



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:

El Tejon Unified School District

School Site Name:

Frazier Mountain High 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:	<input type="text" value="15"/>
District Code:	<input type="text" value="75168"/>
School Code:	<input type="text" value="1530401"/>

Cohort:

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Program Contact

Program Contact First Name:	<input type="text" value="Corey"/>
Program Contact Last Name:	<input type="text" value="Hansen"/>
Program Contact Title:	<input type="text" value="Community School Grant Director"/>
Program Contact Email Address:	<input type="text" value="chansen@el-tejon.k12.ca.us"/>

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)

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)

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))

Frazier Mountain High School continues to support its Community School priorities through a clear cycle of planning, taking action, reviewing results, and making improvements. These efforts are connected to district goals focused on student connectedness, attendance, academics, behavior, and whole-child support. The school uses attendance, academic, and behavior data to identify student needs and guide decisions. Support services are coordinated with community partners such as the Mountain Communities Family Resource Center, which helps connect students and families to needed resources. The school also focuses on restorative practices, academic support, and social-emotional learning. These systems are built into regular staff collaboration, school planning, and district planning so the work can continue over time. Student Voice and Safe School Ambassadors also help guide improvements by sharing student input and supporting a positive school culture.

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

At Frazier Mountain High School, we keep our Community School goals strong by working together in clear and consistent ways. Our advisory groups include staff, families, students, and community partners who help review student needs and guide next steps. We make sure our work connects to our school and district plans, including the LCAP and SPSA, so that time, funding, and support are focused on what students need most. This helps us stay organized, use resources wisely, and continue building programs that support attendance, academics, school climate, and student well-being.

Centering Community-Based Learning

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

Frazier Mountain High School supports community-based learning by connecting classroom instruction to real-world experiences. These efforts focus on student engagement, school connectedness, and college and career readiness. Using student interest, job skills inventories, and community partners for supervise work experience provides community based learning approaches to instruction.

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

Frazier Mountain High School will continue to support community-based learning by working together and keeping all efforts connected to student needs. Teachers will use PLC time to plan lessons, review student progress, and find ways for community partners to support instruction, mentoring, and enrichment. Staff training will continue to help teachers build hands-on, project-based, and culturally relevant learning opportunities. Students will help guide decisions through leadership groups, families will share input through committees and school events, and community partners will stay involved by supporting learning activities, career exploration, and student services.

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))

Frazier Mountain High School keeps shared decision-making strong by bringing many voices together. Groups such as the Community School Advisory Committee, School Site Council, ELAC, Parenting Partners, PTSO, Safe School Ambassadors, families, students, staff, and community partners all help guide decisions. These groups meet regularly to look at school data, discuss student needs, and share ideas about engagement, attendance, enrichment, and student support. Their input helps the school make better decisions and continue improving programs and services for students and families.

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

Frazier Mountain High School keeps leadership and teamwork strong by using clear and consistent systems. Meetings are held regularly, and everyone has a clear role so staff, families, students, and community partners can take part. Staff also use a Plan-Do-Study-Act process, which means they plan actions, try them, review the results, and make improvements. This helps the school continue to grow, solve problems, and keep programs strong over time.

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))

Frazier Mountain High School supports and sustains staff by remembering the trust families place in us to care for their children. Our Community School Coordinator plays an important role in connecting students and families to services, building partnerships, and helping programs run smoothly. To keep this work strong, staff and partners are trained to share responsibility and support coordination efforts. Over time, families, staff, students, and community partners all help identify needs, build relationships, and make sure every student has steady and reliable support.

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

At Frazier Mountain High School, data helps us understand the voices and experiences of our students and families. We look at attendance, behavior, grades, academic progress, and survey feedback to better understand what students need and how well our programs and services are working. This information helps us make sure students and families have access to the right supports.

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))

At Frazier Mountain High School, our partnerships are built on trust, relationships, and a shared goal of helping students and families. We stay in regular contact with our community partners so services are easy to access and meet real student needs. These partnerships are strengthened through formal agreements, regular schedules, and participation in school advisory committees. Students, families, staff, and partners continue to share ideas and feedback so our supports stay meaningful, useful, and focused on helping students succeed.

