SEL and learning more about how to help my children.*

PROGRAM DOSAGE: Workshops were held once a week for 7-weeks at Rosa Parks. Parents/Guardians were invited to attend all sessions, and school breaks/holidays were accommodated.

Assessing Three C's quantitative impact was a challenge as attendance varied by workshop, some attending every event and others choosing topics/dates that best fit with schedules and level of interest. We continued with a pre/post survey (workshop 1; 27 surveys to workshop 7; 25 surveys), to determine if any increases in average scores on knowledge and awareness of SEL, and mental/behavioral health topics for participants in the Rosa Parks Three C's workshop series; with a goal of 10% increase over time. It should be noted that 10 of the 27 survey respondents had attended Three C's in the previous year.

PROGRAM IMPACT: There was a 11% overall average score increase (3.74 at pre and 4.15 at post). The following chart displays the average pre/post scores from 1-5, with 1= strongly disagree and 5= strongly agree. The higher average score represents a desirable direction.

Highest pre/post gains over items were in the areas of stress impact, managing the symptoms of trauma, and social media effects on children.

ROSA PARKS THREE C'S

Question	PRE Average	POST Average	% Change
I understand the importance of social-emotional learning.	4.22	4.76	+13%
I know one strategy to support my child's social emotional learning.	3.70	4.32	+17%
I am informed regarding the reclassification of my child(ren).	4.22	4.33	+3%
I can identify signs and effects of stress on my children and family.	3.62	4.43	+22%
I am aware of the signs and effects of trauma on my children and family.	3.38	4.00	+18%
I know strategies that I can use to manage and lessen the symptoms of trauma in my children.	3.52	4.09	+16%
I can identify two signs of depression and anxiety in my children.	3.62	4.25	+17%
I have a clear understanding of how intrafamilial violence can affect children and adults.	4.00	4.00	No Change
I can identify the effects of social media on children.	3.78	4.52	+20%

When asked to name one program highlight, here were the parent responses.

- *They taught us how to manage the stages of children's violence, intrafamilial and the impact that it has in workshops 4 classes to be able to make everyone's decisions.*
- *Be very careful with our children and seek help if needed.*
- *The value of learning to make my own decisions and what influences my life.*
- *How to seek help for any type of problems you have.*
- *Look for programs that provide support.*

CLARK & WILSON THREE C'S

Our impact assessment for middle school families differed from a traditional pre/post by conducting a post-survey at the end of each workshop. During this reporting period, we asked parents/guardians to complete a post-workshop survey; as an effort to capture all voices without limiting data from those who were not able to participate throughout the entire 8-week series.

- **PROGRAM REACH:** An overall attendance count shows 44 attendees participated at Clark and 36 attendees participated at Wilson Three C's.
- **PROGRAM DOSAGE:** Workshops were held once a week for 8-weeks each at Clark and Wilson. Parents/Guardians were invited to attend all sessions, and school breaks/holidays were accommodated.
- **PROGRAM IMPACT:** 5 workshops for Clark and all 8 workshops for Wilson demonstrated the highest impact as reported by average effectiveness scores; with an average of 9.00 or higher. Qualitative feedback explains what particular information was most valuable such as resources, the explanation of complex topics, and what are expected adolescent behavior.
 - 2 workshops rated a perfect impact score: *Social Media* workshop held at Wilson, and the *My Children? No!* Workshop held at both Clark and Wilson.



CLARK & WILSON THREE C'S

The following data reports on respondents' average rating of each workshop's impact, with a scale of 1 to 10; a score closer to 10 denotes a desirable response.

Workshop	Clark Result	Wilson Result	Qualitative Feedback
Social Emotional Learning	7.87 16 surveys	9.06 17 surveys	I liked it when people were demonstrating everything they talked about. I liked the exchanges of opinions, socializing and learning.
Mental Health	9.78 20 surveys	9.90 11 surveys	The explanation of anxiety disorder; the symptoms of depression. Resources where to go if I need help
Sexuality: Myths and Realities	8.55 27 surveys	9.66 17 surveys	Now everything we know is true about diseases and how they are transmitted
Social Media	8.80 15 surveys	10 9 surveys	I learned that we should not leave our children alone watching the networks. The importance of communication with our children and promoting social networks
Human Trafficking	9.96 21 surveys	9.95 15 surveys	Now I know that I don't have to be afraid of reporting any problem. The need we have for communication with our children, families like the information
Adolescent Violence and Intrafamilial Violence	9.90 25 surveys	9.00 17 surveys	There are many signs to help our children so that they do not suffer from violence. The different types of violence, some of which I did not know.
My Children? No!	10 19 surveys	10 12 surveys	Now I know what is normal and abnormal in their behavior and how to deal with it. Love and respect is the key to having a teenager with limits.
My Roots, My Culture, My Pride	9.83 24 surveys	9.65 15 surveys	It doesn't matter where you come from, everyone has the same goals to get ahead. That the speakers invited grew up in the community

Vietnamese Mental Health Series



Our Rosa Parks Parent Center team and LLH leadership collaborated with Vietnamese families and community partners to host a series of six Vietnamese Mental Health Workshops. This program initiative stemmed from limited resources addressing mental health for the Vietnamese community, and an acknowledgment of the cultural sensitivity to the subject matter. Additionally, the search for a Vietnamese mental health professional to facilitate took a network of connections to then partner with Dr. Tri Nguyen, an SDSU professor and former UPAC intern.

The workshops covered key areas such as adult mental health, domestic violence, positive parenting, to name a few. Held in the community's own language, these sessions included attendees from all over City Heights and created a safe space for participants to open up, though it took time for attendees to feel comfortable. In the early sessions, the room was notably quiet, but in the later workshops, parents began to share their personal experiences with mental health in their families. This openness was a powerful shift in normalizing conversations around mental health.

One notable example was a family who, after attending the workshops, accepted a referral for counseling services, a decision that likely saved a life. The referral was only accepted after parents began to understand that asking for help did not label them as unsuccessful, but that support was crucial for their well-being. Another example was parents formed friendships outside of the workshops, creating a social club that met informally at local coffee shops over the summer. These gatherings continued even after the workshops ended, with parents meeting regularly at Rosa Parks while their children attended summer school.

With the 9 participants, the workshops had a deep impact. The intimate setting allowed for meaningful discussions and gradual trust-building. The qualitative outcomes and personal connections underscore the success of this initiative. The program plans to host a parent panel in the next academic year, thus demonstrating continued progress.

