

[Accessible Version](#)

Survey

California Community Schools Partnership Program: Sustainability Plan 2026

Career and College Transition Division

Welcome to the Sustainability Plan for the California Community Schools Partnership Program (CCSPP). This plan is a required submission starting in year two of your implementation grant cycle in addition to your Annual Progress Report (APR). It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement.

This version of the Sustainability Plan is intended to serve as a transitional tool for the 2025-26 year. For future reporting cycles, sustainability planning will be directly embedded into the APR.

Understanding the Sustainability Plan and Annual Progress Report

While both the Sustainability Plan and the Annual Progress Report (APR) are essential, they serve different but complementary purposes:

The Sustainability Plan: Focuses on securing long-term funding, partnerships, and systems to sustain the program beyond the grant.

The Annual Progress Report: Focuses on implementation, progress monitoring, outcomes, and accountability.

Key Guidance for Completing the Sustainability Plan

Reflect on the Long-Term Vision: As you fill out the Sustainability Plan, consider your community's long-term goals. Reflect on how your current efforts align with both immediate needs and future aspirations.

Identify Key Strategies for Sustainability: Focus on strategies for securing long-term funding and developing lasting partnerships. Consider community resources, volunteer support, and other funding streams that will help ensure the sustainability of your strategy. How will these resources continue to support your efforts once the grant period ends?

Focus on Program and Fiscal Sustainability: Your plan should address both programmatic and fiscal sustainability. This means ensuring that the services you provide continue to meet the needs of your school community while securing the financial resources needed to support them.

Align with the California Community Schools Framework: Your Sustainability Plan should align with the California Community Schools Framework and other available resources, such as the Community Schools Implementation Plan Template and the Capacity Building Strategies.

Additional Considerations: This plan should be developed collaboratively with your school's leadership team, involving students, staff, families, and community partners to ensure broad input and ownership. Keep in mind that sustainability is an ongoing journey. If you need support in completing the form or have any questions, please reach out to the State Transformational Assistance Center (S-TAC).

Instructions

The online application survey will remain open through **Tuesday, June 30, 2026**. All prompts are required unless otherwise indicated.

If you have technical difficulty completing the application survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance. If you have any questions regarding the CCSPP, please send them to the following email address, CCSPP@cde.ca.gov.

Important: This survey cannot be saved and must be completed in one attempt. The CCSPP Sustainability Plan 2026 Survey questions is available so you can prepare your responses offline before submitting through this survey. Please email CCSPP@cde.ca.gov to request a copy of the survey questions.

Note: Once an application form has been submitted it cannot be edited further.

School Site Information

Local Educational Agency (LEA) Name:

Delano Union Elementary School District

School Site Name:

Princeton Street Elementary

School Site County-District-School Code

(For help locating your county, district, or school code, please access the [California School Directory](#). In the field "CDS Code," the first two digits are the County Code, the middle five digits are the District Code, and the last seven digits are the School Code.)

County Code:	15
District Code:	63404
School Code:	6111355

Cohort:

Program Contact

Program Contact First Name:	ASUCENA
Program Contact Last Name:	GUTIERREZ
Program Contact Title:	Vice Principal
Program Contact Email Address:	agutierrez4@duesd.org

Sustainability Plan Team Members & Roles: (e.g., Principal, Assistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher[s], Instructional Coach, Other staff, Student[s], Parent[s]/Guardian[s]/Family member[s], Community member[s], Community partner[s].)

(? of 1,000 maximum characters)

The Princeton Street Elementary Sustainability Plan was developed through collaboration among school leadership, staff, families, and community partners to ensure broad ownership and long-term commitment to Community School implementation. Team members included the Principal, Vice Principal/Community School Lead, School Counselor, teachers, MTSS and PBIS team members, family engagement representatives, and district support staff. Family perspectives were gathered through School Site Council (SSC), English Learner Advisory Committee (ELAC), parent conferences, surveys, and family engagement events. Community partners, including agencies that provide mental health, family support, health, and attendance-related services, contributed input regarding available resources and opportunities for continued collaboration. The sustainability planning team reviewed attendance data, school climate surveys, Sown to Grow wellness data, MTSS information, academic performance indicators, and stakeholder feedback to identify priorities and sustainability strategies. Team members worked together to develop plans for maintaining integrated student supports, strengthening family engagement, sustaining collaborative leadership structures, and expanding community partnerships beyond the life of the CCSPP grant. This collaborative process ensures that sustainability efforts remain responsive to the needs of students, families, staff, and the broader community while supporting continuous improvement and long-term success.

