

California Community Schools Partnership Program: Sustainability Plan 2026

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.

How the Sustainability Plan differs from the Annual Progress Report (APR) and why they are both essential:

- **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:

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 [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).

The online application survey will remain open through 11:59 p.m. PDT (Pacific Daylight Time) on **Tuesday, June 30, 2026**. 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. A downloadable version of the template can be accessed [here](#) so you can prepare your responses offline before submitting through this survey link.

Instructions: All prompts are required unless otherwise indicated and must be completed.

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

This version of the Sustainability Plan is intended to serve as a transitional tool for the 25-26 year. For future reporting cycles, sustainability planning will be directly embedded into the APR.

School Site Information

Local Educational Agency (LEA)/Grantee Name: McFarland Unified School District

School Site Name: McFarland High School Early College

School Site County-District-School (CDS) Code: 15 73908 1534155

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

County Code: 15

District Code: 73908

School Code: 1534155

CCSPP Cohort: Implementation 1, Cohort 1

Program Contact

Program Contact First Name: Maria

Program Contact Last Name: Lule-Licea

Program Contact Role/Title: Coordinator

Program Contact Email Address: 601 2nd Street, McFarland, CA 93250

(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])

- o **[.Sustainability Plan Team Members & Roles: Vice Principal, David Cisneros, Discipline, James Taylor, Vice Principal of Instruction, Shari Gonzalez, Director of Athletics, Dario Diaz, Principal, Community School Coordinator, Lourdes Lule-Licea, Academic School Counselors, Maribel Bujanda Fernandez, Kristen Jimenez, Danny Diaz, Rebecca Cardoso, Social Worker, Ben Cortez, Jacklyn Padron, Psychologist, Colin Normington, Teachers, Mr. Robles, Mr. Flores, Instructional Coach, Emmanuel Munoz, Student Intervention Mediator, Alexis Zermeno, Trauma Counselor, Lexis Merino, Medical Assistant, Alejandra Tapia, Floater Medical Assistant, Guadalupe Aragon, Student Resource Officers, Lee Pesola, Hashim “Sonny” students, students vary, parents, parents vary from the cafecito and school site council, community (Lion’s Club President), Margie Martinez, partnerships: Good Samarita, Manager Chris O’Reilly, Dil Pannu, Minty Dillion, Mirna Gonzalez and Premier Valley Medical Managers, Brenda Ortiz, LVN, Paola Espinoza, Registered Nurse, Brittiney Nicole Lewis Wells with Amergis, and Emily Charvarria, RN with Amergis, Director of Student Support Systems,**

- o **Lauren Lopez, Family Resource Center, Manager, Margie Perez, and Family Resource Center Liaison, Paula Herrera, Translator, Alma Nunez, Student Attendance Services Interventionist, MaryJoe Sanchez, and Carlos Carrillo, Student Support Services Coordinator, Alexis Neri and Student Support Services Administrative Assistant, Valerie Linarez, Attendance Clerk, Ally and Violet Murguia, Security, Steve and Consultant, Lori Shultz, Assistant Supt. Mr. Matthew Roderick.]**

Links for a repository or collection that showcases the impact of the work you are doing

(e.g., your Community Schools website, YouTube channel, Instagram, etc.) Please select N/A if not currently in place.

- o /McFarland School District website, Instagram, Marquees, Parent Square and Dojo

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? Please provide specific examples.

- o [Our school sustains actions aligned to identified needs through a shared leadership model, data-driven decision-making, and ongoing stakeholder engagement. Priority areas include improving student achievement, strengthening attendance and engagement, and supporting student well-being. In the short term, leadership teams monitor progress through monthly data reviews and staff collaboration meetings. In the mid-term, professional learning communities (PLCs) analyze student outcomes and adjust instructional practices based on evidence. In the long term, successful practices are embedded into school systems, annual plans, and staff onboarding processes. Families provide feedback through surveys and parent advisory groups, while community partners support enrichment, mentoring, and student services. Examples include regular attendance review meetings, targeted intervention programs, and family engagement events that align resources and actions to school priorities.]*
- What strategies/processes are needed in order to continue supporting shared commitments and priorities? Please provide specific examples.
 - o To strengthen shared commitments, the school will continue developing structures that promote collaboration, accountability, and continuous improvement. Short-term actions include establishing clear communication routines, sharing progress data with stakeholders, and providing targeted professional development. Mid-term strategies include expanding leadership opportunities for staff, strengthening family participation in decision-making, and formalizing partnerships with community organizations. Long-term strategies focus on creating sustainable systems for monitoring goals, succession planning for leadership roles, and aligning resources to priority outcomes. Educators will contribute through PLCs and leadership teams, families through advisory committees and feedback opportunities, and community partners through coordinated services and resource support. These processes ensure that school priorities remain visible, measurable, and supported by all stakeholders.]*

Centering Community-Based Learning

- How will a community-based learning approach to instruction be sustained? Please provide specific examples.
 - *[Our school will sustain community-based learning by intentionally connecting classroom instruction to real-world issues, local resources, and student experiences. Priority areas include increasing student engagement, improving academic achievement, and strengthening college and career readiness. In the short term, teachers will incorporate project-based learning opportunities that address community needs and interests. In the mid-term, the school will establish ongoing partnerships with local organizations, businesses, and community agencies to provide guest speakers, mentorships, and authentic learning experiences. In the long term, community-based learning will be embedded into curriculum planning, interdisciplinary projects, and schoolwide events. Families and community partners will contribute by sharing expertise, participating in learning activities, and supporting student projects that connect academic content to community challenges and opportunities.]*

- What strategies/processes are needed to maintain continued support for community-based learning? Please provide specific examples.
 - *[To maintain support for community-based learning, the school will develop structures that promote collaboration, resource sharing, and continuous reflection. Short-term strategies include providing professional development on project-based and community-connected instruction, identifying community assets, and creating opportunities for partner involvement. Mid-term strategies include formalizing partnerships through regular communication, collaborative planning, and feedback processes. Long-term strategies focus on integrating community-based learning into school improvement plans, curriculum frameworks, and annual goal-setting processes. Educators will collaborate through PLCs to design and refine learning experiences, families will provide input on community priorities and student interests, and community partners will offer resources, expertise, and authentic learning opportunities. Regular evaluation of student outcomes and stakeholder feedback will ensure that community-based learning remains relevant, effective, and sustainable]*

