



**STATE TRANSFORMATIONAL  
ASSISTANCE CENTER FOR  
COMMUNITY SCHOOLS**

Thank you for completing the 2025–2026 CCSPS Annual Progress Report.

You can view and download a PDF copy of your responses below. This PDF version of your report is limited in its formatting of some responses. Rest assured that your LEA will receive a spreadsheet version of your responses to complete their report so they have all the information needed.

## **Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR:**

- Serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process.
- Is designed to inform implementation, guide support, and strengthen sustainability efforts across the state.

The information submitted will be reported to the California Department of Education (CDE) and incorporated into reporting about the CCSPP grant for the California State Legislature.

## ***Data for learning***

The data collected through the APR helps Local Educational Agencies (LEAs), Consortia, County Offices of Education (COEs), Regional Technical Assistance Centers (RTACs), and state partners understand how community schools are progressing, where additional resources or supports are needed, and what promising practices are emerging. The APR encourages local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. An [APR Visualization tool](#) and [a summative report](#) are developed and posted each year with APR findings for LEAs and RTACs.

## ***Who should prepare the APR***

The site-level report should be developed by each school's CCSPS shared decision-making team or council to ensure participation from students, staff, families and community partners. Keep in mind:

- Only one report is required per school site.
- If you are a single-school LEA grantee, you will need to complete both the site-level APR and the LEA-level APR.

## ***Process to prepare the APR***

We strongly recommend using the [Google Doc version](#) to COLLABORATIVELY draft your responses before completing in Qualtrics. Once your draft is complete, copy and paste your final responses into Qualtrics to submit. This helps prevent potential data loss if internet or browser issues cause progress not to save correctly. Keep in mind:

- In Qualtrics, you can complete the report over multiple sessions if needed, however, please use the same device and browser to pick up where you left off.
- All questions in this report have to be answered unless marked as [Optional].
- The APR is intended to align with the required annual update presentations on community school planning, including data and outcomes from the prior year at each school site.
-

If you need a copy of your site's APR response from last year, you may submit a request using this [link](#). Please note that access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

### ***Resources to reference in the APR***

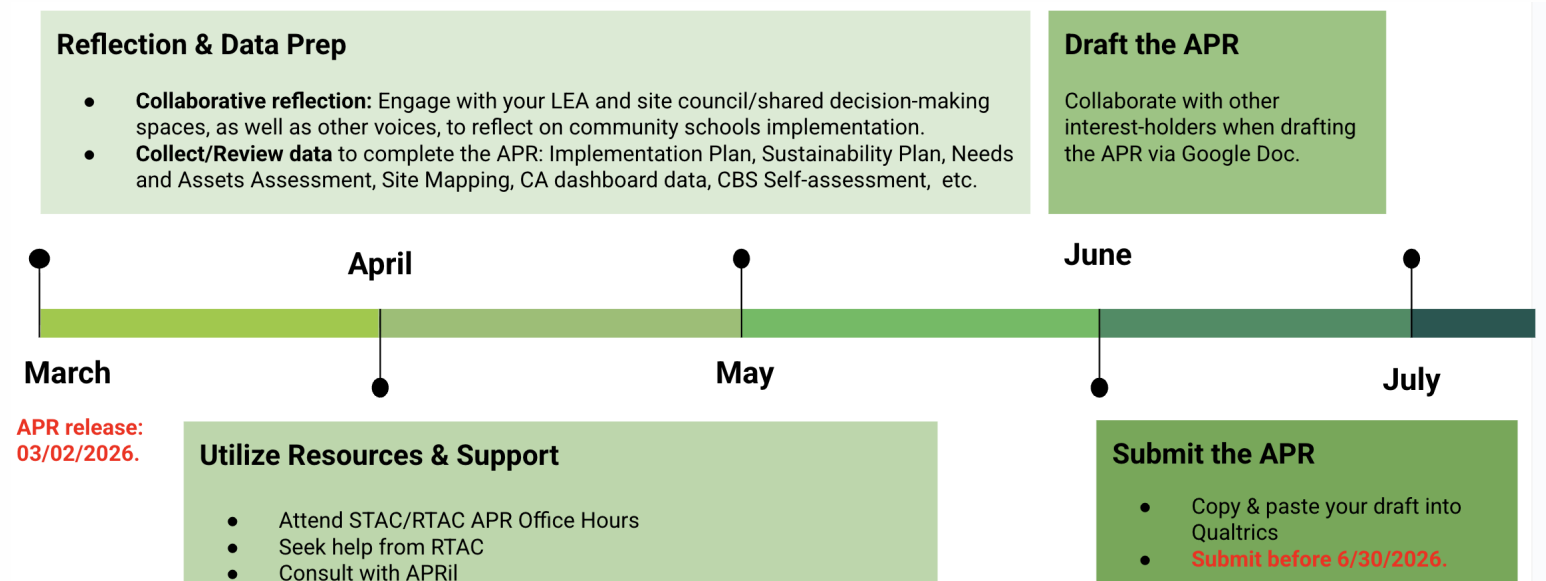
Please reference the following resources:

- [CA School Dashboard](#) as you consider and reflect upon your progress and CCSPP outcomes.
- Resources provided by the State Transformational Assistance Center (S-TAC) including the [Community Schools Implementation Plan Template](#), the [Community Schools Needs and Assets Assessment \(NAA\) Guide](#), the [Whole Child and Family Supports Inventory](#) and the [Capacity Building Strategies: A Developmental Rubric](#), that are available for optional use by grantees.
- We have also provided links to the [Capacity-Building Strategies self-assessment](#)—an optional tool aimed to assist grantees in identifying their phase of growth and development for each strategy.

## Seeking support for the APR process

Please contact your Regional Technical Assistance Center (RTAC). If you do not know the region you are assigned to, please visit the [Tracker spreadsheet](#) on the "School tab (or click [here](#)). Or visit our AI-powered chatbot "[APRil](#)".

## Suggested timeline



# Section 1. Site-level Program Narrative

School sites implementing the CCSP must respond to the following prompts. This information will inform the completion of the LEA/Consortium-level APR, particularly their LEA/Consortium Program Narrative.

