WHEN FUNDING OPPORTUNITIES MEET REAL COMMUNITY NEEDS
Problem

No clear integrated system that crosses regular education, special education, and high end mental health.
Context: An Evolving System

Transformation of AB 3632 into AB 114

AB 97 creates greater school district responsibility

So where does this leave us?

???

In best case scenario, still no smooth access to EPSDT funding
Seneca saw an opportunity to create an integrated system within schools

- Earliest possible intervention point to enable maximum intervention opportunity
- Create whole school systems that include students in need of intervention
- Create seamless systems to access interventions
Understanding Student’s Mental Health Needs as Part of a Continuum

Intensity of Student Needs

- District Funds
- MHSA (PEI & FSP)
- EPSDT

Low

LCFF

Special Education (disproportionality funds)

High

Educationally Related Mental Health Services (ERMHS)

Special Education
Why Do We Care about LCFF?

- Schools with poor children are going to get more money.
- Schools with *foster children* are going to be held accountable for their outcomes.
- LCFF create opportunity for schools with higher percentage of low income students to be able to do what wealthier students have always done: pay attention to school culture and climate.

With a very small amount of regular education dollars, we can achieve enormous impact in schools.
Integrating Funding Streams to Support a Multi-tiered Framework
All-In! Multi-Tiered Model for Intervention

**TIER 3 • INTENSIVE:**

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

**TIER 2 • TARGETED:**

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

**TIER 1 • UNIVERSAL:**

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

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**DATA-BASED COORDINATION OF SERVICES**

Seneca’s team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

**ACADEMIC INTERVENTIONS**

- Rigorous Curriculum Delivered Through Highly Differentiated Instructional Methods

**BEHAVIORAL INTERVENTIONS**

- Classroom and School-Wide Positive Behavior Interventions and Supports

**SOCIAL-EMOTIONAL INTERVENTIONS**

- School-wide Social Emotional Curriculum and Positive School Climate
COORDINATION OF SERVICES TEAM

TEACHER
Primary Case Manager

COST
Extra supports and resources to help ALL teachers find success with ALL students!
COST process is only successful when:

- Embedded in overall school climate and culture
- School culture and climate supports students to access it
- Culture and climate celebrate and uphold inclusion

*COST only works when you have enough resources to keep your promises.*
### Urban District X:

- 81% of students are of low socioeconomic status
- 27% of students are English Language Learners
- 81% of funds are used for separate classes & non-public schools
- 19% of funds are used for interventions in inclusive settings

<table>
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<th>Cost Distribution</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Separate Classes</td>
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<tr>
<td>Resource Specialist Instruction</td>
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<tr>
<td>Supplemental Aids/Services in Regular Classrooms</td>
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<td>Nonpublic Agencies/Schools</td>
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<tr>
<td>Other Specialized Instructional Services</td>
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### An All-In! Partnership School:

- 94% of students are of low socioeconomic status
- 62% of students are English Language Learners
- 100% of funds are used for interventions in inclusive settings

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**Strengths:** Joseph is a bright, articulate, and persuasive 11 year old boy. School staff report that he is a fast learner with an infectious smile who has built strong bonds with adults who he trusts.

**History:** Joseph’s behavioral problems started when Joseph was in kindergarten. His mother attributes his emotional dysregulation to an early traumatic experience in which Joseph shot a gun and accidentally hit his grandmother in the foot. The behaviors escalated significantly in second grade, when his grandmother passed away.

**Presenting Behaviors:** Joseph often speaks disrespectfully to school staff and peers, has difficulty following directions, engages in classroom disruptions, and refuses to complete assigned tasks. Joseph engaged in assaultive behaviors in the community which resulted in police involvement. Joseph's behaviors are significantly affecting his academic and social progress and have placed him at risk of losing his current school placement.

**Highlight of Outcomes based on Treatment Goals**

1. Joseph has *decreased his engagement in physical and/or verbal altercations* from 2 times per week to 1 time per month.
2. Joseph has *increased his time in the classroom* from 30% of the day to 90% of the day.