

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

To ensure that we understand and engage the needs of the majority of students, family, and staff, El Tejon School implements a needs assessment by using multiple data collection strategies including focus groups, surveys, home visits, and family interviews to conduct needs and asset assessments. This process occurs annually, and data collected is analyzed during focus groups, advisory meetings, school site council meetings, staff meetings, and during safe school ambassador family and student meetings. El Tejon School District has had success in the planning process through the establishment of a strong advisory committee consisting of multiple community members, parents, teachers, staff members, and students. Two sub committees focusing on extended learning time and opportunities as well as collaborative leadership and practices for educators and administrators have been established and actively reviewing data from needs assessment surveys, parent and student interviews, and student state and standardized test scores to focus on and target community needs. We successfully developed and implemented surveys to target community needs and continue to meet to brainstorm resources available, recruit professional learning and parent and community training, and develop the skills needed to address the areas of greatest need.

In September of 2021, we had only a 12 % return on parent surveys. In September of 2025, after research and collaboration around needs assessments and empathy surveys, we had a 82% return. Regular collaborative meetings established throughout the planning process have boosted the numbers of participants. Through the analysis of the survey's data the El Tejon Community Schools Advisory Committee was able to develop a series of goals surrounding the highest identified needs: student and family health services, expanding learning for both students and families, and developing leadership through collaboration at every level.

Data from surveys along with input from students, staff and parents is discussed, separated into major areas of concern, and broken down to root causes through a Continuous Improvement Process. The Kern County office of education has assisted in the process when data analysis indicated that there is a need to address chronic absenteeism. During this process a goal is set to address the need and the focus remains needs oriented. The purpose of the Continuous Improvement Process is to increase outcomes for all students and close performance gaps using multiple cycles of inquiry. The heart of this problem-solving approach is problem articulation and root-cause analysis to purposefully slow down the natural tendency towards solution generation. A commitment to engage in adaptive and often difficult problem analysis, from multiple perspectives, is helping us unearth assumptions and position leaders to be more intentional and resourceful. If there are changes that need to be made at the system level, they are identified and attacked as a team so that a solution can be in place that truly assesses student and family needs.

A commitment has been made by all members of the El Tejon Community Schools Advisory Committee as well as the sub committees, teachers, students, and families engaged, to expand our understanding through the use of the continuous improvement process.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) **and** identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

El Tejon School is applying for the California Community Schools Partnership Program Implementation Grant because we understand the need to care for the whole child and are deeply committed to the development of wrap-around services that will support and encourage the health, wellness and engagement of our students and their families. We are focused on expanding the horizons of learning for our students and families, providing opportunities for growth and change, and developing a sense of self advocacy. Central to this mission is the building of relationships with the families we serve so that we can work together to realize the shared vision. The desire to continue, expand and add new services by establishing a hub at El Tejon School and Frazier Mountain High School comes from a deep commitment to addressing student and family health services, expanding learning for both students and families, and developing leadership through collaboration at every level.

Providing collaboration opportunities and building relationships in community school conversations, data collection, meetings, and interviews has provided the solid footing to move our plan towards implementation. Through discussions, data analysis, and collaboration a solid network has been established and mapped out in an assets map that will allow us to expand our services for all students and families by engaging and utilizing connections with local businesses and organizations skills, and services within the rural and neighboring communities. Partnerships established with the Mountain Communities Family Resource Center and their Collaborative partners has allowed us to gain recognition from and build connections with local urban

organizations that provide services which are needed but cannot be located in the rural area. The asset driven approach has allowed our school district and community to build on the assets and strengths and value our shared collective wisdom. The Implementation Grant will allow us to expand and add new services as needs arise. One way we plan to expand services to our families while engaging in strength-based practices, is to increase the use of Family Advocates and Community Resource interns to address needs within said families.

Restorative practices are well established and central to the formation of a racially just and restorative school climate. A partnership has been established between Perseverance Education instructor, Dr. David Sandles and El Tejon in which all teachers have participated in professional development surrounding social emotional learning. These professional development training included the establishment of positive behavior interventions and supports, the development and implementation of a school wide and classroom behavior matrix for student behavior expectations, restorative justice peer mediation, conversation circles, check in and check out models, and individual student behavior plans.

Teachers and staff also develop individual goals for each student utilizing community and professional mentors. Our AVID program strengthens communication and listening skills, which are crucial in developing relationships based on trust and support.

