

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: 2.7 - Additional and Supplemental: Building Strong Schools & Healthy Communities (Contributing)
Project Number: 224 Formerly: ELE 10.1/2.24	Project Title: School Counselors (ELE 10.1/2.24)
Accountable (Supervisor): Francine Baird	Funding Allocated (Total): \$13,714,669.00
Responsible (Day-to-Day & Progress Reporting): Maryann Santella/ Nicolette Gonzaba/Tami Gray/John New	Allocation Breakdown: Base – \$0.00 S & C Regular – \$11,244,270.00 S & C 15% – \$682,560.00 S & C Carryover – \$1,787,839.00 Other State/Local – \$0.00 Other Federal – \$0.00

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

<p>Summary of Actual Project/Activity to be shared with educational partners.</p> <p>Response should be specific, yet brief, that includes:</p> <ul style="list-style-type: none"> * implementation * barriers/challenges * accomplishments/successes * outcomes 	<p>School Counselors work in collaboration with school site teams to develop equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS). The MTSS paradigm allows for tiered level interventions and supports to address and remove barriers to learning through multiple tiers of support in the domains of Academic, College/Career, and Social Emotional Learning. The system is designed to allow for stronger and more consistent services for all SUSD students by improving our district's comprehensive school counseling program. This goal has been designed to ensure the success of all our students. Ensuring success for all requires a system in place to provide a base level of quality instruction, assessment, and support. Professional school counselors proactively use student data to respond to identify and develop progressive tiers of interventions and supports which address the level of students needs. Stockton Unified School District hires highly qualified school counselors to develop comprehensive school counseling programs and work in conjunction with site and district level professionals to ensure students are provided quality instruction and to readily identify students not fully benefiting from the instruction and instructional environment, ensuring that they have access to the necessary resources and services designed for them to achieve success.</p> <p>As of March 31, 2023, Stockton Unified School District has had great success utilizing the funds allocated through the LCAP to hire (132) highly qualified school counselors to provide service to all K-8 elementary schools, high schools and Adult schools and Child Welfare and Attendance department. These program services are designed to serve all SUSD students to ensure all students develop and can demonstrate the attitudes, skills and knowledge necessary for academic and life success. Stockton Unified School Counseling programs are driven by data. Cumulative student achievement and achievement related data are utilized to drive the programs services and to intentionally use data to identify and target services to those student groups that data indicates are not achieving to the level as peer groups. Multi-sources of SUSD student data indicates that our service efforts be principally directed towards increasing positive and trusting relationships and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students with social and emotional systems of supports that lead to improved academic success and college/career readiness, increased student</p>
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	<p>attendance rates, decreased discipline incidents and suspensions, and increased student perceptions of schools being safe and students feeling valued and connected at school.</p> <p>Data indicates that the outcomes of the services provided by each site's school counseling teams are overwhelmingly positive. Administrators have been very vocal about the necessity of ensuring that the school site counseling teams are very valuable and necessary for achieving the school site's goals for student comportment and achievement as well as ensuring all students receive the support needed to be successful.</p> <p>Two metrics in particular should be highlighted as remarkable, and those are the increased number of students with increased belief in the importance of continuing education and the prevalent increase in attendance. The first is demonstrated by our data on the number of students who have completed financial aid applications in order to attain higher education. The second is demonstrated by the significant decrease in chronic absenteeism. In March 2022, the chronic absenteeism rate was 49.22%. In March 2023, that rate went down to 35.44%.</p>
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<p>Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.</p>	<p>In the school year 2022-23, there was an increase to the number of School Counselor FTEs to continue to improve and increase services to our foster youth, English learners, and socioeconomically disadvantaged students. This expansion of counseling services for Social Emotional, Collage/Career, and Academic Learning Supports will allow for more:</p> <ul style="list-style-type: none"> · parent/family outreach and engagement · intentional and strategic outreach to students · school counselor advocacy for student participation in courses preparing them for college entrance as well as Career Technical Education courses · 8th to 9th grade articulation activities · intentional data mining to identify students in need of and design of interventions and additional supports · Tier 2 and tier 3 interventions outlined within a matrix with a focus of services on our most vulnerable student populations <p>We did not anticipate the number of staff being absent from work for various reasons and for long periods of time (many were out for over 