

# 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	
<b>Goal:</b> Goal 2 - Equitable Learning Environments	<b>Action/Service Category:</b> 2.2 - Additional and Supplemental: Multi-Tiered System of Supports (Contributing)
<b>Project Number:</b> 206 Formerly: ELE 2.7/2.06	<b>Project Title:</b> Behavior Intervention Team Services (ELE 2.7/2.6)
<b>Accountable (Supervisor):</b> Francine Baird	<b>Funding Allocated (Total):</b> \$2,929,615.00
<b>Responsible (Day-to-Day &amp; Progress Reporting):</b> Karen Coleman	<b>Allocation Breakdown:</b> Base – \$0.00 S & C Regular – \$2,527,709.00 S & C 15% – \$0.00 S & C Carryover – \$401,906.00 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"> <li>* implementation</li> <li>* barriers/challenges</li> <li>* accomplishments/successes</li> <li>* outcomes</li> </ul>	<p>The Behavior Intervention Team (BIT) provides services to students, teachers, and families in order to support students with exceptional behavioral needs to be safe, responsible, and productive, to reduce behavioral referrals for discipline, and maintain students in their current educational program. BIT offers consultation, support, coaching and professional development to teachers and site staff to develop, implement, and maintain trauma-informed, evidenced-based classroom management systems and individual student supports aimed to provide the student with needed structure and behavior strategies to be successful in school.</p> <p>Challenges: Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.</p> <p>District wide staffing shortages and staff turnover have proven challenging in many ways:</p> <p>When coaching and modeling of behavior support systems within classrooms with substitutes, sustainability of systems is not achievable.</p> <p>Staff are not able to participate in professional development opportunities during the work day and many struggle with the balance of professional growth opportunities and the need for self-care.</p> <p>MHBSS department is constantly needing to review scope of services provided to clarify understanding of behavior supports offered by the department. Services do not always fit school site's perceived needs.</p> <p>Implementation of behavioral interventions with fidelity for students with behaviors that are socially maintained has proven challenging with staffing shortages.</p> <p>Behavioral needs have shifted after the COVID-19 pandemic. Many new staff are challenged with learning to teach with students who are learning to maintain in the school environment.</p>
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	<p>Behavior Support Services staff have been faced with changes in the topography and increased intensity of behaviors.</p> <p>Additionally, the needs of students have changed. Needs often span past mere behavioral supports but also encompass a need for family resources such as housing, and food to social emotional/mental health needs for themselves and their family.</p> <p>Challenges with the consistency amongst MHBSS department data collection systems will be improved for next school year.</p> <p>Accomplishments:</p> <p>The Mental Health and Behavior Support Services Department (including the BIT team) continues to provide various supports and interventions to all students, including students in Special Education, within the Multi-Tiered System of Support (MTSS) districtwide. Behavior support services are data-driven service delivery model and data collection is an integral part of the behavior intervention plan development, implementation, and progress monitoring.</p> <p>86 staff (Psychologists, Counselors, MHC, Behavior Support Specialists, Admin) were able to participate in workshop 1 of the PREPaRE model training developed by the National Association of School Psychologists (NASP). (currently using alternative funding Title IV) to support the development of common language surrounding school staff response to crisis situations.</p> <p>The Mental Health Clinicians (MHC) on the BIT team continue to train, implement, support and monitor the MHCs role within the Protocol for Responding to a Mental Health Crisis districtwide. There is an expansion of the MHC crisis response by developing an "On Call" Mental Health Clinician role that rotates and offers immediate consultation and response if the site-assigned MHC is unavailable. This year, the MHC crisis response expanded by adding additional MHCs to the "On Call" list (funded by LCAP item MHC's).</p> <p>Threat Inquiry (TH-INQ) trainings have been conducted 2 times this year for site administrators. This training in the evidence-based threat assessment approach supports the process of investigating threats of violence. In addition, the MHCs continue to train, consult and support site administrators, teachers, mental health professionals, and campus safety teams in the Threat Inquiry (TH-INQ) Protocol districtwide, involving threats of violence. This includes providing "Table Talk" opportunities for site teams to review the protocol and have guided discussions regarding the implementation and documentation within the TH-INQ procedure.</p> <p>The Behavior Support Services department continues to offer Behavior Intervention Plan training to support the understanding the behavioral planning process and the elements of the behavior intervention plan documents as well as the importance of data driven progress monitoring. The Behavior Support Services Department has also launched a Padlet for ongoing support of staff behavior planning needs.</p> <p>The Behavior Support Specialists on the BIT team are expanding their consultation and support at the Tier 1 &amp; Tier 2 level by identifying as "point persons" points of contact for each school site. This allows for improved access and more immediate consultation and early intervention and support, before requiring intensive intervention at Tier 3. Within the Intensive Intervention service, the Behavior Support Specialists have supported 12 cases which averaged 12 weeks in length.</p> <p>The Board Certified Behavior Analysts (BCBAs) are continuing to provide consultation, assessment and behavior planning, and behavior interventions and supports, to specialized programs serving students with special needs in the areas of social-emotional, behavioral, mild/moderate and moderate/severe disabilities. Additionally, BCBAs provide Behavior Intervention Services (BIS) a a part of a student's IEP.</p>
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Describe the changes/adjustments made to the Project/Activity as a result of accomplishments, barriers, and/or data.	Discussions regarding changes to service delivery and how students, staff, and sites can be supported in regards to behavior intervention and crisis supports.
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	<p>Adding in a portion of 5 additional MHC's assignments to cover Mental Health Crisis response.</p> <p>Provide Padlet of behavior supports for all staff to access</p> <p>Consultation with Research Department to support efficient and effective data systems.</p>
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<p>Actual Target Group(s) Served by Project/Activity with data.</p>	<p>The Behavior Intervention Team Services continue to work towards increasing and improving direct services to students in general education and special education, with a focused effort on English Learners, Foster Youth, and Low Income, and their parents/caregivers to address social, emotional, behavioral, and mental health needs to be as successful as possible in the least restrictive learning environment.</p> <p>Site teams complete a triage request to consider 1. Consultation for school systems, 2. classrooms, 3. intensive intervention services</p> <p>Referrals to Triage Behavior Support Services this school year:</p> <p>Total Referrals: 46</p> <p>Intensive Intervention Cases: 12</p> <p>BIP/FBA Consult: 2</p> <p>Teacher Consult: 6</p> <p>Recommendations Only/site withdrew case: 32</p> <p>FY: 11%</p> <p>Homeless: 13%</p> <p>Free/Reduced Lunch: 80%</p> <p>Disability/SPED: 58%</p>
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## Expenditures/Budget: Budget Summary for July 1 through March 31.

