

2022-2023 ESSER III PROJECT SUMMARY

General Information	
ESSER III Plan Project Name: Incentives	
ESSER III Plan Category/Location: Positive Behavior Interventions and Support (PBIS)	
ESSER III Allowability: Positive Behavior Interventions and Support (PBIS)	
Cabinet Level Point of Contact & Department: Francine Baird Student Support Services	
Responsible (Day-to-Day & Progress Reporting): Deanna Kobayashi	
ESSER III Plan Category Total Funding Amount: \$3,000,000.00	
Org Key Project Title: ESSERIII-20%-PBIS	
ESSER III Project Funding Allocated: 80% - 20% - \$3,000,000.00 Other -	Fund Account Code (Org Key):

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.):

Clarification:

In the months during and after the return to in-person learning following the COVID-19 Pandemic, School Climate and LCAP surveys indicated that students experienced a disconnect towards not only school staff but their peers as well. Additionally, students reported hesitation towards returning to campus, likely fueled by increased anxiety and safety concerns. Utilizing PBIS strategies to support students returning to in person learning, inspires learning through the use of incentives in the classroom, throughout grade levels, and schoolwide to foster a culture of positivity and achievement. Students can celebrate milestones in their individual and shared learning, strengthening their sense of teamwork. This is something PBIS focuses heavily on and sees the importance of, especially after seeing students return from distance learning settings. PBIS incentives focus on building positive relationships with students and staff, reviewing and reteaching schoolwide expectations, re-establishing routines, recognition for positive behavior, and examining data. A focus on PBIS drives forth our goal of reducing learning loss, providing social emotional support, decreasing student/employee chronic absenteeism, decreasing suspension rates, and increasing unity between our schools and the families that attend them.

In a comprehensive Multi-Tiered System of Supports, the development of strong behavioral, attendance and academic systems will promote environments that encourage physical and psychological safety for our students and staff. Knowing what to expect in different school environments, some of the anxiety related to potential unknown events can be alleviated by using Tier I intervention that promote attending school, classroom engagement, and reduce the anxiety and stress that manifest themselves in student problem behaviors.

Activities:

- Providing school wide and district wide recognition for sites who have been PBIS state recognized through the PBIS Coalition. (Site PBIS team members to attend CA PBIS Coalition Conference).
- Increase monthly school wide attendance recognition (Providing individual and class based monthly incentives that encourage school attendance: school mascot trophies, reinforcement activities such as "Fun Fridays" and reinforcement/game room access).
- Increase monthly school wide expectations and Guidelines for Success (guidelines for success promote positive behaviors needed to be successful in life) Recognition focused on behavior expectations to decrease suspensions (Generation of clear and consistent behavioral expectation systems for all SUSD campuses to increase the safety and support felt at school and encourage psychological safety for both staff and students. Including creation of visual supports to encourage the teaching and re-teaching of behavioral expectations across settings, and reinforcement of these strategies through monthly recognition systems at sites).
- Increase monthly academic goals recognition (providing monthly incentives that encourage academic success based on I-Ready goal setting).
- Increased school connectedness through the participation in interactive school assemblies, and attending of college plays/performances, as well as through increasing the development and recognition of positive behavior, increased attendance, and increasing academic goals (individual and school wide incentives based on I-Ready goal progress)

Original Submission:

Inspiring learning through incentives in the classroom, grade levels, and schoolwide creates a culture of positivity and achievement. Students can celebrate milestones in their individual and shared learning, strengthening their sense of teamwork. This is something PBIS focuses heavily on and sees the importance after students return from distance learning to in-person. PBIS incentives focus on building positive relationships with students and staff, reviewing and reteaching schoolwide expectations, re-establishing routines, recognition for positive behavior, and examining data. The PBIS focus drives the goal of reducing learning loss, providing social emotional support, decreasing student/employee chronic absenteeism, decreasing suspension, and increasing school and family connectedness.

Expanded upon by:

*Providing school wide and district wide recognition for sites who have been PBIS state recognized through the PBIS Coalition.