6 months). Principals being short on all staff are often forced to utilize any staff on hand to fill these gaps in ensuring student supervision within classrooms, school yards and loading areas. These absences create shortages of staff and have impacted the school counselor's ability to fully focus on their required responsibilities in developing, managing, and delivering a comprehensive school counseling program to all students. School counselors are often relegated to filling these gaps on the spur of the moment to respond to need rather than following an established schedule of service delivery that ensure a consistent program of development is available to all students by delivery of class lessons, individual planning, and small groups for those students not demonstrating necessary academic and social appropriate skills that lead to success. Filling the staffing gap limits school counseling services to the few students demonstrating the most needs instead of all students progressing in a contiguous progressive growth across grade levels ensuring that our students have experienced lessons and reinforcers in order to be aware of, understand, and have the ability to demonstrate a maturity and responsibility in their education, work life and as a contributing citizen. The addressed barrier ensures students as a whole will not develop tier one skills across the board. Instead, there will be more students in need of tier two and tier three services.</p> <p>Another identified barrier has been the full investment of all staff (from principal, to teachers and yard staff) uniting and aligning efforts to teach and ensure a consistent and continuous reinforcement for learning and demonstrating these social and emotional skills. If everyone on staff fulfills their parts in the delivery and reinforcement of those skills, School Counselors can deliver essential tier one lessons and identify students for small</p>
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	<p>support groups to ensure all students develop and can demonstrate the attitudes, knowledge and skills that lead to success in school and broader society.</p> <p>Due to these barriers and challenges SUSD leadership determined to provide our administrators with more in depth training on the goals and proper role of an American School Counseling model aligned program within the school setting. Generally being that the data should be the driving impetus of the program, the majority of efforts to be provided to all students and not just responsive services to the few select students exhibiting higher need for tiers 2 and 3 services. The goal of such training was to ensure that they knew the appropriate role and were able to support them in safeguarding the efforts to ensure all students receive equitable services.</p>
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<p>Actual Target Group(s) Served by Project/Activity with data.</p>	<p>Funds allocated through the LCAP are principally directed towards increasing positive and trusting relationships and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students with social and emotional systems of supports that lead to improved academic success and college/career readiness, increased student attendance rates, decreased discipline incidents and suspensions, and increased student perceptions of schools being safe and students feeling valued and connected at school.</p> <p>Multi-sources of SUSD student data indicates that our service efforts be principally directed towards increasing positive and trusting relationships and improving services provided to foster youth, English learners, and socioeconomically disadvantaged students with social and emotional systems of supports that lead to improved academic success and college/career readiness, increased student attendance rates, decreased discipline incidents and suspensions, and increased student perceptions of schools being safe and students feeling valued and connected at school.</p>
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Expenditures/Budget: Budget Summary for July 1 through March 31.

<p>Budget Summary Narrative (Describe the expenditures during the reporting period.)</p>	Salaries for Counselors
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<p>Budget Challenges/Discrepancies (Explain any challenges/discrepancies with expenditures and budget.)</p>	We were provided carryover to provide more curriculum, PD opportunities, and extra hourly to develop more small group curriculum.
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<p>Budget Changes (List the budget line item changes being proposed. Staff will review and provide approval of changes.)</p>	We would like to add an additional \$300,000 is requested to increase access to professional development for school counselors. We would also like to increase the FTE in LCAP due to counselors being in the ESSER funds. This will cause an issue and reduce o
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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
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<p>Provide a description of the project/activity. (If no is selected, please provide the reason.)</p>	
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<p>Proposed funding allocation and what the funds will be used for? Include as applicable (sample list below):</p> <ul style="list-style-type: none">* staffing (identify positions & number, additional compensation, substitutes)* consultants/professional services* license agreements* materials/supplies* conferences/trainings/workshops* equipment	<p>Salaries for Counselors PD for Counselors</p>
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Submission:

Date submitted	5/4/2023 1:37:53 PM
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