Links for repository or collection that showcases the impact of the work you are doing: (e.g., your Community Schools website, YouTube channel, Instagram, etc.; Please enter N/A if not currently in place.)

(? of 1,000 maximum characters)

N/A

Capacity Building Strategies

Directions: Please respond to each of the questions within the five Capacity Building Strategies.

Suggestions for Completion:

1. In your responses, consider how your school's top three strategies/priorities are advanced by each of the capacity-building strategies.
2. Provide examples or best practices for capacity-building strategies that can help other schools create more actionable plans.
3. Incorporate a structured framework (e.g., short-term, mid-term, and long-term strategies) to support a more strategic approach to sustainability.
4. Encourage input from engaged partners by including a prompt or section to outline how various partners (educators, families, community members) will contribute to capacity-building efforts.

Shared Commitment & Collective Priorities

What strategies are in place to sustain the action(s) aligned to the goals identified in your school's needs and assets assessment? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will sustain its priorities of improving student wellness, attendance, and family engagement by embedding Community School practices into existing systems including MTSS, PBIS, SSC, ELAC, attendance intervention processes, Kimochis social-emotional learning, and Sown to Grow wellness monitoring. Students regularly participate in Kimochis lessons, SEL activities, and Sown to Grow reflections that help staff monitor student well-being and provide timely support. Family engagement opportunities such as Muffins with Mom, Literacy Nights, Movie Nights, Fall Carnival, Valentine Social, Boots with Buddies Family Dance Night, Spring Fair, and End-of-Year Celebrations strengthen school-family partnerships and encourage active participation in school life. Attendance, school climate, wellness, and family engagement data are reviewed regularly to guide continuous improvement and resource allocation.

What strategies/processes are needed in order to continue supporting shared commitments and priorities? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will continue maintaining SSC, ELAC, MTSS, PBIS, and Community School leadership structures that allow families, students, staff, and community partners to participate in decision-making. Short-term efforts include continued use of Parent Square, Class Dojo, and family meetings to gather feedback. Mid-term efforts include increasing student leadership opportunities and expanding participation from underrepresented families. Long-term efforts include leadership development for staff and parents and annual review of attendance, wellness, and climate data to ensure priorities remain aligned to student and family needs.

Centering Community-Based Learning

How will a community-based learning approach to instruction be sustained? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will sustain community-based learning by connecting instruction to students' cultures, experiences, families, and community resources. Teachers will continue implementing culturally responsive instruction, project-based learning, and social-emotional learning through Kimoichis and other classroom activities. Students will engage in projects related to wellness, cultural heritage, attendance awareness, environmental stewardship, and career exploration. Family engagement events such as Literacy Nights, Fall Carnival, Spring Fair, and community celebrations provide opportunities for students to showcase learning and strengthen connections between school and community. Community partners will continue supporting classroom learning through presentations, leadership opportunities, and enrichment activities.

What strategies/processes are needed to maintain continued support for community-based learning? (Provide specific examples; (? of 1,000 maximum characters))

Teachers will continue participating in professional development focused on culturally responsive teaching and project-based learning. PLCs will provide opportunities for teachers to collaborate and design lessons connected to students' cultures, interests, and community experiences. Community partners such as the Delano Fire Department, Delano Police Department, Girl Scouts, and Soroptimist International will continue supporting student learning through presentations, leadership activities, and enrichment opportunities. Student voice, reflection data, and family feedback will be used to refine learning experiences.