Here is a visual of the reflective process for schools for the program narrative:



Throughout the report, please refer to your School Needs and Assets Assessment, your Community Schools Implementation Plan and the data in the California Dashboard.

## Grantee Details

Please provide your school name using the options below. Start by selecting your region, Cohort, and LEA. If you do **not** know your region or cohort, please visit the [Tracker Spreadsheet](#) and check the "Schools" tab (click [here](#)).

Region	Central Valley ▾
Cohort	El Tejon Unified ▾
LEA/Fiscal Agent	Cohort 3 ▾
School Name (CDS Code)	Frazier Mountain High - 15 75168 1530401 ▾

If your LEA Name, School Name and CDS code is not in the dropdown list, please enter them here. If you do **not** know your CDS Code please find it [here](#). If you are a School District or a County Office of Education, your School Code is seven zeros (0000000). If you do not know the region you are assigned to, please visit the Tracker spreadsheet on the ["Schools" tab](#).

CA

Please provide contact information for someone familiar with your school's community school practices in case clarification about APR responses is needed.

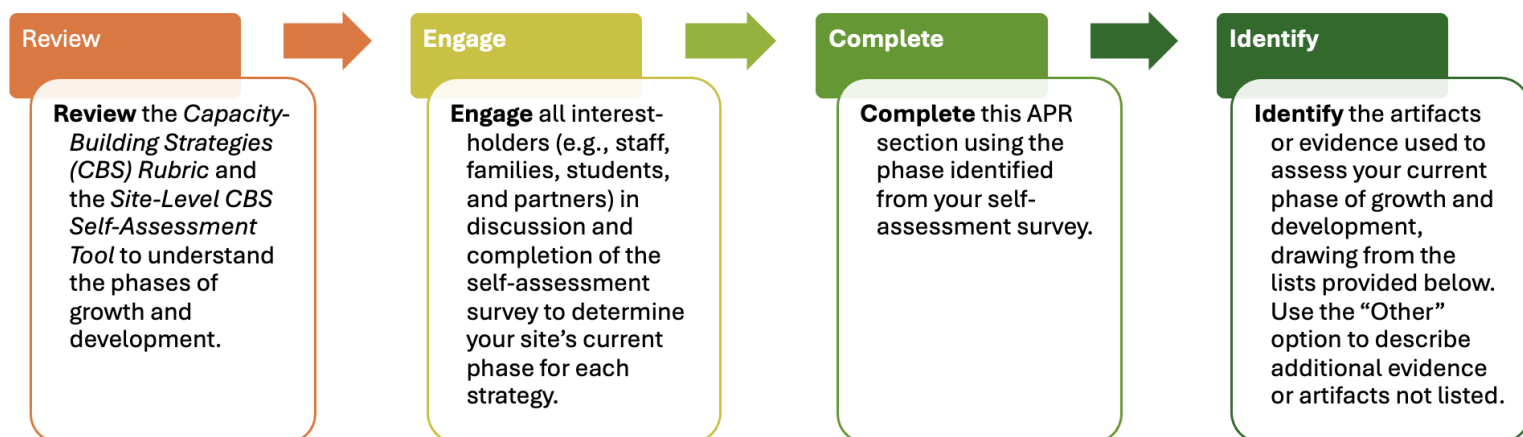
Name	<input type="text" value="Corey Hansen"/>
Job Title	<input type="text" value="Principal Community Schools Administrator"/>
Email	<input type="text" value="chansen@el-tejon.k12.ca.us"/>
Phone number	<input type="text" value="6617066164"/>

# 1.1. CCSSP Capacity-Building Strategies

Please reflect on your team's progress for the 2025-2026 school year in strengthening and building the capacity of all interest-holders in implementing the community schools approach.

To answer this section about the five Capacity-Building Strategies we suggest that you:

1. Review the [Capacity-Building Strategies \(CBS\) Rubric](#) and the [Site-Level CBS Self-Assessment Tool](#) to understand the phases of growth and development.
2. Engage all interest-holders (e.g., staff, families, students, and partners) in discussion and completion of the self-assessment to determine your site's current phase for each strategy.
3. Complete this APR section using the assessment results from your [self-assessment](#).
4. Identify the artifacts or evidence used to assess your current phase of growth and development, drawing from the lists provided below. Use the "Other" option to describe additional evidence or artifacts not listed. You are not required to attach any of the artifacts or evidence identified in this question



# Shared Commitment, Understanding, and Priorities

Please indicate your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select one.)

## **Visioning**

- We are beginning to develop a shared community schools vision at our site, with early efforts to involve students, families, staff, and partners and align plans.

## **Engaging**

- We have engaged our school community in co-developing and communicating shared priorities, with stronger alignment between our CCSPP plan, SPSA, and needs and assets data.**

## **Transforming**

- We have established a widely shared and publicly communicated vision that guides our school's priorities, planning, and continuous improvement efforts, allowing us to celebrate growth and accomplishments together.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Shared Commitment, Understanding and Priorities". (Select all that apply.)

- Outreach materials**
- Surveys**
- Interview/focus group data from school staff**
- Interview/focus group data from students and/or families**
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)**
- Protocols used to create vision/graphic representation of vision
- Needs and Assets Assessment tools/participation rates**
- SPSA alignment crosswalk (shows integration).
- Findings Report and presentation materials from the needs and assets assessment (slides, summaries shared publicly).
- Baseline data dashboard or data snapshot showing initial metrics tied to priorities.
- Capacity-Building Strategies Self-Assessment tool
- Other (Please specify):

## Centering Community-Based Learning

Please indicate your current phase of growth and development for "Centering Community-Based Learning". (Select one.)

**Visioning**

- We are beginning to explore community-based learning, with early professional learning and limited integration of community knowledge into instruction.

**Engaging**

- We have engaged educators and partners in designing and implementing community-based learning experiences supported by collaborative planning and varied assessments.**

**Transforming**

- We have embedded community-based learning into daily instruction, with culturally affirming practices, meaningful assessments, and regular public sharing of student work.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Centering Community-Based Learning". (Select all that apply.)