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

At Frazier Mountain High School, we measure the success of our partnerships by how supported and connected students and families feel. We look at things like participation in services, attendance, student needs, and input shared during advisory meetings. We also ask our partners for feedback so we can keep improving the services we offer. Over time, we use this information to make better decisions, see what is working, and identify where we can grow. We also talk with families and continue adding to our asset maps so we know what resources are available and can connect students and families to the right support in the future.

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.

At Frazier Mountain High School, staff leadership means that all adults on campus have a role in helping students succeed. Teachers, counselors, support staff, and administrators are given chances to lead, learn, and improve the way we support students. Staff have participated in professional learning, anti-bullying work, social-emotional learning, language leadership, and targeted professional development connected to student needs. These trainings help staff build stronger relationships with students, create safer classrooms, and respond to challenges in supportive ways.

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

FMHS has also supported staff learning through programs and partnerships focused on restorative practices. Student Voice Ambassadors, PLC improvement, and parent education workshops. Workshops for families have included topics such as understanding school systems, routines, and ways to support student success. These efforts help staff, students, families, and community partners work together as one team.

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

Funding for staff leadership and professional development has come from a mix of sources, including CCSPP, Expanded Learning funds, Perseverance Education, California Homeless Education supports, and other district resources. These funds have helped provide training, student support strategies, and programs that strengthen the school community. To keep this work going beyond CCSPP funding, FMHS will continue building staff skills, using PLC time, involving advisory committees, and strengthening partnerships. The goal is to make sure the work does not depend on one person or one funding source. By training staff, sharing leadership, and building strong systems, FMHS can continue supporting students, families, and the whole school community over time.

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)).

MOUs have been established with multiple companies, community agencies, and specialists to provide services and supports, Social media websites are underway

Parent Leadership Development & Opportunities

Parent Leadership Development & Opportunities:

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

At Frazier Mountain High School, parent leadership is built on trust, relationships, and the belief that families should have a voice in the education and support their children receive. FMHS will continue expanding parent leadership opportunities through family workshops, advisory committees, school events, and partnerships with the Mountain Communities Family Resource Center and other community organizations. These opportunities will help families learn about school programs, share their needs, access resources, and take an active role in supporting student success.

Parent Leadership Development & Opportunities:

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

Funding for parent leadership development is supported through braided funding sources, including LCFF, LCAP family engagement funds, CCSPP, and partnerships with the Mountain Communities Family Resource Center and other community partners. These combined resources help provide workshops, outreach, translation, childcare, meals, transportation support, and other services that make it easier for families to participate.

Parent Leadership Development & Opportunities:

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

To sustain parent leadership beyond CCSPP funding, FMHS will continue building family voice into existing school systems such as advisory committees, SSC, ELAC, LCAP input meetings, and schoolwide events. The school will also continue offering flexible meeting times, multilingual communication, parent training, and direct outreach to families who may face barriers to participation. By connecting parent leadership to LCAP goals and school priorities, FMHS will help ensure this work remains funded, valued, and part of the school's long-term improvement efforts.

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)).

Agendas, Meeting Minutes, MOUS and Leadership PLC Data forms are all available.

Student Leadership Development & Opportunities

Student Leadership Development & Opportunities:

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

At Frazier Mountain High School, student leadership is built by giving students real opportunities to use their voices, solve problems, and make a positive difference on campus and in the community. FMHS will continue expanding and sustaining programs such as ASB, Academy, SVA, and other student leadership groups. Through these programs, students review data, identify school needs, plan awareness activities, support prevention efforts, create public service announcements, and practice advocacy skills. Students also help with school events, community projects, and partnerships with local organizations, which helps them build responsibility, confidence, and a stronger sense of belonging.

Student Leadership Development & Opportunities:

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

Funding for student leadership development is supported through a combination of sources, including CCSPP, Expanded Learning funds, LCAP, prevention programs such as SWAT, and community partnerships. These funds help provide training, materials, transportation, student activities, leadership events, and opportunities for students to participate in meaningful learning beyond the classroom. Partnerships with local agencies and organizations also help provide resources, mentoring, and real-world experiences for students.

