

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and asset-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Arroyo School

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Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Arroyo School will increase interest-holder input through surveys:

- Community Thought Exchange Survey
- LCAP Thought Exchange Survey
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS)
- PBIS Self Assessment Survey (SAS)
- Staff PD Needs Survey
- Extended Learning Opportunities and Programs (ELOP) Survey
- Community Surveys conducted on site during Parent-Teacher Conferences
- PBIS student incentive survey

Arroyo School will increase interest-holder parent and community participation, including engaging historically marginalized student and family groups, through the following advocacy groups:

- English Learner Parent Advisory Committee

- Students with Disabilities Parent Advisory Committee
- GATE Parent Advisory Committee
- African American Parent Advisory Committee representation
- Community Schools Council/School Site Council
- Middle School Congress
- Coffee with the Principal events

We analyzed our Needs and Assets Assessment data using the following method:

Review of academic data and survey results

We then identified and developed the following core priorities that emerged:

Core Priorities	Outcome	Indicators
Strengthen Positive Behavioral Supports	<i>Decrease negative student behaviors in grades 6-8 via targeted Tier 1 practices.</i>	<i>Positive Behavior Intervention and Support (PBIS) Tiered Fidelity Inventory (TFI), Major and Minor Discipline Referrals</i>
Increase Family Engagement at parent meetings and events	<i>Increase participation at informational events by incorporating student presentations.</i>	<i>Sign-in sheets at Coffee with the Principal presentations and the use of clicker at the entrance gate of each family event.</i>
Identify students in need of academic, behavior, and/or social-emotional tiered support and provide interventions matched to need	<i>Increase academic, behavior, and social-emotional performance levels.</i>	Reading Universal Screener (i-Ready), SEL Universal Screener (Panorama), and Behavior Screener (SWIS)

We strategically collaborated with community partners on our core priorities.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.

2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Arroyo School's understanding of community schools can best be summed up as a collaborative and comprehensive effort, involving all interest-holders, to ensure the support and development of the whole child. Using the CS Framework's overarching values as our guide, Arroyo will continue to make deliberate decisions regarding our site's day-to-day operations and long-term planning that reflect these values. Value 1: Through our implementation of Positive Behavioral Interventions & Supports (PBIS), Restorative Practices and daily Social-emotional Learning, Arroyo promotes and maintains an environment that is racially-just, and relationship-centered. Through facilitated self-reflection activities, students and staff consider how personal feelings affect their thoughts and behaviors; making way for solutions that repair damaged relationships. Value 2: Shared power is made possible through regular teaming that includes a variety of community voices who meet to make school wide decisions. These teams include members of administration, teaching staff, families and community partners. These valuable conversations take place during IB planning, staff meetings, PLC meetings, parent advisory committee meetings, MTSS training, SST and IEP meetings among others. Arroyo will increase its meeting times for the coming year to allow for deeper data analysis. Value 3: As an International Baccalaureate World school, classroom and community connections are created daily through instruction (units of inquiry), special projects (Exhibition and Community service), and after school enrichment opportunities offered through Extended Learning Opportunity programs (ELOP) which bring community members to campus regularly. Moving forward, we will initiate new relationships with local agencies and organizations that may host our students for educational field trip opportunities. Value 4: A focus on continuous improvement is a central pillar of our Multi-tiered Systems and Supports (MTSS) work. By analyzing data and collecting feedback from interest-holders via surveys and discussions, the team's primary purpose of identifying areas for improvement, implementing needed changes and monitoring their effectiveness will continue in 2024-2025.

