



California State University, Long Beach (CSULB)  
College of Health and Human Services (CHHS)  
School of Social Work (SSW)  
Pupil Personnel Services Credential (PPSC)  
Academic Year 2020-2021



# Walking Through the New State Standards Together

Come ready to share your creative learning activities with one another to meet the new standards both in person and virtually.

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RSVP Link: [https://csulb.qualtrics.com/jfe/form/SV\\_9miPeLrhQ3MiNj7](https://csulb.qualtrics.com/jfe/form/SV_9miPeLrhQ3MiNj7)

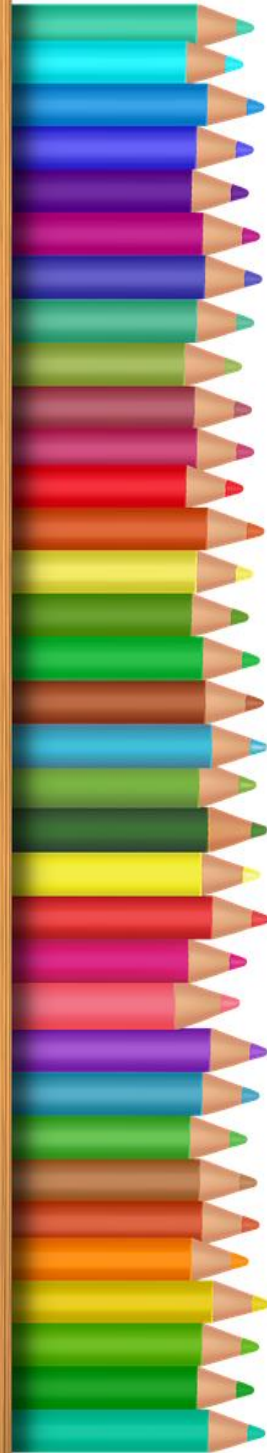
RSVP Deadline: Tuesday, November 10, 2020

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Date: Thursday, November 12, 2020

Time: 3:00 PM to 4:30 PM

Location: Zoom information will be sent after registration has closed.



# Walking Through the New State Standards Together

CSULB-PLEASE MUTE UPON ENTRY



# Facilitators

**Dr. Julie O'Donnell**  
Professor, CSULB

**Saana Polk**  
MSW, PPSC, Assistant Director of Field Education, CSULB

**Dr. Susan Salas**  
LCSW, Ed.D, Director of Field Education, CSULB

**Sally Stevens**  
LCSW, M.Ed. PPSC, Specialist, COS/Recruitment/Field Instruction/Special Projects

**Jeff Middleton**  
LCSW, PPSC, Mental Health Liaison, El Rancho Unified School District

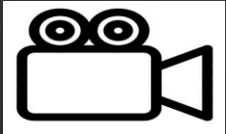


# Zoom Etiquette

Please be mindful of the “remote” environment, by:



Using your real name and identified pronoun (please take the time to “rename” yourself now).



Consider being “present” via Video settings.



Muting mics to protect “talking space”.



Using chat for questions about the presentation.



# Agenda

- ❖ Introductions- Who's in the room? Introduction of facilitators - Introduction of participants via chat (Please type your name school district/system you represent and favorite holiday treat in the chat).
- ❖ Overview of the Afternoon--purpose of our time together
- ❖ Brief Review of Standards & Performance Expectations
- ❖ Breakout
- ❖ Report Back
- ❖ Next Steps what you can expect



