



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 CCSSP 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:

Pioneer School

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:	0127712

Cohort:

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Program Contact

Program Contact First Name:

Anna

Program Contact Last Name:

Singh

Program Contact Title:

Principal

Program Contact Email Address:

asingh@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)

Anna Singh (Principal); Leticia Carreno (Vice Principal/Community School Lead); School Counselor; School Psychologist; PBIS/MTSS Team Representatives; Teacher Leaders; School Site Council Representatives; ELAC Representatives; Parent Leaders; Student Leaders; Community Partners including Child Guidance Clinic, Community Connections, Kern County Human Services, Soroptimist International, and Delano community organizations. Building on the 2024–2025 Sustainability Team, Pioneer continues to utilize a collaborative leadership structure that includes staff, families, students, and community partners.

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))

Pioneer's needs and assets assessment identified three primary priorities: improving attendance, strengthening family engagement, and increasing student social-emotional wellness. To sustain these priorities, Pioneer has embedded attendance monitoring, PBIS, MTSS, social-emotional learning, and family engagement activities into existing school systems. Attendance teams regularly review data and implement interventions aligned with Attendance Works best practices. PBIS, Kimochis, Ripple Effects, and Sown To Grow have been integrated into schoolwide climate and wellness efforts. Family engagement structures such as School Site Council, ELAC, ParentSquare communication, and family workshops have become part of the school's annual operating procedures. Funding is increasingly braided through LCAP, Title I, ELO-P, district funds, and community partnerships to reduce reliance on CCSPP funding. This work builds directly on the sustainability strategies established during 2024-2025 and expands them into permanent school structures.

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

Pioneer will continue annual needs assessments, stakeholder surveys, data reviews, and collaborative planning meetings. School Site Council, ELAC, PBIS teams, attendance teams, and leadership teams will review attendance, behavior, climate, and academic data to ensure priorities remain aligned with community needs. Ongoing professional development, stakeholder engagement, and transparent communication through ParentSquare and community meetings will ensure long-term ownership of the Community Schools strategy. Sustainability planning will continue to be integrated into SPSA and LCAP development processes.

Centering Community-Based Learning

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

Pioneer will sustain community-based learning through AVID, career exploration activities, culturally responsive instruction, project-based learning, student leadership opportunities, and partnerships with community organizations. Students will continue connecting classroom learning to real-world issues through service learning, career awareness activities, guest speakers, and projects reflecting local community experiences. Sown To Grow will continue supporting student reflection, goal-setting, and ownership of learning.

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

Professional development in culturally responsive teaching, AVID strategies, project-based learning, and community-connected instruction will continue through district and site training opportunities. Community partnerships will be leveraged to provide authentic learning experiences. Student work will be showcased through family nights, AVID activities, student leadership presentations, and community events. Community-based learning practices will be incorporated into instructional planning and school improvement efforts.

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))

Pioneer will continue utilizing School Site Council, ELAC, PBIS teams, attendance teams, teacher leadership teams, parent leadership groups, and student leadership opportunities as formal decision-making structures. These groups will continue reviewing data, providing input on school priorities, and participating in continuous improvement efforts. Leadership meetings will remain embedded in the annual school calendar, ensuring stakeholder voice remains central to decision-making.

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

Pioneer will continue leadership development opportunities for staff, parents, and students through training, workshops, conferences, and participation in school governance structures. Shared leadership practices will be reinforced through transparent communication, routine feedback collection, collaborative planning, and recognition of stakeholder contributions. Leadership capacity will be developed across stakeholder groups to ensure sustainability beyond staff transitions.

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))

Pioneer will sustain community school functions by embedding responsibilities within existing leadership and student support positions, including administrators, counselors, psychologists, PBIS leaders, attendance teams, and teacher leaders. Community School functions will increasingly be supported through braided funding sources including LCAP, Title I, ELO-P, LCFF, district funds, and partner contributions. Community Schools priorities have been integrated into district planning processes, helping ensure long-term sustainability beyond the grant period.

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

Pioneer will continue utilizing attendance reports, PBIS data, discipline data, climate surveys, Sown To Grow reflections, family engagement participation data, academic performance measures, and MTSS progress monitoring systems. Data teams will review outcomes regularly and use findings to guide resource allocation, intervention planning, and continuous improvement efforts. Data dashboards, annual reviews, and stakeholder reports will provide transparency and demonstrate impact.