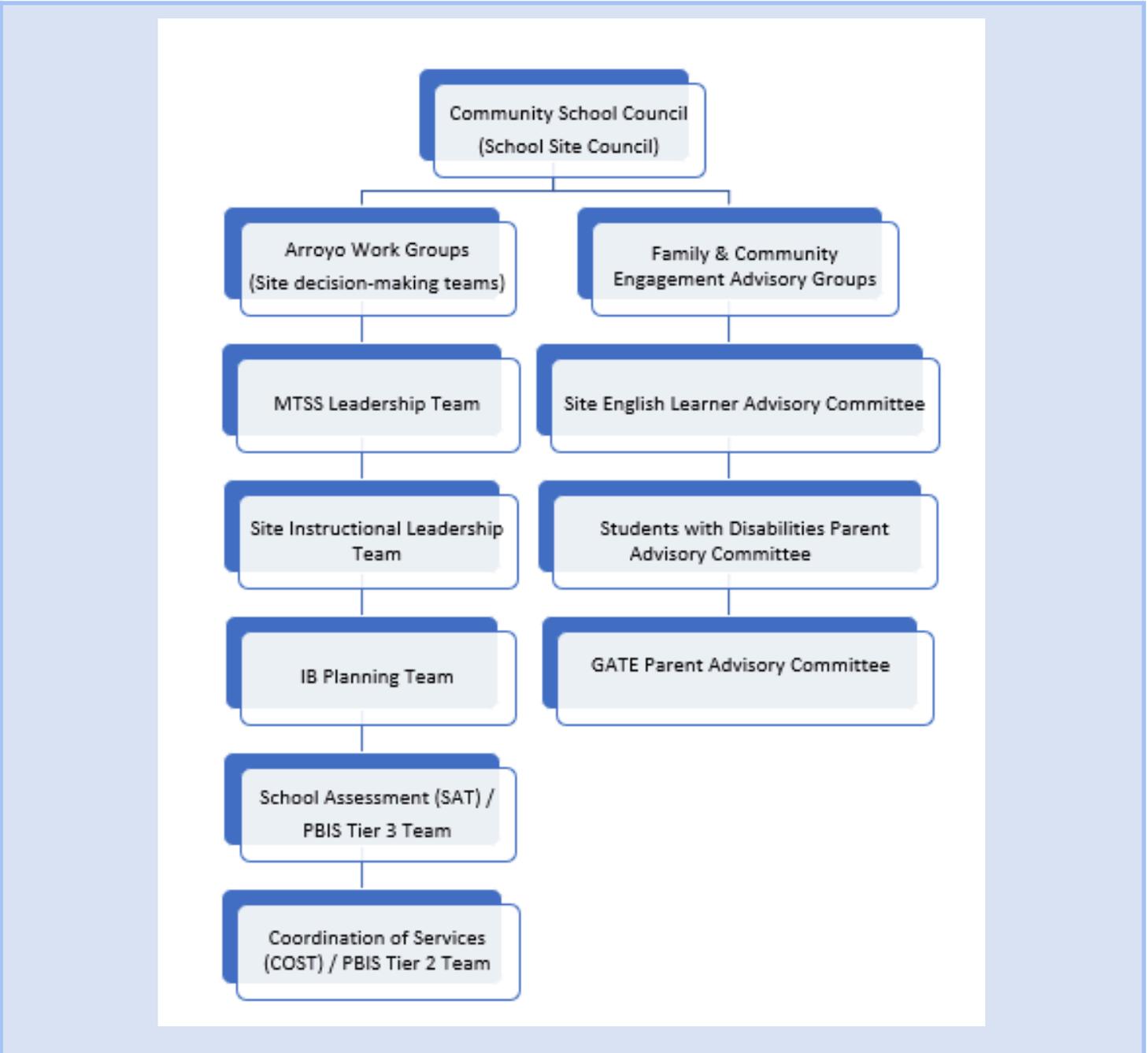
Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate **democratic participation and decision-making among students, staff, families, and community members**. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Increase the productivity of weekly PLC meetings</p>	<p><i>Create a Professional Learning Community (PLC) notes template that allows staff to more regularly provide input on school wide decisions and request (and evaluate) professional development topics that are most valuable to them.</i></p>	<p>Outcome: Increased student achievement</p> <p>Indicators: Increase “Strongly Agree” responses on CA School Staff Survey (CSSS) item A6.4 “Promotes participation in school decision-making” from 62% to 70%.</p>
<p>Strengthen Site Leadership Teams by increasing parent participation in the shared decision making process.</p>	<p>Provide incentives for the student(s) of all parents who participate in an advisory committee meeting, and post minutes on Parent Square for other families to review.</p>	<p>Outcome: Increased number of interest holders informed on school activities, providing voice in decision-making, and decision outcome results.</p> <p>Indicators: Increase the number of families participating in parent advisory meetings throughout the year as evidenced by sign-in sheets.</p> <p>Increase or maintain favorable responses on OMSD Annual Community Survey question “Your school seeks family input on important decisions” at 98% or more.</p>
<p>Enhance Communication and Transparency</p>	<p>Utilize multiple communication platforms (e.g. newsletters, websites, social media, Parent Square) to keep interest holders informed about school activities and decisions. Promote the school website as a central information hub accessible to all interest holders.</p>	<p>Outcome: Increased number of interest holders informed on school activities, providing voice in decision-making, and decision outcome results.</p> <p>Indicators: Increase average number of family and community members present at monthly Coffee with the Principal from 10 to 20</p> <p>Increase percentage of families utilizing Parent Square communication platform to receive messages from 49% to 60%</p>