Collaborative Leadership

- How will the LEA/school sustain shared decision-making structures that have been put in place (e.g., site-based leadership teams)?
 - *[The school will sustain shared decision-making through established leadership structures that include administrators, teachers, classified staff, students, families, and community partners. Site-based leadership teams, School Site Council, ELAC, wellness teams, and CCSPP implementation teams will meet regularly to review attendance, behavior, wellness, and academic data and make recommendations aligned with school priorities. These teams will help guide decisions regarding Health Room operations, Wellness Center services, Medical Assistants, psychologists, trauma counselors, and student intervention mediators to ensure resources are effectively supporting student needs. In the short term, leadership teams will continue monitoring implementation and progress toward reducing chronic absenteeism. In the mid-term, teams will evaluate program effectiveness and recommend improvements. In the long term, collaborative leadership structures will be embedded in school improvement planning to support student achievement, assessment outcomes, and graduation rates.]*
- What strategies/processes are needed to maintain collaborative leadership? Please provide specific examples.
 - *[To maintain collaborative leadership, the school will establish clear communication protocols, regular meeting schedules, transparent decision-making processes, and ongoing stakeholder engagement opportunities. Short-term strategies include providing leadership training, sharing data dashboards, and ensuring representation from all stakeholder groups. Mid-term strategies include creating structured feedback cycles, expanding opportunities for student and family voice, and developing leadership capacity among staff and community members. Long-term strategies focus on succession planning, continuous improvement processes, and integrating collaborative leadership into district and site-level planning systems. Educators will contribute through leadership teams and professional learning communities, families*

- o *will participate through advisory groups and surveys, and community partners will provide expertise and resources that support student wellness and academic success. These processes will strengthen collective ownership of school goals and ensure sustainability of initiatives designed to improve attendance, student learning, achievement, and overall well-being.]*

Sustaining Staffing and Resources

- What is the plan to sustain core community school staff (e.g., site-based community school coordinator)? Please provide specific examples.
 - o *[The school will sustain core Community School staff by strategically aligning funding sources, demonstrating program effectiveness through data, and embedding key positions into long-term school improvement efforts. CCSPP-funded positions, including Medical Assistants, student intervention mediators, trauma counselors, psychologists, Wellness Center staff, and the Community School Coordinator, provide essential services that address barriers to learning, improve student well-being, and reduce chronic absenteeism. In the short term, the school will utilize CCSPP funding to maintain staffing and services. In the mid-term, leadership teams will identify opportunities to braid funding from district, state, and local resources to support critical positions. In the long term, successful roles will be incorporated into ongoing staffing plans based on demonstrated impact on attendance, student engagement, academic achievement, assessment outcomes, and graduation rates. Partnerships with community agencies will also help expand resources and services available to students and families]*
- How will data be tracked and measured to support sustainability and impact going forward? Please provide specific examples.
 - o *[The school will use a continuous improvement process to monitor the effectiveness and sustainability of Community School initiatives. Key indicators will include chronic absenteeism rates, attendance, behavioral*

- o *referrals, Health Room utilization, Wellness Center participation, mental health referrals, academic performance, assessment results, credit completion, and graduation rates. In the short term, data will be reviewed monthly by site leadership, wellness teams, and Community School staff to identify student needs and adjust interventions. In the mid-term, quarterly reviews will assess trends and measure the impact of Medical Assistants, psychologists, trauma counselors, student intervention mediators, and Wellness Center services on student outcomes. In the long term, annual evaluations will guide resource allocation, staffing decisions, and sustainability planning. Feedback from students, families, staff, and community partners will also be collected through surveys and focus groups to ensure services remain responsive, effective, and aligned with school priorities]*

Strategic Community Partnerships

- How will partnerships that have been created to support community school goals be sustained? Please provide specific examples.
 - o *[The school will sustain community partnerships by formalizing agreements, maintaining regular communication, and aligning partner services with school priorities such as reducing chronic absenteeism, improving student wellness, and increasing academic achievement. Key partners supporting the Health Room, Wellness Centers, trauma counseling, student intervention mediators, and medical services will be engaged through scheduled coordination meetings and shared planning processes. In the short term, the school will maintain active partner engagement through consistent scheduling and service delivery on campus. In the mid-term, partnerships will be strengthened through MOUs, joint planning, and integration into school-wide systems of support. In the long term, partnerships will be embedded into the school's comprehensive support model, ensuring services remain stable, coordinated, and aligned with student needs, graduation goals, and academic outcomes. Families, educators, and community agencies will collaborate to ensure continuity of services and shared accountability]*
- How will you measure the effectiveness of community partnerships in achieving educational and community goals? Please provide specific examples.

- o *[The effectiveness of community partnerships will be measured using both quantitative and qualitative data tied to student outcomes and service delivery. Key metrics will include reductions in chronic absenteeism, improvements in attendance rates, decreases in behavioral incidents, increased utilization of Health Room and Wellness Center services, and improvements in academic performance, assessment scores, credit completion, and graduation rates. In the short term, the school will track service delivery data and student participation in partner-supported programs. In the mid-term, quarterly data reviews will assess trends in student outcomes linked to specific partner interventions such as counseling, health services, and attendance supports. In the long term, annual evaluations will determine whether partnerships should be expanded, adjusted, or sustained based on their demonstrated impact. Feedback from students, families, staff, and partners will also be collected through surveys and collaboration meetings to ensure continuous improvement and alignment with community school goals]*

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. Please indicate "Not Applicable or N/A" in those sections.

***Please note that some categories from the Whole Child Inventory have been consolidated.**

Collaborative Leadership & Practices

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[Not planning to expand activities just maintain due to the activities implemented requiring more time, fidelity, and being consistent to strengthen the activities implemented. No other staff will need to be blended for the next fiscal year 2027-2028. Basically sustaining programs and activities to provide growth and development]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[Funds will be braided with LCAP/LCFF if the need is presented in the next fiscal year, 2027-2028. However, if we need to be blended, our district cabinet is looking into Kern Family Health Systems and Care for funding, as they may be able to provide a grant opportunity or partnership. Other options are to inquire donations and funding support via Kern Medical, Alternate First, and Omni, if possible, for additional support with medical, dental, and vision for students.]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSP.
 - *[The immediate next steps to ensure sustainability include strengthening implementation fidelity, documenting outcomes, and aligning current practices with long-term funding structures. The school will continue maintaining current staff leadership development activities without expansion in the next cycle, allowing time to deepen consistency and effectiveness of existing systems. Site leadership will regularly review program impact using attendance, academic, behavioral, and wellness data to demonstrate effectiveness. In the short term, the school will identify essential components of current staffing and*

