2022-2023 LCAP PROJECT PROGRESS REPORT

LCAP Progress Report – QTR 1, QTR 2, QTR 3

Reporting Period: July 1, 2022 – March 31, 2023

Project Details

General Information	
Goal: Goal 2 - Equitable Learning Environments	**Action/Service Category:** 2.6 - Additional and Supplemental: Transitional Student & Family Support (Contributing)
Project Number: 215 Formerly: ELE 7.2/2.15	**Project Title:** Social Services For Foster Youth Students (ELE 7.2/2.15)
Accountable (Supervisor): Francine Baird	**Funding Allocated (Total):** $1,074,580.00
Responsible (Day-to-Day & Progress Reporting): Teresa Oden	**Allocation Breakdown:** Base – $0.00 S & C Regular – $927,161.00 S & C 15% – $0.00 S & C Carryover – $147,419.00 Other State/Local – $0.00 Other Federal – $0.00

Activities & Outputs: Actual Project/Activity Information for July 1 through March 31.

| Summary of Actual Project/Activity to be shared with educational partners.

 Response should be specific, yet brief, that includes:

 * implementation

 * barriers/challenges

 * accomplishments/successes

 * outcomes | Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.):

 Foster youth and homeless students receive educational counseling

 from a Foster Youth Services (FYS) Department Program Service

 Coordinator and Families In Transition staff member to ensure they

 receive equal access to educational opportunities. Case management

 services are inclusive: school enrollment and attendance support

 services, records retrieval, needs appraisal and evaluation, crisis

 management, and coordination with external agencies.

 Ensure Immediate enrollment in school

 Provide support and advocacy

 Ensure appropriate school placement and minimize changing of schools

 Assist with prompt transfer of educational records

 Educational case management, encouraging positive attendance and academic achievement

 Facilitate communication between foster care provider, social workers, probation officers, school district staff and other stakeholders

 Trainings of school district staff, families and community partners

 Purchase and provide school supplies such as backpacks, Chromebooks, and hotspots

 Collaborate with Child Protective Services, Probation, transitional housing, County Office of Education and other school districts |

Referrals to Special Education, Mental Health, school counselors, afterschool tutoring program (STEP Up), Early Childhood Education, Child Welfare and Attendance

Participate in coordination of services meetings such as School Support Team (SST) meetings and Individualized Education Program (IEP) meetings

Connect FY with community resources

Identify and facilitate for students who qualify their AB167/210 Graduation Plan

SJCOE College and Career Tours

For Foster Youth: Maintain and expand support staff to ensure district

and school site staff are informed about and implement all laws and

district policies affecting Foster Youth.

• Collaborate with schools, child welfare and probation agencies,

school sites and Foster Youth Services district level staff to

reduce school transfers and absenteeism.

• Ensure priority access for Foster Youth to tutoring and other

academic and social-emotional supports (such as Positive

Behavioral Intervention and Supports ("PBIS"), Restorative

Practices ("RP"), school social workers/mental health

counselors, mentoring, college readiness and Career

Technical Education documentation and courses, after-school

and summer enrichment programs, and extracurricular

activities.

• All education rights holders (ERH) and or youth who determine

it is in the youth's best interests to remain in their school of

origin will remain in their school of origin through the support of

the LEA, including transportation support as needed and

outlined in the transportation plans required by the Every

Student Succeeds Act (ESSA).

• Close the gap between foster youth and the general student

population with regard to standardized test scores.

participation in academic resources and supports (including

but not limited to tutoring, academic enrichment programs,

summer school/extended year programs, credit recovery

programs, and academic counseling).

• Child Welfare and Attendance staff will support increased

enrollment in A-G course enrollment and passage rates.

AP/Honors enrollment and passage rates; and

career/technical/ vocational/transition planning, courses, and

services including career pathways and linked learning

opportunities for foster youth, English learners, and

socioeconomically disadvantaged students.

	• The gap between foster youth and the general student population will decrease with regard to graduation rates, attendance, and dropout rates, school discipline rates, and participation in social-emotional supports aligned with increased access to health and well-being resources. SUSD works in collaboration with our Homeless/McKinney Vento Department: The District will support the enrollment, attendance, and achievement of homeless students to ensure they receive equal access to educational opportunities. Provide services and assistance in the following areas: • Direct services Pre-K thru 12th grades: Intakes with families and unaccompanied youth referred to our outreach program, case management student staff, home visits for families and unaccompanied youth, which include one-on–one direct contact, school visits and education and information regarding their rights under the Homeless Education Act. • Advocate for families and unaccompanied youth, attend CPS family meetings and other outside interventions, crisis intervention skills, case management, community resources to support the family towards stabilization and better school attendance, maintain documentation on all services provided to youth, and coordinate with transportation to arrange for services for homeless children and youth. Expanded services for socioeconomically disadvantaged, homeless, foster youth and English learner student groups will be provided by Social Work staff strategically focused on decreasing habitual truancy, chronic absenteeism and increase access to resources.

Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.	

Actual Target Group(s) Served by Project/Activity with data.	Foster Youth

Expenditures/Budget: Budget Summary for July 1 through March 31.

Budget Summary Narrative	FY-1 FTE Social Services Case Manager

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(Describe the expenditures during the reporting period.)	1 FTE Social Services Assistant Mileage Supplies Conferences Up to 5 days or 40 hours of additional comp. time to meet with FY and community agencies outside normally scheduled work hours, participate in PD/conferences and participate in community events

Budget Challenges/Discrepancies (Explain any challenges/discrepancies with expenditures and budget.)	Allocation comes late in the year.

Budget Changes (List the budget line item changes being proposed. Staff will review and provide approval of changes.)	Caseloads are too high. Add another social worker-case manager

2023-2024 Project Proposal: Proposed Project Continuation for the 2023-2024 LCAP. The completion of this section is not a guarantee to project/activity continuation, increase/decrease of funding, increase/decrease of staffing, etc.

It is merely an opportunity to provide the district's LCAP Team with information to develop/revise/enhance the upcoming LCAP.

Should this project/activity continue?	Yes

Provide a description of the project/activity. (If no is selected, please provide the reason.)	

Proposed funding allocation and what the funds will be used for? Include as applicable (sample list below): * staffing (identify positions & number, additional compensation, substitutes) * consultants/professional services * license agreements * materials/supplies * conferences/trainings/workshops * equipment	Retain current budget, but requesting an additional SW FTE.

Submission:

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Date submitted	4/18/2023 11:46:44 AM