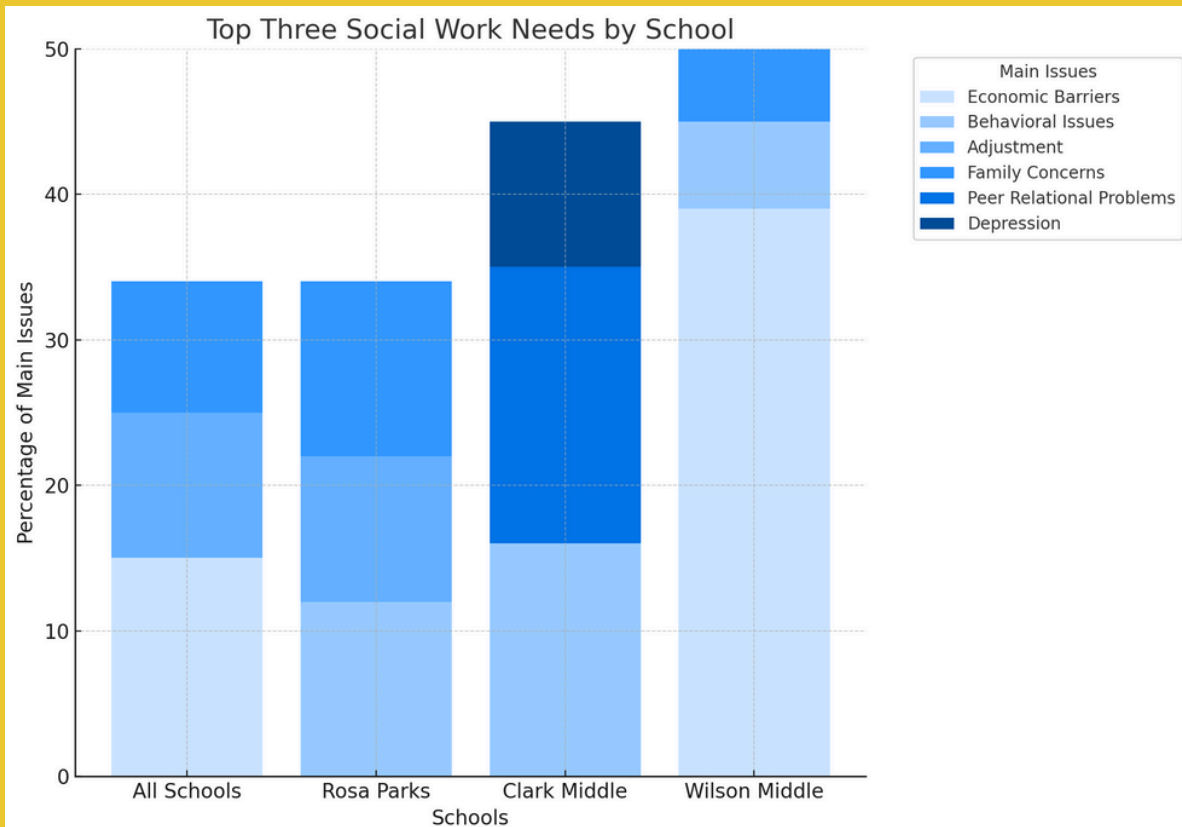
School Social Work

School social workers play a vital role in fostering a positive and supportive school environment. As key advocates for students' social, emotional, and mental well-being, they bridge the gap between students, families, and the school community. Social workers provide critical services such as counseling, crisis intervention, and access to community resources, ensuring that students facing personal, social, or academic challenges receive the support they need to thrive. By collaborating with teachers, administrators, and parents/families, school social workers help address barriers to learning, promote positive behavior, and contribute to creating a safe and inclusive school culture where every student can succeed.

We are excited to share during this program year, we hired a highly qualified social worker at Wilson who was also a former LLH intern. This person started just after the beginning of the school year and jumped in to support students and families. Additionally, two of our previous BASW interns chose Lead and Learn from the Heart as their MSW placement due to their positive learning experiences with our program.

CASE MANAGEMENT (CM) & COUNSELING/THERAPY (CT)

- **Program Reach:** 24% (533) of all students received social work case management services for behavioral and social-emotional health, including resources and referrals to help them meet their basic needs- meeting the 400 goal
 - Rosa Parks: 42% (296) of students received SW Case Management
 - Clark: 18% (135) of students received SW Case Management
 - Wilson: 14% (102) of students received SW Case Management
- **Program Dosage:** 2,070 CM contact points, the level of case management services of depends on level of need
 - Rosa Parks: 1,324 CM contact points
 - Clark: 467 CM contact points
 - Wilson: 279 CM contact points
- **Program Impact:** 75% of all social work case management were serviced by LLH's on-site social workers. Only a quarter of cases needed a referral to an outside agency, some of which were referred for Counseling/Therapy provided by the LLH social worker (140 students seen by SW for on-going therapy throughout the school year)
 - Rosa Parks: 68% of all CM Contacts were serviced by LLH's on-site Social Worker; only 32% needed referrals
 - Clark: 89% of all CM Contacts were serviced by LLH's on-site Social Worker; only 11% needed referrals
 - Wilson: 82% of all CM Contacts were serviced by LLH's on-site Social Worker; only 18% needed referrals



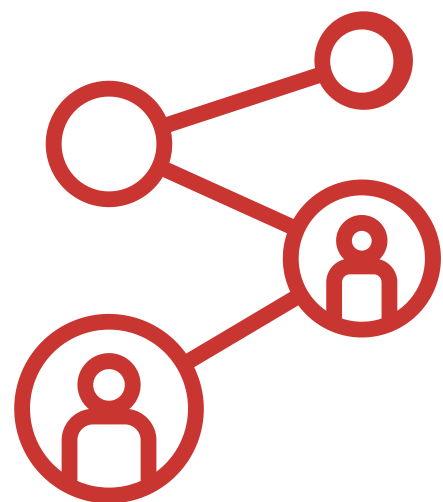
As mentioned above, 140 students seen by case management were referred for therapy with the LLH social worker at their respective school site. By school, 87 students attended Rosa Parks, 31 students attended Clark, and 22 students attended Wilson. Data detail on each student's therapy is not reported here, however at the end of the school year, each case was assessed to determine whether the case-treatment plan had been met. 46% (64 therapy cases) met at least 75% of their case-treatment plans as reported by their social worker- demonstrating progress toward 75% completion rate for all clients.

REFERRAL CONNECTIONS

At the end of the school year, social workers reviewed all referrals to determine if the clients connected with the referral. 423 case management referrals were analyzed.

74% (315/423) had connected with the social work referral- meeting the goal of 25%

This included the connections with agencies such as Assistance League of Greater San Diego, Big Brothers & Big Sisters, Bomberos of San Diego, Bridge of Hope, Community Law Project, Child Welfare Services, Cornerstone, MAAC, Jewish Family Services, Mending Matters, McAllister, YMCA, etc.



