

# 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 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 assets-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

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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.

Our school's plan for conducting a deep Needs and Assets Assessment included leveraging the following data collection methods to inform our community school strategy:

- Community Thought Exchange Survey
- LCAP Thought Exchange Survey
- CA Healthy Kids Survey (CHKS)
- CA School Staff Survey (CSSS) surveys
- PBIS Self-Assessment Survey
- Staff PD Needs Survey
- ELOP Survey
- Site English Learner Parent Advisory Committee
- Site Students with Disabilities Parent Advisory Committee
- GATE Parent Advisory Committee
- School Site Council

We analyzed our Needs and Assets Assessment data using the following method: Plan-Do-Study-Act

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

| Core Priorities   | Outcome  | Indicators   |
|---|--|--|
| Strengthen Positive Behavioral Supports   | Decrease negative student behaviors                                | PBIS Tiered Fidelity Inventory (TFI), MTSS Fidelity Integrity Assessment (FIA), and number of major discipline referrals |
| Reduce and eliminate exclusionary practices   | Increase student access to learning environment                    | CA Healthy Kids Survey (CHKS)  |
| Identify students in need of academic, behavior, and/or social-emotional tiered support and provide interventions matched to need | Increase academic, behavior, and social-emotional student outcomes | 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:

- 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.
- 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.
- 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.
- 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:

After engaging our interest-holders to answer the question, “why a community school for my school?”, the responses included the SSC expressing that the school should be recognized as a community school due to the enhanced supports and resources, including attendance, medical, and behavioral support, which benefit individual students, entire classes, and their families. Programs like PBIS and attendance incentives received positive feedback for their tangible benefits in student engagement and recognition. Community partners and parents actively support the school by providing resources, with teachers and the front office identifying and addressing student needs.

Our site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments as evidenced as follows:

- **Assets-Driven and Strength-Based Practice:** focus on continuous improvement includes ongoing reflection on strengths, analysis, shared learning, and revision through our Multi-Tiered System of Support (MTSS) Plan-Do-Study-Act cycle using data as a tool for improvement to ensure our students, families, school staff, and the community are valued, engaged, and empowered. We also ensure all Coordination of Services Team (COST) and Student Study Team (SST) meetings and plans are built on strengths valuing the history, culture, and language of our families.
- **Racially Just and Restorative School Climates:** ongoing implementation of Restorative Practices, Positive Behavior Intervention and Support (PBIS), Social-Emotional Learning (SEL), and Trauma-Informed practices.
- **Powerful, Culturally Proficient and Relevant Instruction:** linking classroom instruction to the broader community focusing on strengths and providing engaging learning environments connecting civic engagement and real-world issues.
- **Shared Decision Making and Participatory Practices:** engaging our school community in democratic spaces building shared ownership with deep engagement through School Site Council, Coffee with the Principal, Student Council, School MTSS Leadership Teams, PBIS Teams, and other family and community meetings.

To ensure these commitments are reflected in our school’s work, we provide ongoing professional development, support, resources, and services for students, staff, and families.