Collaborative Leadership

How will the LEA/school sustain shared decision-making structures that have been put in place (e.g., site-based leadership teams)? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will sustain shared decision-making through SSC, ELAC, MTSS teams, PBIS teams, PLCs, and Community School planning meetings. These groups regularly review attendance data, wellness indicators, school climate information, academic outcomes, and stakeholder feedback to guide decisions. Family participation through SSC and ELAC provides opportunities for parents to contribute to school improvement efforts, while staff collaboration through PLCs and MTSS meetings ensures decisions are informed by student needs. These structures have become established components of school operations and will continue beyond the grant period.

What strategies/processes are needed to maintain collaborative leadership? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will continue providing leadership opportunities for teachers, classified staff, parents, and students. Meeting structures, agendas, data reviews, and stakeholder feedback processes will support transparency and shared ownership. Staff will participate in collaborative planning through PLCs, MTSS meetings, and PBIS teams, while parents will continue contributing through SSC, ELAC, and family engagement activities. Annual leadership development opportunities and regular communication will strengthen collaborative leadership and sustainability.

Sustaining Staffing and Resources

What is the plan to sustain core community school staff (e.g., site-based community school coordinator)? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will sustain Community School functions by integrating responsibilities into existing school and district structures. Student wellness and family engagement efforts currently supported through Community Schools funding will continue through MTSS teams, counseling services, Kimochois implementation, PBIS, attendance intervention systems, and family engagement activities. Funding sources including LCFF, Title I, Title II, ELO-P, and district resources will be utilized to support staffing, professional development, student wellness initiatives, and family engagement events. Demonstrating positive outcomes through attendance data, school climate results, family participation rates, and student wellness indicators will support continued investment in Community School staffing and programs.

How will data be tracked and measured to support sustainability and impact going forward? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will continue monitoring attendance rates, chronic absenteeism, school climate survey results, family engagement participation, academic performance, MTSS data, and Sown to Grow wellness indicators. During 2025-26, students completed approximately 2,945 Sown to Grow reflections and staff maintained a 100% response rate to student wellness alerts, demonstrating strong implementation of student support systems. Leadership teams, SSC, and ELAC will review data regularly to evaluate progress, identify needs, and guide resource allocation and continuous improvement efforts.

Strategic Community Partnerships

How will partnerships that have been created to support community school goals be sustained? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary values strategic partnerships that support student success, family well-being, and community engagement. Current partnerships include Community Connections, Kern County Human Services, Child Guidance Clinic, Vision Services, Delano Union High School District, Delano Police Department, Delano Fire Department, Girl Scouts, Soroptimist International, and other civic organizations. These partnerships help provide mental health services, family resources, health screenings, attendance supports, leadership opportunities, and enrichment activities. Community partners are regularly invited to participate in schoolwide events such as Literacy Nights, Fall Carnival, Spring Fair, Movie Nights, Boots with Buddies Family Dance Night, and other family engagement activities. Through ongoing communication, referral systems, and collaborative planning, these partnerships will continue supporting the school's goals of improving attendance, strengthening family engagement, and enhancing student wellness.

How will you measure the effectiveness of community partnerships in achieving educational and community goals? (Provide specific examples; (? of 1,000 maximum characters))

Princeton Street Elementary will evaluate community partnerships using participation data, referral completion rates, attendance outcomes, family engagement metrics, school climate data, and stakeholder feedback. The school will monitor participation in family engagement events such as Muffins with Mom, Literacy Nights, Movie Nights, Fall Carnival, Valentine Social, Boots with Buddies Family Dance Night, Spring Fair, and End-of-Year Celebrations. Additional measures will include the number of families connected to community resources, student participation in enrichment opportunities, counseling referrals completed, attendance improvements, and family survey responses. Data will be reviewed regularly to determine the impact of partnerships on student wellness, family engagement, attendance, and overall school climate.

Whole Child Inventory

The purpose of the Whole Child Inventory is to guide LEAs (Local Education Agencies) and schools in evaluating and sustaining whole-child supports. It is designed to prompt reflection on various aspects of education, including leadership practices, teacher development, and funding strategies. These insights will be used to inform sustainability efforts and identify areas for improvement by helping schools and LEAs make informed decisions about maintaining and enhancing their whole-child initiatives over time.