SMALL GROUPS, CLUBS, AND TABLING ACTIVITIES

Social workers, along with the greater LLH team, organized several small groups aimed at both students and parents; many held at Rosa Parks. For students, these groups focused on reinforcing and expanding the SEL content with hands-on activities; approachable and holistic interventions. In addition to the SEL-focused activities, some small groups were designed with a therapeutic approach, focusing on deeper emotional support and development. These sessions emphasized building essential coping skills, strengthening interpersonal relationships, and fostering resilience. Below is a summary of groups held and topics covered throughout the school year.

- Rosa Parks: After School Land Club, Friendship Builders Club, Spring Boy's Group, Girl's Hangout, Kindness Empowerment Club, Mighty Tigers Boys Club, Parenting Skills, Three P's
- Clark: After School Land Club, The Chill Zone, National Kindness Week, Mental Health Awareness Month, Food Distribution (held several times)
- Wilson: Food Distribution (held several times), Music Therapy Class, After School Land Club



****School Pantry Services***

SDSU Social Work Internship

The School Social Work Internship, in partnership with the SDSU School of Social Work, offered an enriching and comprehensive experience for interns, placing them at each of the three schools. This dual-purpose effort of developing graduate students for their future workplace employment and utilizing the interns to build program capacity; providing interns with a holistic understanding of the diverse social and emotional needs within a school setting.

The LLH program is creating credentialed school based mental health professionals by hosting (8 or a cohort of) MSW interns each year from San Diego State University's School of Social Work who are working on their Pupil Personnel Services Credential in School Social Work with the added authorization in Child Welfare and Attendance. This credential is authorized by the California Commission on Teacher Credentialing and will allow the interns to be hired for school social work careers in the future. All students are expected to demonstrate competency in the School Social Work Performance Expectations as required by the California Commission on Teacher Credentialing.

A key strength of the program is its commitment to diversity, with intern cohorts that reflect the communities they serve, fostering stronger connections and culturally responsive interventions. Through this partnership, interns receive high-quality supervision and training, equipping them with the skills to support students and families in meaningful and impactful ways.

11 SDSU BASW and MSW interns completed their degree-required field work as social work interns with LLH-completing 6,142 service hours. They also complete a unique ethnographic documentary that reflects their journey through self-awareness and self-reflection.



Social Work Intern Contributions to LLH

- 545 direct case management contacts with students and families
- 635 contact points with students where 7 interns facilitated/co-created small group interventions such as After School Land Social-Emotional Skills Club, Mighty Tigers Boy's Club, Friendship Builders Group, and Kindness Empowerment Crew
- Tabling & Awareness events- Back to School Night, Random Acts of Kindness week, Mental Health Awareness month
- RAK- facilitated classroom lessons and school-wide activities, put together monthly newsletters for parents in three languages to promote intergenerational SEL
- Support with attendance events and team meetings

SW Interns are each completing a minimum of 600 hours of internship experience. The interns are gathering experiences in multiple school settings and are working directly with students who are English Language Learners, experiencing homelessness, students in foster care, students in need of Special Education and 504 plans, students who are identified as sexual minority youth and students with mental health needs.



LLH Contribution to Social Work Interns

- Orientation, trainings and on-going guidance and support from experts and interdisciplinary partners
- An internship stipend to offset the cost of tuition and living expenses
- Weekly SW individual & group supervision hours provided by credentialed and licensed professionals
- Monthly SW large group supervision hours with students in City Heights cohort
 - Topics covered: High-risk assessment, intensive case management, play therapy interventions, grief and loss, family engagement and family therapy techniques, clinical documentation, grant writing, and case consultations.

We asked SW interns to complete a school social work self-assessment, once in the beginning of the year and again at the end of their internship. We use this information to reflect on our programmatic intern/workforce development practices and to examine where and how SW interns viewed themselves in relation to the work conducted. This year demonstrated increases in all content areas.

Content Area	PRE	POST	% Change
Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	2.1	2.83	35%
Engage with Students, Families, Groups, Organizations, and Communities	2.66	3.44	29%
Growth and Development	2.58	3.29	28%
Assess Students, Families, Groups, Organizations, and Communities	2.46	2.83	15%
Diversity and Difference in Practice	3.08	3.5	14%
Engage in Practice-informed Research & Research-informed Practice	2.46	2.71	10%
Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	2.04	2.17	6%
Ethical and Professional Behavior	3.13	3.31	6%
Promote Social Justice and Equity	3.09	3.21	4%
Engage in Policy Practice	2.13	2.19	3%

At the end of their internship, 100% of all interns said they would recommend this internship to other MSW students. And a focus group revealed many positive highlights.



WHAT IS ONE MEANINGFUL EXPERIENCE YOU ARE TAKING AWAY WITH YOU AFTER THIS INTERNSHIP?

- *Connecting with students and staff, and feeling as if I truly made an impact/change.*
- *Now knowing how to facilitate groups and mediate problems within them.*
- *Facilitating a family session.*
- *All the knowledge and connections made with colleagues and children during the academic year.*
- *The collaboration with teachers, staff and social workers to help the children achieve their SEL.*



THINK ABOUT A PARTICULAR STUDENT OR FAMILY THAT YOU CONNECTED WITH AND SHARE A HIGHLIGHT, SUCCESS, OR NOTICEABLE IMPACT YOU MADE.

- *Hearing that parents saw improvements or changes in their children made it evident that my work was in fact making a positive difference in a client's life and their family functioning.*
- *I was able to provide a family of 6 with a hotel voucher after they recently lost their house and had nowhere else to go. They contacted project REST in order to get the forms sent over to the parent and this allowed them 10 free days in a hotel in City Heights.*
- *During a family session, I was able to psychoeducate a parent about better parenting and the mother-daughter relationship started to get stronger.*
- *My student was referred for low attendance. Once I met with my student and communicated with family her attendance improved significantly.*
- *I worked with a student who was showing symptoms of grief due to the separation from her dad. Student was isolating herself in school and stepping out to the restroom to cry. After working with her a few weeks, mom and teacher shared that they noticed progress in the student's emotional wellbeing.*



SHARE HOW YOU WERE ABLE TO SEE A DIFFERENCE.