Student Leadership Development & Opportunities:

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

To sustain student leadership beyond CCSPP funding, FMHS will continue building student voice into regular school systems, including advisory committees, school climate efforts, prevention programs, and campus improvement planning. The school will work to create clear leadership pathways across grade levels so more students can participate each year. FMHS will also continue partnering with community organizations to provide ongoing training, mentorship, and opportunities for students to lead projects that support their school and community.

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)).

Agendas, Meeting Minutes, MOUS and Field trip description forms are all available

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.

At Frazier Mountain High School, shared decision-making is supported through the Community School Advisory Committee and other school leadership groups. These groups include staff, students, families, and community partners who work together to identify school needs and help create solutions. FMHS will continue expanding and sustaining subcommittees focused on important areas such as attendance, wellness, student engagement, family support, enrichment, and college and career readiness. By including many voices, the school ensures that decisions reflect the real experiences and needs of students and families.

Shared Decision-Making

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

This work is supported through a combination of funding sources, including CCSPP, LCFF through LCAP stakeholder engagement, and Title I funds. Community partners also provide in-kind support through services, resources, time, training, and participation in meetings and school events. These combined resources help FMHS continue to involve families, students, staff, and partners in meaningful decision-making.

Shared Decision-Making

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

To sustain shared decision-making beyond CCSPP funding, FMHS will continue connecting these structures to existing school systems such as School Site Council, ELAC, LCAP input meetings, advisory committees, and site planning processes. The school will also continue using the Plan-Do-Study-Act cycle to review data, take action, study results, and make improvements. By building shared decision-making into regular school practices, FMHS can keep students, families, and partners involved in shaping programs, services, and supports for years to come.

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)).

Agendas, Meeting Minutes, Parent Night Slides and invitations are available.

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.

Frazier Mountain High School uses many ways to communicate with families and keep them involved. This includes home visits, phone calls, text messages, social media, newsletters, weekly bulletins, school website updates, and regular meetings such as the Community School Advisory Committee, School Site Council (SSC), ELAC, and LCAP input meetings. FMHS will continue expanding flexible meeting options, including in-person, virtual, and hybrid formats, so more families can participate. The school will also continue using surveys, needs assessments, and direct family feedback to better understand what families need, including families experiencing housing insecurity or other barriers.

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

Funding for family communication and involvement is supported through braided resources, including LCFF/LCAP, Title I, CCSPP, and other student and family support funds. These funds help support communication tools, translation, outreach, family liaison or support staff roles, meetings, workshops, and family engagement events. Community partners also provide shared resources and coordinated services that help families access support more easily.

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

To sustain this work beyond CCSPP funding, FMHS will continue aligning family communication and involvement efforts with LCAP goals, school improvement planning, and existing family engagement systems. The school will also expand parent leadership opportunities so families can continue helping guide decisions and support school improvement. Ongoing MOUs and partnerships with community organizations will help ensure families continue to have access to services, resources, and meaningful opportunities to stay connected to the school.

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)).

MOUs and Field trip description forms are all available

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.

Frazier Mountain High School will continue expanding adult education opportunities by working with the Mountain Communities Family Resource Center and other community partners. These opportunities may include financial literacy, help accessing benefits such as CalFresh and Medi-Cal, enrollment support, case management, and referrals to needed services. FMHS will also work to connect families to adult education options such as job readiness, ESL classes, GED preparation, testing support, and other programs that help adults build skills and access new opportunities.

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

CCSPP is currently the primary funding source for these adult education efforts. FMHS will also explore ways to braid funding with other resources, including LCAP family engagement funds, community partner support, adult education programs, and in-kind services. These combined resources can help provide workshops, outreach, referrals, translation, and support for families who may need help accessing education, employment, or basic needs services.