For each potential support, ask yourself: "Are these whole child and family supports part of my Community Schools Implementation Plan and/or Needs and Assets Assessment?"

If "Yes", please identify efforts that are currently taking place to improve sustainability.

If "No", you **do not** need to move forward with identifying sustainability efforts for that particular support area. Enter "Not Applicable or N/A" in those sections.

Note: Some categories from the Whole Child Inventory have been consolidated.

Collaborative Leadership & Practices

Staff Leadership Development & Opportunities (e.g., teachers, paraprofessionals, custodial, etc)

Staff Leadership Development & Opportunities: Description of activity(ies) you plan on expanding and sustaining.

Princeton Street Elementary will continue expanding teacher leadership through PLCs, MTSS teams, PBIS teams, SSC participation, and Community School implementation activities. Staff participate in professional development focused on culturally responsive practices, Kimochis SEL implementation, attendance improvement, PBIS, and Community Schools strategies.

Staff Leadership Development & Opportunities: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

CCSPP, Title II, LCFF, District Professional Development Funds.

Staff Leadership Development & Opportunities: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue developing teacher leaders, provide ongoing professional learning, and integrate Community School practices into existing leadership structures.

Staff Leadership Development & Opportunities: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

PLC agendas, professional development calendars, SSC minutes.

Parent Leadership Development & Opportunities

Parent Leadership Development & Opportunities:

Description of activity(ies) you plan on expanding and sustaining.

Parents participate in SSC, ELAC, family workshops, parent conferences, and schoolwide events including Muffins with Mom, Literacy Nights, Movie Nights, Fall Carnival, Valentine Social, Boots with Buddies Family Dance Night, Spring Fair, and End-of-Year Celebrations.

Parent Leadership Development & Opportunities:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Title I, LCFF, CCSPS.

Parent Leadership Development & Opportunities:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPS.

Increase parent leadership training and participation in decision-making and school improvement planning.

Parent Leadership Development & Opportunities:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

SSC agendas, ELAC minutes, event flyers, sign-in sheets, Parent Square communications.

Student Leadership Development & Opportunities

Student Leadership Development & Opportunities:

Description of activity(ies) you plan on expanding and sustaining.

Students participate in leadership opportunities through classroom leadership roles, attendance campaigns, wellness activities, PBIS recognition programs, community-based learning projects, and student voice opportunities through Sown to Grow reflections.

Student Leadership Development & Opportunities:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

CCSPP, LCFF.

Student Leadership Development & Opportunities:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand student leadership activities and increase opportunities for student feedback and participation.

Student Leadership Development & Opportunities:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Student leadership agendas, Sown to Grow reports, PBIS recognition records, student survey results.

Shared Decision-Making Bodies that center the voices of students, families & community

Shared Decision-Making Bodies: Description of activity(ies) you plan on expanding and sustaining.

SSC, ELAC, MTSS, PBIS, and Community School leadership teams provide opportunities for students, families, staff, and community members to participate in decision-making and continuous improvement efforts.

Shared Decision-Making Bodies: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, CCSPP.

Shared Decision-Making Bodies: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Increase stakeholder participation and continue regular data reviews and planning meetings.

Shared Decision-Making Bodies: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

SSC minutes, ELAC minutes, governance structure, meeting agendas.

Community & Family Engagement

Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, home visits, regular class information & outreach)

Family Communication & Involvement: Description of activity(ies) you plan on expanding and sustaining.

Parent Square, Class Dojo, parent conferences, home-school communication, family engagement nights, Literacy Nights, Movie Nights, Fall Carnival, Spring Fair, and family celebrations support strong school-family partnerships.

Family Communication & Involvement: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Title I, LCFF, CCSPP.

Family Communication & Involvement: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand communication strategies and increase family participation opportunities.

Family Communication & Involvement: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Parent Square reports, event flyers, conference logs, sign-in sheets.