**Needs and Assets Assessment results**

- A site-specific framework for community-based teaching that elevate community assets

**School climate surveys**

- Unit plans, lesson plans
- Performance assessments that highlight classroom-community connections

**Student engagement or attendance rates**

**Family and community engagement or attendance**

**Community learning tours and/or home visits**

**Professional Development or training sessions**

- Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).

**Capacity-Building Strategies Self-Assessment tool**

- Other (Write-In):

## Collaborative Leadership

Please indicate your current phase of growth and development for "Collaborative Leadership." (Select one.)

**Visioning**

- We are establishing site-level leadership structures, with emerging representation and early steps toward shared decision-making.

**Engaging**

- We have engaged diverse interest-holders in regular collaborative leadership, with clearer roles, improved accessibility, and growing influence over school decisions.

**Transforming**

- We embed shared decision-making across all structures, ensuring students, staff, families, and partners hold real influence in shaping school directions.**

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Collaborative Leadership." (Select all that apply.)

- Committee by-laws
- Team mapping**
- Formal agreements**
- Guiding documents, vision statements, decision-making protocols**
- Team workplans and agendas**
- Planning documents**
- Survey data**
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)**
- School staff direct input (Interview/focus groups)**
- Students and/or families direct input (Interview/focus groups)**
- Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)
- Capacity-Building Strategies Self-Assessment tool**
- Other (Write-In):

## Sustaining Staff and Resources

Please indicate your current phase of growth and development for "Sustaining Staff and Resources." (Select one.)

**Visioning**

- We identify the mindsets, staffing, and resources needed for effective community school implementation and long-term success.

**Engaging**

- We recruit and support diverse staff through professional learning, improved working conditions, and planning for sustainable funding.**

**Transforming**

- We sustain and grow our workforce by monitoring climate and retention data, securing ongoing funding, and aligning community school strategies across all site plans.

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Sustaining Staff and Resources". (Select all that apply.)

- Community school-aligned job descriptions**
  - Roles and responsibilities document that includes a process for ongoing revision
  - Processes for budget transparency
- Staff visioning documents (e.g., graphic representations, protocols for design)**
- Data examining staff/teacher retention/vacancy rates**
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Council, Steering, etc.)**
- Professional development or training sessions**
- Teachers and staff surveys (e.g., school climate surveys)**
- Long-term funding plan or sustainability roadmap developed with LEA.
- Professional learning calendar and participation records specific to community school practices.
- Cross-plan alignment chart showing how the community school plan integrates into SPSA, MTSS, and LCAP.**
- Capacity-Building Strategies Self-Assessment tool**
- Other (Write-In):

## Strategic Community Partnerships

Please indicate your current phase of growth and development for "Strategic Community Partnerships". (Select one.)

**Visioning**

- We are identifying and documenting partnerships, with early efforts to align services to student and family needs.

**Engaging**

- We align partnerships with needs and assets findings, vet partners for quality and fit, and collaborate to improve coordination and access to services.

**Transforming**

- We have established strong, well-aligned partnerships that expand access to services, improve experiences for students and families, and are regularly reviewed for impact.**

Please identify the artifacts or evidence you may have referenced to gauge your current phase of growth and development for "Strategic Community Partnerships". (Select all that apply.)

**Contract agreements/MOUs/Service Delivery Applications**

Service utilization rates

**School climate surveys**

**Feedback from existing service providers and partners**

Partnership evaluations

**Partners participation in school events**

**Increased reports of student and family wellbeing**

Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).

Annual partnership reflection reports or improvement plans based on review data.

**Increased reports of student and family wellbeing**

**Capacity-Building Strategies Self-Assessment tool**

Other (Write-In):

Please reflect on what you have accomplished, learned, or initiated this year with respect to one or more of the Capacity-Building =Strategies and how that progress was made possible through the CCSPP. Please make sure to reference which of the five strategies your reflection relates to. We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Frazier Mountain High School's community school has focused this year on building capacity through developing strong strategic community partnerships that expand opportunities and support for students, families, and staff. Through collaboration with local businesses, ranches, mentoring programs, mechanics, and industry partners, students are gaining meaningful exposure to real-world career pathways, hands-on learning, and valuable workforce skills connected to agriculture, trades, entrepreneurship, and service industries. These partnerships help bridge the gap between classroom learning and future careers while allowing students to see the strength and opportunity within their own community. In addition, partnerships with mental health providers, first aid and safety organizations, Parenting Partners, and the Mountain Communities Family Resource Center have strengthened the school's ability to support the whole child and family. Together, these partnerships provide resources, mentorship, family engagement, health and wellness supports, and a deeper sense of connection, ensuring that Frazier Mountain High School students are surrounded by a community committed to their success.

## **1.2. CCSPP Engaging Educational Partners**

As part of establishing collective priorities for the CCSPP, schools engage the entire community in identifying their top community school priorities and vision. A community school is a “whole-child” school improvement strategy where the LEA and school(s) work closely with staff, students, and families.

Please reflect on your school’s level of engagement this past year with various groups in developing your community school. We understand this is a difficult task and we are asking you to take a bird’s eye view to estimate engagement across groups. Your estimation should consider the seven types of engagement processes in the table below along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

<p>Estimate the percentage of individuals in each category that were engaged in developing your community school at any time during the implementation process.</p>	<p>Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)</p>						
	Surveys	One-on-one interviews	Focus groups	School council /steering committee meetings	Other meetings and forums	School events	Other

Administrators	75%-100% ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[
Certificated staff	50-74% ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[
Classified staff	50-74% ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[
Students	75%-100% ▾	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[
Family members	25-49% ▾	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	50-74% ▾	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	[

[Optional] Please use this space to provide any additional information regarding your engagement of educational partners.

Your word count is: 0

NA

Please reflect on your school’s level of engagement this past year with the perspectives, assets, and needs of historically marginalized students. We understand this is a difficult task and we are asking you to take a bird’s eye view to estimate engagement across student groups. Your estimation should consider the types of engagement processes in the previous item (surveys, one-on-one interviews, focus groups, school council meetings, schools events, etc.) along with other ways you support engagement. We know that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different student groups.

