Accessible Version

Survey

California Community Schools Partnership Program: Sustainability Plan 2026

Career and College Transition Division

Welcome to the Sustainability Plan for the California Community Schools Partnership Program (CCSPP). This plan is a required submission starting in year two of your implementation grant cycle in addition to your Annual Progress Report (APR). It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement.

This version of the Sustainability Plan is intended to serve as a transitional tool for the 2025-26 year. For future reporting cycles, sustainability planning will be directly embedded into the APR.

Understanding the Sustainability Plan and Annual Progress Report

While both the Sustainability Plan and the Annual Progress Report (APR) are essential, they serve different but complementary purposes:

The Sustainability Plan: Focuses on securing long-term funding, partnerships, and systems to sustain the program beyond the grant.
The Annual Progress Report: Focuses on implementation, progress monitoring, outcomes, and accountability.

Key Guidance for Completing the Sustainability Plan

Reflect on the Long-Term Vision: As you fill out the Sustainability Plan, consider your community's long-term goals. Reflect on how your current efforts align with both immediate needs and future aspirations.

Identify Key Strategies for Sustainability: Focus on strategies for securing long-term funding and developing lasting partnerships. Consider community resources, volunteer support, and other funding streams that will help ensure the sustainability of your strategy. How will these resources continue to support your efforts once the grant period ends?

Focus on Program and Fiscal Sustainability: Your plan should address both programmatic and fiscal sustainability. This means ensuring that the services you provide continue to meet the needs of your school community while securing the financial resources needed to support them.

Align with the California Community Schools Framework: Your Sustainability Plan should align with the California Community Schools Framework and other available resources, such as the Community Schools Implementation Plan Template and the Capacity Building Strategies.

Additional Considerations: This plan should be developed collaboratively with your school's leadership team, involving students, staff, families, and community partners to ensure broad input and ownership. Keep in mind that sustainability is an ongoing journey. If you need support in completing the form or have any questions, please reach out to the State Transformational Assistance Center (S-TAC).

Instructions

The online application survey will remain open through **Tuesday, June 30, 2026**. All prompts are required unless otherwise indicated.

If you have technical difficulty completing the application survey, please contact Lisa Clark-Devine at LClark-Devine@cde.ca.gov for assistance. If you have any questions regarding the CCSPP, please send them to the following email address, CCSPP@cde.ca.gov.

Important: This survey cannot be saved and must be completed in one attempt. The CCSSP Sustainability Plan 2026 Survey questions is available so you can prepare your responses offline before submitting through this survey. Please email CCSPP@cde.ca.gov to request a copy of the survey questions.

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

School Site Information

Local Educational Agency (LEA) Name:

Strathmore Union Elementary School

School Site Name:

Alpaugh Elementary School

School Site County-District-School Code

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

County Code:	54
District Code:	71803
School Code:	6053847

Cohort:

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Program Contact

Program Contact First Name:	Gloria
Program Contact Last Name:	Garza-Davalos
Program Contact Title:	Director, Southern Tulare Collective
Program Contact Email Address:	ggarza.davalos@suesd.k12.ca.us

Sustainability Plan Team Members & Roles: (*e.g., Principal, Assistant Principal, Community School Coordinator, School Counselor/Social Worker/Psychologist, Teacher[s], Instructional Coach, Other staff, Student[s], Parent[s]/Guardian[s]/Family member[s], Community member[s], Community partner[s].*)

(? of 1,000 maximum characters)

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Gloria Garza-Davalos, Community Schools Director Troy Hayes, Superintendent AUSD Yesica Guzman, AUSD CS Liaison Juana Limon, AUSD Chief Business Official Community School Advisory Council Team Southern Tulare Collective Members
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Links for repository or collection that showcases the impact of the work you are doing: (*e.g., your Community Schools website, YouTube channel, Instagram, etc.; Please enter N/A if not currently in place.*)

(? of 1,000 maximum characters)