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the **LCAP** and **SPSA**. The community school implementation plan and school improvement plan become **one cohesive plan**.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Aligned LCAP, Community School and SPSA activities	<ul style="list-style-type: none"> • Ensure SPSA goals are aligned to LCAP • Create initiative alignment document • Identify and embed Community School activities, goals, and actions into SPSA 	<p>Outcome: Cohesive SPSA and Community School plan</p> <p>Indicators: LCAP-SPSA-Community School achievement of alignment</p> <p>Progress on goals and actions</p>
Monitor and evaluate implementation	<ul style="list-style-type: none"> • <i>Designate time during MTSS meetings to update and review a master calendar to ensure that policies, initiatives, and assessments are monitored for completion.</i> • <i>Time will also be earmarked for a review of the corresponding data collected to determine the impact of these efforts on student outcomes and community engagement.</i> 	<p>Outcome: Improved monitoring system to track implementation of aligned policies and initiatives</p> <p>Indicators: Baseline data on assessment tool with at least 5% growth by end of the school year</p> <p>Anecdotal outcome data from work groups</p>

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. **Schools hire site-level coordinators.** Both sites and systems develop sustainability plans to **ensure core staffing is sustained** through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Assess Staffing Needs and Student Demographics	<ul style="list-style-type: none"> • Conduct thorough analysis of student population, including demographic diversity, language proficiency, and needs • Identify key areas where staffing adjustments are necessary to better serve target student population 	<p>Outcome: Recruit and hire diverse, multilingual, staff to support school reflect of student and family population</p> <p>Indicators: Increase percentages of staff population to match student and family population demographic</p>
Community Schools structure, staffing and supports	<ul style="list-style-type: none"> • Collaborate with LEA's Health & Wellness Services department to ensure continuity of staffing • Identify funding sources beyond CCSPP for staff • Research additional grant opportunities for sustainability 	<p>Outcome: Sustain Community Schools structure, staffing and supports</p> <p>Indicators: Identify additional funding resources to sustain positions</p>

Key Staff/Personnel

<p>Site-Level Coordinator (Counselor/Outreach Consultant-CORC)</p>	<p><i>Serves as school-home-services liaison to reduce or eliminate barriers to learning. CORC connects students and families to mental health and case management services, serves as site homeless liaison, leads school-wide efforts to implement PBIS, SEL, and Restorative Practices, and provides site level interventions such as social-skills groups, SEL reteach groups, conflict mediation and individual student check-ins. CORC also supports staff in whole-child progress monitoring and intervention tracking.</i></p>
<p>School/Family Outreach Assistant</p>	<p><i>Support the Outreach Consultant with delivering tiered attendance, social-emotional and behavioral interventions, as well as support students and families in need of resources.</i></p>

