

2022-2023 LCAP PROJECT SUMMARY

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
Fund Account Code (Cost Center): 24002	Org Key: 1-24002-XX-XX

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:

Project Description
Describe your project for the 2022-2023 School Year (SY) Implementation. (Brief, yet specific that includes the actions, implementation, purchases, etc.):
School Counselors provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS) which allows us to address and remove

barriers to learning through multiple tiers of support in the domains of Academic, College/Career, and Social Emotional Learning. This system allows for stronger and more consistent services for SUSD students by improving our district's comprehensive school counseling program. This goal has been designed to ensure the success of our students. To do so, we must identify and address levels of student needs through this multi-tiered system and provide actions and services based on the intensity of the need. Highly qualified school counselors are utilized to increase outreach and connection to the students and families of SUSD

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.

In Tier 1, our most vulnerable students (English learners, foster youth, and socioeconomically disadvantaged students) participate in school counseling services including class lessons in the three domains, school-wide initiatives, restorative class circles, individual student planning, transcript review, and post-secondary application assistance (including scholarships and financial aid).

School counselors implemented a structured Tier 2 level intervention matrix with a focus on our most vulnerable students. These tiered services are designed to assist students with staying focused on learning, fostering positive connections while maintaining a healthy state of social-emotional wellbeing to increase their rates of grade promotion, graduation, and ultimately, post-secondary success. These school counseling services include:

- Ensuring appropriate identification and academic course placement of English Learners
- Providing oversight services to monitor progress and assist with access to school and community resources (including progress report/report card monitoring, attendance monitoring, assessment of basic needs, and academic interventions)
- Providing strategic support and intervention for these students through intentional workshops, small group counseling, restorative conferencing, advocacy on multi-disciplinary intervention teams, and
- Providing support to identify and secure the many opportunities available for college access, including one-on-one assistance with financial aid applications
- Advocating and promoting access to and participation in appropriate and rigorous coursework preparing them for college entrance as well as Career Technical Education courses
- Promoting the reduction of barriers to learning as evidenced by disaggregated school climate data, increased attendance rates, and decreased incidents of discipline
- Coordination and consultation with families of our students as well as case managers

In Tier 3, our most vulnerable students receive more intensive school counseling services including crisis intervention, postvention support, and referrals to service providers that may include the School Psychologist, Mental Health Clinician, Speech Pathologist, or a community partner.

School Counselor Program Specialists coordinate the implementation of these services through training, project support, and on-site assistance.

Project/Activity Changes from Prior Year

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

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:

- parent/family outreach and engagement
- intentional and strategic out reach 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 interventions outlined within a matrix with a focus of services on our most vulnerable student populations

CARRYOVER:

One time funds to be used this year. Project proposals for the carryover to help improve Goal 2 Equitable Learning Environments and Building Strong School & Healthy Communities

New technology for school counselors (laptops, monitors, docking stations, printers, and ink) \$492,820.

School Counselor Training with consultants (Hatching Results- Working with your administrator and Equity, Why Try Training) \$120,000.

ASCA National Conference (2023 Atlanta, GA)- 15 People \$52,500
PD opportunities- When: Afterschool/Breaks/Summer (Program Alignment/Lesson Building and ASCA Speciality Certifications- additional compensation) \$132,600
Curriculum and Supplies- small groups, mindfulness, materials for counseling lessons, etc. \$800,000

Project Collaborative Partners

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

School Counseling Program Specialists continue to participate and value-add in curriculum leadership teams, district decision-making teams, and intervention teams. The School Counseling Department (including the site School Counselors and the School counselor Program Specialists) collaborates with many SUSD departments including Career and Technical Education, Curriculum, Language Development, Centralized Enrollment, Foster Youth-Families in Transition, Special Education, and the Family Resource Center (including multiple Parent Advisory teams). The School Counseling Department also collaborates with community partners in a wide range of fields. Some of these include organizations that provide district support for student basic needs such as Operation School Bell; scholarship coordination from organizations including Stockton Scholars and the Stockton Athletic Hall of Fame; and post-secondary opportunities and support from Delta College and Stanislaus State.

Project Target Group(s)

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

School counseling services provided through the LCAP are intended to increase and improve services for our English Learners (including Newcomers), Foster Youth, and low-income students. Actions and services aligned with this goal address the importance o

Performance/Outcome Measures

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

Actions and services aligned with this goal address the importance of providing vulnerable students with the conditions of learning and engagement needed to meet their unique needs. The actions implemented to reach this goal are monitored and measured thr

Metrics/Performance Measures:

Increase: graduation rates, college/career/community readiness (A-G course completion, CTE pathway completion), student success rates (grades), students with IEPs on track for graduation, intentional outreach to foster youth, English learners, and socioeconomically disadvantaged students
Decrease: truancy and discipline rates

Data Collection Method(s)/Tool(s):

Methods/tools: Grading reports are run regularly (progress reports, report cards, transcripts), attendance/truancy and discipline reports are sent out to School Counselors twice a month. SUSD participates in the Transcript Evaluation Service through the

Project Timeline

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

Implementation of projects occurs throughout the 2022-2023 school year

Project Implementation Location

Identify the Location(s) of Project Implementation:

All SUSD schools sites

Budget Allocation		
	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	FTE Additional Comp 15 hours x 136 counselor =\$132,000
2000 Series Classified Salaries	\$	
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)	\$	Hatching Results Training \$75000 Why Try Training \$45,000 ASCA National Conference 15 people x \$3500= \$52,500
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	
6000 Series Capital Outlay	\$	
Reserved for Allocation:	\$	