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

To sustain adult education opportunities beyond CCSPP funding, FMHS will continue strengthening referral systems and building stronger partnerships with local colleges, adult education providers, workforce programs, and community organizations. The school will also use family feedback and needs assessments to identify the types of adult learning opportunities that are most helpful. By connecting adult education to existing family engagement systems and community partnerships, FMHS can continue helping families access resources, build skills, and support long-term success.

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)).

MOUS and Field trip description forms are all available

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.

Frazier Mountain High School will continue expanding community-based and project-based learning by connecting classroom instruction to real-world experiences. Students will participate in projects such as community service, schoolwide awareness campaigns, agriculture and natural resources projects, and problem-solving activities connected to local needs. These experiences may include working with local ranches, agriculture partners, businesses, and community organizations so students can build practical skills while making a positive impact in their community.

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

Funding for community-based and project-based learning is supported through braided resources, including LCFF/LCAP, CTEIG funds, CCSPP, Expanded Learning funds, and other grant opportunities. Community partners also provide in-kind support, materials, expertise, mentoring, and real-world learning experiences. These combined resources help FMHS offer hands-on learning opportunities that connect students to college, career, and community pathways.

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

To sustain this work beyond CCSPP funding, FMHS will continue gathering student, family, and community input through surveys, including opportunities such as Spring Carnival and other school events. Professional development will focus on helping teachers design strong project-based lessons connected to real community needs. FMHS will also continue strengthening partnerships with local businesses, ranches, agriculture organizations, and community groups to provide ongoing real-world learning opportunities and long-term support.

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)).

MOUS and Field trip description forms are all available

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

Culturally-Sustaining & Responsive Curriculum:

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

Frazier Mountain High School will continue expanding culturally-sustaining and responsive curriculum by making learning more connected to students' lives, backgrounds, interests, and community. Teachers will use strategies aligned to the California ELA/ELD Framework, project-based learning, and real-world instruction to help students see meaning in what they are learning. Student leadership groups will also play an important role by reviewing school data and leading efforts around student needs, such as attendance, school climate, and student support.

Culturally-Sustaining & Responsive Curriculum:

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

Programs such as FFA, expanded learning, career pathways, and community service will help students connect their learning to the world around them. Students will have opportunities to work with local businesses, the Chamber of Commerce, the Mountain Communities Family Resource Center, agriculture partners, and other community organizations.

Culturally-Sustaining & Responsive Curriculum:

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

Funding for this work will come from braided sources, including LCFF through LCAP-aligned priorities, CCSPP funds, Expanded Learning funds, CTE resources, and community partner support. To sustain these programs beyond CCSPP funding, FMHS will build them into regular school planning, staff collaboration, and professional development. The school will continue listening to students and families, reviewing what is working, and making improvements so that every student feels seen, supported, and connected to meaningful learning.

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)).

MOUS and Field trip description forms are all available

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

Performance Assessments:

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

Frazier Mountain High School will continue expanding performance assessments that allow students to show what they know in meaningful and real-world ways. These assessments may include capstone projects, student portfolios, presentations, demonstrations, career pathway projects, written reflections, and community-based learning experiences. Students will use these opportunities to share their growth, explain their learning, and connect classroom skills to college, career, and life beyond high school.

Performance Assessments:

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

Performance assessments will be connected to core classes, CTE pathways, expanded learning programs, and student leadership opportunities. Students may build portfolios that include work samples, career exploration activities, resumes, service-learning reflections, project evidence, and goal-setting documents. Capstone-style projects will give students the chance to research a topic, solve a problem, present their learning, and receive feedback from teachers, peers, families, and community partners.

Performance Assessments:

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

Funding for performance assessments may be supported through LCFF/LCAP, CCSP, Expanded Learning funds, CTE resources, and community partner support. To sustain this work beyond CCSP funding, FMHS will build performance assessments into regular classroom instruction, pathway programs, advisory systems, and graduation-readiness planning. Teachers will continue using PLC time and professional development to create clear expectations, rubrics, and student supports so all students can successfully demonstrate their learning and growth.

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)).

Dashboard College and Career Data, Project submissions and rubrics

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.