- o *leadership practices that directly support student outcomes. In the mid-term, the school will begin aligning these practices with potential braided funding sources such as LCAP/LCFF and explore partnership opportunities with Kern Family Health Systems, Kern Medical, Alternate First, and Omni for health-related supports. In the long term, the goal is to institutionalize effective leadership practices within district systems and secure external partnerships and grants that sustain medical, wellness, and student support services beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts supporting collaborative leadership and staff development include site-based leadership team agendas and meeting minutes, School Site Council and wellness team documentation, CCSPP implementation plans, and attendance/data review dashboards. Additional artifacts include professional learning community (PLC) notes, intervention tracking logs, Wellness Center and Health Room service logs, and schedules for student support staff such as Medical Assistants, psychologists, trauma counselors, and intervention mediators. Memorandums of Understanding (MOUs) with community partners, where applicable, also support service delivery alignment. These artifacts collectively demonstrate governance structures, shared decision-making processes, and ongoing monitoring systems used to guide leadership development, sustain programs, and improve student outcomes related to attendance, wellness, academic achievement, and graduation rates.]*

Parent Leadership Development & Opportunities

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain and strengthen Parent Leadership Development by maintaining consistent opportunities for families to engage in decision-making, school planning, and student support systems.*

- o *Activities include ELAC, School Site Council, wellness and community school advisory meetings, parent workshops focused on attendance, student wellness, and academic support, and family engagement events connected to Wellness Centers and Health Room services. These opportunities will help families collaborate with staff to address chronic absenteeism, student health needs, and academic progress. In the short term, the focus is on maintaining consistent participation and communication. In the mid-term, the school will strengthen parent leadership roles in advisory groups and school planning. In the long term, parent leadership will be embedded into school governance structures to ensure sustained voice and influence in improving student learning, achievement, and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[Funding for parent leadership development activities is currently supported through CCSPP allocations and may be sustained through braided funding sources such as LCAP/LCFF if needed in future cycles (2027–2028). Additional anticipated support may include partnerships or grant opportunities with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to enhance family engagement efforts connected to health, wellness, and student support services. These partnerships may also provide in-kind resources, workshops, and community-based services to strengthen family engagement and student success]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Immediate next steps include strengthening consistent family engagement practices, increasing participation in advisory groups, and ensuring regular communication between school staff and families. The school will continue offering workshops and leadership opportunities focused on attendance, wellness, and academic support while documenting participation and impact. In the short term, data from parent attendance and feedback will be collected to guide improvements. In the mid-term, the school will develop stronger leadership pathways for parents to participate in decision-making committees. In the long term, parent leadership structures will be institutionalized within school governance and supported through braided funding sources such as LCAP/LCFF and community partnerships to ensure sustainability beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include ELAC agendas and meeting minutes, School Site Council documentation, parent workshop sign-in sheets and presentation materials, wellness and community school advisory meeting notes, family engagement calendars, newsletters, and communication logs. Additional artifacts include surveys and feedback forms from families, participation data from parent events, and documentation from partnerships supporting family services. These artifacts demonstrate ongoing parent engagement, leadership development, and shared decision-making processes that support student wellness, attendance improvement, academic achievement, and graduation outcomes]*

Student Leadership Development & Opportunities

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain Student Leadership Development by maintaining opportunities for students to engage in leadership roles that promote school connectedness, attendance improvement, and academic success. Activities include student advisory groups, peer leadership programs, student wellness ambassadors, restorative practices participation, and leadership roles connected to Wellness Centers and attendance support initiatives. These opportunities allow students to provide input on school climate, wellness services, and instructional supports. In the short term, the focus is on maintaining consistent student participation and voice in school decision-making. In the mid-term, student leaders will take on expanded roles in mentoring peers and supporting schoolwide initiatives to reduce chronic absenteeism. In the long term, student leadership will be embedded into school governance structures to ensure ongoing student voice in shaping policies and programs that impact learning, achievement, and graduation outcomes]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[Student leadership activities are currently supported through CCSPP funding and may be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni, particularly for wellness-related student leadership initiatives. These resources may provide training, materials, and enrichment opportunities that strengthen student engagement, leadership development, and school connectedness]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include maintaining consistent student leadership opportunities and documenting participation, impact, and student outcomes related to engagement, attendance, and school climate. The school will continue supporting student advisory groups and peer leadership programs while collecting feedback from students and staff. In the short term, data will be used to refine leadership activities and increase participation. In the mid-term, student leadership roles will be formalized within school structures, such as wellness and attendance initiatives. In the long term, student leadership programs will be institutionalized within school governance and supported through braided funding sources and community partnerships to ensure sustainability beyond CCSPP funding]*
- Please 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)).
 - *[Artifacts include student leadership rosters, advisory group agendas and meeting minutes, peer leadership program materials, attendance and participation logs, student survey results, restorative practice documentation, and wellness ambassador activity records. Additional artifacts include presentations created by student leaders, school climate survey data, and documentation of student involvement in Wellness Center and attendance improvement initiatives. These artifacts demonstrate student voice, leadership development, and active participation in shaping school culture, wellness supports, attendance improvement strategies, and overall academic success]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain Shared Decision-Making Bodies that center the voices of students, families, and community members by maintaining and strengthening structures such as School Site Council, ELAC, wellness, and Community School advisory teams, student advisory groups, and parent leadership committees. These bodies ensure shared input on key priorities including student wellness, Health Room*
 - *services, Wellness Centers, attendance improvement, and academic achievement. In the short term, the focus is on maintaining consistent participation and regular meetings with clear communication of school data and priorities. In the mid-term, these groups will expand their influence in planning interventions to reduce chronic absenteeism and improve student outcomes. In the long term, shared decision-making structures will be fully embedded into school governance systems to ensure sustained voice and collaboration in shaping policies, resource allocation, and programs that support student learning, achievement, and graduation rates]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These shared decision-making structures are currently supported through CCSPP funding and will continue to be sustained through braided funding sources such as LCAP/LCFF as needed in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support engagement activities, meeting facilitation, interpretation services, and wellness-related participation supports for families and community members. These resources help ensure equitable access and sustained participation in decision-making processes.]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening consistent participation in all shared decision-making bodies and ensuring timely communication of school data, priorities, and outcomes to stakeholders. The school will continue scheduling regular meetings, improving outreach efforts, and increasing accessibility for families and community members. In the short term, participation and engagement data will be collected to identify gaps and improve inclusivity. In the mid-term, structures will be refined to expand leadership roles for students, families, and community partners. In the long term, shared decision-making bodies will be institutionalized within school governance systems and supported through braided funding and community partnerships to ensure sustainability beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include School Site Council agendas and minutes, ELAC documentation, Community School advisory meeting records, student advisory group materials, parent committee sign-in sheets, meeting presentations, and school data dashboards shared during governance meetings. Additional artifacts include communication logs, survey results from students and families, interpretation/translation support records, and documentation of decisions made through shared governance structures. These artifacts demonstrate active engagement of students, families, and community members in decision-making processes that influence school priorities, resource allocation, student wellness supports, attendance improvement strategies, and academic achievement outcomes]*