- *Parents informed me about the differences they noticed either at home and/or at school.*
- *Once I was able to do this for the family the student seemed to be happier when meeting with me. His affect positively changed.*
- *The student mentioned that she now feels she can trust mom and that she acknowledges that mom is trying to have a better relationship with her.*
- *Meet the kids where they are at and help them understand their emotions and healthy ways to express them.*
- *Student started participating more in class, she appeared happier when I would meet with her and she started journaling to express her emotions. The student would take her journal to the sessions and would share what she would write.*

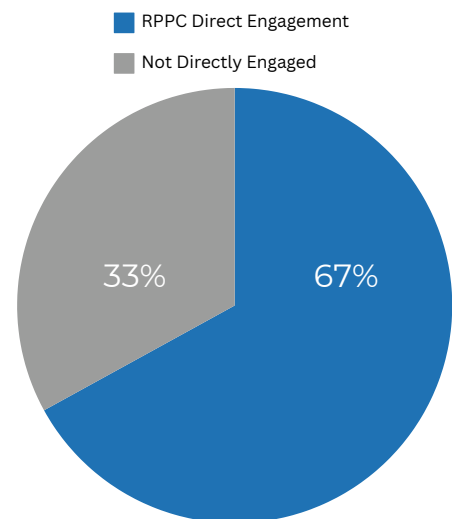
Lastly, our ongoing collaboration between LLH, CFWB, and other EBCOs continues to play a pivotal role in the development of social work interns. For example, the CFWB interns were instrumental in organizing the Three C's workshops, enhancing family engagement, and connecting families with vital community resources. These partnerships remain invaluable for its mutual learning opportunities and more importantly, to build social work capacity for the greater San Diego community.

Rosa Parks Parent Center

The Rosa Parks Parent Center (RPPC) is a well-established, dynamic and inclusive environment where diversity and community collaboration are at the forefront of our mission. Our dedicated team works as a pivotal resource designed to engage families, offer comprehensive support services, and equip parents with the tools needed to navigate the school system effectively. We embrace Rosa Parks's rich array of languages and cultural backgrounds and serve as a crucial bridge between home and school, fostering strong, supportive partnerships and ensuring that every family is empowered to actively participate in their child's academic journey.

During this reporting period, our Parent Center staff welcomed a new team member, a recent graduate with a Bachelor's degree in Social Work and, notably, a former LLH intern. We are proud of this meaningful connection to our work and the community. Hiring a former intern reflects our commitment to a workforce pipeline approach and underscores our dedication to supporting the City Heights community with a trauma-informed and case management perspective.

67% (472/705)
of all Rosa Parks parents & families participated in RPPC led workshops, resource and referrals, volunteerism, and/or parent/teacher conferences.



When including school wide efforts such as food distributions, multi-cultural celebrations, and outreach/communication, the RPPC has engaged with 99% of all families. The following results are data collected by those specific components.

Resource & Referrals

- **Program Reach:** 49% (345/705) of all Rosa Parks parents/families access resources and referrals via Parent Center.
- **Program Dosage:** Of the 49% served, RPPC conducted 1,158 individual contacts.
- **Program Impact:** 57% of all contact points were connecting families with educational information, 20% supporting the school staff in connection with the school nurse for medical concerns, and 7% were supporting the parent community with concerns that were economic/financial related.
 - 33% (383) of all contacts resulted in a referral; 35% (135/383) to a designated school staff/department on campus and 65% (248/383) to an outside referral agency.

Our team reviewed referrals for 92 individual cases and found that 64 of these (70%) resulted in a successful connection with the respective agencies. While we acknowledge that this data is not representative of all referrals, it is notable that the successful connections primarily involved newcomer families and other special needs cases. These groups often require additional support and community resources to facilitate their transition and adjustment. Agencies included for referrals were: International Rescue Committee, Community Law Project, Copley Price YMCA, Star/PAL, YWCA of San Diego, Lion's Clinic, and Camp Jack.

During outreach for Haitian Creole families, SWers and PC staff connected with IRC-WRC to do an assessment. Meetings entailed introduction to school staff, opportunity for different workshops at school, and outside school resources. Families agreed to attend afternoon bi-monthly meetings, while working with RPPC staff for Primetime online application, Pre-school/UTK online application, and other presenting issues. As a result the PC staff saw an increase of new Haitian Creole families requesting support.



PARENT-TEACHER CONFERENCES

The LLH Parent Center team continued to coordinate translation and interpretation services for parent-teacher conferences. Given the diverse student and community population, language support remains a challenge for the school and district in facilitating parent and guardian involvement. The LLH team provided direct support in Spanish and Vietnamese and collaborates with district-level resources to offer translation services for other languages.

51 parent-teacher conferences utilized the services of the RPPC. Of those meetings, 15 required follow-up supported by the parent center. Follow-up concerns were similar to the resource and referrals, with additional needs for newcomer families, student level emotional regulation, and other adjustment issues.

WORKSHOPS, ACTIVITIES, & EVENTS

- **Program Reach:** Schoolwide reach Events, 238 parents (unduplicated count) attending workshops and activities
- **Program Dosage:** 69 workshops and 19 events
- **Program Impact:** Our parent survey data showed impact with at least 78% of all respondents positive results.
 - 78% RPPC has helped to build relationships with other parents/guardians
 - 79% RPPC has helped to communicate with the school
 - 82% Parent Center workshops helped to understand the importance of social-emotional learning.



69 WORKSHOPS FACILITATED BY THE PARENT CENTER

Workshop Title	Average Attendance	Workshop Title	Average Attendance
5th Grade Promotion Planning	13	Positive Parenting	11
Academic Success - 4 meetings	16	Positive Parenting (Spanish)	9
Coffee with Principal- 7 meetings	24	Rise Up Informational	11
Community Law Project	12	Safety Committee	9
Dia de Reyes Meeting	12	SEL Family Art Activity (English and Vietnamese)	8
Drug Trends: Marijuana and Vaping	21	SEL Family Art Activity (Spanish)	16
ELAC- 6 meetings	20	September 16 Planning	19
Family Wellness Wednesdays- 6 meetings	21	SITP 3rd Grade Parent Orientation	37
Food Pantry Training	8	Special Event Planning	16
Grandparent Club- 7 meetings	38	UTK-Kinder Orientation	45
Haitian-Creole Parent Mtg	8	Valentine Potluck	13
ICAC Internet Safety	24	Vietnamese Mental Health- 6 meetings	10
Input Meeting w/Area D Mr. Nunez Soria	28	Vietnamese Parents Association- 8 meetings	9
JFS Positive Parenting	10	Volunteer Meeting	21
Mental Health Conversation: Sexual Abuse	15	Volunteer Orientation	19
Multicultural Event Planning	12	Volunteer Thanksgiving Potluck	14

Positive Experiences with Rosa Parks Parent Center Program Services

- *Became involved in important events*
- *Lots of learning*
- *The support provided to my child*
- *Always a big help*
- *Being apart of events alongside my child*
- *All the events organized and letting our children participate*
- *Being in the Grandparents Group*
- *Fathers day celebration was really nice*