Note that you do not need to report on all of the groups listed below as they may not be applicable to your context. Also note that there might be overlap between groups.

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	1-24% ▼
Students with disabilities	1-24% ▼
Socioeconomically disadvantaged students	25-49% ▼
Racially marginalized populations	1-24% ▼
Homeless youth	25-49% ▼
Foster Youth	0% ▼

Percentage of individuals engaged in developing your community school in the past year.

Chronically absent students (students who were absent for 10 percent or more of the instructional days)

25-49% ▾

How are you engaging individuals within the groups identified above?

We are engaging these individuals through intentional outreach, relationship-building, and shared planning focused on student and family needs. Local businesses, ranches, mechanics, mentors, and industry partners are invited to participate in career-connected learning opportunities, classroom presentations, job-shadowing, hands-on demonstrations, internships, field experiences, and advisory conversations that help align school programs with real workforce expectations. At the same time, our mental health, first aid, Parenting Partners, and Mountain Communities Family Resource Center partners are engaged through ongoing collaboration, referrals, family workshops, student support services, and participation in school events. We are also working to ensure families and community members can participate through multilingual outreach and multiple modes of communication, including phone calls, emails, flyers, text messages, social media, school events, parent meetings, and direct personal contact. By inviting partners onto campus, maintaining regular communication, and including them in problem-solving around attendance, behavior, health, family engagement, and student success, Frazier Mountain High School is building a collaborative network where community members, families, and school staff work together to support the whole child.

# 1.3. CCSPP Whole Child and Family Supports Inventory

To make progress towards achieving CCSP goals, grantees may offer a variety of supports that address the holistic needs of students and families (see [Whole Child and Family Supports inventory](#)).

For each potential support below, please identify if the support was part of your Community Schools implementation.

	Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)	
	Yes	No
Health Screening and Services (vision, dental, hearing, neurological, physical health)	<input checked="" type="radio"/>	<input type="radio"/>
Mental health Screening and Services	<input checked="" type="radio"/>	<input type="radio"/>
Nutrition Services and Support	<input checked="" type="radio"/>	<input type="radio"/>
Academic Support (tutoring, specialist, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Counseling Center	<input checked="" type="radio"/>	<input type="radio"/>
Multi-Tiered System of Support	<input checked="" type="radio"/>	<input type="radio"/>
Coordination of Services Team (e.g., COST team)	<input type="radio"/>	<input checked="" type="radio"/>

Before School (times/services)	Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)	
After School (times/services)	Yes	No
Summer Programs	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No
During School (learning pathways, differentiated instruction, lab times, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Teacher Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Parent Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Student Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Shared Decision-Making Bodies that center the voices of students, families and community	<input checked="" type="radio"/>	<input type="radio"/>

Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)

Yes

No

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

Home Visits

Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)

Positive Behavioral Supports

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)

Yes

No

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

Are these whole child and family supports part of your Community Schools Implementation? (Select as many services that apply.)

Yes

No

Project-Based Learning



Culturally-Sustaining and Responsive Curriculum and Pedagogy



Community-Based Curriculum, Pedagogy, and Projects



Personalized Learning Plans



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



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



Other: (Write in)



NA

Other: (Write in)



NA

For each support you identified as part of your community schools implementation, please provide the following information:

1. Indicate when you started implementing this support: whether it is newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools' work.
2. Estimate how many students, educators, families, or other community members were served by this support over the past year. Please enter a number only in the applicable categories (e.g., number of staff members in professional development; number of students in after-school programs, etc.)
3. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
4. (Optional) Provide brief examples of key activities conducted as part of implementing this support.

When did you start implementing this support?

Health Screening and Services (vision, dental, hearing, neurological, physical health)

Started implementing this support exclusively as a result of CCSPP funding

Mental health  
Screening and  
Services

Started implementing this support exclusively as a result of CCSPP fund

Nutrition Services  
and Support

Started implementing this support exclusively as a result of CCSPP fund

Academic  
Support  
(tutoring,  
specialist, etc.)

Previously implemented and now integrated into the community schoo

Counseling  
Center

Started implementing this support exclusively as a result of CCSPP fund

Multi-Tiered  
System of  
Support

Previously implemented and now integrated into the community schoo

Before School  
(times/services)

Started implementing this support exclusively as a result of CCSPP fund

After School  
(times/services)

Previously implemented and now integrated into the community schoo

Summer  
Programs

Previously implemented and now integrated into the community schoo

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

Previously implemented and now integrated into the community schoo

Teacher  
Leadership  
Development  
and  
Opportunities

Started implementing this support exclusively as a result of CCSPP fund

Parent  
Leadership  
Development  
and  
Opportunities

Started implementing this support exclusively as a result of CCSPP fund

Student Leadership Development and Opportunities

Previously implemented and now integrated into the community school

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

Previously implemented and now integrated into the community school

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

Previously implemented and now integrated into the community school

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)

Started implementing this support exclusively as a result of CCSPF funding

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

Started implementing this support exclusively as a result of CCSPF funding

Project-Based Learning

Previously implemented and now integrated into the community school

Community-  
Based  
Curriculum,  
Pedagogy, and  
Projects

Previously implemented and now integrated into the community school

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

Previously implemented and now integrated into the community school

Advisory System  
to ensure every  
student has a  
home base /  
family group  
and an advisor  
who knows them  
well.

Started implementing this support exclusively as a result of CCSPF funds

## 1.4. CCSPP Goals and Actions

As part of the CCSPP application and implementation process, your school's shared leadership structure is expected to prioritize the key topics, goals, and challenges identified in the Needs and Assets Assessment. These areas should guide the initial focus of your community schools transformation work.

We recognize that for many grantees, this is still an early stage of implementation. It's natural for current efforts to focus on building processes, with measurable outcomes taking shape over time. Please respond honestly to help reflect on your school's progress and growth throughout the grant period.