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AUSD AES/AHS Website https://www.alpaughusd.org/departments/community-schools SUESD SUESD Website https://www.strathmoreschools.org/apps/pages/index.jsp?uREC_ID=4420663&type=d&pREC_ID=2671352 Video of the Southern Tulare Collective Southern Tulare Collective Video: https://drive.google.com/file/d/1WQv4ILxAK5aK0NOf6Y8ImJfdjCNj3ukD/view?usp=sharing Instagram Instagram @southerntularecollectivecs https://www.instagram.com/southerntularecollectivecs/
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Capacity Building Strategies

Directions: Please respond to each of the questions within the five Capacity Building Strategies.

Suggestions for Completion:

1. In your responses, consider how your school's top three strategies/priorities are advanced by each of the capacity-building strategies.

2. Provide examples or best practices for capacity-building strategies that can help other schools create more actionable plans.

3. Incorporate a structured framework (e.g., short-term, mid-term, and long-term strategies) to support a more strategic approach to sustainability.

4. Encourage input from engaged partners by including a prompt or section to outline how various partners (educators, families, community members) will contribute to capacity-building efforts.

Shared Commitment & Collective Priorities

What strategies are in place to sustain the action(s) aligned to the goals identified in your school's needs and assets assessment? (*Provide specific examples; (? of 1,000 maximum characters)*)

o The LEA will sustain these actions by embedding them within a Multi-Tiered System of Support (MTSS), ensuring alignment across academic, behavioral, and social-emotional supports. Ongoing training and coaching for site coordinators will build internal capacity to implement and monitor these efforts over time. Sustainability is further supported through braiding resources with existing wellness teams and aligning Community Schools strategies with established school structures. Additionally, formalized systems for agency collaboration will ensure partners remain actively engaged, providing coordinated supports for students and families beyond the grant period.

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

o The LEA will maintain key strategies and processes that reinforce shared commitments and priorities, including alignment to LCAP goals and ongoing fiscal coordination to ensure resources are effectively targeted and sustained. The use of evidence-based best practices will guide implementation across academic, behavioral, and social-emotional supports. Additionally, the LEA will continue to strengthen parent engagement strategies to elevate family voice and partnership, while maintaining a strong focus on student attendance and overall wellbeing. These efforts will remain integrated within site and district systems to ensure coherence, consistency, and long-term impact.

Centering Community-Based Learning

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

NA

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

NA

Collaborative Leadership

How will the LEA/school sustain shared decision-making structures that have been put in place (e.g., site-based leadership teams)? (*Provide specific examples; (? of 1,000 maximum characters)*)

o The LEA will sustain shared decision-making structures by maintaining consistent, collaborative systems such as COST and SST meetings that center on whole-child student needs, not just data. Regular administrator check-ins and monthly superintendent meetings will ensure alignment, accountability, and ongoing communication across sites. Additionally, the LEA will continue to prioritize data sharing and structured collaboration with community agencies to inform decision-making and coordinate supports. These established routines will reinforce inclusive leadership practices and ensure that site-based teams remain active, responsive, and aligned to student and community needs over time.

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

o The LEA will maintain collaborative leadership by expanding partnerships with additional educational and service agencies through the Southern Tulare Collective, strengthening coordinated supports for students and families. The inclusion of student voice will be prioritized to inform decision-making and ensure supports are responsive to student needs. The LEA will also continue to implement evidence-based strategies to strengthen ELA outcomes and branch to provide more resources/support in the social-emotional learning (SEL) across sites through partnerships with County Office of Education, Public Health, Porterville Youth Services, Hope Horizon, and MindDivers.

