

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: 2.2 - Additional and Supplemental: Multi-Tiered System of Supports (Contributing)
Project Number: 204 Formerly: ELE 2.3/2.04	Project Title: Positive Behavior Interventions and Support (PBIS) (ELE 2.3/2.4)
Accountable (Supervisor): Francine Baird	Funding Allocated (Total): \$191,351.00
Responsible (Day-to-Day & Progress Reporting): Deanna Kobayashi	Allocation Breakdown: Base – \$0.00 S & C Regular – \$165,100.00 S & C 15% – \$0.00 S & C Carryover – \$26,251.00 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>The PBIS Coordinator:</p> <p>Conducts Tiered Fidelity Inventory (TFI) walkthroughs on sites, reviews data with site leadership, and facilitates an action plan</p> <p>Facilitates sustainable and expansion of positive behavior practices district wide.</p> <p>Supports school sites applying for California State PBIS recognition</p> <p>Conducts PBIS monthly meetings (certificated, classified, administrators, and management are all invited to attend)</p> <p>Participates in regional, statewide, and national PBIS leadership conferences.</p> <p>Collaborates with administrators, certificated, and classified staff to identify students in need of behavior support services and assists to develop, implement, and monitor incentives aimed to improve attendance, behavior, academic achievement, connectivity, and social emotional wellness.</p> <p>Conducts PBIS focus groups</p> <p>Provides PBIS on site demonstrations</p> <p>Facilitates monthly CHAMPS trainings (classroom management)</p> <p>Conducts Building positive relationship trainings for certificated, classified, and administrators</p> <p>Works collaboratively with Child Welfare and Attendance</p> <p>Provides support for Family Resource Center</p> <p>Attends and supports (PAC) Parent Advisory Committee meetings</p> <p>Is a board member on DPS (PAL) Police Athletic League</p> <p>Has joined extended cabinet</p>
--	---

2022-2023 LCAP PROJECT PROGRESS REPORT

	<p>Challenges: Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.</p> <p>The coordinator being the sole PBIS site support person</p> <p>Getting to all 54 sites and having time to support in developing a PBIS plan, modeling, and implementation.</p> <p>Administration not implementing PBIS with fidelity due to a lack of time and staff involvement.</p> <p>A goal was set for 30% of sites to be state recognized for PBIS at a bronze level (Tier I implementation). Currently the district has 10% of sites submitting for PBIS recognition. Last year, there was one submission. Site admin have expressed a lack of time, man power, and resources to conduct and facilitate state recognition. Which falls under implementing Tier I at school sites. Therefore, the goal is to compensate certificated staff and have them as PBIS Leads to support administrators with the PBIS process.</p> <p>Accomplishments:</p> <p>PBIS Coordinator provided 124.25 hrs of Building Positive Relationship and Classroom management (CHAMPS) training with approximately 1,659 participants.</p> <p>PBIS Coordinator has helped support approximately 46% of school sites in developing school wide expectations, Guidelines for Success, Common area observations, developing PBIS agenda items, reviewing discipline and chronic absenteeism data, reviewing the districts Dashboard, and looking over Climate Survey data.</p> <p>PBIS Coordinator provided seven 1.5 hour district wide PBIS meetings that focused on de-escalation, restorative practices, school site showcases, staff wellness, reviewing Climate Survey data, providing clear expectations and how to use incentives with students (intrinsic/extrinsic motivators), reviewing discipline and chronic absenteeism data, and building positive relationships with students and adults.</p>
--	---

Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.	<p>PBIS Site Leads (certificated): 53 timesheet hrs x \$60 per hr= \$ 3,180</p> <p>\$3,180 X 54 school sites= \$ 171,720</p> <p>PBIS Specialist Positions (management):</p> <p>4 FTE PBIS Specialist Positions = one support person per comprehensive high school following their feeder schools.</p>
--	---

Actual Target Group(s) Served by Project/Activity with data.	<p>The emphasis is on implementing proactive strategies for schools to develop positive relationships and safe environments while addressing the barriers to learning. Including students with priority populations of low Socio-Economic background, English Learners, and Foster Youth. Students in Tiers 1, 2, and 3 will all be supported through PBIS. Along with support for Certificated and Classified staff.</p>
--	---

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

Budget Summary Narrative (Describe the expenditures during the reporting period.)	<p>The majority of the budget was funding the PBIS Coordinators salary. Some resource materials and conferences were funded under LCAP.</p>
--	---

2022-2023 LCAP PROJECT PROGRESS REPORT

<p>Budget Challenges/Discrepancies (Explain any challenges/discrepancies with expenditures and budget.)</p>	<p>The guest speaker, Principal Kafele, was funded under Title IV. There have been multiple requests to have him come back next year and conduct a district wide training. LCAP could be used to fund him back or other presenters.</p> <p>PBIS Coordinator conferences w</p>
---	---

<p>Budget Changes (List the budget line item changes being proposed. Staff will review and provide approval of changes.)</p>	<p>PBIS Site Leads (certificated): 53 timesheet hrs x \$60 per hr= \$ 3,180 \$3,180 X 54 school sites= \$ 171,720</p> <p>PBIS Specialist Positions (management): 4 FTE PBIS Specialist Positions = one support person per comprehensive high school following their fee</p>
--	---

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.