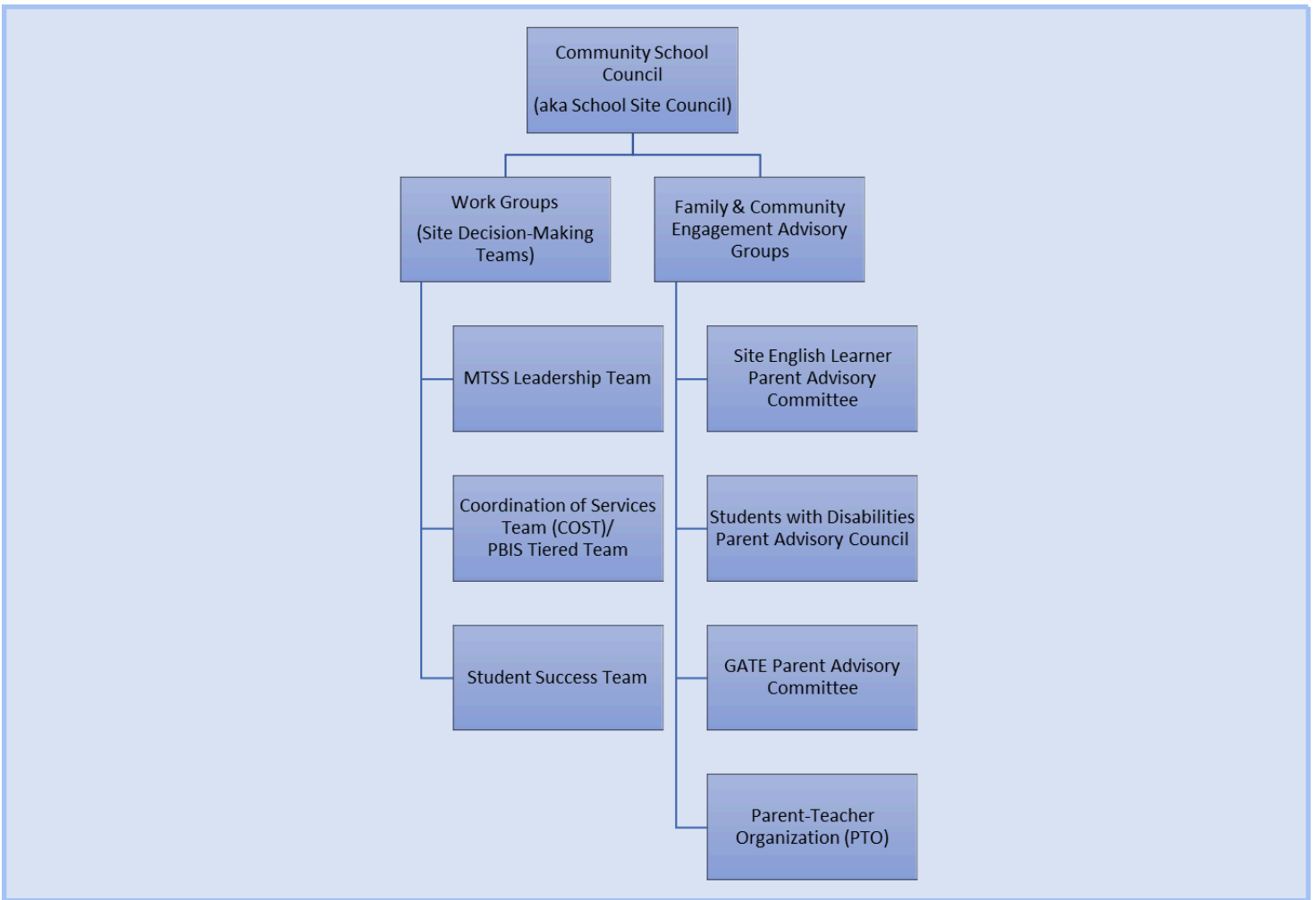
### Priority 3: Collaborative Leadership