Community & Family Engagement

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain multiple modes of family communication and engagement to strengthen partnerships that support student attendance, wellness, and academic achievement. Strategies include student–teacher–family conferences, home visits, Wellness Center outreach, regular classroom updates, automated attendance notifications, newsletters, and two-way communication through phone, text, and digital platforms. Health Room and wellness staff will also support communication related to student needs and services. In the short term, the focus is on maintaining consistent communication routines and increasing family participation in conferences and engagement events. In the mid-term, the school will expand proactive outreach systems for students at risk of chronic absenteeism. In the long term, communication systems will be fully integrated into school operations to ensure ongoing collaboration between families, educators, and support staff in improving student learning, achievement, and graduation outcomes]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These engagement and communication activities are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF as needed in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to enhance outreach capacity, translation services, family engagement events, and wellness-related communication supports. These combined resources will help ensure equitable and consistent communication with all families]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening consistent communication systems, improving outreach processes, and increasing family participation in conferences, home visits, and school events. The school*

- o *will continue using multiple communication platforms to ensure accessibility and timely updates regarding attendance, wellness, and academic progress. In the short term, data on family engagement and communication effectiveness will be collected. In the mid-term, outreach strategies will be refined to better support families of students at risk of chronic absenteeism. In the long term, these communication systems will be institutionalized within school operations and supported through braided funding and community partnerships to ensure sustainability beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts include parent–teacher conference schedules and sign-in sheets, home visit logs, attendance outreach records, newsletters, automated attendance notification reports, communication logs (phone/text/email), Wellness Center outreach documentation, and family engagement calendars. Additional artifacts include translation/interpretation service records, family feedback surveys, and documentation of engagement events. These artifacts demonstrate consistent, multi-modal communication and engagement efforts that support student attendance, wellness, academic progress, and graduation outcomes through strong partnerships between families, educators, and school support staff]*

Adult Education (e.g., GED, ESL, Job Training, Naturalization)

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain Adult Education opportunities to support families in advancing educational, employment, and civic goals that strengthen student outcomes. Offerings may include ESL classes, GED preparation, job readiness training, digital literacy support, and naturalization resources in collaboration with community partners. These programs help families build stability, which in turn supports improved student attendance, engagement, and academic achievement. In the short term, the school will maintain access to*

- o *informational workshops and referrals to adult education providers. In the mid-term, partnerships will be strengthened to expand on-site or nearby class offerings. In the long term, adult education pathways will be integrated into school-community partnerships to ensure sustained access and alignment with family needs and student success priorities, including reducing chronic absenteeism and improving graduation outcomes.]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[Adult education supports are currently facilitated through CCSPP coordination and will be sustained through braided funding sources such as LCAP/LCFF as needed in future cycles (2027–2028). Additional support may be pursued through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni, as well as adult education providers and workforce development agencies. These partnerships may provide instructional services, materials, referrals, and workforce training opportunities for families]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Immediate next steps include strengthening referral pathways to adult education providers, increasing awareness among families, and building formal partnerships with local agencies. The school will continue identifying family needs through surveys and engagement events. In the short term, the focus is on maintaining access to information and referrals for adult education services. In the mid-term, the school will formalize partnerships to expand program availability and participation. In the long term, adult education supports will be embedded into ongoing family engagement systems and sustained through braided funding and community partnerships to ensure long-term accessibility beyond CCSPP funding]*
- Please 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)).

- o *[Artifacts include adult education referral logs, partnership agreements (MOUs) with adult schools or workforce agencies, workshop flyers, attendance sign-in sheets, family needs assessment surveys, informational materials on ESL/GED/job training programs, and communication records promoting adult education opportunities. Additional artifacts include outreach materials shared through newsletters and family engagement events. These artifacts demonstrate ongoing efforts to connect families with educational and workforce development opportunities that strengthen household stability and support improved student attendance, academic success, and graduation outcomes]*

Community-Based Curriculum and Pedagogy

Community-Based/ Project-Based Learning

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain Community-Based and Project-Based Learning (PBL) to increase student engagement, relevance of instruction, and academic achievement. Instruction will connect curriculum to real-world issues such as health, wellness, attendance, and community resources, integrating support from Wellness Centers, the Health Room, psychologists, trauma counselors, and student intervention mediators. In the short term, teachers will continue implementing standards-aligned PBL units with community connections. In the mid-term, interdisciplinary projects will be expanded across grade levels with input from students, families, and community partners. In the long term, community-based curriculum will be embedded into instructional planning and schoolwide expectations to ensure consistency, rigor, and relevance that support improved attendance, assessment outcomes, and graduation rates]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[This work is currently supported through CCSPF funding and may be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to provide enrichment opportunities, guest speakers, materials, and wellness-related project support. These combined resources will help strengthen implementation of community-based curriculum and project-based learning]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening teacher collaboration around PBL design, documenting successful instructional practices, and aligning projects with schoolwide priorities such as attendance improvement, student wellness, and academic achievement. The school will continue supporting professional development focused on project-based learning and community integration. In the short term, existing PBL units will be refined and expanded. In the mid-term, cross-curricular collaboration and community partnerships will be formalized to support instruction. In the long term, community-based curriculum will be institutionalized within instructional frameworks and sustained through braided funding and partnerships to ensure long-term sustainability beyond CCSPP funding]*
- Please 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)).
 - *[Artifacts include PBL unit plans, lesson designs, instructional calendars, student project rubrics, examples of student work, PLC meeting notes, and professional development agendas focused on project-based learning. Additional artifacts include community partner involvement documentation, guest speaker logs, field experience records, and student presentation materials. These artifacts demonstrate the integration of community-based curriculum and pedagogy that supports engagement, improves attendance, strengthens academic outcomes, and increases graduation readiness.]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain culturally responsive and sustaining practices by embedding students' cultural identities, lived experiences, and community perspectives into curriculum, instruction, and schoolwide practices. Instruction will integrate culturally relevant texts, project-based learning, and restorative practices that affirm student identity and strengthen engagement. Wellness Centers, Health Room staff,*