Our parent survey data found 78%-79% of all respondents answered 'yes' the following statements (40 parent surveys).	% Yes
Build relationships with other parents/guardians	78%
Feel like I belong	78%
Learn about community resources	78%
Become more involved with the school	78%
Understand the importance of parent-teacher meetings	79%
Help my child be a better student	79%
Communicate with the school (i.e. teachers, school staff)	79%

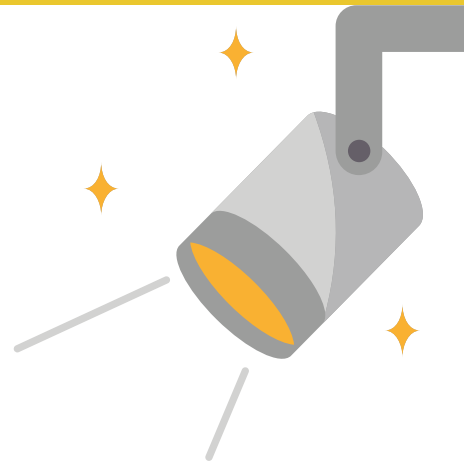
ROSA PARKS PARENT VOLUNTEERS

The Rosa Parks Parent Volunteers are crucial in building a strong sense of community and serve as a bridge to enhance the educational experiences of their children. Their involvement is especially significant within the City Heights community, where many families are immigrants and refugees. By volunteering at the school, these parents connect with others who share their language and cultural background. This shared cultural and linguistic connection not only helps ease the integration process for families but also strengthens the overall school community, enriching the educational journey for all students.

- **Program Reach:** 69 Parent Volunteers
- **Program Dosage:** 3,874 Volunteer Sessions
- **Program Impact:** Of all the volunteer hours, the top three areas of service were 58% Parent Patrol, 13% Special Events Prep, 8% School Support

The RPPC staff also held monthly volunteer meetings that included leadership training, SEL education, school-community engagement strategies, and team building.

ROSA PARKS PARENT CENTER PROGRAM SPOTLIGHT



MULTI-CULTURAL FAIR

The Rosa Parks Parent Center organized a vibrant multi-cultural event to build community and appreciation of the diverse cultural backgrounds. This event provided an opportunity for families to learn more about different countries and traditions, enhancing cultural awareness and connection among students, parents, and staff. Feedback from parents highlighted a desire for even greater community involvement in future events, with specific interest in including groups such as the Lao community. This enthusiasm underscores the event's success and the growing interest in creating a more inclusive, culturally-rich school environment.



GRANDPARENTS CLUB

This year marked the launch of the Grandparents Club (7 club meetings total), a new initiative that offers a welcoming space for grandparents to share their life stories, connect with others, and engage in light exercises like chair yoga to promote well-being. One participant from the Vietnamese community expressed joy in having a place to belong and share their experiences. The club has not only fostered a sense of community among grandparents but also strengthened their role in supporting both parents and grandchildren. By modeling positive involvement and contributing to a more comfortable and supportive school environment, grandparents have become vital allies in the children's development. The program emphasizes the importance of intergenerational support, showing that when grandparents and parents are actively involved, it helps cultivate a respectful, child-centered school community.

Final Reflections

Lead and Learn from the Heart: A Social Emotional Learning Program has established a solid foundation for SEL, social work, and social work intern development across Rosa Parks Elementary, Clark Middle, and Wilson Middle Schools. This year, the program was a driving force for positive, culturally-centered social-emotional learning within our community. By adopting a holistic approach that addresses the needs of the community, school, students, parents, and grandparents, we remain steadfast in our commitment to fostering wellness and growth for future generations. We showcased our program's reach, student and family survey reported changes, and the level of activity implementation. The true impact lies in the collective effort of LLH leadership, program funders, and our partners who bring coordinated SEL interventions to life.

This year also brought a moment of change, as our Principal Investigator and devoted leader, Silvia Barragán, retired at the end of the program year. We are deeply grateful for her vision and guidance, and we wish her all the best in her future endeavors. Looking ahead, we are excited to strengthen our efforts further. We plan to bring together UTK and Kindergarten families at Rosa Parks, fostering a united community from the earliest school experiences. Our Wilson team, now entering its second year with our school social worker, will continue building upon the relationships and community connections established in its inaugural year. And we align more closely with each school's SEL vision, we aim to contribute to a comprehensive school transformation where our role is recognized as one piece of a larger, inspiring puzzle.

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APPENDIX:

Data Results

The following data are a summary of the full report findings and signify the project's ability in meeting intended goals and outcomes.

RANDOM ACTS OF KINDNESS

PROGRAM REACH

Rosa Parks: 99% of all UTK to 3rd grade students participated in RAK, exceeding our goal of at least 75% of students (473 students).

Clark Middle: 92% of all 6th-8th students participated in RAK; exceeding our goal of at least 75% students participating (735 students).

Wilson Middle: 84% of all 6th-8th students participated in RAK; exceeding our goal of at least 75% students participating (631 students).