Furthermore, a partnership with Community Matters has allowed for full implementation of the Safe School Ambassadors program which helps students create social norms based on empathy and understanding, and helps all stakeholders to build trust, repair harm and restore community. After reviewing the needs assessment, it is clear that this program needs to expand to reach more students. Data also showed that students are interested in a risk-free reporting system for bullying, issues concerning transportation, and issues affecting the overall climate of the school. Thus, expanding the Community Matters program to address their needs. Overall, the community school focuses on embracing and supporting our students in all areas of school and life.

In the heart of our community schools lies a profound commitment encapsulated in a mission statement. This statement emphasizes the importance of cultural proficiency and relevance. Before embarking on this transformative journey, a thorough needs assessment unveiled the unique cultural, historical, and contextual tapestry of our community. This assessment set the stage for a tailor-made approach to instruction that considers the specific needs and strengths of our students, families, and communities. Our plan is to utilize the data from the assessments to undergo a meticulous review of needed areas of curriculum. Educators, community members, and experts collaborate to identify gaps and opportunities for improvement. Through this collaborative effort, the curriculum is revised to become a true reflection of the community it serves. Partnerships with Ridge Route Museum Education Department will be instrumental in establishing the historical context of our community. Furthermore, the utilization of the KIDS data platform will be instrumental in providing training to the areas in most need.

Culturally responsive teaching strategies become the backbone of classroom instruction, fostering engagement and inclusivity. El Tejon's commitment to cultural proficiency extends beyond the classroom walls. Partnerships with local organizations, leaders, and businesses are forged to enrich students' experiences and broaden their horizons. Families are not just spectators but active participants, contributing to decision-making processes and gaining resources and insights to support cultural learning at home. Empowering educators is at the core of our plan. Regular professional development sessions with Dr. Sandles of Perseverance Learning, Community Matters, Solution Tree, and Kern County Office of Education focus on culturally responsive pedagogy, ensuring that teachers are well-equipped to deliver instruction that resonates with the diverse backgrounds of our students. A culturally proficient school culture takes root, celebrating diversity and recognizing the contributions of all.

El Tejon School is committed to authentic and dynamic shared leadership in all aspects of school governance and operations. Our collaborative leadership is rooted in a unifying vision and goals. Our leadership extends beyond the school team to include students, families, community members and leaders of community-based organizations and university partners.

The heart of collaborative leadership is our Advisory Council. The Community School Advisory Council is a leadership team that's made up of diverse stakeholders from across sectors. They are responsible for assessing needs, resource distribution, and continuous improvement, as well as the coordination of services

and support. Partnerships with our Family Resource Center, parents, community members, businesses, and families are key to the success of our Advisory Council.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Student and family health services	- Chronic Absenteeism Rate - Participation rates for vision, vaccination, and health programs - Attendance rate for mental health appointments and use of resources.
Expanding learning for both students and families	- CAASPP Scores 2020-2021 - CAASPP Scores 2022-2023 - CAASPP Scores 2023-2024 - CAASPP Scores 2024-2025 - CAASPP Scores 2025-2026 test scores to be determined. - Schedules for before/after school classes and learning experience - Schedule or registration information for summer school/camp/ extended learning opportunities. - Increased Participation as indicated in Student Engagement Survey and Healthy Kids Survey
Developing leadership through collaboration at every level	- Meeting minutes, agendas and member identification - Documented invitations, advertisements, and data shares - Parent Participation rate: Parent Survey, Back To School Night, Parent Conferences - Chronic Absenteeism Rate