- o *Psychologists, trauma counselors, and student intervention mediators will support culturally responsive approaches to student wellness and behavior. In the short term, teachers will continue implementing culturally relevant lessons and restorative practices. In the mid-term, professional learning will expand staff capacity in culturally sustaining pedagogy. In the long term, these practices will be fully embedded into curriculum planning and schoolwide systems to improve student engagement, attendance, academic achievement, and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[These efforts are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support professional development, instructional materials, and culturally responsive wellness and engagement initiatives. These resources will strengthen implementation and sustainability of culturally responsive practices]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Immediate next steps include expanding professional development on culturally sustaining pedagogy, documenting effective instructional practices, and aligning curriculum with student demographics and community strengths. The school will continue supporting teacher collaboration to integrate culturally relevant content and restorative practices. In the short term, current practices will be refined and consistently implemented. In the mid-term, culturally responsive practices will be embedded into instructional frameworks and schoolwide expectations. In the long term, these practices will be institutionalized within curriculum and professional learning systems and sustained through braided funding and partnerships to ensure long-term impact beyond CCSPP funding]*
- Please 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)).

- o *[Artifacts include lesson plans incorporating culturally relevant content, restorative practice implementation logs, professional development agendas, PLC meeting notes, student engagement surveys, and examples of student work reflecting cultural identity and community connections. Additional artifacts include school climate data, wellness and behavior support documentation, and training materials on culturally sustaining pedagogy. These artifacts demonstrate the school's commitment to culturally responsive practices that improve student engagement, strengthen attendance, support wellness, and increase academic achievement and graduation outcomes]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain Performance Assessments, including capstone projects, portfolios, and presentations of learning, to provide students with meaningful opportunities to demonstrate mastery of standards and real-world skills. These assessments will be connected to community-based learning, Wellness Center initiatives, and interdisciplinary projects that address attendance, health, and community issues. In the short term, teachers will continue implementing performance tasks aligned to grade-level standards. In the mid-term, capstone and portfolio systems will be expanded across grade levels with consistent rubrics and expectations. In the long term, performance assessments will be fully embedded into instructional practice to support deeper learning, increase student engagement, and improve academic achievement, assessment outcomes, and graduation rates]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[This work is currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support materials, professional development, and exhibition opportunities for student learning. These combined resources will help ensure sustainability of performance-based assessment systems.]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSP.
 - *[Immediate next steps include strengthening teacher collaboration to design consistent performance tasks, developing common rubrics, and aligning assessments with standards and graduation requirements. The school will continue providing professional development on performance-based assessment and supporting teachers in integrating capstone and portfolio work into instruction. In the short term, existing performance tasks will be refined. In the mid-term, a schoolwide system for portfolios and capstones will be developed. In the long term, performance assessments will be institutionalized within instructional frameworks and sustained through braided funding and district alignment to ensure long-term sustainability beyond CCSP funding]*
- Please 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)).
 - *[Artifacts include capstone project guidelines, student portfolios, performance task rubrics, presentation of learning schedules, student exhibition materials, PLC meeting notes, and examples of student work. Additional artifacts include assessment alignment documents, teacher planning tools, and documentation of student presentations to staff, families, and community partners. These artifacts demonstrate student mastery of academic and real-world skills while supporting increased engagement, attendance, academic achievement, and graduation readiness]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain a comprehensive advisory system to ensure every student is connected to a trusted adult and a consistent “home base” that supports academic, social-emotional, and wellness needs. Advisors will monitor attendance, academic progress, and engagement while coordinating with Wellness Centers, the Health Room, psychologists, trauma counselors, and student intervention mediators to provide timely*

- o *support. In the short term, advisory periods will continue to focus on relationship-building, attendance monitoring, and goal setting. In the mid-term, advisory structures will be strengthened with a consistent curriculum, data tracking, and family communication. In the long term, the advisory system will be fully embedded into school culture to improve student connectedness, reduce chronic absenteeism, and increase academic achievement and graduation rates.]*
- o *[This system is currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support advisory programming, wellness integration, and student engagement activities. These resources will help maintain consistent advisor support structures and enrichment opportunities.]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - o *[Immediate next steps include strengthening advisory curriculum, ensuring consistent implementation across grade levels, and training staff to effectively serve as advisors. The school will continue monitoring student attendance, engagement, and academic data within advisory groups. In the short term, advisory routines and expectations will be refined. In the mid-term, data systems and family communication processes will be integrated into advisory structures. In the long term, the advisory system will be institutionalized as a core component of school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Artifacts include advisory agendas, lesson plans, attendance and academic monitoring logs, student goal-setting documents, advisor meeting notes, family communication records, and PLC documentation supporting advisory implementation. Additional artifacts include training materials for advisors, student reflection forms, and data dashboards used to track student progress. These artifacts demonstrate the advisory system’s role in strengthening student connectedness, improving attendance, supporting wellness, and increasing academic achievement and graduation outcomes]*

- Please 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)).
 - *[These activities are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to sustain wellness services, advisory supports, family engagement, and student intervention systems. These combined resources will ensure continuity of staffing, programming, and student support services that improve attendance, engagement, and academic outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[Immediate next steps include strengthening documentation of program outcomes, aligning all initiatives with schoolwide improvement goals, and identifying essential practices that must be sustained long-term. The school will continue monitoring attendance, academic, behavioral, and wellness data to demonstrate impact. In the short term, implementation fidelity across all systems will be reinforced. In the mid-term, braided funding opportunities through LCAP/LCFF and community partnerships will be formalized. In the long term, successful practices will be embedded into district systems and governance structures to ensure sustainability beyond CCSPP funding]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Artifacts include governance structures and shared decision-making documentation such as School Site Council and ELAC agendas and minutes, CCSPP implementation plans, advisory system materials, PLC notes, and leadership team meeting records. Additional artifacts include Wellness Center and Health Room service logs, student intervention tracking tools, attendance and academic data dashboards, MOUs with community partners, family engagement records, and staff professional development materials. These artifacts demonstrate coordinated systems of leadership, instruction, and student support focused on improving attendance, wellness, academic achievement, and graduation outcomes]*