In identifying goals and actions, consider the major components of the community schools approach, as outlined in the California Community Schools Framework and identified in the [Whole Child and Family Supports Inventory](#) in the previous page (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.), and your site-level implementation plans.

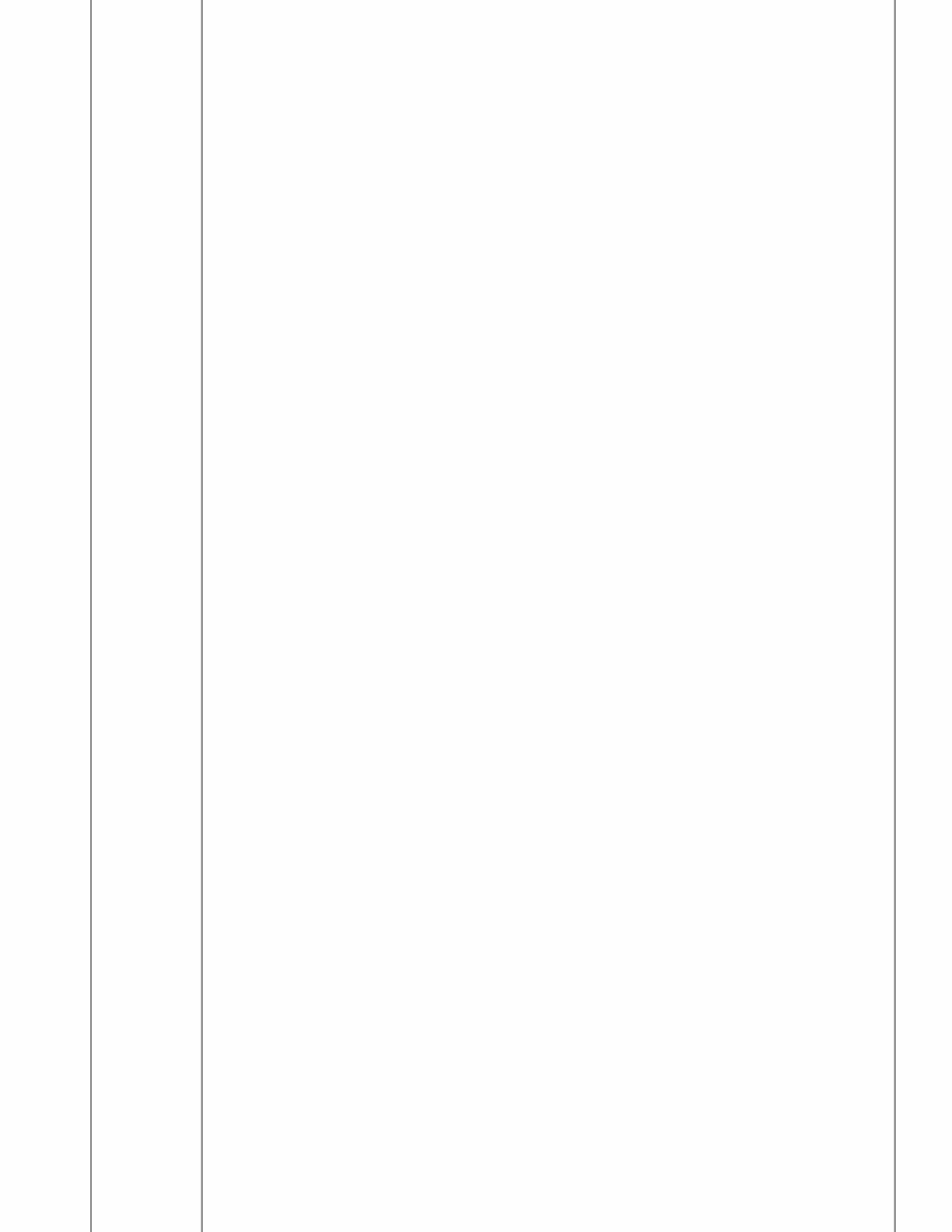
# a. Goals and Actions

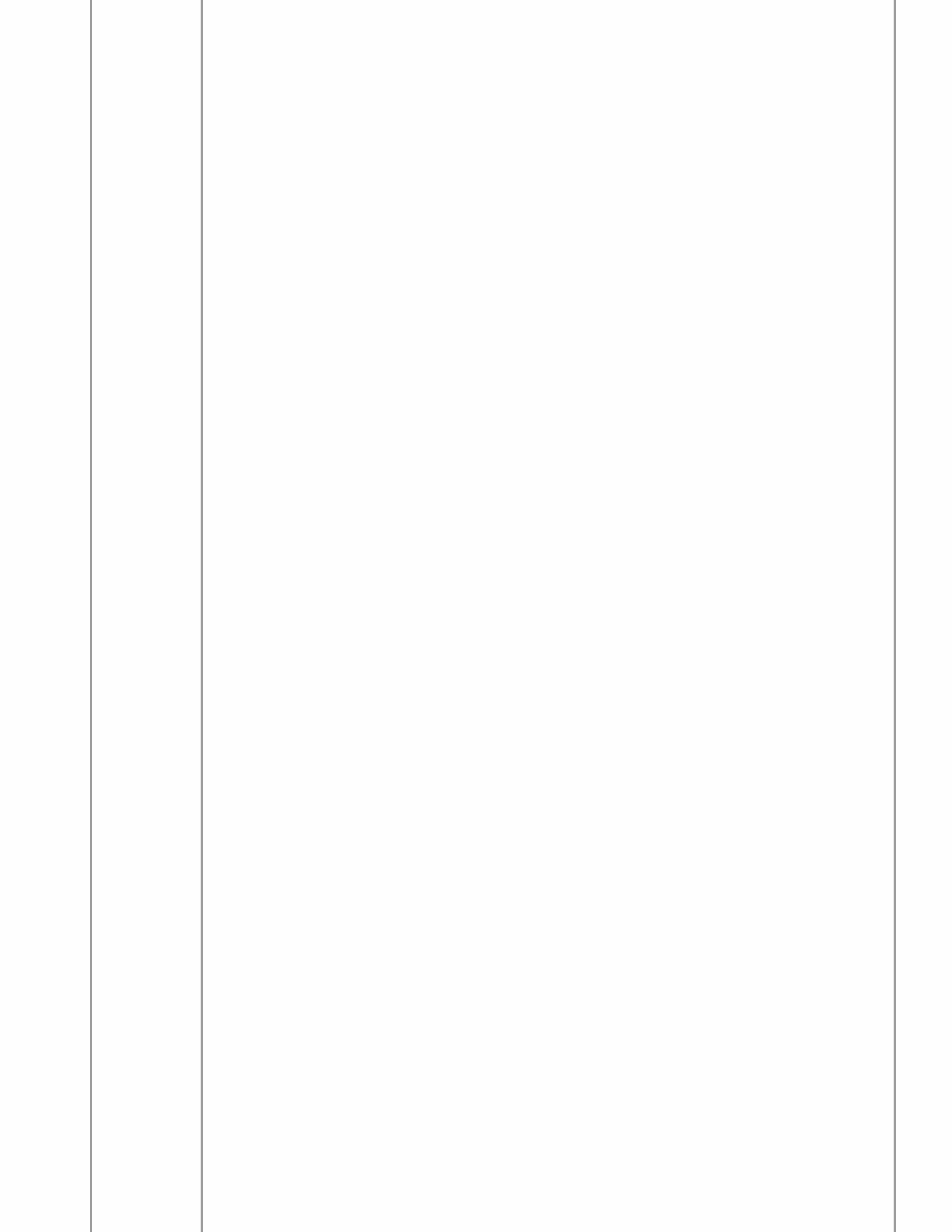
Please describe the top three goals for your community schools' initiative and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory, in section 1.3 above.