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and

community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 30, 2025 El Tejon School will increase parent, student, or community participation in community school advisory meetings by 10%	• Provide a calendar monthly with our community school news and update. • Use text, speech, and email features with our communication platform to provide invitations to parents. • Partner with the family resources center to provide central locations and promotional information for parent and community outreach and training. • 21-22 Parent Participation rate 12% • 22-23 Parent Participation rate 75% • 23-24 Parent Participation rate 75% • 24-25 Parent Participation rate 77% • 25-26 Parent Participation rate 83%
By June 30, 2024, El Tejon School will expand our restorative attendance practices to decrease chronic absenteeism by 10%	• Expand the role of Student Success Facilitator to include SARB team membership. • Provide training to all staff in restorative attendance practices. • Provide training in culturally sensitive and empathy interviews to address absenteeism root causes. • expand the use of data from continuous improvement process for chronic absenteeism to the advisory and subcommittees. • 21-22 Chronic Absenteeism = 17.5% • 22-23 Chronic Absenteeism = 19.6% • 23-24 Chronic Absenteeism = 23.7% • 24-25 Chronic Absenteeism = 6.8% • 25-26 Chronic Absenteeism = currently at 5% Meeting goal
By Jun 30, 2024 El Tejon School will have an established Community Schools Advisory Committees governance structure tasked with supporting full implementation of the goals established by the site governance structure	• Identify structures of site shared governances supporting and overseeing Community Schools • Expand the participation with the identified site and community governances: the School Site Council members, District English Learner Advisory Committee, Mountain Chamber of Commerce, CERT response Team, Associate Student Body etc. • Expand the practice of inclusivity and data sharing at each meeting. • Meeting minutes, agendas, and member identification • Documented invitations, advertisements, and data shares

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

During the process of asset mapping and needs assessments, we successfully pinpointed leaders within our subcommittees through interviews. Our approach involved extending invitations to all subcommittee members, including those from the community, student body, parents, and staff. Subsequently, we assessed and mapped leaders within current systems and councils, aiming to incorporate a diverse range of representative populations. As part of our inclusive approach, we extended invitations to participate in the community schools governance process by becoming members of the Community School Advisory Committee. This committee will oversee the district and community-wide initiatives, bringing together stakeholders from various community systems and sectors. The goal is to collectively develop a shared vision, plan, and course of action.

Leaders of our Community School Advisory Committee are members in existing systems throughout the community and district. Thus, strategic planning is necessary to make sure that we are not creating or duplicating parallel systems. We are mindful in our connections with existing systems whenever possible. Members of our Community School Advisory Committee represent community partners from Mountain Communities Family Resource Center, Parents and staff leaders from School Site Council, and English Language Advisory Committees, members of the business sector, teachers, and classified union members, and members of the extended learning programs available to our area, as well as district and school administration. At our school site all parents and community members are encouraged to take leadership roles.

The leaders of our Community School Advisory Committee actively engage with various existing systems across the community and district. Therefore, it is imperative to undertake strategic planning to ensure that we avoid the creation of parallel systems or unnecessary duplications. We approach our connections with existing systems with mindfulness, seeking to integrate and collaborate whenever possible.

The members of our Community School Advisory Committee serve as representatives for diverse community partners, including the Mountain Communities Family Resource Center, parents, and staff leaders from the School Site Council, as well as English Language Advisory Committees. Additionally, our committee includes representatives from the business sector, teachers, classified union members, and members involved in extended learning programs available in our area. This comprehensive representation extends to both district and school administration.

It is a core principle at our school site to actively encourage all parents and community members to take on leadership roles, fostering a collaborative and inclusive approach to decision-making and community engagement. Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, in school branding and throughout internal and external communication in multiple languages that are responsive to the community. At the same time, EL Tejon creates ongoing opportunities for listening to community feedback, questions, ideas, and concerns. These local bodies at the district and site levels play an essential role as they are tasked with ensuring that the current actions and initiatives align with the objectives of fully implementing Community Schools. Moreover, they will actively monitor the advancement towards both site-specific and district-wide goals, promoting transparency and accountability in the execution or progress towards these initiatives. As part of our collaborative leadership priorities, it is our duty to uphold these responsibilities and work towards achieving our set goals.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals

Action Steps

By June of 2025 extended learning will be established for expanding academic growth all core content areas, particularly in mathematics at El Tejon School

- Obtain funding for professional development.
- Establish professional goal and develop learning teams to review data.
- Create data checkpoints and define circles of inquiry.
- Provide calendared times for teams to collaborate.
- Establish instructors to expand learning opportunities before and after school to enhance and expand learning.
 - CAASPP Scores 2020-2021
 - CAASPP Scores 2022-2023
 - CAASPP Scores 2023-2024
 - CAASPP Scores 2024-2025
 - CAASPP Scores 2025-2026 test scores to be determined. Goal to increase 5%
 - Schedules for before/after school classes and learning experience
 - Schedule or registration information for summer school/camp/ extended learning opportunities.
 - Increased Participation as indicated in Student survey

By June of 2025 extended learning will be established for expanding college and career readiness opportunities beyond the school day at El Tejon School.