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

In an effort to build sustainability, Arroyo’s MTSS team will utilize a yearlong calendar to monitor the completion of agreed upon tasks related to our Community Schools implementation goals. In addition, Arroyo will integrate Community Schools goals and actions into our Single Plan for Student Achievement (SPSA) in order to ensure that the commitments entered into by interest-holders are honored during our shared decision-making process. Furthermore, Arroyo is working with our LEA’s Health & Wellness Services Department to explore and ultimately implement innovative programs available in the State of California such as the Fee Schedule program which is part of Governor Newsom’s Master Plan for Kids’ Mental Health.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase Community Partnerships	<ul style="list-style-type: none"> • <i>Inventory current partnerships</i> • <i>Research partnership</i> • <i>opportunities available in our school community</i> • <i>Reach out to potential new partners</i> 	<p>Outcome: Our school will have established community partnerships matched to the needs of our school community to be available when appropriate.</p> <p>Indicators: Increase number of community partnerships by 5%</p>
Increase Awareness of Existing Partnerships	<ul style="list-style-type: none"> • <i>Schedule district staff to present to families and staff members about current resources through established partnerships.</i> • <i>Community School Coordinator will embed ongoing information into staff and family meetings and post on social media sites to better connect services to those in need.</i> 	<p>Outcome: Staff, students and families will be connected to services and resources when in need</p> <p>Indicators: Increase number of staff, students, and/or families that access services and resources by 5%</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Our school currently has established partnerships with a variety of local entities that support our students and staff by addressing specific needs. Some eliminate barriers to learning, such as Love for Humanity food packs, Shoes that Fit and Operation School Bell clothing, and Counseling agencies such as Mariposa Counseling center and South Coast Counseling that contract with our district Health and Wellness department to provide mental health services. Arroyo also invites Park Tree dental on site to provide students with dental screenings, and refers families to local optometrist Dr. Yamamoto to secure low cost exams and eyeglasses for students. We also work closely with the Ontario Reign who comes on campus to provide Hockey instruction after school through our ELOP program. Local Hip Hop Dance studio personnel also provide instruction to students during after school enrichment. Daycare services have been and will continue to be offered through Think Together at Arroyo to provide supervision, meals, and play time for students whose parents are unable to pick them up until the evening. Arroyo is also fortunate to have long-standing partnerships with the Chino Water Basin, Eco-Heroes, First Flight STEM, and many local colleges and universities that provide field trip experiential learning for our students. These partnerships support the vision and priorities for our students, staff, families and community members by addressing identified needs.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Increase staff capacity to provide integrated Social-Emotional Learning (SEL) that develops skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.</p>	<ul style="list-style-type: none"> ● Schedule professional development from the Health & Wellness Services department for all staff on SEL, ● Restorative Practices, and trauma-informed practices embedded in the instructional day. 	<p>Outcome: Increase staff capacity to provide integrated Social-Emotional Learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.</p> <p>Indicators: Anecdotal data from classroom walkthrough forms</p> <p>Increase favorable responses on student Self-Efficacy SEL Screener by 5% from Fall to Spring.</p>
<p>Utilize shared decision making with all interest holders to ensure diverse student needs are being addressed.</p>	<ul style="list-style-type: none"> ● Provide professional development to all parent advisory committees and school staff on developing shared understanding, building relationships, and coordinating efforts to better support students. 	<p>Outcome: Decision-making reflective of all student, staff, and family voices</p> <p>Indicators: Utilize shared decision-making with all interest-holders to ensure diverse student needs are being attended to</p>
<p>Cultivate a Holistic Understanding of Community Schools</p>	<p>Provide professional development that explores the core principles and components of the community school model to the:</p> <ul style="list-style-type: none"> ● Parents (SSC, advisory committees) ● Staff (MTSS, Staff Meetings) ● Community (Newsletter, Website) 	<p>Outcome: Strengthen collaborative practices</p> <p>Indicators: Pre and post data on staff perception of collaborative practices (surveys)</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<i>Utilize curriculum and promote activities that represent diverse cultures and people</i>	<ul style="list-style-type: none"> During weekly IB planning, teachers will identify supplemental materials as needed to provide students experiences representative of diverse cultures and people. Coordinate an annual International Family Night, 5th grade exhibition project, and 8th grade community project and invite members of the community on campus to participate. 	<p>Outcome: Increase educators’ theoretical knowledge and practical skills necessary to implement community-based curriculum and pedagogy effectively</p> <p>Increase the number of teachers incorporating community-based practices in their classrooms</p> <p>Indicators: IB planning notes which indicate increase in materials from diverse cultures and peoples</p>
Embed Community-Based Service Learning into Lesson Planning and IB Unit Development	<ul style="list-style-type: none"> Generate a list of possible service projects that could be incorporated easily into everyday IB instruction across all grade levels Introduce monthly grade-leveled sponsored activities that promote community-based service learning and align with grade-level standards. 	<p>Outcome: Utilize curriculum representing diverse cultures and people</p> <p>Students feel more motivated and engaged in class discussions and activities that explore diverse perspectives</p> <p>Indicators: Post-project reflections completed by students</p>