Sustaining Staffing and Resources

What is the plan to sustain core community school staff (e.g., site-based community school coordinator)? (*Provide specific examples; (? of 1,000 maximum characters)*)

o LCAP Goal Alignment: Community Schools Coordinator (Southern Tulare Collective) The Community Schools Coordinator across Strathmore Union ESD (SUESD), Ducor Union ESD (DUESD), Terra Bella Union ESD (TBUESD), and Alpaugh Unified School District (AUSD) aligns directly with LCAP goals by advancing a Whole Child approach grounded in MTSS and the Community Schools framework. Through the California Community Schools Partnership Program (CCSPP), the Coordinator ensures alignment of services, resources, and strategies to support student success across academic, social-emotional, and engagement domains. Key Areas of Alignment 1. Academic Achievement (ELA Focus) Supports implementation of evidence-based literacy strategies (e.g., Really Great Reading, ELA Support through Consulting) Coordinates interventions aligned to Tier 1–3 supports within MTSS Promotes data-informed practices using CAASPP, ELPAC, and local assessments 2. Student Engagement & Attendance Leads chronic absenteeism reduction strategies through attendance campaigns, family outreach, and incentives Aligns site efforts with AttendanceWorks practices and PDSA cycles Strengthens re-engagement systems (SART, SST, attendance recovery structures) 3. Social-Emotional Learning & Wellness Coordinates SEL programming (e.g., Calm & Kind) and behavioral health partnerships Expands access to mental health services through community-based organizations Supports safe, inclusive, and restorative school climates 4. Family & Community Engagement Facilitates meaningful family engagement opportunities (Resource Roundups, Parent Partners, conferences) Supports advisory structures (ELAC, DELAC, PAC, CCSPP Advisory Councils) Elevates family voice through surveys and street data (REAL framework) 5. Collaborative Leadership & Systems Alignment Strengthens shared decision-making through COST, SST, admin meetings, and superintendent convenings Aligns LCAP, CCSPP Implementation Plan, APR, and Sustainability Plan Builds cross-district collaboration through STC networking and partner alignment (TCOE, agencies, higher ed) 6. Expanded Learning & Enrichment Coordinates after-school, summer (e.g., Save the Children, CHOICES, ELOP, Friday Night Lights, Non-Profits), and enrichment opportunities Integrates real-world learning, student leadership, and career exposure

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

Sustainability of Data-Tracking and Measurement Systems The LEA will sustain data-tracking and measurement systems by continuing to utilize multiple data sources, including the California School Dashboard (CA Dashboard), local benchmark assessments, and real-time data systems (Aeries,PARSEC, SchoolWise), to monitor student progress across attendance, and social-emotional domains. In addition, the LEA will maintain systems for tracking student wellness through counselor-led supports, including regular wellness check-ins, social-emotional screeners, and progress monitoring tools. School counselors and site teams will collaborate with community-based agencies and behavioral health partners to track service referrals, participation, and outcomes, ensuring students receive coordinated and responsive support (PYS & Hope Horizon) Data will be reviewed consistently through established structures such as COST, SST, administrative meetings, and Community Schools Advisory Councils, where teams analyze trends, identify student needs, and align interventions within an MTSS framework. The LEA will also sustain strong family communication practices (Messaging by use of flyers, newsletters, Bulletins, SeeSaw, Disrict App, and/or parent square using data to inform parent messaging and increase transparency around student progress, attendance, and available wellness supports. Through the continued use of research-based strategies and continuous improvement cycles (PDSA), the LEA will reflect on data, refine practices, and ensure that community schools efforts remain responsive, equitable, and aligned to LCAP and CCSPP goals.

Strategic Community Partnerships

How will partnerships that have been created to support community school goals be sustained? (*Provide specific examples; (? of 1,000 maximum characters)*)

The LEA will sustain partnerships through attending community events to establish more partnerships, MOUs, ongoing resource fairs and agency-led workshops, and regular collaboration through STC meetings and advisory structures. Data and family feedback will guide continuous improvement to ensure partnerships remain aligned to community school goals.