- Survey student body for areas of interest.
- Provide career exploration tools (KCSOS Strong Workforce Consortium)
- Establish instructors to expand learning opportunities before and after school to enhance and expand learning.
- Provide curriculum and experiences aligned to individual student interests and areas of success that expand the learning day.
- Establish and align pathways for teachers seeking CTE certification in areas of student interest/need
 - Schedules for before/after school classes and learning experience
 - Schedule or registration information for summer school/camp/ extended learning opportunities.
 - Increased participation and attendance in enrichment activities, classes, and experiences.
 - Increase in teachers credentialed through CTE pathways.

By June of 2025, El Tejon School will maintain and expand a positive school culture.	● Full implementation restorative practices - Restorative Circle - Affective Statement - Schoolwide and classroom behavior matrix - peer mediation. ● social emotional learning - Self-Awareness - Self-Management - Responsible Decision Making - Relationship Skills - Social Awareness ● positive interventions and supports. ○ 2022 Student Connectedness Survey Results 78% student feel like my teachers and school staff care about them. ○ 2023 Student Connectedness Survey Results 81% student feel like my teachers and school staff care about them ○ 2024 Student Connectedness Survey Results 80% student feel like my teachers and school staff care about them ○ 2025 Student Connectedness Survey Results 81% student feel like my teachers and school staff care about them
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Describe the plans for coherence to police and initiative alignment.

While developing the Community School Implementation Plan, we have worked diligently to integrate and support initiatives across supporting plans at both the district and school site level. The implementation plan builds, extends, and expands on the priorities and strategies established in the LCAP and SPSA, providing additional support to bridge the gaps we have not been able to address within existing systems. In the aftermath of the pandemic, it is evident that our current school site policies and initiatives lack the necessary design to effectively tackle the pressing and urgent needs that have emerged.

Furthermore, these initiatives are grappling with insufficient funding to comprehensively address the situation. To address this gap, we have taken steps to align indicators and data collection, ensuring that the work carried out by Community Schools contributes to a more holistic approach. This approach supports a broader vision, surpassing the limitations of our existing systems in their capacity to address the complex challenges at hand.

Our process began by focusing on the need to expand the learning day to bridge gaps but also increase attendance by addressing the areas of interest students had in their future college and careers. First, we were tasked with establishing instructors to expand learning opportunities before and after school to enhance and expand learning. Our main goal is to provide curriculum and experiences aligned to individual student interests and areas of successes and needs that expand the learning day. The implementation grant will allow us to expand what we are offering including summer camps and programs such as welding, media arts, coding, robotics, entertainment industry, fashion design, and culinary arts. Tutoring services are aligned to the students' specific needs and address the gaps in learning. Students and parents discuss and create schedules with a team of staff members so that students can bridge the gap while maintaining an extended learning program that is fun and of interest to the student.

El Tejon School, in partnership with educators, families, young people and community members, establish,

advocate for, and implement local policies that prioritize the needs of the community, lead to improved student experiences and outcomes, address inequities, and advance the community school strategy. Addressing the needs of the whole child providing wrap-around family services and collaborating around data provided transparently and with a wide variety of stakeholders will establish a bank of resources and strategies needed to institute the cross-initiative structures that will support the integration of Community Schools work with all other work being done within the district and school site.

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
By August 2023, El Tejon School will have a Community School Coordinator hired, trained, and deployed	• Create Job description for Community School Coordinator • Get board and union approval for position • budget, hire, train, and deploy Community School Director • Provide training through RSTAC and SSTAC. • Provide Communities of Practice for collaboration and cross agency expansion of services ○ Community School Director/Coordinator hired, trained, and begins implementation of the elements of Community Schools ○ Coordinator assigned to El Tejon School Campus ○ Development of a network of cross agency resources
By August 2024, El Tejon School will have key partnerships trained, contracted, and deployed	• Family Liaison contracted for El Tejon School trained, and begins implementation of the elements of Community Schools • Wrap Around Service and sustainability plan implemented. • Direct family support service alignment was created and expanded. Develop and MOU with partners at Mountain Communities Family Resource center to provide a representative to be on campus one day a week to work towards sustainability and implementation of community schools family wraparound services including ○ Medical assistance ○ Childcare ○ First Five Services ○ WIC ○ Utility and Rental Assistance ○ Parental education classes