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>Strengthen Site Decision-Making Teams</p>  | <ul style="list-style-type: none"> <li>● Invite interest-holders not already represented to participate on existing teams and advisory groups</li> <li>● Explicitly seek out participation from historically marginalized groups</li> <li>● Engage Council in exploration activities to guide school implementation</li> <li>● Revisit and revise site democratic decision-making process</li> <li>● Engage all staff in decision-making, including teacher, student, and family voice</li> </ul> | <p><b>Outcome:</b><br/>Increased student, family and staff participation and voice in shared decision-making process</p> <p><b>Indicators:</b><br/>Increase favorable responses on CA School Staff Survey (CSSS) item A6.4 “Promotes participation in school decision-making” from 82% to 87%.<br/><br/>Increase favorable responses on CA Healthy Kids Survey (CHKS) Elementary item A6.6 “Meaningful participation at school” from 47% to 57%.<br/><br/>Increase favorable responses on OMSD Annual Community Survey question “Your school seeks family input” from 78% to 80%.</p> |
| <p>Enhance Communication and Transparency</p> | <ul style="list-style-type: none"> <li>● Utilize multiple communication planforms using newsletters, social media, Parent Square</li> <li>● Establish a central information hub accessible to all interest holders</li> </ul>   | <p><b>Outcome:</b><br/>Increased number of interest holders informed on school activities, providing voice in decision-making, and decision outcome results.</p> <p><b>Indicators:</b><br/>Increase number of family and community members present at monthly Coffee with the Principal from 15 to 20<br/><br/>Maintain number of families signed up on Parent Square communication platform at &gt;99%<br/><br/>Increase favorable responses on OMSD Annual Community Survey question “...how well has the school communicated resources available...” from 91%% to 95%.</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"> <li>Ensure SPSA goals are aligned to LCAP</li> <li>Create initiative alignment document</li> <li>Identify and embed Community School activities, goals, and actions into SPSA</li> </ul>   | <p><b>Outcome:</b><br/>Cohesive SPSA and Community School plan</p> <p><b>Indicators:</b><br/>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"> <li>Establish monitoring system to track implementation of aligned policies and initiatives</li> <li>Develop assessment tools to measure impact of policies on student outcomes and community engagement</li> <li>Review and update policies and initiatives based on ongoing evaluation &amp; feedback</li> </ul> | <p><b>Outcome:</b><br/>Improved monitoring system to track implementation of aligned policies and initiatives</p> <p><b>Indicators:</b><br/>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"> <li>Conduct thorough analysis of student population, including demographic diversity, language proficiency, and needs</li> <li>Identify key areas where staffing adjustments are necessary to better serve target student population</li> </ul>    | <p><b>Outcome:</b><br/>Recruit and hire diverse, multilingual, staff to support school reflect of student and family population</p> <p><b>Indicators:</b><br/>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"> <li>Collaborate with LEA's Health &amp; Wellness Services department to ensure continuity of staffing</li> <li>Identify funding sources beyond CCSPP for staff</li> <li>Research additional grant opportunities for sustainable funding</li> </ul> | <p><b>Outcome:</b><br/>Sustain Community Schools structure, staffing and supports</p> <p><b>Indicators:</b><br/>Identify additional funding resources to sustain positions</p>  |



## Key Staff/Personnel

|   |  |
|---|--|
| <p>Site-Level Coordinator<br/>(Outreach Consultant-ORC)</p> | <p>Serve as school-home-services liaison to connect students and families to mental health and case management services, service as site homeless liaison, lead school-wide implementation of PBIS, SEL, and Restorative Practices, provide site level interventions such as social-skills groups, support staff in whole-child progress monitoring.</p> |
| <p>Two School/Family Outreach Assistants</p>                | <p>Support the Outreach Consultant with delivering tiered social-emotional and behavioral interventions, and supports to students.</p>   |

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

Our school is working with our LEA's Health & Wellness Services Department to apply for and implement additional funding sources to sustain beyond the life of our CCSPP implementation grant. Currently, this includes the Department of Health Care Access and Information (HCAi) Certified Wellness Coach Employer Support Grant and the Fee Schedule program as part of the Children & Youth Behavioral Health Initiative (CYBHI), which is part of Governor Newsom's Master Plan for Kids' Mental Health. In addition, we are infusing Community Schools goals and actions into our SPSA to ensure long-standing commitments as part of our shared decision-making process.