# PPSC Standards

**Standard 1** Program Design, Rationale, Organization, and Context

**Standard 2** Preparing Candidates for Mastery of School Social Work Performance Expectations

**Standard 3** Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements

**Standard 4** Field Practice Experience

**Standard 5** Determination of Candidate Competence



# Performance Expectations

**SSWPE 1:**  
Ethical and Professional  
Behavior 7

**SSWPE 2:**  
Engage Diversity and  
Difference in Practice 7

**SSWPE 3:**  
Promote Social Justice  
and Equity 7

**SSWPE 4:**  
Engage in Practice-  
informed Research and  
Research-informed  
Practice 8

**SSWPE 5:**  
Engage in Policy Practice  
8

**SSWPE 6:**  
Engage with Students,  
Families, Groups,  
Organizations, and  
Communities 8

**SSWPE 7:**  
Assess Students,  
Families, Groups,  
Organizations, and  
Communities 8

**SSWPE 8:**  
Intervene Collaboratively  
with: Students, Families,  
Groups, Teachers, School  
Staff, Organizations, and  
the Community 8

**SSWPE 9:**  
Evaluate Interventions  
with Students, Families,  
Groups, Teachers, School  
Staff, Organizations, and  
the Community 9

**SSWPE 10:**  
Growth and Development  
9



# Breakout Rooms

- There will be a facilitator for each room to capture your ideas and feedback.
- Each room will have 2 performance expectations to discuss for 30 minutes.
- When you return please share 3 ideas/activities or key learning from your time together.







# What kind of activities have worked well this year?

CONSIDER BOTH VIRTUAL AND ON THE GROUND EXPERIENCES

**As you consider these performance expectations are there any concerns, or problems you anticipate?**

CONSIDER BOTH VIRTUAL AND ON THE GROUND EXPERIENCES



# Community Share Out

PLEASE SELECT YOUR TOP 3 THOUGHTS



**We will share  
all of the activities and  
feedback with you!**

**Thank you for participating  
today!**



**The New School Social Work Standards and Performance Expectations:  
Suggested Activities, Areas of Concerns and Best Practices 11/12/20**

**School of Social Work State Standards**

- Standard 1 Program Design, Rationale, Organization, and Context
- Standard 2 Preparing Candidates for Mastery of School Social Work Performance Expectations
- Standard 3 Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements
- Standard 4 Field Practice Experience
- Standard 5 Determination of Candidate Competence

(Full description found at [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-social-work-pdf.pdf?sfvrsn=5ce552b1\\_8](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-social-work-pdf.pdf?sfvrsn=5ce552b1_8))

**School of Social Work Performance Expectations (SSWPE)**

<b>SSWPE</b>	<b>Description</b>	<b>Page #</b>
SSWPE 1	Ethical and Professional Behavior	2
SSWPE 2	Engage Diversity and Difference in Practice	3 – 4
SSWPE 3	Promote Social Justice and Equity	5
SSWPE 4	Engage in Practice-informed Research and Research-informed Practice	6
SSWPE 5	Engage in Policy Practice	7
SSWPE 6	Engage with Students, Families, Groups, Organizations, and Communities	8
SSWPE 7	Assess Students, Families, Groups, Organizations, and Communities	9
SSWPE 8	Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	10
SSWPE 9	Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	11
SSWPE 10	Growth and Development	12

**SSWPE 1: Ethical and Professional Behavior-**

1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics, knowledge, and mission of the school social work profession.
2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.
3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.
4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.

**Suggested Activities that Interns can participate in to support Performance Expectations**

- Utilizing an electronic referral system,
- Creating pdf fillable forms for parents and teachers,
- Ethical protocols; parents can agree electronically to consent;
- Students utilize google folders
- Interns have their own google numbers.
- District personnel have zoom links so they are able to enter into a zoom when there is a crisis
- Develop protocols for red flags or crisis concerns that come up during virtual and on the ground sessions

**Current Concerns or Anticipated Problems**

- Students have texted interns on non-placement days.
- There has been some concern around privacy regarding telehealth therapy, interns have to be really careful as to what they share with the students in their telehealth visits at home.
- There needs to be a protocol or reference form for red flags if something occurs

## SSWPE 2: Engage Diversity and Difference in Practice-

1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.
2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.
3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.