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))

Pioneer will continue strengthening partnerships with Child Guidance Clinic, Community Connections, Kern County Human Services, vision providers, Delano Police Department, Delano Fire Department, Soroptimist International, Girl Scouts, CVOS, and other community organizations. Partnership roles and expectations will be formalized through ongoing collaboration, referrals, event participation, and service coordination. Community partners will remain active participants in family events, resource fairs, wellness supports, and student enrichment opportunities.

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

Partnership effectiveness will be measured through participation rates, attendance outcomes, referral completion rates, family engagement data, student wellness indicators, and stakeholder feedback. Annual partnership reviews will assess impact, alignment with school priorities, and opportunities for expansion. Success will be measured by improvements in attendance, school climate, wellness, family engagement, and access to services.

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.

Pioneer will continue expanding teacher, classified staff, counselor, and administrator leadership opportunities through PBIS leadership teams, MTSS teams, AVID leadership, Community Schools planning teams, attendance teams, and professional learning communities. Staff participate in training focused on culturally responsive practices, restorative approaches, trauma-informed care, social-emotional learning, and continuous improvement.

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

CCSPP, LCAP, Title II, General Fund, District Professional Development Funds.

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

Institutionalize leadership responsibilities within existing job roles, expand mentoring opportunities for new staff, and embed Community Schools leadership responsibilities into annual school improvement planning.

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)).

PBIS Team Agendas, PLC Agendas, Staff Development Calendars, AVID Leadership Plans, School Site Council Minutes.

Parent Leadership Development & Opportunities

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

Parents participate through School Site Council, ELAC, parent workshops, attendance meetings, and family engagement events. Parent leadership opportunities focus on advocacy, attendance awareness, supporting student learning, and school governance.

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

Title I Parent Engagement, LCAP, CCSPP, District Family Engagement Funds.

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

Expand leadership training opportunities, recruit additional parent representatives, and increase participation from multilingual and historically underrepresented families.

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, Family Workshop Agendas, 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 activities through PBIS leadership opportunities, attendance recognition programs, student voice surveys, AVID activities, peer mentoring, classroom leadership roles, and schoolwide service projects.

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

CCSPP, LCAP, Student Activities Funds, General Fund.

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

Expand student leadership participation in school climate initiatives, attendance campaigns, PBIS recognition events, and school improvement planning.

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, Student Survey Results, PBIS Student Recognition Events.

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.

School Site Council, ELAC, PBIS Teams, Attendance Teams, MTSS Teams, and family engagement committees provide ongoing stakeholder input into school planning and improvement efforts.

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

LCAP, General Fund, CCSPP.

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

Continue regular meetings, strengthen student voice representation, and improve stakeholder participation through expanded outreach efforts.

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)).

Meeting Agendas, Meeting Minutes, School Governance Structures.

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.

Pioneer utilizes ParentSquare, Aeries Parent Portal, conferences, family nights, workshops, attendance outreach, newsletters, phone calls, and community events to maintain regular communication with families.

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

Title I, LCAP, District Communication Funds.

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

Increase family utilization of ParentSquare and Aeries, expand multilingual communications, and strengthen attendance outreach efforts.

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)).

ParentSquare Reports, Family Event Flyers, Communication Logs.

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.

Pioneer collaborates with community partners to connect families to ESL classes, workforce development resources, parenting workshops, and community services.

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

Community Partnerships, Adult Education Providers, District Partnerships.

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

Increase referrals to community-based adult education programs and expand family resource workshops.

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)).

Community Resource Flyers, Partner Agreements, Workshop Sign-In Sheets.

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 career exploration activities, community-connected projects, AVID learning experiences, and classroom activities that connect academic learning to local community issues and opportunities.

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

LCAP, Title I, CCSPP, General Fund.

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

Expand community partner involvement, increase project-based learning opportunities, and strengthen career awareness activities.

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, Career Exploration Activities, Classroom Presentations.

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

Culturally-Sustaining & Responsive Curriculum: Description of activity(ies) you plan on expanding and sustaining.

Teachers utilize culturally responsive instructional practices that reflect student backgrounds, languages, and experiences. Instruction emphasizes inclusion, belonging, and equity.

Culturally-Sustaining & Responsive Curriculum: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCAP, Title III, Title I.

Culturally-Sustaining & Responsive Curriculum: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue professional development and curriculum alignment supporting culturally responsive instruction.

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)).

Professional Development Agendas, Lesson Plans, Curriculum Resources.

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

Performance Assessments:

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

Students demonstrate learning through projects, presentations, AVID activities, goal-setting reflections, and classroom performance tasks.

Performance Assessments:

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

General Fund, LCAP.