## 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"> <li>• Inventory current partnerships</li> <li>• Research partnership</li> <li>• opportunities available in our school community</li> <li>• Reach out to potential new partners</li> </ul>   | <p><b>Outcome:</b><br/>Our school will have established community partnerships matched to the needs of our school community to be available when appropriate.</p> <p><b>Indicators:</b><br/>Increase number of community partnerships from 8 to 12</p> |
| Increase Awareness of Existing Partnerships | <ul style="list-style-type: none"> <li>• Schedule LEA departments to present to families and staff on current resources available</li> <li>• Community School Coordinator will ongoingly embed information into staff and family meetings to better connect services to those in need</li> </ul> | <p><b>Outcome:</b><br/>Staff, students and families will be connected to services and resources when in need</p> <p><b>Indicators:</b><br/>Increase number of staff, students, and/or families that access services and resources from 35 to 50</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:

Through our LEA's Health & Wellness Services department, our school currently has established partnerships with the City of Ontario, ParkTree Medical Clinic, Maloof Art, Inland SoCal United Way, Shoes that Fit, Kids Pack, City of Ontario Library, and Pomona College. These partnerships support the vision and priorities for our students, staff, families, and community members by providing comprehensive health services, educational enrichment, essential supplies, and community engagement opportunities. Together, these resources help meet the needs of the whole child, enhancing their well-being, academic success, and overall quality of life, ensuring a holistic approach to education and community support.

## 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  |
|--------------------------------------|--|---|
| Social-Emotional Learning Curriculum | <ul style="list-style-type: none"> <li>Administer pre and post staff professional development needs assessment</li> <li>Schedule professional development department for all staff on how to embed SEL, Restorative Practices/Circles, and trauma-informed practices into the instructional day</li> <li>Add SEL to classroom walkthrough form as agreed up with admin and teachers</li> </ul> | <p><b>Outcome:</b><br/>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><b>Indicators:</b><br/>Anecdotal data from classroom walkthrough forms</p> <p>Increase favorable responses on student Self-Efficacy SEL Screener by 5% from Fall to Spring.</p> |
| Shared Decision-Making               | <ul style="list-style-type: none"> <li>Provide professional development to all interest-holders on developing shared understanding, building relationships, and coordinating efforts to better support students</li> <li>Engage in shared decision-making protocols</li> </ul>   | <p><b>Outcome:</b><br/>Decision-making reflective of all student, staff, and family voices</p> <p><b>Indicators:</b><br/>Utilize shared decision-making with all interest-holders to ensure diverse student needs are being attended to</p>   |
| Collaborative Practices              | <ul style="list-style-type: none"> <li>Facilitate workshops on effective collaboration strategies among school staff, community partners, and other interest holders</li> <li>Engage in team-building activities to enhance communication and trust</li> </ul>   | <p><b>Outcome:</b><br/>Strengthen collaborative practices</p> <p><b>Indicators:</b><br/>Pre and post data on staff perception of collaborative practices</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   |
|--|---|--|
| Community-based curriculum and pedagogy    | <ul style="list-style-type: none"> <li>● Develop a comprehensive training program for community-based learning</li> <li>● Organize site visits to schools to support community-based learning</li> <li>● Offer ongoing support and mentoring</li> </ul>                           | <p><b>Outcome:</b><br/>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>Increase number of educators participating in training program</p> <p><b>Indicators:</b><br/>Pre- and post-training assessments</p> <p>Increased participation in training programs</p> |
| Culturally relevant curriculum             | <ul style="list-style-type: none"> <li>● Review existing curriculum and determine if students and families are represented within</li> <li>● Utilize supplemental materials if necessary to provide students experiences representative of diverse cultures and people</li> </ul> | <p><b>Outcome:</b><br/>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><b>Indicators:</b><br/>Observation of classroom practices</p> <p>Student surveys</p>   |
| Lesson Planning and Curriculum Development | <ul style="list-style-type: none"> <li>● Conduct professional development sessions on integrating CBL activities into lesson plans and unit designs</li> <li>● Collaborate with educators to develop sample units that incorporate CBL across various subjects</li> </ul>         | <p><b>Outcome:</b><br/>Embed Community-Based Learning (CBL) into lesson planning and curriculum development</p> <p>Lesson plans and units demonstrate a clear connection between CBL activities and desired student learning outcomes</p> <p><b>Indicators:</b><br/>Evidence of CBL integration in lesson plans</p> <p>Pre- and post-assessments</p> <p>Alignment of CBL principles</p>  |