### Suggested Activities that Interns can participate in to support Performance Expectations.

- Develop Social/emotional learning lessons for teachers. Create Professional development presentations for teachers.
- Outreach to services such as food and technology for families. Remove barriers from participating in school. Reach out via Phone calls, porch visits. Getting resources out to families
- Create virtual and in-person presentations for Parents: Including specific topic Workshops and support groups.
- Create or participate in equity, bias, racism, and cultural humility training
- Creating staff support - self-care for teachers.
- Interns lead - "Mommy and Me" classes - create presentation materials. Co-facilitate groups with parents.
- Weekly meetings with large group homes. Educate teachers about what is happening in group homes.
- Attend meetings and join zoom classes.
- Facilitate groups that are tailored to different types of issues: depression, mindfulness; transient,
- Collaboration with caregivers; collaboration with Probation, collaboration with group home staff.
- Case Management, Connect to involve students. Research and then provide McKinney Vento- resources in the community; Increasing engagement with kids.
- Participate in Child & Family Team Meeting - DCFS monthly meetings.

### Current Concerns or Anticipated Problems:

- Attendance is an issue. Students on zoom, but noisy.
- Don't see them in person; Not connecting with teachers,
- Not being in direct contact with students to observe behaviors.
- Difficult to provide Incentives and rewards based upon observed progress. Nothing is real with remote learning.
- Attendance procedures and policies regarding zoom. Nothing works with remote learning. Kids fall off.
- Interns - they don't have a safe space to meet with a student or run a group. May not have accessibility with WiFi.
- Experience is different. Missing out on the in-person activities. Feel at a loss at times. How can we be more creative over zoom. How do we engage kids - what incentives do we have?
- Group homes are uncomfortable with cameras on.

### What has worked/Best Practices

- Motivating and keeping interns intrigued. FI's have a great attitude. A lot of coaching and training is going well.

- Students are learning a different set of skills that they are going to use. Learning important SW skills that can be used as they begin their SW career.
- Learning technology.
- Curriculum development - getting this experience. Building digital and virtual counseling toolbox
- Students are learning to balance and be more creative.



**SSWPE 3: Promote Social Justice and Equity-**

1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.
2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.
3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.

**What has worked/Best Practices**

- Collaboration with school personnel has become easier, Zoom has helped to jump on and talk with individuals; it helps with macro work.
- Planning for access to technology, e.g., hotspots

#### **SSWPE 4: Engage in Practice-informed Research and Research-informed Practice**

1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices.

##### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Monitor attendance (virtual checklist) to show who needs follow up
  - Black Lives Matter protests gather data from student leaders (qualitative data); hold workshops or sponsor clubs to support vulnerable populations
  - Check websites for resources to support mental health (virtual)
  - Data from referrals; demographics, reasons for referral to look for trends & monthly referral rates
  - Data on completion rates, resource referrals, suicide assessments, CPS--monitor trends
2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community.

##### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Family presentations get surveys for feedback on usefulness
  - Surveys to teachers on topics they want training on
  - School climate data; education training needed based on family & staff feedback
  - PBIS at the 3 tiers & what services seem to work or not
  - Move students among tiers based on whether or not interventions effective
  - Tracking trends on referral rates
  - Quarterly reports that go to superintendent & show what school social worker is accomplishing
3. Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process.

##### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Virtual helps use the theory more on the ecological perspective
- Ask interns to take the initiative to come up with alternative activities to discuss
- What interventions from classes can you use in the setting & bring into supervision
- Students now researching info on trauma due to COVID-19

**SSWPE 5: Engage in Policy Practice-**

1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs.
2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools.

**Suggested Activities that Interns can participate in to support Performance Expectations.**

- Students research policies that impact schools such as AB 2246 and create fact sheets to explain the impact on district and or individual school policy. Interns present findings to designated groups. Students utilize supervision to discuss selection and key players in preparation for the presentation.

## **SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities**

1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community.

### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Introduction email regarding Interns remote status. Have interns interface with staff via meetings on zoom, etc.
- Social Emotional Learning (SEL) presentations in the classroom, so campus students would be able to visually see and get to know interns; also, students would know who to seek support from. Interns shadow other PPSC staff.
- Interns coordinating parent workshops.
- Offering Group (bi-monthly) and Peer (once a month) supervision

2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs.

### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Interns should participate in meetings and multi-disciplinary meetings.
- Interns can Co-facilitate workshops or virtual lessons.
- Interns can provide EBPs in the classroom.
- Interns email coordination of services to communicate to staff members regarding referrals and linkages.

3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community.

### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- Interns can create and launch macro mental health campaigns, monthly awareness campaigns, wellness center IG, mental health awareness club, create intern Bitmoji/Wix/Google website.
- Interns coordinate parent workshops.
- Field Instructors can empower interns to create programs, workshops, interventions, etc.

4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies to re-engage emotionally, behaviorally, and academically disconnected students.

### **Suggested Activities that Interns can participate in to support Performance Expectations.**

- School wide balance survey to assess stress level, hopefulness, and workload. Interns contact students who report they need more support or who were stressed.
- Interns trained on Black Youth Suicide, Trauma Informed Practices, etc. Interns are making direct calls with translation services if needed.
- Newcomer program that is focused on academics and Social Emotional Support.

**SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities-**

1. Assess the social and emotional needs, strengths, risks and protective factors of students and families.

**Suggested Activities that Interns can participate in to support Performance Expectations.**

- Interns complete biopsychosocial for individual & groups
  - Conduct SST to gather info
  - Utilization of Screening tools for e.g., depression, anxiety, etc.
  - Conduct Family meetings
  - Intern participate in IEP & assessment process
2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being.

**Suggested Activities that Interns can participate in to support Performance Expectations.**

- Interns should participate in the implementation of PBIS interventions on all tiers
  - Interns should sit in on MTSS meetings, 504 plans, SST meetings, meeting with parents for education, SARB meeting, IEP meetings, FBA information
3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention.

## **SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community-**

1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families.
2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally-responsive practices that contribute to social and emotional well-being.
3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions.
4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process.
5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that address positive school climate which include crisis prevention, intervention, and postvention (MTSS).

### **Suggested Activities that Interns can participate in to support Performance Expectations/Worked has worked well**

- Group meetings to discuss cases
- Modeling/Shadowing phone calls and remote contact first before interns try things for themselves
- Check out at the end of the day
- Meeting for MTSS teams--having interns be part of the MTSS Team
- Interns helping with public service announcements around positive attendance to all students that are Tier 1 at weekly assemblies
  - Going over one skill about setting themselves up for success
- Attendance hero to pop into synchronous lessons for positive reinforcement
- Interns being trained in SEL curriculums as supported by LCAP.
- Interns learning how to run reports to identify students with poor attendance and then triaging the highest need
  - Following up with students and families to problem-solve (phone calls and home visits)
- Interns can do more outreach online in the community with workshops such as trauma-informed, parenting
- Screening for mental health services to identify students
- Facilitating counseling groups with students who have attendance issues to work through issues
  - Link to services if needed

### **Current Concerns or Anticipated Problems**

- Difficulty reaching some of our students/families to provide mental health services
- Teachers have limited time, so not as willing to share synchronous time for SEL lessons/Tier 1 work so interns have less opportunity to provide services
- Extra expenses for the district around technology so interns may be limited in what they do with students
- Interns don't get the experience of responding to behavioral issues in the classrooms/crisis intervention

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**SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community-**

1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate.

**Suggested Activities that Interns can participate in to support Performance Expectations**

- Utilizing Google Forms to have feedback from staff and students as virtual delivery is all new. For EBPs use a program Wrap Up survey to evaluate effectiveness. Verbal feedback request for individual students.
2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate.

**Suggested Activities that Interns can participate in to support Performance Expectations**

- School Life Balance survey, create surveys to evaluate various outcomes. Student and Parent School Experience survey.
3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices.

**Suggested Activities that Interns can participate in to support Performance Expectations**

- Verbal feedback from various stakeholders: students, teachers, staff, parents.