- Please 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)).
 - *[Artifacts include School Site Council, ELAC, and Community School advisory agendas and meeting minutes documenting shared decision-making aligned to attendance, wellness, academic achievement, and graduation goals. Additional artifacts include CCSPP implementation plans, Wellness Center and Health Room service logs, student intervention tracking systems, attendance data dashboards, and academic*
 - *progress monitoring reports. The school also maintains MOUs with community partners supporting health, mental health, and family engagement services, as well as staff leadership development plans and PLC meeting notes. These artifacts collectively demonstrate coordinated governance, instructional alignment, and integrated student support systems designed to improve attendance, wellness, academic achievement, and graduation outcomes]*

Integrated Student Supports and Services

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain and strengthen integrated health screening and services to support student wellness, attendance, and academic success. Services include vision, hearing, dental, nutritional, neurological, and general physical health screenings provided through the Health Room, Medical Assistants, and community health partners. Students identified with needs will be connected to Wellness Centers, school psychologists, trauma counselors, and intervention mediators for follow-up support. In the short term, the school will continue routine screenings and referrals to address immediate health barriers. In the mid-term, data systems will be used to identify trends and increase preventative care and early intervention. In the long term, health screening services will be fully embedded into school operations to reduce chronic absenteeism, improve student engagement, and support academic achievement and graduation outcomes]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to expand access to screenings, follow-up care, and preventive health services. These combined resources will support staffing, materials, and coordinated health service delivery]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening coordination of health screenings, improving data tracking systems for student health needs, and ensuring timely referrals to appropriate services. The school will continue collaborating with health partners to expand access and consistency of screenings. In the short term, existing screening schedules will be maintained and documented. In the mid-term, partnerships and funding streams will be formalized to support expanded services. In the long term, integrated health screening systems will be institutionalized within school operations and sustained through braided funding and community partnerships to ensure long-term impact beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include health screening schedules, referral logs, Health Room documentation, vision/hearing/dental screening records, Wellness Center referral tracking forms, and student health follow-up reports. Additional artifacts include MOUs with health partners, data dashboards tracking health-related barriers to learning, attendance correlation reports, and communication logs with families regarding health services. These artifacts demonstrate coordinated health support systems that reduce barriers to learning and improve attendance, wellness, academic achievement, and graduation outcomes]*

Mental Health Screening & Services (including counseling centers)

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain mental health screening and services through comprehensive supports that include counseling centers, school psychologists, trauma counselors, and Wellness Centers. Students will receive early identification, screening, and ongoing support for social-emotional and behavioral needs that impact attendance, engagement, and academic success. In the short term, services will focus on direct counseling, crisis support, and referrals for students identified as at risk. In the mid-term, screening tools and data*
 - *systems will be used to proactively identify student needs and connect them to tiered interventions. In the long term, mental health services will be fully integrated into schoolwide systems of support to reduce chronic absenteeism, improve student wellness, and increase academic achievement and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to expand counseling capacity, screening tools, and trauma-informed care services. These combined resources will help ensure continuity and expansion of mental health supports]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening mental health screening systems, expanding access to counseling services, and improving data tracking for student needs and outcomes. The school will continue coordinating closely with Wellness Centers and mental health staff to ensure timely interventions. In the*

- o *short term, existing counseling and crisis response services will be maintained and documented. In the mid-term, partnerships and funding streams will be formalized to expand capacity. In the long term, mental health services will be institutionalized within school operations and sustained through braided funding and community partnerships to ensure long-term impact beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts include counseling referral logs, mental health screening tools, Wellness Center service records, psychologist and trauma counselor service schedules, student intervention plans, and crisis response documentation. Additional artifacts include MOUs with mental health partners, attendance and behavior data*
 - o *reports linked to counseling services, student support meeting notes, and family communication logs*
 - o *regarding mental health services. These artifacts demonstrate a coordinated system of mental health supports that improve student wellness, reduce chronic absenteeism, and support academic achievement and graduation outcomes]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain academic support services, including tutoring, academic intervention classes, credit recovery, and targeted support provided by specialists to address learning gaps and improve student achievement. These supports are aligned with Wellness Centers, attendance interventions, and advisory systems to ensure students receive coordinated academic and wellness support. In the short term, tutoring and intervention services will focus on students identified as at risk due to attendance, grades, or assessment performance. In the mid-term, data systems will guide targeted academic interventions and expand access to support across grade levels. In the long term, academic support systems will be fully embedded into instructional practice to improve student engagement, achievement, credit completion, assessment outcomes, and graduation rates]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support tutoring staff, instructional materials, and academic intervention programs. These combined resources will help maintain and expand academic support services]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening tutoring and intervention systems, improving data tracking of student progress, and aligning academic support services with attendance and wellness data. The school will continue identifying students in need of academic intervention and providing targeted support. In the short term, existing tutoring and credit recovery programs will be maintained and monitored. In the mid-term, academic support structures will be expanded and formalized through scheduling and staffing alignment. In the long term, academic support services will be institutionalized within school systems and sustained through braided funding and partnerships to ensure long-term impact beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include tutoring schedules, intervention rosters, credit recovery enrollment records, academic progress monitoring reports, PLC meeting notes, student support plans, and data dashboards tracking grades and assessment outcomes. Additional artifacts include instructional materials used for tutoring, attendance records for academic support sessions, and documentation of specialist support services. These artifacts demonstrate coordinated academic support systems that improve student achievement, attendance, engagement, and graduation outcomes]*

Multi-Tiered System of Support

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain a Multi-Tiered System of Supports (MTSS) to ensure all students receive academic, behavioral, attendance, and wellness interventions aligned to their needs. MTSS integrates instruction, intervention, and support services, including Wellness Centers, Health Room services, psychologists, trauma counselors, student intervention mediators, tutoring, and advisory systems. In the short term, Tier 1 supports will focus on high-quality instruction and consistent attendance monitoring, while Tier 2 and Tier 3 supports.*
 - *Interventions will target students with greater needs. In the mid-term, data systems will guide more precise interventions across academic, behavioral, and attendance domains. In the long term, MTSS will be fully embedded into school systems to improve student engagement, attendance, academic achievement, and graduation outcomes.]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[MTSS implementation is currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to strengthen intervention staffing, mental health supports, and academic intervention resources. These combined funding sources will support continued implementation and expansion of MTSS]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening MTSS structures, improving data collection and analysis systems, and ensuring consistent implementation across all tiers of support. The school will continue aligning academic, behavioral, attendance, and wellness interventions through coordinated teams. In the*

- o *short term, Tier 1–3 interventions will be monitored and refined. In the mid-term, data systems will be expanded to guide targeted supports and resource allocation. In the long term, MTSS will be institutionalized within school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding]*
- Please 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)).