Adult Education (e.g., GED, English as a Second Language [ESL], Job Training, Naturalization)

Adult Education: Description of activity(ies) you plan on expanding and sustaining.

Princeton currently connects families to community agencies that provide ESL, workforce development, and family support services.

Adult Education: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Community Partnerships.

Adult Education: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand referrals and collaboration with community agencies.

Adult Education: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Partner information and community resource flyers.

Community-Based Curriculum and Pedagogy

Community-Based/Project-Based Learning

Community-Based/Project-Based Learning: Description of activity(ies) you plan on expanding and sustaining.

Students participate in cultural heritage projects like Dia de los Muertos, wellness projects, attendance awareness campaigns, Career Day experiences, and community-connected learning opportunities.

Community-Based/Project-Based Learning: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, Title I, CCSPP.

Community-Based/Project-Based Learning: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand project-based learning opportunities connected to local community issues and student interests.

Community-Based/Project-Based Learning: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Student projects, event programs, classroom presentations, Career Day materials.

Culturally-Sustaining & Responsive Curriculum, Pedagogy, Practices, and Projects

Culturally-Sustaining & Responsive Curriculum:

Description of activity(ies) you plan on expanding and sustaining.

Teachers will incorporate culturally responsive instructional practices, diverse literature, multilingual supports, family experiences, and culturally relevant learning opportunities into instruction.

Culturally-Sustaining & Responsive Curriculum:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Title I, Title II, LCFF.

Culturally-Sustaining & Responsive Curriculum:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPS.

Continue professional development and strengthen culturally responsive teaching practices.

Culturally-Sustaining & Responsive Curriculum:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Lesson plans and multicultural event materials.

Performance Assessments (e.g., capstones, portfolios, etc.)

Performance Assessments:

Description of activity(ies) you plan on expanding and sustaining.

Student presentations, project showcases, wellness projects, and classroom performance tasks provide opportunities for students to demonstrate learning.

Performance Assessments:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, Title I.

Performance Assessments:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Increase opportunities for student exhibitions and project presentations.

Performance Assessments:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Student work samples, project rubrics, showcase programs.

Advisory system to ensure every student has a home base/family group & an advisor who knows them well

Advisory system: Description of activity(ies) you plan on expanding and sustaining.

Teachers serve as primary student advocates through classroom check-ins, Sown to Grow reflections, MTSS processes, attendance monitoring, and family communication.

Advisory system: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, CCSPP.

Advisory system: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue strengthening student-adult connections and wellness monitoring systems.

Advisory system: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Sown to Grow reports, MTSS records, attendance intervention documentation.

Integrated Student Supports and Services

Health Screening & Services (e.g., vision, dental, hearing, nutrition, neurological, physical health)

Health Screening & Services:

Description of activity(ies) you plan on expanding and sustaining.

Students receive vision, hearing, dental, nutrition, and health-related services through district programs and community partnerships.

Health Screening & Services:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, Medi-Cal, Community Partnerships.

Health Screening & Services:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand family awareness and referrals to available services.

Health Screening & Services:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Screening schedules and social media postings

Mental Health Screening & Services (including counseling centers)

Mental Health Screening & Services (including counseling centers): Description of activity(ies) you plan on expanding and sustaining.

Student wellness is supported through Kimochis, Sown to Grow, MTSS, counseling referrals, Child Guidance Clinic partnerships, and SEL supports.

Mental Health Screening & Services (including counseling centers): Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

CCSPP, LCFF, Medi-Cal.

Mental Health Screening & Services (including counseling centers): Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue expanding Tier II and Tier III interventions and counseling supports.

Mental Health Screening & Services (including counseling centers): Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Sown to Grow dashboard, MTSS documentation, referral logs.

Academic Support (e.g., tutoring, specialist, etc.)

Academic Support: Description of activity(ies) you plan on expanding and sustaining.

Small-group instruction, intervention services, differentiated instruction, tutoring, and academic progress monitoring support student achievement.

Academic Support: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Title I, LCFF.

Academic Support: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue intervention programs and data-driven instructional support.