PROGRAM DOSAGE

24 RAK lessons from October 2023 - May 2024 for each school.

PROGRAM IMPACT

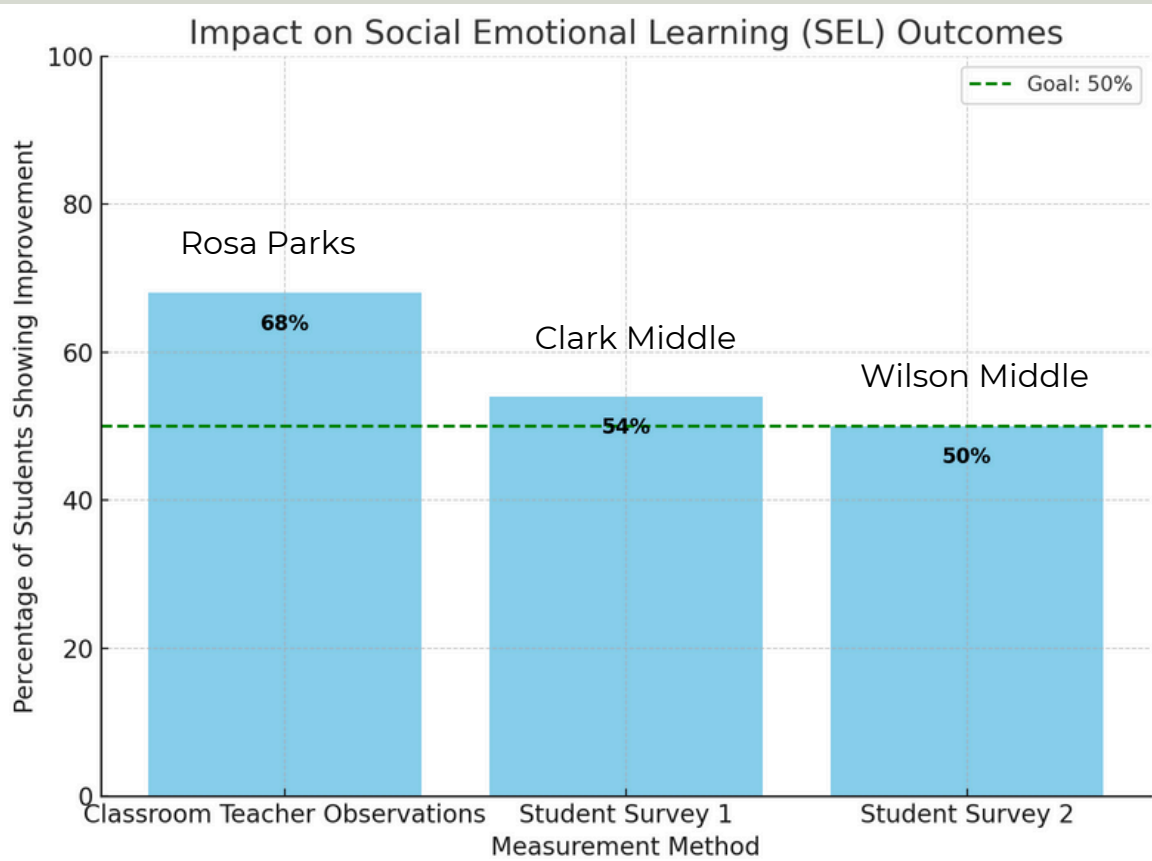
Rosa Parks: 68% of students demonstrated an increase in SEL outcomes as measured by their classroom teacher observations, exceeding our 50% improvement goal (183/268 pre/post assessments)

Clark Middle: 54% of students demonstrated an increase in SEL outcomes as measured by student survey, exceeding our 50% improvement goal (277/511 pre/post assessments).

Wilson Middle: 50% of students demonstrated an increase in SEL outcomes as measured by student survey, meeting our 50% improvement goal (187/375 pre/post assessments).

APPENDIX: Data Results

RANDOM ACTS OF KINDNESS



50%+ of all students surveyed reported SEL growth from the beginning of the school year to the end of the school year.

APPENDIX:

Data Results

THREE C'S PARENT WORKSHOP

PROGRAM REACH

Rosa Parks: 67 Attendees

Clark Middle: 44 Attendees

Wilson Middle: 36 Attendees

PROGRAM DOSAGE

Rosa Parks: 7 Workshops: Attendance varies by workshop

Clark Middle: 8 Workshops: Attendance varies by workshop

Wilson Middle: 8 Workshops: Attendance varies by workshop

PROGRAM IMPACT

Rosa Parks: 11% overall average score increase (3.74 at pre and 4.15 at post). Highest Gains in knowledge, awareness, and attitude were Effects of stress, Managing the symptoms of trauma, and Social media effects on children.

Clark Middle: Highest Gains in knowledge, awareness, and attitude were Adolescent Mental Health & Depression, Human Trafficking, Substance Use

Wilson Middle: Highest Gains in knowledge, awareness, and attitude were Social Media, Substance Use, and Adolescent Mental Health & Depression

APPENDIX:

Data Results

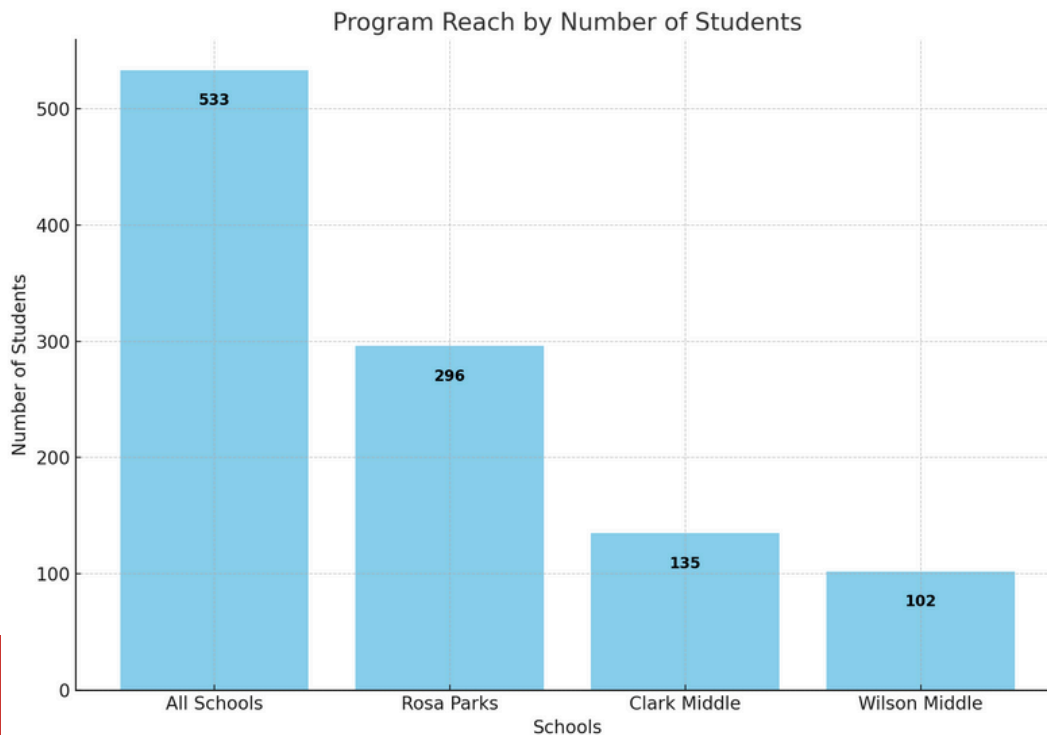


SOCIAL WORK: CASE MANAGEMENT

Results	All Schools	Rosa Parks	Clark Middle	Wilson Middle
Social Work Need Top Three Main Issues	15% Economic Barriers 10% Adjustment 9% Family Concerns	12% Behavioral Issues 12% Family Concerns 10% Adjustment	19% Peer Relational Problems 16% Behavioral Issues 10% Depression	39% Economic Barriers 6% Behavioral Issues 5% Family Concerns
Program Reach	533 students 24% of all schools	296 students 42% of all Rosa Parks	135 students 18% of all Clark	102 students 14% of all Wilson
SW Dosage	2,070 CM Contact Points	1,324 CM Contact Points	467 CM Contact Points	279 CMContact Points
Impact	75% of all CM Contacts were serviced by LLH's on-site Social Worker; only 25% were cases needed referrals	68% of all CM Contacts were serviced by LLH's on-site Social Worker; only 32% were cases needed referrals	89% of all CM Contacts were serviced by LLH's on-site Social Worker; only 11% were cases needed referrals	82% of all CM Contacts were serviced by LLH's on-site Social Worker; only 18% were cases needed referrals
Referred to SW for Therapy	140 students received therapy	87 students received therapy	31 students received therapy	22 students received therapy