[Artifacts include MTSS frameworks and implementation plans, intervention rosters, data dashboards tracking attendance, behavior, and academics, PLC and student support team meeting notes, referral and intervention tracking forms, Wellness Center and Health Room service logs, and tutoring and counseling schedules. Additional artifacts include progress monitoring tools, family communication records, and schoolwide MTSS training materials. These artifacts demonstrate a coordinated system of supports that improve attendance, engagement, academic achievement, and graduation outcomes.]

Coordination of Services Team (e.g., COST team, PBIS team)

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain a Coordination of Services Team (COST) and PBIS team to ensure coordinated, data-driven support for student academic, behavioral, attendance, and wellness needs. These teams bring together educators, administrators, Wellness Center staff, psychologists, trauma counselors, intervention mediators, and community partners to identify student needs and align Tier 1–3 supports. In the short term, COST and PBIS teams will continue reviewing referrals, attendance data, and behavioral incidents to provide timely interventions. In the mid-term, systems will be strengthened through consistent data analysis and coordinated intervention planning. In the long term, COST and PBIS processes will be fully embedded into schoolwide MTSS structures to improve student engagement, attendance, academic achievement, and graduation outcomes]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These coordination systems are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to strengthen staffing, intervention resources, and behavioral health supports. These combined funding sources will ensure continuity of COST and PBIS implementation]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

[Immediate next steps include strengthening meeting structures, improving data sharing systems, and ensuring consistent participation from all relevant stakeholders. The school will continue refining referral processes and aligning COST and PBIS work with MTSS frameworks. In the short term, teams will monitor student attendance, behavior, and academic data to guide interventions. In the mid-term, data systems and intervention protocols will be formalized and expanded. In the long term, COST and PBIS structures will be institutionalized within school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding.]

- Please 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)).
 - *[Artifacts include COST and PBIS meeting agendas and minutes, referral tracking forms, behavior and attendance data dashboards, intervention logs, MTSS alignment documents, and student support plans. Additional artifacts include schoolwide PBIS expectations, training materials, communication logs, and Wellness Center coordination records. These artifacts demonstrate a structured system for coordinating services that improve attendance, engagement, behavior, academic achievement, and graduation outcomes]*
 - Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain before-school expanded learning opportunities to support academic achievement, attendance improvement, and student wellness. Before-school programming will include tutoring, credit-recovery support, quiet study spaces, wellness check-ins, and access to the Health Room and advisory supports as needed. Staff, including teachers, intervention mediators, and Wellness Center personnel, will provide structured academic and social-emotional support. In the short term, services will focus on targeted academic support and attendance encouragement for at-risk students. In the mid-term,*
 - *Before-school programs will be expanded based on student need data and integrated with MTSS interventions. In the long term, before-school learning opportunities will be fully embedded into school systems to increase engagement, reduce chronic absenteeism, and improve academic outcomes and graduation rates]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support staffing, materials, and enrichment resources. These combined funding sources will help sustain before-school learning opportunities]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include formalizing before-school schedules, strengthening staff assignments, and increasing student participation tracking. The school will continue identifying students in need of academic and attendance support and connecting them to services. In the short term, existing before-school programs*

- o *will be maintained and monitored for impact. In the mid-term, programming will be aligned with MTSS and expanded based on data. In the long term, before-school learning opportunities will be institutionalized within school operations and sustained through braided funding and partnerships to ensure long-term impact beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts include before-school program schedules, tutoring rosters, attendance logs, credit recovery enrollment records, staff assignment schedules, intervention tracking forms, and student participation data. Additional artifacts include MTSS alignment documents, academic progress monitoring reports, and communication materials sent to families. These artifacts demonstrate structured expanded learning opportunities that improve attendance, engagement, academic achievement, and graduation outcomes]*

After School (times/services)

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain after-school expanded learning opportunities to support academic achievement, student engagement, and wellness. Programs include tutoring, credit recovery, enrichment activities, restorative practices circles, and wellness check-ins supported by teachers, intervention mediators, and Wellness Center staff. Services also include access to academic support specialists and targeted intervention for students at risk of chronic absenteeism or course failure. In the short term, programming will focus on homework support, credit recovery, and attendance improvement. In the mid-term, after-school offerings will be expanded based on student need data and integrated into MTSS and PBIS systems. In the long term, after-school programs will be fully embedded into school operations to improve engagement, academic outcomes, attendance, and graduation rates]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support staffing, enrichment activities, and academic intervention resources. These combined funding sources will help sustain after-school programming]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening after-school schedules, improving student participation tracking, and aligning programming with academic and attendance data. The school will continue identifying students needing additional support and connecting them to services. In the short term, existing after-school programs will be maintained and monitored for effectiveness. In the mid-term, programs will be aligned with MTSS and expanded based on student needs. In the long term, after-school learning opportunities will be institutionalized within school systems and sustained through braided funding and partnerships to ensure long-term impact beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include after-school program schedules, tutoring rosters, credit recovery enrollment logs, attendance records, enrichment activity calendars, intervention tracking forms, and staff assignment schedules. Additional artifacts include MTSS and PBIS alignment documents, student participation data, and communication materials sent to families. These artifacts demonstrate structured expanded learning opportunities that improve attendance, engagement, academic achievement, and graduation outcomes]*

Summer Programs

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain summer programming to support academic recovery, credit completion, and student wellness. Summer programs will include credit recovery courses, targeted tutoring, enrichment activities, wellness check-ins, and access to Health Room and mental health supports through counselors, psychologists, and intervention mediators. These services are designed to reduce learning loss, improve attendance patterns, and support graduation readiness. In the short term, summer programming will focus*
 - *on credit recovery and academic intervention for at-risk students. In the mid-term, programs will be expanded based on student data to include enrichment and wellness supports. In the long term, summer learning opportunities will be fully integrated into school systems to improve academic achievement, engagement, and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support staffing, instructional materials, enrichment activities, and wellness services. These combined funding sources will help sustain summer programming]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening summer program planning, identifying student eligibility based on academic and attendance data, and coordinating staffing for instructional and wellness services. The school will continue tracking student progress and participation to measure program effectiveness. In the short term, existing summer credit recovery and intervention programs will be maintained. In the mid-term,*