*Increase monthly school wide attendance recognition

*Increase monthly school wide expectations and Guidelines for Success Recognition (focused on behavior expectations to decrease suspensions)

*Increase monthly academic goals recognition

Project Collaborative Partners

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

Students, Parents, 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

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 incentives for schools to develop positive relationships and safe environments while addressing the barriers to learning. Including students within priority populations like low socio-economic backgrounds, english learners,

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 with students and families
- *Increase academic success

Metrics/Performance Measures:

- *Monthly Discipline and Chronic absenteeism reports
- *Monthly CWA Reports
- *Synergy Suspension Table
- *Collaboration with school site administrators

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

- *Tiered Fidelity Inventory (TFI)
- *School sites apply for PBIS California State Coalition recognition
- *Monthly Discipline and Chronic absenteeism reports
- *Common area observations
- *Climate survey data
- *Healthy kids survey
- *PBIS on site demonstrations

Project Timeline

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

Incentives are given out daily, weekly, and monthly, depending upon the school goals.

Project Implementation Location

Identify the Location(s) of Project Implementation:

School sites

Budget Allocation		
	\$ Allocated	Description of Expense
1000 Series Certificated Salaries	\$	
2000 Series Classified Salaries	\$	
3000 Series Certificated and Classified Fringe Benefits	\$	
4000 Series Books and Supplies	\$	<ul style="list-style-type: none"> * 54 Fence cup designs x \$1,500= \$ 81,000 * 270 A frame sidewalk signs x \$70.00 = \$ 18,900 * 50 portable speakers with microphones x \$300.00 = \$15,000 * 54 Commercial Ice cone machines x \$300 = \$ 16,200 * 1,450 magnetic door signs to promote school wide expectations x \$25.00 = \$ 36,250 * 216 Nintendo Switch (4 per school site) for game room incentives x \$299.00 = \$ 64,000 * 108 (2 per school site) Interactive touch screen boards for incentive game rooms x \$ 4,000 = \$ 432,000 * 5,400 (100 gift cards per school site) Gift cards x \$5.00 = \$ 27,000 * 54 Claw machine for attendance incentives x \$5,000 = \$270,000 * 54 Small toy items (bulk assortment) x \$2,000= \$108,000 * 162 bikes (3 per school site) x \$300 = \$48,000 * 162 skateboards (3 per school site) x \$60.00= \$9,720 * 324 helmets (6 per school site) x \$50.00 = \$16,200 * 54 Sports equipment x \$500 = \$27,000 * 162 Mascot stuffed animals (3 per site) to promote weekly improved attendance x \$50.00 = \$8,100 * Gaming technology 54 x \$1,000 = \$54,000 * 540 Bluetooth speakers (10 per school site) x \$30.00 = \$16,200 * Puzzles and game boards 54 x \$500 = \$27,000 * Hydro flasks (100 per school site) 5,400 x \$20 = \$ 108,000 * 270 Inflatable loungers (5 per school site) x \$50.00 = \$13,500 * 216 Portable Corn hole game set (4 per school site) x \$40.00 = \$8,640 * 54 laminator x \$2000 = \$ 108,000 * 54 Laminating film rolls x \$1000 = \$5,400 * Reprographics \$ 50,000 * PBIS incentive Friday for booth activities \$ 405,890 <p>Total: \$ 1,974,000.00</p>
5000 Series Services and Other Operating Expenditures, Travel (excluding 5100 and 5800)	\$	<ul style="list-style-type: none"> * 54 school sites at 2 attendees each = 108 attendees for the California PBIS Coalition recognition conference in Sacramento California 108 attendees x \$ 2,000 = \$ 216,000 * 108 buses to attend college plays/performances x \$ 5,000 = \$540,000 * 54 Interactive School assemblies x \$5,000 = \$ 270,000 <p>Total \$ 1,026,000</p>
5100 Series Subagreements for Services	\$	
5800 Series Professional/Consulting Services and Operating Expenses	\$	
6000 Series Capital Outlay	\$	
Reserved for Allocation:	\$	