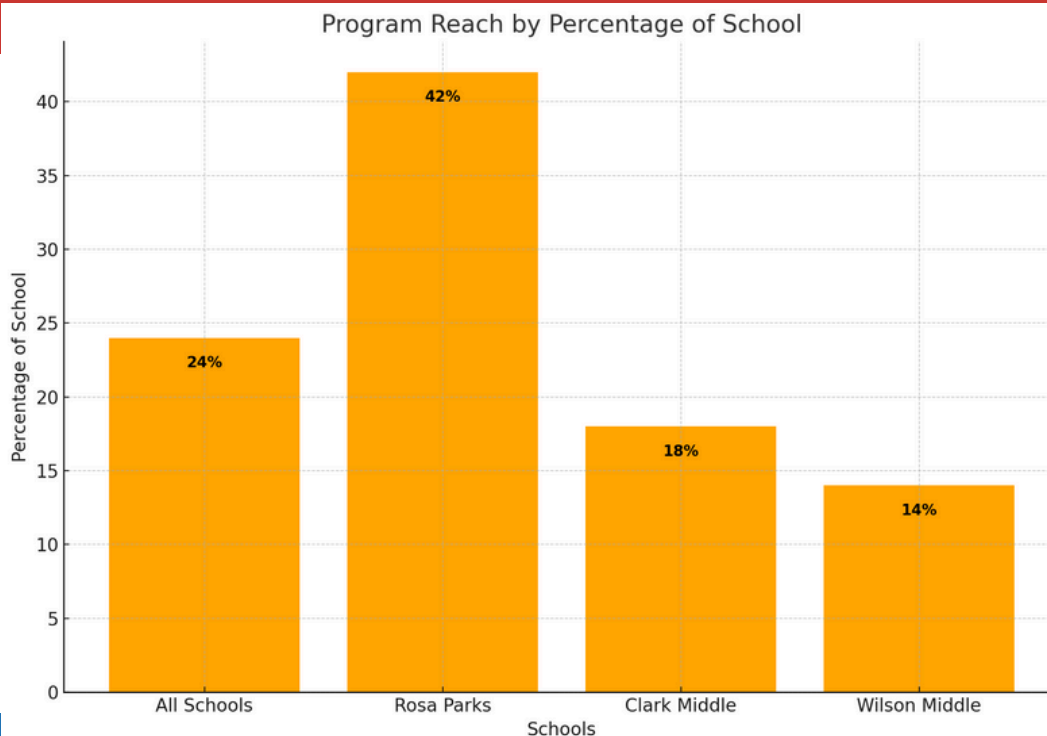
APPENDIX: Data Results

SOCIAL WORK: CASE MANAGEMENT



533 students and families received social work services; that's close to one-quarter of the total LLH school population.

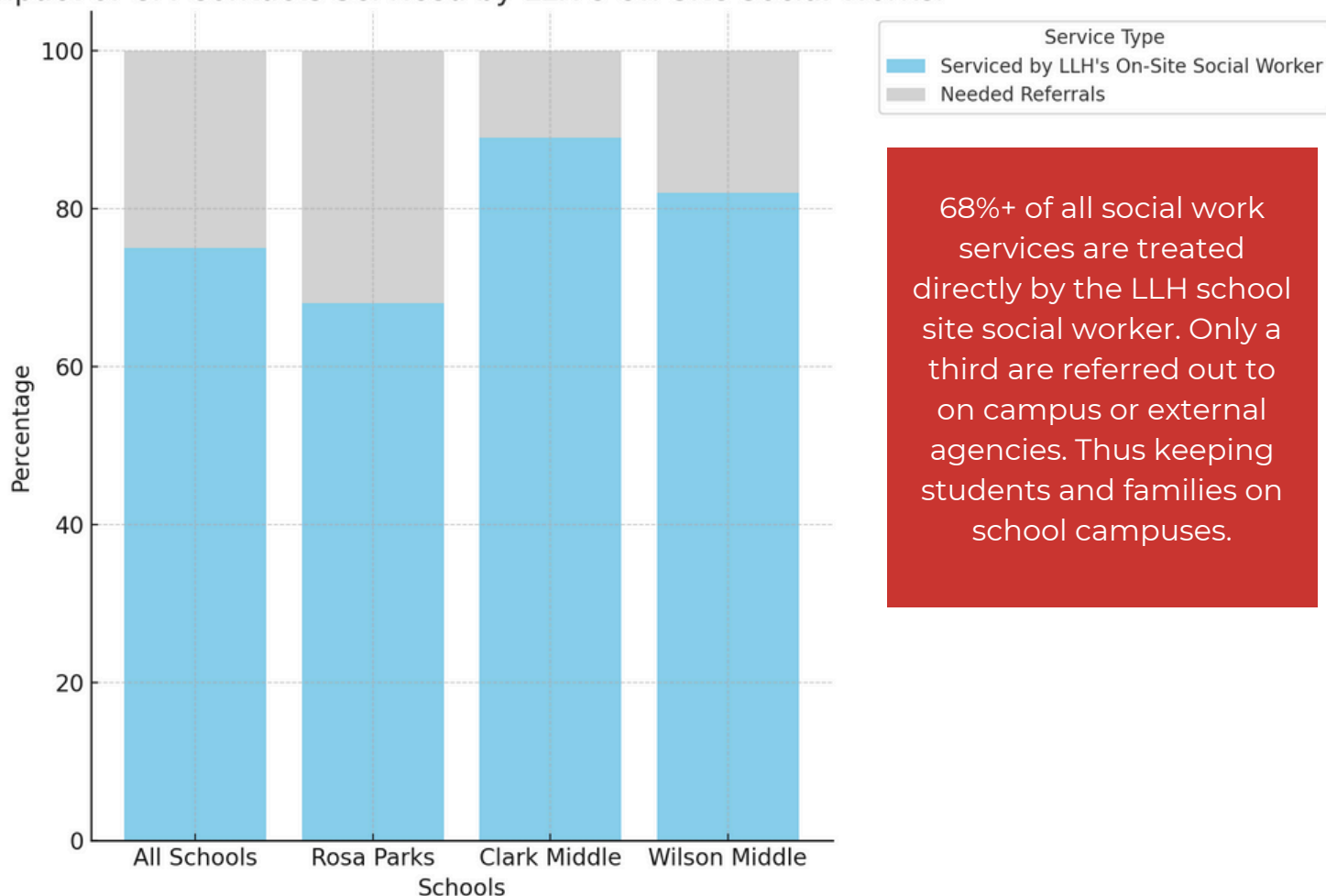
Highest number of services were seen at the elementary school where we currently have 2 on-site social workers, available to meet the demand.