Performance Assessments:

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

Increase student opportunities to showcase learning through community presentations and exhibitions.

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 Portfolios, Presentations, Showcase Events.

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.

Students are supported through teacher relationships, counseling services, MTSS interventions, PBIS supports, attendance monitoring, and Sown To Grow goal-setting and reflection practices.

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

LCAP, CCSPP, General Fund.

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

Strengthen student-adult connections and expand student goal-setting opportunities.

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, Counseling Logs, MTSS 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, nutritional, and health screenings through school services and community partnerships. Referrals are provided when additional services are needed.

Health Screening & Services:

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

District Funds, LCAP, Community Partnerships, Medi-Cal Programs.

Health Screening & Services:

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

Expand family awareness of available services and strengthen referral systems.

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, Partnership Agreements, Referral Logs.

Mental Health Screening & Services (including counseling centers)

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

Students receive counseling services, mental health referrals, crisis response support, SEL instruction, and wellness supports through partnerships including Child Guidance Clinic. Kimochis, Ripple Effects, and Sown To Grow support prevention and intervention efforts.

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, LCAP, Medi-Cal, County Mental Health Programs.

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

Maintain community partnerships, increase staff awareness of referral processes, and expand SEL implementation.

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)).

MOU Agreements, Counseling Referral Forms, SEL Program Documentation.

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

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

Students receive intervention support, differentiated instruction, small-group instruction, tutoring, and MTSS interventions during and after school.

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

Title I, LCAP, ELO-P, General Fund.

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

Continue intervention services and strengthen data-driven student support systems.

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, MTSS Data, Academic Progress Reports.

Multi-Tiered System of Support

Multi-Tiered System of Support: Description of activity(ies) you plan on expanding and sustaining.

Pioneer utilizes MTSS to address academic, attendance, behavioral, and social-emotional needs through tiered interventions and progress monitoring.

Multi-Tiered System of Support: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

LCAP, Title I, CCSPP.

Multi-Tiered System of Support: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Continue MTSS team meetings and improve intervention tracking systems.

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)).

MTSS Meeting Notes, Intervention Tracking Reports.

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, MTSS, attendance teams, counselors, administrators, and teachers collaborate to identify and support students needing additional interventions.

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

LCAP, CCSPP, General Fund.

Coordination of Services: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Formalize referral systems and strengthen collaboration among support teams.

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)).

PBIS Team Minutes, Attendance Team Agendas, Referral Logs.

Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

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

Students have access to supervision, breakfast, attendance support, and academic readiness activities before school.

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

General Fund, LCAP, Child Nutrition Programs.

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

Improve attendance outreach and participation in morning support services.

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)).

Attendance Logs, Breakfast Program Reports.

After School (times/services)

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

Students participate in academic support, enrichment, STEM activities, arts, SEL programming, and recreational opportunities.

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

ELO-P, LCAP, CCSPP.

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

Expand enrollment opportunities and community partnerships supporting enrichment.

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, Attendance Rosters, Activity Flyers.

Summer Programs

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

Summer programs provide academic enrichment, intervention support, SEL opportunities, and transition activities to reduce learning loss.

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

ELO-P, LCAP, District Funds.

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

Increase student participation and align summer supports with MTSS priorities.

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)).

Summer School Schedules, Enrollment Reports.

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

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

Students receive differentiated instruction, intervention supports, AVID strategies, flexible grouping, and targeted academic assistance throughout the school day.

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

LCAP, Title I, General Fund.

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

Continue integrating intervention supports and data-driven instructional practices.

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 Schedule, Intervention Plans, Classroom Walkthrough Data.

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.

Pioneer implements PBIS, restorative practices, behavior interventions, student recognition systems, and positive school climate initiatives to reduce discipline incidents and improve behavior outcomes.

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

LCAP, CCSPP, General Fund.

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

Continue PBIS implementation fidelity reviews and restorative practices training.

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)).

PBIS Assessments, Behavior Data Reports, Restorative Practice Documentation.

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.

Students participate in Kimochis, Ripple Effects, Sown To Grow, PBIS lessons, classroom SEL activities, and counseling-supported social-emotional learning opportunities that promote self-awareness, self-management, relationship skills, and responsible decision-making.

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

CCSPP, LCAP, Title I.

Social-emotional skills: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Expand staff training, monitor SEL outcomes, and integrate SEL practices into all school settings.

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 Lessons, Ripple Effects Usage Reports, Sown To Grow Data, SEL Professional Development Agendas.

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.