<p>Should this project/activity continue?</p>	<p>Yes</p>
---	------------

<p>Provide a description of the project/activity. (If no is selected, please provide the reason.)</p>	<p>PBIS Leads</p> <p>PBIS Leads Commitments</p> <p>2 hr PBIS orientation (August) in person</p> <p>Attend PBIS monthly meetings (1.25 hrs per meeting) September-April on Zoom</p> <p>Attend one 1 hr meeting a month with all district wide PBIS Leads (facilitated by PBIS Coordinator) October-May on Zoom</p> <p>Support in Coordinating and Facilitating at least one PBIS site monthly meeting (1 hour) August - May</p> <p>Attend California PBIS conference (Oct 12-13) Sacramento</p> <p>5 min at the end of every staff meeting</p> <p>PBIS Leads support for Administration</p> <p>Conduct at least a 15 min presentation at start of school kick off for staff (orientation)</p> <p>Within the first 2 weeks of school organize PBIS school-wide kick off</p> <p>Produce PBIS monthly meeting Agendas</p> <p>Look over discipline data with admin</p> <p>Support in school wide expectations and Guidelines for success. Ex. development and implementation of lesson plans, updated posters, and friendly reminders.</p> <p>Constant communication with PBIS district coordinator</p> <p>Support in incentive plan</p> <p>Support in parent and community school wide events (development and delivery) (hourly pay for outside contract time of PBIS events)</p> <p>Lead in completing the TFI and state recognition</p> <p>Up to 53 additional paid hours for PBIS Leads</p>
---	---

2022-2023 LCAP PROJECT PROGRESS REPORT

	<p>PBIS Specialist</p> <p>Under the direction of the Positive Behavioral Interventions and Supports(PBIS) Coordinator, the PBIS Specialist will be responsible for supporting schools' Positive Behavioral Interventions and Supports (PBIS) initiatives and training, to include, providing support in implementation activities, and collection, analysis and reporting of data. As a PBIS specialist, they will support administrators, teachers and staff to ensure that positive behavior interventions and supports are in place across Stockton Unified 54 schools.</p> <p>The PBIS specialist must have an extensive knowledge and understanding of the concepts, principles, and methodologies of teaching and learning and of current practices related to positive behavioral interventions and supports at all three tiers. Experience in planning and conducting professional development/training. Must possess the ability to work collaboratively with various groups. Excellent oral and written communications skills. Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, administrators, and support staff)</p> <p>PBIS Specialist Responsibilities</p> <p>Support sustainability and expansion of PBIS practices district-wide.</p> <p>Provide training and technical assistance to school teams to maintain and develop systems of school-wide positive behavioral interventions and supports.</p> <p>Provide professional development and training on tier 1 of PBIS to school-based teams and staff.</p> <p>Support school wide PBIS incentives.</p> <p>Provide school wide support on becoming state recognized.</p> <p>Monitor Tiered Fidelity Inventory (TFI) progress.</p> <p>Have knowledge on all three tiers of support.</p> <p>Coordinate with building administration and school based teams on all PBIS initiatives.</p> <p>Monitor school data to identify students related to behavior and school climate, suspensions, office referrals, district Dashboard, and attendance data.</p> <p>Participate in PBIS leadership meetings at the site and district level.</p> <p>Provide support to school-based staff and PBIS teams.</p> <p>Review school and district wide data to inform and guide PBIS decision-making related to implementation outcomes.</p> <p>Participate in regional, statewide, and national PBIS leadership conferences and meetings.</p> <p>Perform related work, as required.</p>
--	---

<p>Proposed funding allocation and what the funds will be used for?</p> <p>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>LCAP</p> <p>Climate and Culture resource books</p> <p>MTSS resource books</p> <p>PBIS, Restorative Practices, Chronic Absenteeism, and Climate/Culture conferences</p> <p>Substitutes so PBIS site teams can meet during school hours to conduct common area observations, discuss data, i</p>
---	--

2022-2023 LCAP PROJECT PROGRESS REPORT

Submission:

Date submitted	4/22/2023 10:07:18 AM
----------------	-----------------------