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

The LEA will assess the success of its community partnerships through a comprehensive approach that goes beyond participation numbers alone. While attendance data will be monitored, the LEA will prioritize quality of engagement, impact on student outcomes, and alignment to identified needs. Success will be measured using multiple data points, including: Student outcomes (attendance improvement, academic progress, SEL indicators) Service utilization and referral follow-through (e.g., counseling, health services) Family and student feedback collected through surveys, conversations, and street data (REAL framework) Partner deliverables and responsiveness Even in cases of low attendance, the LEA will evaluate: Trends of participation students/families were reached Focus of Events/Allowable Activity Reflecting on feedback provided by agencies and participants The depth and effectiveness of services provided Barriers to participation (e.g., timing, transportation, communication), using this data to adjust outreach strategies

Whole Child Inventory

The purpose of the Whole Child Inventory is to guide LEAs (Local Education Agencies) and schools in evaluating and sustaining whole-child supports. It is designed to prompt reflection on various aspects of education, including leadership practices, teacher development, and funding strategies. These insights will be used to inform sustainability efforts and identify areas for improvement by helping schools and LEAs make informed decisions about maintaining and enhancing their whole-child initiatives over time.

For each potential support, ask yourself: "Are these whole child and family supports part of my Community Schools Implementation Plan and/or Needs and Assets Assessment?"

If "Yes", please identify efforts that are currently taking place to improve sustainability.

If "No", you **do not** need to move forward with identifying sustainability efforts for that particular support area. Enter “Not Applicable or N/A” in those sections.

Note: Some categories from the Whole Child Inventory have been consolidated.

Collaborative Leadership & Practices

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

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

Continue TK–2 professional development focused on Tier 2 and Tier 3 instructional strategies, Learning Labs aligned to TK implementation, instructional coaching, and collaboration through the Southern Tulare Collective and Community Schools Advisory Council to strengthen instructional practices and community school implementation.

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

CCSPP, LCAP, Title II Professional Development

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

CCSPP currently supports professional learning while LCAP and Title II funds support district instructional coaching, Learning Labs, and ongoing professional development.

Staff Leadership Development & Opportunities: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Embed TK–2 professional development, Learning Labs, and intervention coaching into district LCAP priorities and annual professional learning plans while transitioning Community Schools leadership responsibilities into existing instructional coaching structures.

Parent Leadership Development & Opportunities

Parent Leadership Development & Opportunities: Description of activity(ies) you plan on expanding and sustaining.	Continue expanding parent leadership through Save the Children, Community School Advisory Council (CSAC), School Site Council (SSC), DELAC, family volunteer opportunities, and parent leaders assisting with school events and community outreach.
Parent Leadership Development & Opportunities: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	LCAP Family Engagement, Title I Parent Involvement, Save the Children
Parent Leadership Development & Opportunities: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	Parent engagement activities are supported through Save the Children partnerships, Title I Parent Involvement funds, and district LCAP family engagement resources. CCSPP
Parent Leadership Development & Opportunities: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	Continue parent leadership groups, strengthen partner MOUs with Save the Children, and integrate family engagement activities into annual LCAP planning.

Student Leadership Development & Opportunities

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

Expand student leadership through AVID, community service projects, fundraising teams, peer outreach, volunteer opportunities, and leadership partnerships with the high school leadership class and Sandy Hook Promise Challenge Team.

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

LCAP, AVID, Site Funds CCSPP

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

Student leadership activities are incorporated into AVID, PBIS, student engagement initiatives, and school-sponsored activities funded through district and site resources.

Student Leadership Development & Opportunities: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Integrate leadership opportunities into annual AVID programming, increase community service opportunities, and strengthen partnerships that provide ongoing leadership experiences.

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

Shared Decision-Making Bodies: Description of activity(ies) you plan on expanding and sustaining.

Continue gathering stakeholder input through empathy interviews, surveys, Healthy Kids Survey data, SSC, DELAC, CSAC, and parent leadership groups to guide school improvement efforts.

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

LCAP CCSPP

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

Shared decision-making is embedded within the district's LCAP engagement process and existing advisory committees.