APPENDIX: Data Results

SOCIAL WORK: CASE MANAGEMENT

Impact of CM Contacts Serviced by LLH's On-Site Social Worker



68%+ of all social work services are treated directly by the LLH school site social worker. Only a third are referred out to on campus or external agencies. Thus keeping students and families on school campuses.

APPENDIX: Data Results

ROSA PARKS PARENT CENTER

Results	Quick Contacts	Volunteers	Workshops & Events
Reach	345 Parents/Families	69 Parent Volunteers	69 Workshops19 Events
Dosage	1,159 Contact Points	3,874 Volunteer Sessions	3,000 Events (duplicate count)
Impact	57% Connecting Families with educational information 20% Supporting with medical concerns 7% Economic Concerns	58% Parent Patrol 13% Special Events Prep 8% School Support	7 Attendees NEW-Grandparents Club 26- Attendees Wellness Wednesdays 8- Haitian/Creole 16- Attendees Family MeetingSEL Family Art

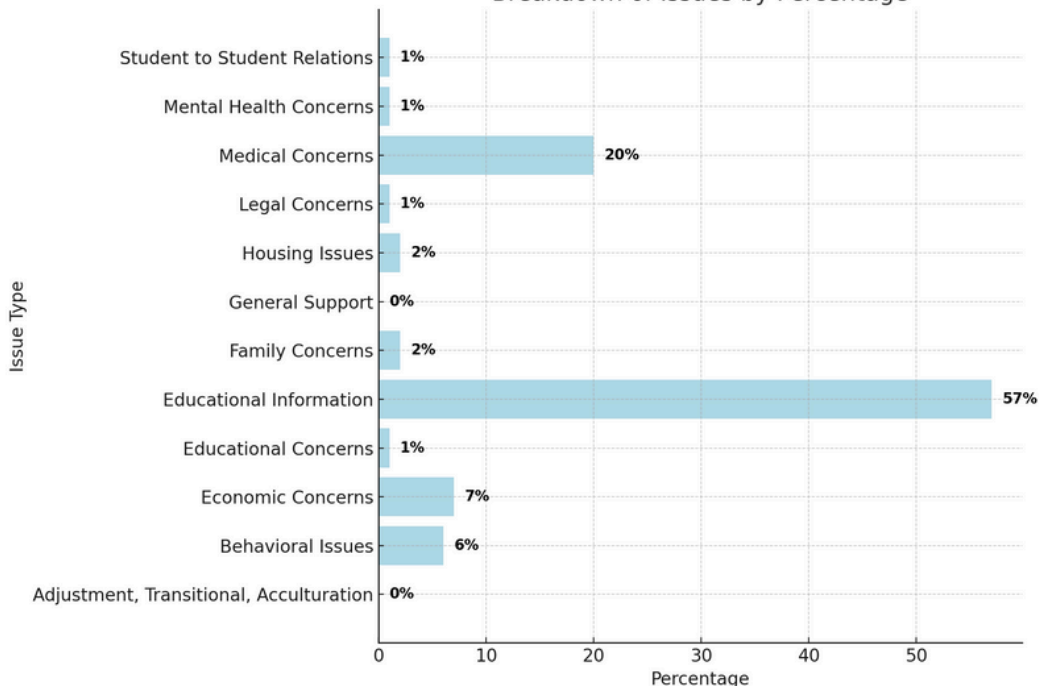
Parent Survey Results Summmary

- 78% RPPC has helped to build relationships with other parents/guardians
- 79% RPPC has helped to communicate with the school
- 82% Parent Center workshops helped to understand the importance of social-emotional learning

APPENDIX: Data Results

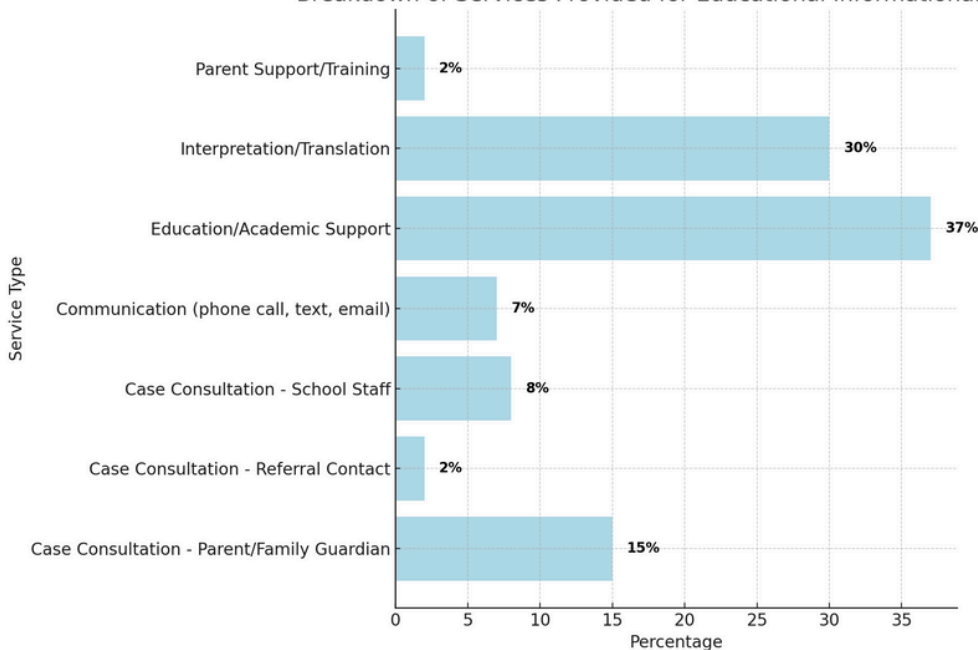
ROSA PARKS PARENT CENTER

Breakdown of Issues by Percentage



57% of all quick contacts were for educational information.

Breakdown of Services Provided for Educational Informational Issues



37% of all services for educational information included teacher-parent communication regarding reclassification, PowerSchool Parent Portal accounts, summer school enrollment forms, etc.

LEAD AND LEARN FROM THE HEART:
A SOCIAL EMOTIONAL LEARNING PROGRAM

2023-2024
ANNUAL EVALUATION REPORT



LEAD AND LEARN
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