- o *programming will be expanded and aligned with MTSS and student needs. In the long term, summer learning programs will be institutionalized within school operations and sustained through braided funding and partnerships to ensure long-term impact beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts include summer program schedules, credit recovery enrollment lists, tutoring rosters, attendance logs, enrichment activity calendars, staff assignment records, MTSS alignment documents, and student progress monitoring reports. Additional artifacts include communication materials to families, program flyers, and participation data reports. These artifacts demonstrate structured summer learning opportunities that support academic recovery, student engagement, wellness, and graduation readiness]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - o *[The school will sustain during-school expanded learning opportunities through differentiated instruction, learning pathways, lab/support periods, and embedded intervention time to meet diverse student needs. Instruction will be supported by MTSS, PBIS, and advisory systems, along with access to Wellness Centers, Health Room services, psychologists, trauma counselors, and intervention mediators. These supports ensure students receive both academic and wellness interventions during the school day. In the short term, teachers will provide targeted small-group instruction and structured intervention blocks. In the mid-term, learning pathways will be refined based on student performance and data analysis. In the long term, during-school supports will be fully embedded into master scheduling and instructional systems to improve attendance, engagement, academic achievement, and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

- o *[These services are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support staffing, instructional materials, and intervention programs. These combined funding sources will help sustain during-school learning supports]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o *[Immediate next steps include strengthening master scheduling to protect intervention time, improving data-driven grouping practices, and ensuring consistent implementation of differentiated instruction. The school will continue monitoring academic, attendance, and behavioral data to guide supports. In the short term, existing intervention periods and instructional supports will be maintained. In the mid-term, learning pathways and scheduling structures will be refined and aligned with MTSS. In the long term, during-school expanded learning structures will be institutionalized within school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding]*
- Please 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)).
 - o *[Artifacts include master schedules, intervention block schedules, lesson plans showing differentiated instruction, MTSS grouping data, PLC meeting notes, student progress monitoring reports, and academic intervention logs. Additional artifacts include advisory integration documents, Wellness Center referral records, and instructional planning tools. These artifacts demonstrate structured during-school supports that improve attendance, engagement, academic achievement, and graduation outcomes]*

Positive and Restorative School Climate

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain Positive and Restorative School Climate practices to prevent, reduce, and eliminate exclusionary discipline while increasing student engagement and belonging. Practices include PBIS expectations, restorative circles, peer mediation, trauma-informed practices, and proactive behavioral supports integrated with MTSS and advisory systems. Wellness Centers, psychologists, trauma counselors, and intervention mediators support students in resolving conflicts and addressing underlying needs. In the short term, staff will continue implementing restorative responses and positive behavior supports. In the mid-term, systems will be strengthened through consistent data tracking of discipline trends and restorative interventions. In the long term, restorative and PBIS practices will be fully embedded into school culture to improve attendance, engagement, academic achievement, and graduation outcomes]*

- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These practices are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support training, staffing, and restorative practice resources. These combined funding sources will help sustain school climate initiatives]*

- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - *[Immediate next steps include strengthening staff training in restorative practices, improving PBIS implementation consistency, and enhancing data tracking for discipline and climate indicators. The school will continue monitoring behavioral referrals and restorative interventions to guide improvements. In the short term, existing PBIS and restorative practices will be maintained. In the mid-term, systems will be expanded and aligned with MTSS and advisory structures. In the long term, positive and restorative practices will be institutionalized within school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding]*

- Please 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)).
 - *[Artifacts include PBIS matrices, restorative circle agendas, discipline referral logs, behavior intervention plans, MTSS behavior data dashboards, staff training materials, and PBIS team meeting notes. Additional artifacts include peer mediation records, school climate surveys, Wellness Center coordination logs, and communication materials outlining behavior expectations. These artifacts demonstrate a comprehensive system for improving school climate, reducing exclusionary discipline, and supporting student attendance, engagement, academic achievement, and graduation outcomes]*

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

- Description of activity(ies) you plan on expanding and sustaining.
 - *[The school will sustain programs and practices that explicitly teach social-emotional skills to support student wellness, engagement, and academic success. This includes SEL curriculum, mindfulness practices, restorative practices, PBIS integration, advisory lessons, and wellness check-ins supported by counselors, psychologists, trauma counselors, and intervention mediators. These practices are embedded within MTSS and daily instruction to build student self-awareness, relationship skills, and emotional regulation. In the*
 - *short term, staff will continue delivering structured SEL lessons and mindfulness routines. In the mid-term, SEL instruction will be standardized across grade levels and integrated into advisory and academic settings. In the long term, SEL practices will be fully embedded into school culture to improve attendance, engagement, behavior, academic achievement, and graduation outcomes]*
- Please indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).
 - *[These programs are currently supported through CCSPP funding and will be sustained through braided funding sources such as LCAP/LCFF in future cycles (2027–2028). Additional support may be explored*

- o through partnerships with Kern Family Health Systems, Kern Medical, Alternate First, and Omni to support SEL curriculum, training, and wellness programming. These combined funding sources will ensure long-term sustainability of social-emotional learning initiatives]*
- Please describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.
 - o [Immediate next steps include strengthening SEL curriculum implementation, providing ongoing staff professional development, and ensuring consistent integration of SEL practices across classrooms and advisory periods. The school will continue monitoring student behavior, attendance, and wellness indicators to assess impact. In the short term, existing SEL lessons and mindfulness routines will be maintained. In the mid-term, SEL systems will be aligned with MTSS and PBIS frameworks. In the long term, SEL instruction will be institutionalized within school operations and sustained through braided funding and district alignment to ensure long-term impact beyond CCSPP funding]*
- Please 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)).
 - o [Artifacts include SEL lesson plans, curriculum pacing guides, mindfulness practice schedules, advisory lesson materials, PBIS and MTSS alignment documents, student reflection journals, and staff training agendas. Additional artifacts include wellness survey data, behavior and attendance reports, and school climate assessments. These artifacts demonstrate structured implementation of social-emotional learning practices that improve student wellness, engagement, academic achievement, and graduation outcomes]*