Shared Decision-Making Bodies: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Continue annual stakeholder engagement activities and establish routine data review cycles within leadership teams to support continuous improvement beyond CCSPP.

Community & Family Engagement

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

Family Communication & Involvement: Description of activity(ies) you plan on expanding and sustaining.

Continue using multiple communication platforms including Seesaw, text messages, newsletters, banners, marquees, parent conferences, and family events to strengthen communication between school and home.

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

LCAP, District Communication Systems

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

District communication systems are supported through existing technology and LCAP family engagement resources while Community Schools enhances outreach to families.

Family Communication & Involvement: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Continue utilizing district communication systems, incorporate community resources into newsletters, and expand outreach through consistent multilingual communication. Continue home visits for students experiencing chronic absenteeism, behavioral concerns, and social-emotional needs while connecting families with Hope Horizon and community resources.

Adult Education (e.g., GED, English as a Second Language [ESL], Job Training, Naturalization)

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

Continue offering adult education opportunities including ESL, GED information, financial literacy, nutrition education, homeownership workshops, and health education through community partners.

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

Sequoia Adult Education Consortium, Community Partners

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

Adult education services are coordinated through the Sequoia Adult Education Consortium, California Farmworkers Foundation, and additional community organizations.

Adult Education: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Expand GED and ESL opportunities through consortium partnerships and continue embedding adult education workshops into family engagement events.

Community-Based Curriculum and Pedagogy

Community-Based/Project-Based Learning

Community-Based/Project-Based Learning: Description of activity(ies) you plan on expanding and sustaining.	NA
Community-Based/Project-Based Learning: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	NA
Community-Based/Project-Based Learning: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	NA
Community-Based/Project-Based Learning: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	NA

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

Culturally-Sustaining & Responsive Curriculum: Description of activity(ies) you plan on expanding and sustaining.	NA
Culturally-Sustaining & Responsive Curriculum: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	NA
Culturally-Sustaining & Responsive Curriculum: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	NA
Culturally-Sustaining & Responsive Curriculum: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	NA

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

Performance Assessments: Description of activity(ies) you plan on expanding and sustaining.	Continue implementing developmentally appropriate instructional planning using TK–3 progressions, assessment data, and literacy frameworks to meet individual student needs.
Performance Assessments: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	CCSPP/LCAP
Performance Assessments: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	Instructional coaching and assessment systems are integrated into district instructional programs.
Performance Assessments: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	Continue utilizing student data to personalize instruction and embed planning into district instructional expectations.

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

Advisory system: Description of activity(ies) you plan on expanding and sustaining.	NA
Advisory system: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	NA
Advisory system: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	NA
Advisory system: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	NA

Integrated Student Supports and Services

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

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

Continue providing school-based vision, dental, hearing, health screenings, flu clinics, and referrals through partnerships with Adventist Health, Family Healthcare Network, Big Smiles CA, Anthem Blue Cross, and public health agencies.

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

Community Health Partners/CCSPP

Health Screening & Services: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.

Community agencies provide services while district staff coordinate referrals and student access.

Health Screening & Services: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Maintain community partnerships through annual agreements, monitor participation data, and continue expanding access to preventive health services.

Mental Health Screening & Services (including counseling centers)

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

Continue integrating mental health services during Mental Health Awareness Month, Red Ribbon Week, family engagement events, and ongoing student referrals.

Mental Health Screening & Services (including counseling centers): Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).

Hope Horizon, Project AWARE

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

Mental health supports are provided through contracted partners and integrated into schoolwide wellness initiatives.

Mental Health Screening & Services (including counseling centers): Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Strengthen referral systems, maintain community partnerships, and continue annual wellness programming for students and families.

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

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

Continue literacy intervention, instructional coaching, targeted small-group instruction, instructional aides, family literacy workshops, and progress monitoring for TK–2 students.

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

LCAP, Title I, CCSPP

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

Academic interventions are supported through instructional coaching, Title I, and district intervention resources.