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as

Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Math Achievement	<ul style="list-style-type: none"> ● Use CAASPP results to identify students in need of intervention ● Provide tiered Math intervention based on area of need as measured by i-Ready ● Evaluate interventions based on i-Ready data ● Utilize NextGen to provide intervention as needed ● Utilize <i>ClassTime</i> resources to help students practice critical test-taking skills more regularly throughout the year. 	<p>Outcome: Increase student Math achievement and growth</p> <p>Indicators: Via i-Ready, increase by 20% the number of students as “Early on Grade Level” or “Above” in Math.</p> <p>Increase Students at Met/Exceeding Standards by 5% in Math on CAASPP.</p>
Reading Achievement	<ul style="list-style-type: none"> ● Use CAASPP results to identify students in need of intervention ● Provide tiered Reading intervention based on area of need as measured by i-Ready ● Evaluate interventions based on i-Ready data ● Adjust intervention groups as needed ● Promote AR reading program to encourage reading across all grades 	<p>Outcome: Increase student Reading achievement and growth</p> <p>Indicators: Via i-Ready, increase by 20% the number of students as “Early on Grade Level” or “Above” in Reading.</p> <p>Increase Students at Met/Exceeding Standards by 5% in ELA on CAASPP.</p>
Suspension Rate	<ul style="list-style-type: none"> ● Identify previous year’s students who were suspended or had high number of major referrals and provide tiered support to minimize negative behaviors ● Monitor suspension rates and provide tiered support to identified students ● Provide Alternative Learning Center 	<p>Outcome: Increase positive student behaviors</p> <p>Indicators: Reduce suspension rate by 0.3% or maintain 1% or less.</p>

<p>Student Self-Efficacy</p>	<ul style="list-style-type: none"> • Plan and deliver foundational SEL instruction • Administer Fall SEL Survey assessment and study results • Act to identify small group and individual intervention groups • Repeat Plan-Do-Study-Act cycle with Winter and Spring SEL Screener Assessment 	<p>Outcome: Students will increase self-efficacy to positively impact academic achievement</p> <p>Indicators: Increase favorable responses to student Self-Efficacy by 5% between Fall and Spring survey administrations</p>
<p>Chronic Absenteeism</p>	<ul style="list-style-type: none"> • Identify previous year's students who were chronically absent and provide tiered support to minimize absences • Monitor absence rates and provide tiered support to identified students 	<p>Outcome: Reduce chronic absenteeism rates</p> <p>Indicators: Reduce by 0.5% or maintain a 2.5% or less rate.</p>
<p>Staff Climate</p>	<ul style="list-style-type: none"> • Review previous year's CSSS data • Provide training and support in response to needs • Administer current year CSSS • Share results with staff • Determine additional needs to increase staff positive climate 	<p>Outcome: Increase positive staff climate</p> <p>Indicators: 100% staff participation by staff on CA School Staff Survey (CSSS)</p>

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