**SSWPE 10: Growth and Development-**

1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments.
2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development.
3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes.

**Suggested Activities that Interns can participate in to support Performance Expectations**

- Interns conduct biopsychosocial to better understand developmental history of student/client
- Intern participate in case conferencing with peers/other interns and Field Instructor



Last Name	First Name	Email	Phone	How many students are you providing field instruction for?	How long have you been a field instructor?	How long have you been a school social worker?	Which district, charter school, or alternative education setting are you providing field instruction for?	Which PPSC credentials do you possess?
Alcaraz	Cristina	cristina.alcaraz@lausd.net	3239070557	this year, 0	1 year	5 years	LAUSD	PPSC in Child Welfare and Attendance
An	Regina	an_regina@ausd.us	6269404034	5	10 years	6 years	Alhambra Unified School District	PPSC in School Social Work
Banks	Courtney	cobanks@compton.k12.ca.us	(559) 816-7035	3	First year	4 years	Compton Unified School District	PPSC in School Social Work
Bond	JaMaiia	jbond@compton.k12.ca.us	3106394321	assisting with 8	first year	N/A	Compton Unified School District	Other
Brenenstall	Elizabeth	elizabeth.brenenstall@omsd.net	909-418-6923	9	4 years	8 years	Ontario Montclair School District	PPSC in Child Welfare and Attendance
Brooks	Tiffani	Tiffani.brooks@csun.edu	310-351-1809	0	17 years	15 years	CSUN	PPSC in School Social Work
Calderon	Martha	marthacalderon80@gmail.com	6264763587	None	4 years	20 years	Hacienda La Puente USD	PPSC in School Social Work
Casebere	Cynthia	ccasebere@swhittier.net	5629446231	4	3 years	10 years	Previously I was a field instructor for USC (2017-2019). I was at Pasadena Unified School District.	PPSC in School Social Work
Catalan	Oralia	oralia.bahenacatalan@lausd.net	7078155359	0	1 Year	5 Years	LAUSD	PPSC in Child Welfare and Attendance
Chan	Mailin	chan_mailin@ausd.us	6266739750	2	3 years	4 years	Alhambra Unified School District	PPSC in School Social Work
Chun Wetterau	Sharon	swetterau@csudh.edu	818 694 6994	I oversee the PPSC field option for our CSUDH MSW program -- we usually average about 30 students a year in a PPSC placement	N/A	N/A	N/A	Other
Clark	Melody	melody.clark@abcusd.us	2144188657	1	7 years	8 years	ABCUSD	PPSC in School Social Work
Clarke	Marina	Marina.Clarke@abcusd.us	7144546737	1	2 years	10 years	ABC Unified School District	PPSC in School Social Work
Coates-Campbell	Rachel	rachel.coates@lausd.net	8054056850	1	10 years	22 years	LAUSD	PPSC in Child Welfare and Attendance