Academic Support: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Embed literacy intervention into district instructional systems and continue family literacy engagement aligned to district goals.

Multi-Tiered System of Support

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

Continue coordinating student supports through the Southern Tulare Collective, instructional coaching, and collaborative MTSS meetings focused on academic, behavioral, attendance, and social-emotional needs.

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

LCAP, CCSPP

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

District MTSS systems are supported through instructional coaches, agency partnerships, and Community Schools collaboration.

Multi-Tiered System of Support: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Continue strengthening agency collaboration, monitor MTSS data, and integrate Community Schools coordination into existing district MTSS systems.

Coordination of Services (e.g., Coordination of Services Team [COST] team, Positive Behavior Interventions and Supports [PBIS] team)

Coordination of Services: Description of activity(ies) you plan on expanding and sustaining.	Continue weekly COST meetings to coordinate attendance interventions, behavioral supports, extended learning opportunities, chronic absenteeism monitoring, and community referrals.
Coordination of Services: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	CCSPP LCAP
Coordination of Services: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	Student support services are coordinated through existing district teams and community partnerships.
Coordination of Services: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	Continue weekly COST meetings, strengthen data collection on student needs and referrals, and use attendance and intervention data to guide services.

Expanded and Enriched Learning Time and Opportunities

Before School (times/services)

Before School: Description of activity(ies) you plan on expanding and sustaining.	NA
Before School: Indicate your current or anticipated funding source, if applicable (e.g., how funds are braided or blended).	NA
Before School: Describe your immediate next steps to develop sustainability for these activities beyond the CCSPP.	NA
Before School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).	NA

After School (times/services)

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

NA

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

NA

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

NA

After School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

NA

Summer Programs

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

NA

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

NA

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

NA

Summer Programs: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

NA

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

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

Continue differentiated instruction, intervention blocks, literacy coaching, Career Day, and hands-on learning opportunities that support academic achievement and career awareness.

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

LCAP, CCSPP

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

District instructional coaching and classroom intervention supports are integrated into daily instruction.

During School: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Maintain instructional coaching, strengthen Career Day partnerships, and continue differentiated learning opportunities within the regular school day.

Positive and Restorative School Climate

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

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

Continue Buffalo Bucks, Beat the Bell attendance initiatives, attendance recognition, campus beautification, and schoolwide PBIS incentives that promote positive behavior and school connectedness.

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

LCAP, PBIS, Site Funds, CCSPP

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

Attendance initiatives and PBIS incentives are supported through district attendance and student engagement resources.

Restorative practices: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Embed attendance campaigns into PBIS, continue student recognition systems, and use attendance data to guide intervention efforts.

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

Social-emotional skills: Description of activity(ies) you plan on expanding and sustaining.

Continue implementing Capturing Kids' Hearts, restorative conversations, reflection practices, counseling supports, and relationship-centered behavior interventions.

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

LCAP, PBIS, Site Funds, CCSPP

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

Restorative practices are integrated into district behavior expectations, counseling services, and MTSS supports.

Social-emotional skills: Describe your artifact here (e.g., agenda(s), meeting minute(s), social media, website(s), MOU(s), leadership development plan(s), or governance structure(s)).

Continue staff training, strengthen counseling partnerships, and embed restorative practices into schoolwide behavior systems. Integrate SEL into monthly schoolwide programming, continue wellness partnerships, and monitor student climate and wellness data to inform continuous improvement.

Submit

Once the Survey is submitted, no changes can be made. Before you submit the Survey, you may want to review it for completion, grammar, and accuracy.

Select the **Print responses** button to print a copy of the Application. When you select the **Print responses** button, a new window will open showing your print options. Select your printer accordingly.
Important: Remember to return to this page to select the **Submit** button or else the Survey will not be submitted.

Once you select the **Submit** button below, your survey responses will be sent to the California Department of Education and you will be redirected to the department's CCSPP web page.
An email confirmation will also be sent from the Snap WebHost to the Program Contact email address provided in this Survey.