<p>Budget Summary Narrative</p> <p>(Describe the expenditures during the reporting period.)</p>	<p>1 FTE Director, School Based Mental Health Services</p> <p>1 FTE Administrator, Mental Health &amp; Behavior Support Services</p> <p>4 FTE Behavior Support Specialists</p> <p>1 FTE Coordinator, School Based Mental Health Services</p> <p>3 FTE Board Certified Behavior Analysts</p> <p>3 FTE Mental Health Clinicians</p> <p>6 FTE (8 @ .75) Behavior Intervention Assistants</p>
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<p>Budget Challenges/Discrepancies</p> <p>(Explain any challenges/discrepancies with expenditures and budget.)</p>	<p>Filling positions for BCBA- only since Feb have all positions been filled therefore allocated funds for these positions will not reflect a whole year of service.</p>
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<p>Budget Changes</p> <p>(List the budget line item changes being proposed. Staff will review and provide approval of changes.)</p>	<p>Behavior Support Services staff will continue to provide training and professional development to school staff, students, and families (crisis response, behavior planning, classroom systems and data-based decision making)</p> <p>Funds necessary to compensate d</p>
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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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Provide a description of the project/activity. (If no is selected, please provide the reason.)	<p>The Behavior Intervention Team (BIT) provides services to students, teachers, and families in order to support students with exceptional behavioral needs to be safe, responsible, and productive, to reduce behavioral referrals for discipline, and maintain students in their current educational program. BIT offers consultation, support, coaching and professional development to teachers and site staff to develop, implement, and maintain trauma-informed, evidenced-based classroom management systems and individual student supports aimed to provide the student with needed structure and behavior strategies to be successful in school.</p> <p>Changing this project title to reflect the changes in support provided to Behavior Support Services will help to more accurately describe the supports provided at all levels.</p>
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Proposed funding allocation and what the funds will be used for Include as applicable (sample list below): * staffing (identify positions & number, additional compensation, substitutes) * consultants/professional services * license agreements * materials/supplies * conferences/trainings/workshops * equipment	<p>Include as applicable (sample list below): staffing (identify positions &amp; number, additional compensation, substitutes), consultants/professional services, license agreements, materials/supplies, conferences/trainings/workshops, equipment</p> <p>Funds will be</p>
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## Submission:

Date submitted	4/24/2023 12:19:20 AM
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