sssb-wcd-jul23item01

Attachment 2

Page 1 of 2

# **Bipartisan Safer Communities Act-Stronger Connections Grant Survey**

1. The California Department of Education is considering the following elements in determining the definition of high need:

*Local Educational Agencies (LEAs) with high concentration of students from low-income families, English learners, and students in foster care, plus one or more of the following characteristics in the table below:*

Please rank each element from lowest to highest importance and provide any other characteristics you think are necessary in a definition of high need.

| **Suggested Criteria for High Need Definition** | **Lowest 1** | **2** | **3** | **4** | **Highest 5** |
| --- | --- | --- | --- | --- | --- |
| A chronic absenteeism rate higher than the state average | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| An exclusionary discipline (in and out of school suspension) rate higher than the state average | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| A school stability rate lower than the state average | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| A dropout rate higher than the state average | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |

Comments or suggestions regarding these or other elements to define “high need”

*[Enter comments]*

1. Part of the design of the competitive grant is to prioritize the use of funds to provide healthy, safe, and supportive learning opportunities and environments for students.

Please rank the importance of the following strategies and approaches to improve safety and student outcomes from 1 (lowest) to 5 (highest)

| **Strategies/Approaches** | **Lowest 1** | **2** | **3** | **4** | **Highest 5** |
| --- | --- | --- | --- | --- | --- |
| Implementation of social emotional learning programs | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Professional development and training for all school staff in trauma identification and trauma-informed care | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Implementation of restorative practices and restorative justice models | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Implementation of programs that positively transform school climate and provide consistent and fair expectations for all students | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Establishing partnerships with community-based organizations | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Adding or increasing staff within an LEA whose primary purpose is to address ongoing chronic attendance problems | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Adding or increasing staff within an LEA whose primary purpose is to address the mental health needs of students | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Forming behavioral threat assessment teams or multi-disciplinary teams to evaluate possible threats of harm to students | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |
| Enhancing LEAs’/schools’ ability to develop high quality comprehensive school safety plans | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* | *[enter mark]* |

Comments or suggestions for these or other strategies or approaches that should be prioritized to improve student health, safety, well-being or connectedness.

*[Enter comments]*