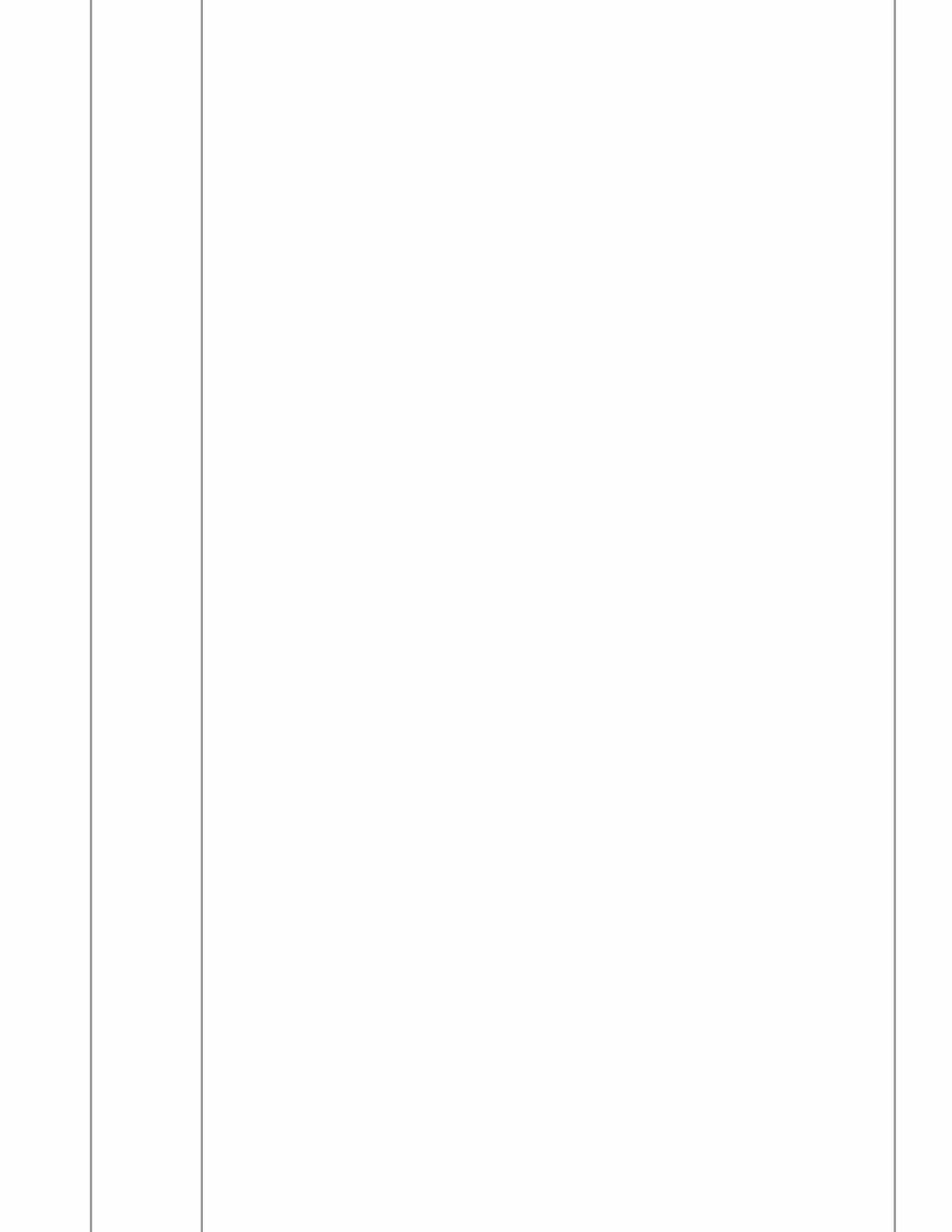
	<p><b><u>Cohorts 1-3</u></b>  <b>only:</b> Was this goal submitted with the previous APR?  <b><u>Cohort 4:</u></b> Please respond "No"</p> <p>Yes    No</p>	<p>Select the category that is most closely related to your goal:</p>	
<p>Goal 1</p> <p>Frazier Mountain High School aims to coordinate a comp</p>	<p><input checked="" type="radio"/>    <input type="radio"/></p>	<p>Integrated Student Supports</p>	<p>Th ro a co y c an  f m  co l es  Me  Un c</p>

prehensive range of on-site services and supports to address both academic and non-academic barriers to student success.