Cortes	Susana	scortes@lbschools.net	5629866870	2	11 year	19 years	LBUSD	PPSC in School Social Work
Daniels	Aja	Aja.Daniels@abcusd.us	7142009842	1	2 years	4 years	ABC Unified School District	PPSC in Child Welfare and Attendance
Delgado	Diana	diana.j.delgado@lausd.net	3232419120	3	3	5	LAUSD - John Hope Continuation School and John C. Fremont High School	PPSC in School Social Work
Diaz	Maribel	madiatz@compton.k12.ca.us	310-635-2715	3	5 yrs	12 yrs	Compton Unified School District	PPSC in School Social Work
Dinwiddie	Jayna	jdinwiddie@ewcsd.org	7148644237	1	4 years	6 years	East Whittier City School District	PPSC in Child Welfare and Attendance
DUGAS	MARIBEL	MXM2081@LAUSD.NET	818-743-9144	4	12 YEARS OR SO	15 YEARS	LAUSD	PPSC in Child Welfare and Attendance
Eatmon	Stacy	seatmon@losal.org	7143132899	0	5 years	10 years	Los Alamitos Unified School District	PPSC in School Social Work
Felix	Reyneida	reyneida.felix@lausd.net	3236362895	None this school year.	I signed up for this year but did not get assigned any interns this school year.	Since 2012, approximately eight years.	I am currently employed by LAUSD and assigned to Santee Education Complex (high school).	PPSC in Child Welfare and Attendance
Florez	Lili	lflorez@wcusd.org	626-960-3052	10	15 years	15 years	West Covina USD	PPSC in School Social Work
Garcia	Aviana	aviana.garcia@lausd.net	2136269404	120 (managing our program, not directly a FI)	5 years	8 years	LAUSD SMH	PPSC in Child Welfare and Attendance
Gavino de Flores	Tanya	tanya.gavinodeflores@wuhsd.org	562-325-7572	11	13 years	15 years	Whittier Union High School District	PPSC in School Social Work
Glover-Magee	Lori	lgmagee@ggusd.us	7146588772	4	14 years	15 years	GGUSD	PPSC in School Social Work
Haile	Beth	bethhaile@iusd.org	8583368577	3	4 years	14 years	Irvine Unified	PPSC in School Social Work
Harris	Sheila	sheila.harris@lausd.net	5622254125	1	20 yrs	21 yrs	LAUSD	PPSC in School Social Work
Hernandez	Nancy	nancyhernandez@chla.usc.edu	3233617537	1	4	6	other	Other
Honsberger	Lisa	lhonsberger@jfcslongbeach.org	7145048642	7	1.5 years	1.5 years	Downey Unified	PPSC in School Social Work
Humphreys	Megan	meganhumphreys@iusd.org	949-936-7810	2	5 years	4 years	irvine unified	PPSC in School Social Work
Ilyitsky	Elizabeth	eilyitsky@youthbuildcharter.org	8186698367	23	6 years	8 years	YouthBuild Charter School of California	Other
Jarquín	Maria	maria.a.jarquin@gmail.com	415-760-9972	8	4 years	1 year	Culver City Unified School District	Other

Lamitte	Jasmine	jlamitte@kipsoscal.org	3233511643	1	8 years	12 years	KIPP SoCal Public Schools	PPSC in School Social Work
Larios	Nesell	Nesell.larios@wuhsd.org	(562) 322-8706	3 from LB, but 10 total.	9 years	19 years	Whittier Union HS District	PPSC in School Social Work
Lopez	Ana	amlopez766@bpsd.net	6262177204	1-2	1	2 years	Baldwin Park Unified School District	PPSC in School Social Work
Lupo	Jennifer	jennifer.lo@lausd.net	213-725-5600 ext. 1306	1	first year	10 years	LAUSD	PPSC in Child Welfare and Attendance
Mallon	Megan	mmallon@mariposacenter.org	714-547-6494	4	7 years	Only supervising school social workers	GGUSD	Other
Marquez	Luisana	Marquez.luisana@pusd.us	6263900435	5	2years	9years	pasadena	PPSC in Child Welfare and Attendance
Marquez	Sandra	sandra.marquez@sausd.us	657-240-9329	5	6 years	2 years	Santa Ana Unified School District	PPSC in School Social Work
Martinez	Viviana	vmartinez@csd.k12.ca.us	909-524-7313	2	Of an on for 10 years	6	Central School District	PPSC in Child Welfare and Attendance
Mayot	Emily	emilybmayot@gmail.com	9494156952	9	this is my first year	6 yrs	I am providing supervision for interns in their master of social work program and for two that are getting their BSW	Other
Mercado	Tanya	tam7822@lausd.net	323-810-2526	NA	10 years	14	Los Angeles Unified School District	PPSC in Child Welfare and Attendance
merrill	tiffany	merrill@bonita.k12.ca.us	9096301673	4	8 years	20 years	Bonita USD	PPSC in School Social Work
Middleton	Jeff	jmiddleton@erusd.org	5628424683	5	15 years	17 years	El Rancho Unified School District	PPSC in School Social Work
Morales	Edith	emorales@paramount.k12.ca.us	562-417-6296	5	6 years	8 years	Paramount Unified School District	PPSC in School Social Work
Moran	Erica	emoran@ovsd.org	714-847-2551 ext. 3410	2	2nd year	3 years	Ocean View School District	PPSC in Child Welfare and Attendance
Najera	Ana Rosa	ana.najera@greendot.org	2132473776	6	3	2	Green Dot Public Schools	PPSC in School Social Work
O'Brien	Kissten	kissten.obrien@lausd.net	5627614196	0	8 years	13 years	LAUSD	PPSC in Child Welfare and Attendance
Owen	Andrea	aowen@tustin.k12.ca.us	714-797-5127	3	14 yrs	16	TUSD	PPSC in School Social Work
Park	Christina	cpark@losal.org	5626669739	1	2yrs	5	Los Alamitos Unified School District	PPSC in Child Welfare and Attendance