Frazier Mountain High School will continue to strengthen its advisory system as a regular way to support students. Advisory gives students time to build relationships with trusted adults, check on their grades and progress, set goals, and focus on personal growth. This system also connects to Student Voice Ambassadors, Safe School Ambassadors, social-emotional learning, and support from partners such as Maricruz Ortiz and Suellen Brown . Advisory lessons may include topics such as mental health, school climate, attendance, goal setting, and making positive choices.

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

Funding for the advisory system is supported through LCFF, LCAP-aligned priorities, CCSPP, Expanded Learning funds, and other intervention supports. Community School partnerships also help provide services, lessons, and resources that strengthen advisory without creating an extra program or separate schedule.

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

To keep advisory going beyond CCSPP funding, FMHS will make it part of regular school systems and schoolwide goals in the LCAP and SPSA. Staff will continue to receive training on relationship-building, student support, and running advisory in a consistent way. The school will also continue using student and family input, needs assessments, and improvement cycles to make advisory stronger over time.

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)).

MOUS and Field trip description forms are all available

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.

Frazier Mountain High School will continue to strengthen its advisory system as a consistent way to support students during the school day. Advisory gives students time to build relationships with trusted adults, monitor grades and progress, set goals, and focus on personal growth. This system also connects with Student Voice Ambassadors, Safe School Ambassadors, social-emotional learning, and support from partners such as Dr. David Sandles and Maria Martinez. Advisory lessons may include topics such as mental health, school climate, attendance, goal setting, positive choices, and student leadership.

Health Screening & Services:

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

Advisory also serves as a bridge between school and home by helping staff identify student needs early and connect students and families to support. Funding for the advisory system is supported through LCFF, LCAP-aligned priorities, CCSPP, Expanded Learning funds, and other intervention supports. Community School partnerships also provide services, lessons, resources, and student support that strengthen advisory without creating a separate program or schedule.

Health Screening & Services:

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

To sustain advisory beyond CCSPP funding, FMHS will continue building it into regular school systems and schoolwide priorities listed in the LCAP and SPSA. Staff will receive ongoing training in relationship-building, student support, and effective advisory practices so advisory is consistent across classrooms. FMHS will also continue using needs and asset assessments, student and family feedback, continuous improvement cycles, student leadership, and community partnerships to keep advisory meaningful and responsive to student needs.

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)).

MOUS and Field trip description forms are all available

Mental Health Screening & Services (including counseling centers)

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

Frazier Mountain High School will continue expanding and sustaining health screenings and services so students and families can access support more easily. Through community partnerships, students may receive on-campus or connected services such as vision screenings, medical services through mobile health clinics, counseling, hygiene support, and referrals to local providers. FMHS will also continue working with partners who help families access resources such as Medi-Cal, CalFresh, WIC, preventative health care, health education, nutrition information, and wellness 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).

Health services are supported through braided funding sources, including CCSPP, LCFF/LCAP, Medi-Cal Administrative Activities reimbursement when available, and support from community partners. Additional services and referrals are provided through the Community Schools model and partnerships with organizations such as the Mountain Communities Family Resource Center, mobile health clinics, counseling providers, and other local service agencies. These partnerships help reduce barriers and make it easier for students and families to be connected to care.

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

To sustain health services beyond CCSPP funding, FMHS will continue building health supports into school systems, LCAP priorities, and community partnership agreements. The school will keep strengthening referral processes so students and families are consistently connected to services when needs are identified. Ongoing needs assessments, family input, and data review will help FMHS identify gaps, adjust services, and align resources to the changing health and wellness needs of students and families.

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)).

MOUS and Field trip description forms are all available

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

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

Frazier Mountain High School will continue expanding and sustaining mental health services as an important part of supporting the whole student. Students will have access to on-campus counseling services, counseling center support, individual and group counseling, and safe spaces where they can talk about challenges and receive help. Mental health support will also be connected to advisory, restorative practices, social-emotional learning, check-in/check-out systems, and other student support programs. Staff will continue working to recognize early warning signs and refer students to the right services as soon as possible.