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Goal 2

Frazier Mountain High School's goal is to expand and enrich learning time and



College & Career Readiness



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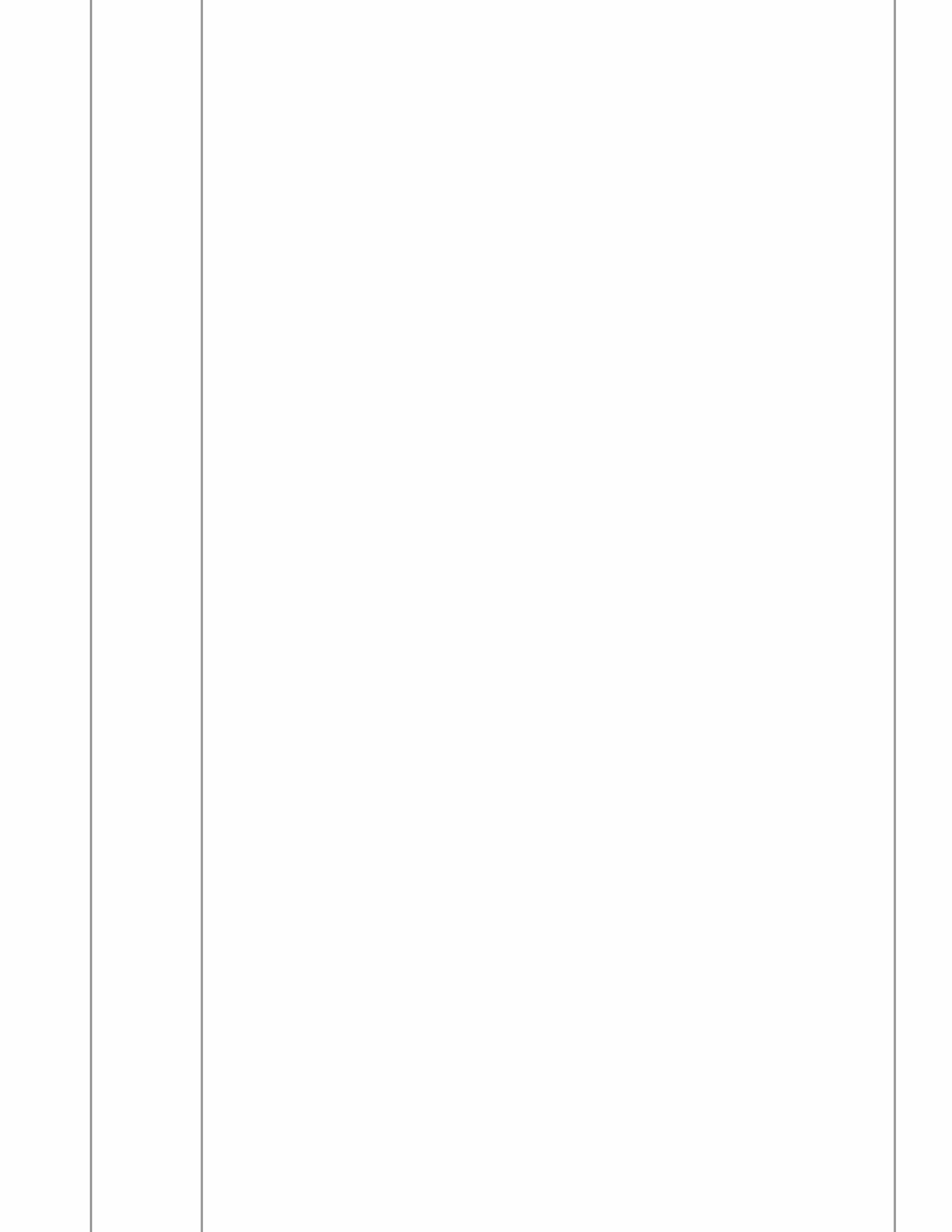
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opportunities to strengthen the school's capacity to support students' academic and personal growth, with a focused emphasis on developing the Nat

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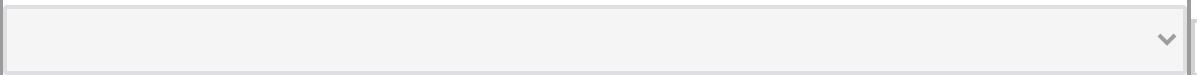
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Goal  
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NA





## **b. Measuring and Reporting Results**

CCSPP metrics are the performance and outcome measures you intend to use to assess your progress as it relates to your goals in the CCSPP implementation.

As you fill in this question, please identify how each goal and action influences the CCSPP outcome areas listed in the Request for Applications. Please reference the [CA School Dashboard](#) and/or [DataQuest](#) in filling out this section.

- School attendance rates
- Chronic absenteeism rates
- Middle school dropout rates
- High school dropout rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate measures (e.g., survey results)
- Other locally determined measures

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance

assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.


	Metric(s)	Please provide a description or definition of the metric you are using (e.g., % increase in graduation rate for English Learners)
<p>Goal 1: Frazier Mountain High School aims to coordinate a comprehensive range of on-site services and supports to address both academic and nonacademic barriers to student success.</p> <p>If you have more than one metric for Goal 1, please add here.</p>	<div data-bbox="315 1341 1399 1409" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">                     Pupil suspension rates <span style="float: right;">▼</span> </div> <div data-bbox="315 1797 1399 1864" style="border: 1px solid #ccc; padding: 5px;"> <span style="float: right;">▼</span> </div>	<div data-bbox="1409 1276 1578 1493" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">                     Decrease in the percentage of students suspended                 </div> <div data-bbox="1409 1797 1578 1864" style="border: 1px solid #ccc; padding: 5px;">                     NA                 </div>

Goal 2: Frazier Mountain High School's goal is to expand and enrich learning time and opportunities to strengthen the school's capacity to support students' academic and personal growth, with a focused emphasis on developing the Natural Resources CTE pathway and enhancing all Career Technical Education (CTE) programs.


If you have more than one metric for Goal 2, please add here.