Academic Support: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Intervention schedules, assessment data, MTSS records.

Multi-Tiered System of Support

Multi-Tiered System of Support:

Description of activity(ies) you plan on expanding and sustaining.

MTSS teams review attendance, behavior, academic, and wellness data to identify student needs and coordinate interventions.

Multi-Tiered System of Support:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, Title I, CCSPP.

Multi-Tiered System of Support:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue strengthening intervention systems and progress monitoring.

Multi-Tiered System of Support:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Intervention plans and data review documents.

Coordination of Services (e.g., Coordination of Services Team [COST] team, Positive Behavior Interventions and Supports [PBIS] team)

Coordination of Services:

Description of activity(ies) you plan on expanding and sustaining.

PBIS and MTSS teams coordinate student supports, attendance interventions, wellness monitoring, and behavior supports.

Coordination of Services:

Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, CCSPP.

Coordination of Services:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Maintain regular team meetings and integrated support systems.

Coordination of Services:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Behavior Data

Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

Before School: Description of activity(ies) you plan on expanding and sustaining.

Students participate in academic support, enrichment activities, wellness opportunities, and extended learning programs.

Before School: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

ELO-P, LCFF.

Before School: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Maintain enrollment and expand enrichment opportunities.

Before School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Program schedules.

After School (times/services)

After School: Description of activity(ies) you plan on expanding and sustaining.

Students participate in academic support, enrichment activities, wellness opportunities, and extended learning programs.

After School: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

ELO-P, LCFF.

After School: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Maintain enrollment and expand enrichment opportunities.

After School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Program schedules.

Summer Programs

Summer Programs: Description of activity(ies) you plan on expanding and sustaining.

Students participate in academic support, enrichment activities, wellness opportunities, and extended learning programs.

Summer Programs: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

ELO-P, LCFF.

Summer Programs: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Maintain enrollment and expand enrichment opportunities.

Summer Programs: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Program schedules.

During School (e.g., learning pathways, differentiated instruction, lab times, etc.)

During School: Description of activity(ies) you plan on expanding and sustaining.

Differentiated instruction, intervention services, SEL lessons, Kimochis implementation, Sown to Grow reflections, and PBIS activities occur during the school day.

During School: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, Title I, CCSPP.

During School: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue integrating wellness and academic supports into daily instruction

During School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Master schedules, lesson plans, SEL calendars.

Positive and Restorative School Climate

Practices that help prevent, reduce & eliminate exclusionary discipline (e.g., restorative practices, peer mediation, PBIS etc.)

Restorative practices:

Description of activity(ies) you plan on expanding and sustaining.

BIS systems, restorative conversations, attendance supports, recognition programs, and behavior interventions help maintain a positive school climate.

Restorative practices: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCFF, CCSPP.

Restorative practices: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue staff training and implementation of restorative practices.

Restorative practices: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Behavior data and Recognition record.

Programs & practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices, PBIS, etc.)

Social-emotional skills:

Description of activity(ies) you plan on expanding and sustaining.

Kimochis lessons, Sown to Grow reflections, classroom SEL activities, PBIS, student wellness check-ins, and counseling supports help students develop self-awareness, self-management, and relationship skills

Social-emotional skills: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

CCSPP, LCFF, Title I.

Social-emotional skills:

Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue implementing Kimochis and Sown to Grow and expand SEL supports.

Social-emotional skills:

Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Kimochis lesson plans, Sown to Grow reports, SEL calendars.

Submit

Once the Survey is submitted, no changes can be made. Before you submit the Survey, you may want to review it for completion, grammar, and accuracy.

Select the **Print responses** button to print a copy of the Application. When you select the **Print responses** button, a new window will open showing your print options. Select your printer accordingly.

Important: Remember to return to this page to select the **Submit** button or else the Survey will not be submitted.

Once you select the **Submit** button below, your survey responses will be sent to the California Department of Education and you will be redirected to the department's CCSPP web page. An email confirmation will also be sent from the Snap WebHost to the Program Contact email address provided in this Survey.