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

Mental health services are supported through braided funding sources, including CCSPP, LCFF/LCAP, Expanded Learning funds, and partnerships such as Perseverance Education and other counseling providers. Additional support is built into existing staffing, advisory systems, restorative practices, and community school partnerships. These combined resources help FMHS provide students with consistent access to caring adults, counseling support, and mental health resources.

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

To sustain mental health services beyond CCSPP funding, FMHS will continue building these supports into regular school systems, LCAP priorities, and site planning. The school will also build internal capacity by providing ongoing staff training in mental health awareness, relationship-building, restorative practices, and referral processes. Partnerships will be maintained through updated agreements, regular communication, and continuous improvement cycles that help the school monitor student needs, review what is working, and keep mental health support as a long-term priority.

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)).

MOUS and Field trip description forms are all available

Multi-Tiered System of Support

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

Frazier Mountain High School will continue expanding and sustaining academic supports that help meet the needs of all students. Academic support will be built into the school day through classroom instruction, intervention time, small-group support, and regular review of student progress. Staff will use tools such as assessments, Illuminate, and common formative assessments created through PLCs to identify student needs early and provide support. Students will also have access to tutoring, enrichment programs, expanded learning opportunities, and hands-on learning experiences that strengthen academic growth while increasing student engagement. Strategies such as KCSOS Math Talks and Tasks will continue to support grade-level learning and critical thinking.

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

Academic supports are funded through a braided approach that includes LCFF funds aligned to LCAP goals for student achievement and intervention, Title I funds for targeted support, Title III funds for English learner services, site-based staffing allocations, professional development funds, CCSPP, and Expanded Learning resources. Community partnerships also help support academic growth by providing enrichment, mentoring, real-world learning, and additional student services.

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

To sustain academic supports beyond CCSPP funding, FMHS will continue building intervention systems into regular school structures such as PLC cycles, the master schedule, advisory, classroom instruction, and targeted support time. The school will also build internal capacity by developing teacher leaders who can model effective instructional strategies and support collaboration among staff. FMHS will continue using needs and asset assessments, student data, and Plan-Do-Study-Act improvement cycles to review what is working, identify gaps, and make sure resources are focused on student needs.

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)).

MOUS and Field trip description forms are all available

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.

Frazier Mountain High School will continue strengthening its Multi-Tiered System of Support, also known as MTSS, to support the whole student. MTSS helps the school identify student needs early and provide the right level of support in academics, behavior, attendance, social-emotional learning, and mental health. Staff will use data such as attendance, grades, behavior referrals, assessments, and common formative assessments to determine which students need additional help.

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

MTSS efforts are supported through braided funding sources, including LCFF funds aligned to LCAP goals, CCSPP, Title I, Title III, Expanded Learning funds, site-based discretionary funds, and community partner support. These resources help provide intervention programs, staff training, counseling support, academic assistance, enrichment opportunities, and family services

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

To sustain MTSS beyond CCSPP funding, FMHS will continue building these supports into regular school systems, including PLCs, advisory, the master schedule, student support meetings, LCAP goals, and SPSA planning. Staff will continue receiving professional development in differentiation, intervention strategies, restorative practices, behavior supports, and social-emotional learning

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)).

MOUS and Field trip description forms are all available

Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

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

Frazier Mountain High School will continue expanding and sustaining before-school programs that give students a safe, supportive place to begin the day. These programs may include academic support, enrichment activities, physical activity, quiet study time, and opportunities for students to connect with caring adults before classes begin.

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

Before-school programs are supported through braided funding sources, including ELO-P as the primary source, LCFF, Title I intervention funds, CCSPP, and community partner support. These resources help provide staffing, supplies, transportation support, meals or snacks when available, academic intervention, and enrichment opportunities.

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

To sustain before-school programming beyond CCSPP funding, FMHS will continue aligning these programs with student needs, LCAP goals, and schoolwide priorities.

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)).