Perez	Carol	carol.perez@abcusd.us	562-228-1156 x22011	1	>1 year	2 years	ABCUSD-Gahr High School	PPSC in School Social Work
perkins	shirley	shirley.perkins@providence.org	310-713-1265	One	31- years	41 years	Tulane, LSU,Atlanta University, UCLA, USC,CSUF,CSULB,CSUDH,CSULA	Other
Ponce	Noemy	noemy.ponce@greendot.org	2137030350	1	this is my first year	5 years	green dot public schools	PPSC in School Social Work
Porter	Tina	tina.porter@abcusd.us	562 916-5566 x 21119	2	15 years	12 years	ABC Unified School District	PPSC in School Social Work
Quesada-Barron	Yvonne	yquesada@wacsep.org	5629456431	5	13 years	6 years	Whittier Area Cooperative Special Education Program	PPSC in School Social Work
Rauda-Trout	Reyna	rtrout@youthbuildcharter.org	5628410359	10	15	8	YouthBuild Charter Schools	PPSC in School Social Work
Salcedo	Taffy	tsalcedo@wacsep.org	5623316477	5	15 years	13	SELPA	PPSC in School Social Work
Shahpatel	Neha	NSHAHPATEL@PYLUSD.ORG	7149858778	5	17	16	Placentia Yorba Linda Unified School District	PPSC in Child Welfare and Attendance
Shipley	Keisha	keisha.shipley@lausd.net	213-725-5600 Ext. 2169	2	2 years	6 years	LAUSD	PPSC in Child Welfare and Attendance
Son	Sabrina	son_sabrina@ausd.us	626-625-8638	5	3 years	6 years	Alhambra Unified School District	PPSC in School Social Work
Soto	Sara	sara.soto@lausd.net	626-319-2630	2	3 years	4 years	LAUSD	PPSC in School Social Work
Sury	Monika	msury@kippsocal.org	3233957546	1	2	4	Kipp Ignite Academy	PPSC in School Social Work
To	Janna	jto2@ggusd.us	949-201-6631	8 and one is PPSC student	3	5	GGUSD ( I have PPPSC in both school social work & child welfare and attendance)	PPSC in School Social Work
Vasquez	Jennifer	jennifer.vasquez@sausd.us	657-240-9209	5	20+	20+	Santa Ana Unified School District	PPSC in School Social Work
Vega	Lorena	lvega@pleasantvalleyisd.org	805-383-5325	3	20 years	15 years	Pleasant Valley School District	PPSC in School Social Work
Walsvick	Jennifer	jensmsw@yahoo.com	7149268270	2	10+ years	20 years	Rancho Santiago Community College District Child Development Services	PPSC in School Social Work
Woods	Brittany	brittany.woods@lausd.net	2137601126	2	2 years	4 years	Los Angeles Unified School District	PPSC in School Social Work
Zobler	Marisol	marisol.zobler@lbymca.org	5628816054	3	over 20 years	Not sure	Long beach Unified School District	Other