

2022-2023 LCAP PROJECT SUMMARY

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
Fund Account Code (Cost Center): 24021, 24014	Org Key: 1-24021-26-XX, 1-24021-33-CW, 1-24021-31-CW, 1-24014-33-CZ

District Mission
Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity. https://www.stocktonusd.net/site/Default.aspx?PageID=356:
Yes

Superintendent's Goals:
Superintendent's Goals:
10% decrease in student/staff chronic absenteeism, Total suspension reduction by 1,000, 10% increase in school connectedness

Instructional Goals:
Instructional Goals: https://www.stocktonusd.net/site/Default.aspx?PageID=356 :
Every child by the end of the 12th grade will graduate and be college or career ready.

Alignment to Other Plans:
Alignment to Other Plans:
ELE 7.3 and MP 7.5

Project Description
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.

Project/Activity Changes from Prior Year

Identify Project/Activity Changes from Prior Year. If none, indicate None.:

The FY Community Assist position was reclassified to a 12-month Social Work Assist position

Project Collaborative Partners

Identify the Collaborative Partners (Departments, Community Organizations, Businesses, Governmental Agencies, etc.):

San Joaquin County Humans Services Agency, SJC Probation, Mary Graham Hall, Court Appointed Special Advocates (CASA) San Joaquin County Office of Education, California Department of Education, Child Abuse Prevention Council, San Joaquin Delta College, Children's Home of Stockton, SUSD Education Services Department, SUSD Student Support Services Department, SUSD Early Childhood Department, All school sites, various districts throughout CA

Project Target Group(s)

Identify the Target Group(s) to be Served by Project (i.e. English Learners, 3rd grade, Pacific Islander):

Foster Youth and McKinney-Vento families

Performance/Outcome Measures

Identify the Outcome(s) of the Project/Activity (Example: Decrease the number of students sharing devices.):

Increase attendance by 5%

Decrease suspensions by 10%

Increase graduation rates for students who qualify for AB167/210 and AB1806

Increase school connectedness

Increase students' participation in taking the FASFA
Metrics/Performance Measures: Disproportionate student suspension rates The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness School attendance rates Graduation rates
Data Collection Method(s)/Tool(s): Enrollment data Graduation rates California School Dashboard CALPADS Synergy PLUS Survey

Project Timeline
Identify the Timeline of Project Implementation (Monthly or Quarterly or other Frequency of Milestones): Quarterly

Project Implementation Location
Identify the Location(s) of Project Implementation: Central Enrollment, school sites, and various community locations

Budget Allocation		
	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	
2000 Series Classified Salaries	\$	FY-1 FTE Social Services Case Manager 1 FTE Social Services Assistant 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 communi
3000 Series Certificated and Classified Fringe Benefits	\$	
4000 Series Books and Supplies	\$	0
5000 Series Services and Other Operating Expenditures, Travel (excluding 5100 and 5800)	\$	
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	

6000 Series Capital Outlay	\$	Need a new van = \$45,000
Reserved for Allocation:	\$	