Goal 3: NA

If you have more than one metric for Goal 3, please add here.

High school graduation rates 

Other locally determined measures 





Percentage of students meeting a- and other graduation requirements

College and Technical Education Pathway Completion percentage of Readiness

NA

NA

### **c. Goal Analysis**

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2026-2027) based on reflections on prior practice.

Your response may include:

1. Adjustments made in response to differences between planned and actual implementation
2. Insights into the effectiveness of specific actions in advancing your goals
3. Identified areas for growth and the strategies you've developed to address them

Please reference the three goals you entered above and provide a narrative of up to 300 words.

Your word count is: 0

The increased focus on college and career pathway expansion, both during and after school programs, as well as harnessing the Golden State Pathways monies to expand the Natural Resources and Agriculture pathways, has helped increase students' college and career readiness. Providing wraparound services has also allowed students to remain at school at higher rates.

## d. School Climate Measure

As part of the CCSPP implementation process, grantees are asked to elevate the assets and meet the needs of students by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life. Establishing a positive and nurturing school climate is one of the long-term program outcomes of the CCSPP and it is expected to result in improved student outcomes. To understand how grantees are tracking school climate, please answer the following questions.

Does your school currently collect data and track progress on school climate?

**Yes**

No

Please rate your agreement with the following statement:

"Our school climate has improved since we started implementing the CCSPP"

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree**

What improvements in school climate have you observed since the implementation of your CCSPP grant that you believe are connected to CCSPP activities? Please describe.

Provide a narrative of up to 300 words.

Your word count is: 0

The CCSPP Grant has positively strengthened school climate at Frazier Mountain High School by expanding college and career pathways, increasing hands-on and project-based learning, and providing more meaningful opportunities for students to stay connected to school during and after the regular day. Through expanded programs in Natural Resources and Agriculture, welding, culinary arts, media technology, performing arts, fitness, and academic enrichment, students have been able to explore their interests, build real-world skills, and see stronger connections between school and their futures. The grant has also supported wraparound services, including counseling, family supports, community partnerships, transportation, meals, and on-site access to resources, which has helped remove barriers to participation and attendance. By creating more engaging learning experiences, increasing student support, and connecting students with caring adults and community partners, the CCSPP Grant has helped foster a more inclusive, supportive, and future-focused school environment.

## **1.5. CCSPP Feedback and Improvement**

To inform the improvement of the CCSPP grant program and inform future technical assistance priorities, please select the three areas below you would be most interested in receiving technical assistance on to support your CCSPP goals and activities.

- Strategic Partnerships and Cross-Systems Coordination
- Community School Planning and Implementation
- Integrated Student Supports and Services
- Student Learning Supports and Environment
- Centering Community-based Learning
- Monitoring Progress and Developing Data Collection Tools
- Family and Community Engagement**
- Collaborative Leadership Practices for Educators and Administrators
- Community Schools Sustainability**
- Engaging Communities, Policymakers & Educators in Shared Understanding
- Other instrument or process:

[Optional] Please use this space to share how your LEA has assisted you in implementing your community schools strategy. Describe specific LEA policies, practices, structures, or resources/supports that have enabled implementation. How can LEA support be strengthened to better support your site's implementation efforts? We suggest you provide a narrative of up to 300 words.

*Note: This question is designed to better understand the role of LEA-level leadership, policies, and systems in supporting site-level community school implementation. Your response will help identify effective district practices and areas for growth, informing technical assistance and continuous improvement efforts statewide.*

Your word count is: 0

[Optional] Please use this space to share your effective practices and subsequent successes related to any of the sections above (capacity-building strategies, engaging educational partners, whole child and family supports inventory or CCSPP goals). We suggest you provide a narrative of up to 300 words.

Your word count is: 0

Please check the box to indicate interest-holders that have been involved in preparing your Annual Progress Report. (check all that apply)

**Principal**

Assistant Principal (if applicable)

**Community School Coordinator(s)**

**School Counselor/Social Worker/Psychologist**

**Teacher(s)**

Instructional Coach(es) (if applicable)

**Other staff**

**Student(s)**

**Parent/Guardians(s)**

**Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)**

Other (please specify):

[Optional] Please add any additional details about the involvement of the community school groups listed above in your APR preparation process.

Your word count is: 0

How useful was the APR process in assessing your CCSPP implementation and outcomes?

- Very useful
- Useful**
- Somewhat Useful
- Not Useful
- Not at all useful

[Optional] What suggestions do you have for improving the APR process to make it a more meaningful and useful reflection tool for your CCSPP implementation?

Your word count is: 0

## 2. Site Level Additional Documents and Evidence

The following documents were added in the 2022 Legislative Update about the CCSPP.

# CCSPP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation plan as a PDF using [this link to a Box folder](#). You can use the CCSPP [Implementation Plan template](#). **Include your school name and CDS code in the name of the file. (Example: ShadowUSD\_12123451234567.pdf)** **This is a required upload for all grantees.**

## Evidence that the CCSPP implementation plan was posted to share with your school community.

Please include the online link (URL) where the plan was posted on your school website below.

Was your CCSPP Implementation plan presented to your school community in 2025-2026?

Yes

No

Was your CCSPP Implementation plan presented to a meeting of the governing board of the school district, county board of education, or the governing body of the charter school in 2025-2026?

Yes

No

## **Cohort 1-3 ONLY: Sustainability Plan**

Please submit your sustainability plan by clicking this [link](#)\*. This plan is a required submission starting in year two of your implementation grant cycle. 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. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on Tuesday, June 30, 2026. A google doc version of the sustainability survey is available [here](#). If you have questions regarding the survey, please contact CDE staff at [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov) for assistance.

\* You can also copy and paste this in your Internet browser: <https://surveys3.cde.ca.gov/go/ccsppsustainability2026.asp>

<https://acrobat.adobe.com/id/urn:aaid:sc:US:ccb13611-a7b0-4e26-ba8b-835dd9a390ed>

This is the end of the Report. When you click the arrow, your Annual Progress Report will be submitted. Thank you!

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