

2022-2023 LCAP PROJECT SUMMARY

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
Fund Account Code (Cost Center): 24027	Org Key: 1-24027-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.):
The Positive Behavior Interventions and Supports (PBIS) coordinator is responsible for leading the implementation of the PBIS framework across District Schools. The PBIS coordinator will provide training and technical assistance to school

teams to ensure that the PBIS framework is implemented to fidelity and the coordinator will ensure that the framework embeds positive relationships, restorative, and trauma informed practices. The Coordinator is accountable for increasing fidelity across the District in the use of the PBIS framework and the use of tiered practices and strategies to support student behavior. The PBIS coordinator will work directly with the Mental Health & Behavior Support Services Department, School Counselors, CWA, After School Facilitator, Research, Administrators, teachers, classified staff, and implement programs/supports that meet the social/emotional and behavioral needs of all students. The PBIS coordinator will also ensure that partnerships are aligned to the PBIS framework and that outcomes are consistently monitored. The PBIS coordinator will use data to determine needs at school sites and will work with school PBIS teams and administrators to disaggregate data by student groups, chronic absenteeism, and discipline to inform action and equitable outcomes.

Positive Behavior Interventions and Supports framework describes the multi-tiered support system (MTSS) that provides universal, strategic and intensive tiers of support. Within these tiers of support, the focus is on classroom management, positive behavior, attendance, academics, building positive relationships, and social emotional support. PBIS is data driven, utilizing the following elements:

- *Conducts Tiered Fidelity Inventory (TFI) walkthroughs on sites, reviews data with site *leadership, and facilitates an action plan
- *Facilitates sustainable and expansion of positive behavior practices district wide.
- *School sites apply for California State PBIS recognition
- * PBIS monthly meetings (certificated, classified, administrators, and management are all invited to attend)
- *Participates in regional, statewide and national PBIS leadership conferences.
- *Collaboration with administrators and other staff to identify students in need of behavior *support services and assists to develop, implement, and monitor incentives aimed to improve attendance, achievement, connectivity, and social emotional wellness.
- *District PBIS leadership team
- *PBIS on site demonstrations
- *Monthly CHAMPS trainings (classroom management)
- *Building positive relationship trainings for certificated, classified, and administrators

Expanded upon by:

Providing instruction and coaching to increase the current two trainers (CHAMPS) to four trainers and two (Building positive Relationships trainers) to four trainers.

Increase training for school sites (Certificated and Classified)

Extra hourly and/or substitutes for sites to support PBIS team meetings, planning, and training.

Project/Activity Changes from Prior Year

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

PBIS establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors. By modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively (universal). PBIS will provide staff with skills and strategies for students who are in need of additional support (strategic), and provide high quality, evidence based interventions to meet the student needs and reduce barriers to learning.

The core principles guiding Tier 1 PBIS include the following:

- *School wide interventions for all learners to prevent behavior challenges.
- *Effectively teach appropriate SEB skills to all students
- *Early interventions, prior to the escalation of unwanted behaviors
- *Research-based, scientifically validated interventions when possible
- *Professional development and parent outreach
- *Proactive classroom management
- *Monitored student progress
- *Data-driven decision making

The core principles of Tier 2 PBIS include the following:

Targeted support to groups of students that need alternative strategies to support their behavioral success.

- *Check-in-check-out
- *CARE team
- Social skills groups

- *Parent collaboration and involvement
- *Small group counseling
- *Adult mentors
- *Restorative practices

The core principles of Tier 3 PBIS include the following:

Individualized interventions for students with intensive/chronic behavior challenges.

- *Student study team (SST)/504 plan
- *Individualized educational plan (IEP)
- *School-based mental health services (individual and group) counseling-mental health *clinicians
- *Function based behavior intervention plans
- *Behavior Intervention Plan (BIP)
- *Wraparound Support

Project Collaborative Partners

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

Mental Health & Behavior Support Services Department, Counseling Department, Ed services/Student Support services Directors, Research department, Administrator of LEA, Police Athletic League (PAL), Department of Public Safety (DPS), Ed Services Administration, Child Welfare and Attendance (CWA), Language Development, Health Services Department, Early Childhood Educational Department, and Family Resource Center.

Project Target Group(s)

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

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 Lear

Performance/Outcome Measures

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

- Decrease student chronic absenteeism
- Decrease suspensions
- Increase school connectedness

Metrics/Performance Measures:

- *Roster of individual school site PBIS team members, meeting times/dates, and meeting agenda
- *PBIS monthly meetings hosted by PBIS Coordinator
- *Monthly Discipline and Chronic absenteeism reports
- *Common area observations
- *Tiered Fidelity Inventory (TFI)
- *Professional development rosters
- *Climate survey data
- *Healthy kids survey

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

- *Safe and Civil Foundations, A Proactive and Positive Behavior Support System provides data collection tools such as the implementation rubric and checklist for school sites to utilize for data driven planning and decision making.
- *School PBIS teams will

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

Monthly

Project Implementation Location**Identify the Location(s) of Project Implementation:**

- *School sites
- *District office
- *STA Professional Development days
- *Mental Health department
- *Zoom and in-person meetings

Budget Allocation

	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	1 FTE Coordinator = ? 3 Trainers x 60 hours x \$60= \$ 3,600 20 substitute days x \$200 = ?
2000 Series Classified Salaries	\$?
3000 Series Certificated and Classified Fringe Benefits	\$	0
4000 Series Books and Supplies	\$	0
5000 Series Services and Other Operating Expenditures, Travel (excluding 5100 and 5800)	\$	Audio, reprographics, display boards, banners, PBIS Incentives during presentations that promote school wide expectations and Guidelines for Success, Certificates and lanyard recognition pins for monthly PBIS Ambassador.
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	
6000 Series Capital Outlay	\$	Guest Speaker \$ 5,000
Reserved for Allocation:	\$	