MOUs and Field trip description forms are all available

After School (times/services)

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

Frazier Mountain High School will continue expanding and sustaining after-school programs that support academics, student growth, enrichment, and career exploration. These programs may include tutoring, homework help, performing arts, athletics, hands-on learning, college and career activities, and other enrichment opportunities based on student interests and needs.

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

After-school programming is supported through braided funding sources, including ELO-P, CCSPP, LCFF supplemental and concentration funds, Title I, Expanded Learning resources, and community partner support.

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

To sustain after-school programming beyond CCSPP funding, FMHS will continue aligning these programs with LCAP goals, student needs, and schoolwide priorities to help secure ongoing support. The school will also continue building partnerships, training staff and community partners, and using student and family feedback to improve programs.

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)).

MOUs and Field trip description forms are all available

Summer Programs

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

Frazier Mountain High School will continue expanding and sustaining summer programs that give students more time for learning, enrichment, and hands-on experiences. Current and planned summer opportunities may include academic support connected to classroom learning, FFA animal care and agriculture projects, career readiness activities, ERWC support, college and career exploration, and partnerships with Bakersfield College and other local organizations.

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

Local sports clubs, vendors, agriculture partners, and service organizations may also provide in-kind support, materials, facilities, or learning opportunities. By combining these resources, FMHS can offer meaningful summer programs while making the best use of available funding.

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

To sustain summer programs beyond CCSPP funding, FMHS will continue building Expanded Learning opportunities into school planning, LCAP goals, and college and career readiness efforts. The school will also strengthen partnerships through formal agreements, regular communication, and shared planning with community organizations. Student and family feedback, needs assessments, and continuous improvement cycles will help FMHS adjust summer programs over time so they remain useful, engaging, and connected to student needs.

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)).

MOUs and Field trip description forms are all available

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

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

Learning pathways may include agriculture, natural resources, entrepreneurship, arts, media and entertainment, technology-based exploration, and other career-focused experiences. Staff will use student data, including classroom assessments, CAASPP results, and other progress measures, to adjust instruction and better meet student needs.

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

Funding for these during-school supports will be braided through LCFF funds aligned to LCAP goals, Title I funding for intervention and instructional support, CCSPP, Expanded Learning funds when appropriate, CTE-related resources, visual and performing arts funds, and other district or grant resources. These funds help support staffing, materials, professional development, intervention programs, arts instruction, career pathway development, and classroom resources.

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

To sustain these efforts beyond CCSPP funding, FMHS will continue aligning during-school programs with LCAP priorities, SPSA goals, and districtwide planning. The school will build teacher capacity through PLCs, professional development, and shared planning time.

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)).

MOUs and Field trip description forms are all available

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.

Frazier Mountain High School will continue expanding and sustaining restorative practices to help prevent, reduce, and eliminate exclusionary discipline. Instead of only focusing on punishment, FMHS will focus on helping students understand the impact of their choices, repair harm, rebuild relationships, and stay connected to school.

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

Restorative practices are supported through a combination of funding sources, including CCSPP, LCFF/LCAP, PBIS and intervention supports, Expanded Learning funds, and partnerships such as Community Matters.

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

To sustain restorative practices beyond CCSPP funding, FMHS will continue building them into daily routines, advisory, classroom expectations, discipline systems, and student support meetings. Staff and student leaders will continue to be trained to model and support these practices across campus.

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)).

Agendas, Meeting Minutes, MOUS and Leadership PLC Data forms are all available

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.

FMHS will continue using advisory time, classroom lessons, PBIS, restorative practices, counseling supports, student leadership programs, and small-group opportunities to help students practice these skills in real situations.

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

Social-emotional learning supports are funded through a mix of resources, including LCAP funds, CCSPP, Expanded Learning funds, PBIS/intervention supports, counseling partnerships, and community partner support.

Social-emotional skills:

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

To sustain social-emotional learning beyond CCSPP funding, FMHS will continue building SEL into daily instruction, advisory, schoolwide expectations, restorative practices, and student support systems. Staff will continue receiving training so SEL practices are used consistently across campus.

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)).

Agendas, Meeting Minutes, MOUS and Leadership PLC Data forms are all available

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.