|                       |   |  |
|-----------------------|---|--|
| <p>CBL Principles</p> | <ul style="list-style-type: none"> <li>Facilitate workshops or seminars exploring the theoretical foundations of CBL, including experiential learning, service-learning, and civic engagement</li> <li>Provide readings and resources that delve into the historical and educational underpinnings of CBL.</li> </ul> | <p><b>Outcome:</b><br/>Deepen staff understanding of CBL principles</p> <p>Staff can articulate the connection between CBL principles and its practical application in the classroom</p> <p>Increase number of educators who participate in workshops related to CBL</p> <p><b>Indicators:</b><br/>Increased number of participants in trainings/workshops</p> <p>Teacher self-efficacy surveys</p> <p>Student surveys</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   |
|-------------------------|--|--|
| <p>Math Achievement</p> | <ul style="list-style-type: none"> <li>Use CAASPP results to identify students in need of intervention</li> <li>Provide tiered Math intervention based on area of need as measured by i-Ready</li> <li>Evaluate interventions based on i-Ready data</li> <li>Adjust intervention groups as needed</li> </ul> | <p><b>Outcome:</b><br/>Increase student Math achievement and growth</p> <p><b>Indicators:</b><br/>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"> <li>● Use CAASPP results to identify students in need of intervention</li> <li>● Provide tiered Reading intervention based on area of need as measured by i-Ready</li> <li>● Evaluate interventions based on i-Ready data</li> <li>● Adjust intervention groups as needed</li> </ul>                 | <p><b>Outcome:</b><br/>Increase student Reading achievement and growth</p> <p><b>Indicators:</b><br/>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"> <li>● Identify previous year’s students who were suspended or had high number of major referrals and provide tiered support to minimize negative behaviors</li> <li>● Monitor suspension rates and provide tiered support to identified students</li> </ul>  | <p><b>Outcome:</b><br/>Increase positive student behaviors</p> <p><b>Indicators:</b><br/>Reduce suspension rate by 0.3% or maintain 1% or less.</p>   |
| Student Self-Efficacy | <ul style="list-style-type: none"> <li>● Plan and deliver foundational SEL instruction</li> <li>● Administer Fall SEL Survey assessment and study results</li> <li>● Act to identify small group and individual intervention groups</li> <li>● Repeat Plan-Do-Study-Act cycle with Winter and Spring SEL Screener Assessment</li> </ul> | <p><b>Outcome:</b><br/>Students will increase self-efficacy to positively impact academic achievement</p> <p><b>Indicators:</b><br/>Increase favorable responses to student Self-Efficacy by 5%</p>   |
| Chronic Absenteeism   | <ul style="list-style-type: none"> <li>● Identify previous year’s students who were chronically absent and provide tiered support to minimize absences</li> <li>● Monitor absence rates and provide tiered support to identified students</li> </ul>  | <p><b>Outcome:</b><br/>Reduce chronic absenteeism rates</p> <p><b>Indicators:</b><br/>Reduce by 0.5% or maintain a 2.5% or less rate.</p>   |
| Staff Climate         | <ul style="list-style-type: none"> <li>● Review previous year’s CSSS data</li> <li>● Provide training and support in response to needs</li> <li>● Administer current year CSSS</li> <li>● Share results with staff</li> <li>● Determine additional needs to increase staff positive climate</li> </ul>                                  | <p><b>Outcome:</b><br/>Increase positive staff climate</p> <p><b>Indicators:</b><br/>100% staff participation by staff on CA School Staff Survey (CSSS)</p>   |

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.