By August 2024, El Tejon School will have all staff trained in the key principles of our Community School: • Integrated support services • Integrated support services. • Family and community engagement • Collaborative leadership and practices for educators and administrators • Extended learning time and opportunities	• Provide training in Asset Based work, Restorative Practices, Diversity training, Trauma Informed Instruction, Restorative Attendance Practices, Positive Behavior Intervention and Supports training, as well as district, department, and job specific information. • Recruit and hire through community schools funding. ○ All needed staffing is filled. ○ All staff is trained in the key principles as shown through training slides, agendas, materials, and sign in sheets. ○ Roles and responsibilities understood and implemented.
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Key Staff/Personnel

Katie Gonzalez, Community School Coordinator	Responsible for oversight and implementation of the community schoolwork, one full-time employee.
Maria Acevedo, Mountain Communities Family Resources Center Advocate	Responsible for creating a family plan, aligning resources through Mountain Community Family Resource Center, providing Medi-cal to students and families, aligning support services.
Verenice Lopez, Students Success Facilitator	Responsible for assisting families struggling with attendance to provide resources needed to get students to school. Works with students and families of students struggling academically and emotionally due to attendance.
David Sandles, Perseverance Learning Trauma Informed Instructional Coach	Provide professional development on trauma-informed instructional strategies for teachers, staff, and students, working with students' families to address behavioral supports both in school and at home, works with staff and students to develop restorative practices to support students.
Community Matters, Safe School Ambassadors	Decreased incidents of bullying, harassment, cyber bullying, violence, exclusion and other forms of harmful behaviors and mistreatments. Increased attendance and academic performance.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

As we embark on the implementation of our community school funding initiative in the district and at the El Tejon site, staffing has proven to be a significant challenge. Acquiring the necessary number of staff in a small community is proving to be difficult. Initially, our focus was on securing the position of the community school coordinator, who has now been hired, trained, and is establishing partnerships for the implementation phase. We are placing a strong emphasis on community partnerships, as it is through these alliances that we intend to address the needs of our students and their families, aligning resources effectively.

Fortunately, we have a dedicated team willing to provide extended learning opportunities for our students, demonstrating their commitment to nurturing the whole child. Our partnership with the Family Resource Center stands out as our most robust resource. This collaboration enables us to identify students' needs and address them at the family level. Through the partnership with the Family Resource Center, we will be able to provide emergency food assistance, rental and utility assistance, Medical, CalFresh, SNAP, and SSI benefits assistance, parent education, First 5 trainings and initiative, emergency preparedness for the winter and rural areas, domestic abuse temporary placement, transportation assistance in home health care for elderly and disabled, and health and wellness resources. Partnerships with Perseverance Learning allow us to support the social, emotional, and mental needs of our students, families, and teachers, offering a diverse team with multicultural backgrounds and lived experiences that enhance their understanding of the challenges our families and students face. Professional development for staff, students, and parents about restorative practices including restorative circles, I statements, active listening, self-awareness, self-management, social awareness, relationship skills, and responsible decision making will be provided through implementation. Providing these resources to our rural community is essential as access to services within 45 miles in all directions is limited to non-existent. Furthermore, levels of need are high in our economically disadvantaged community.

To ensure the success of our staff in undertaking this crucial work, we have implemented a comprehensive training process for new hires. Most importantly, to sustain our goals beyond the life of the grant, we are leveraging braided funding for many of our positions. Memorandums of understanding (MOUs) have been established with several of our partners, and community buy-in has provided us with resources we were previously unaware of. With ongoing communication and support from the community, the whole-child approach we are implementing in our community school will endure beyond the life of our implementation grant. The school site has a long-term funding plan to ensure core staff positions and community and inter-agency partnerships are sustained over time. The long term funding plan is comprehensive and considers every aspect of the initiative, including how to fund programs, practices, and facilities and maintain contracts and MOUs with CBOs and county-level service providers. The entire team, including the administrator, utilizes their combined skills and adopts an asset-based approach to address challenges, actively participating as co-drivers of the vision alongside students, families, and community partners. Educators are recognized as esteemed contributors to their community.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals

Action Steps

By June of 2023 El Tejon School will have selected, implemented, and analyzed the data from a needs assessment, parent and student surveys, and academic and state data.	● Select a needs assessment tool. ● establish protocol for administering assessment. ● The administrator needs assessment. ● Analyze needs assessment with community Schools committees. ● Establish goals and plans of action based on needs assessments. ○ Completed and updated needs assessment ○ Asset map - Working document - continually revisited and updated. ○ Weekly Professional Development with Professional Learning Teams ○ Maintained MOU's with Community Partnership
El Tejon School will maintain an advisory committee which consists of community partners, parents, staff and leadership.	● Establish an advisory and subcommittees for Community Schools ● Calendar Community School Meetings and trainings for committee members ● Establish goals based on the needs of students and families presented through needs assessment data analysis. ● Expand our established network of partnerships that allow us to draw from established assets within the school and community to meet the determined needs of each student and their families. ● Designated time for early release is built into the LCAP, SPSA, and site calendars to meet with partners, committee members, parents, students and teachers on a regular basis. ● Maintain a cycle of continuous improvement based on the plan, do, reflect, and apply model to ensure services are meeting the needs.
El Tejon School will maintain and extend the partnership with Mountain Communities Family Resource Center as partners actively involved in the planning, development, and continuous improvement of the community school.	● Schedule Community School meetings with data analysis findings that are regular and focus on planning. ● Schedule Community School meeting with data analysis findings that are regular and focus on implementation and development. ● Schedule Community School meetings with data analysis findings that are regular and focus on planning. ● Designated time for early release is built into the LCAP, SPSA, and site calendars to meet with partners, committee members, parents, students, and teachers on a regular basis.

El Tejon School will maintain and extend the partnership with David Sandles, Perseverance Learning Trauma Informed Instructional Coach	• Provide professional development on trauma-informed instructional strategies for teachers, staff, and students including restorative circles, I statements, active listening, self-awareness, self-management, social awareness, relationship skills, and responsible decision making • working with students' families to address behavioral support both in school and at home. • works with staff and students to develop restorative practices to support students. • Expand the ability to offer check in and check out services to students through Perseverance Learning • Deepen our use of Multi-Tiered structures of support with our tier 3 students. • Utilize designated time for early release built into the LCAP, SPSA, and site calendars to meet with partners, committee members, parents, students and teachers on a regular basis.
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Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

El Tejon School has worked to establish a list of priorities for serving the whole child and the community based on analysis of the needs assessment coupled with the assets map. We place a significant emphasis on forging strong community partnerships, as it is through these collaborations that we aim to meet the needs of our students and their families effectively by aligning resources. We chose to prioritize developing leadership through collaboration at every level so that we could involve as many members of our community as possible. Secondly, we focused on student and family health services focusing on mental health for students first and aligning resources and family advocates in cases where the family may need more support. Finally, we see a great need to expand the learning opportunities of our students and their families.

Luckily, we have a committed team ready to offer extended learning opportunities for our students, showcasing their dedication to fostering the overall well-being of each child. Our most robust resource is our partnership with the Family Resource Center. This collaboration empowers us to identify and address students' needs at the family level. Through this partnership, we can provide various essential services, including emergency food assistance, rental and utility aid, support with Medical, CalFresh, SNAP, and SSI benefits, parent education, First 5 trainings and initiatives, winter and rural area emergency preparedness, temporary placement for domestic abuse situations, transportation assistance, and health and wellness resources for elderly and disabled individuals receiving home health care.

Collaborations with Perseverance Learning enable us to cater to the social, emotional, and mental needs of our students, families, and teachers. The diverse team, with multicultural backgrounds and lived experiences, enhances their understanding of the challenges faced by our families and students. Implementation will involve providing professional development on restorative practices, such as restorative circles, I statements, active listening, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making for staff, students, and parents.

Delivering these resources to our rural community is crucial, as access to services within a 45-mile radius in all directions is either limited or non-existent. Additionally, the levels of need are high in our economically disadvantaged community. El Tejon School has established and currently supports representative planning and shared decision-making teams and processes that promote community-involved needs and asset identification, visioning, goal and priority setting, responsive program design, and robust continuous

improvement. Teams include students, families, certificated and classified school staff, and community-based partner and local government agency staff.

In accordance with strategies devised by El Tejon's committees, El Tejon School responds to comprehensive needs and asset assessments by identifying and forming school-community partnerships. These partnerships emphasize a holistic approach, centering on students, families, educators, and the community. Partners contribute various supports and services, encompassing both in- and out-of-school resources and opportunities. These initiatives leverage strengths and address the specific needs of students and their families. The ongoing process involves reinforcing existing partnerships and consistently establishing new ones to adapt to the changing needs and strengths of the local community.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community school's initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic, and community-based.

Site Level Goals and Measures of Progress
Goals

Action Steps

El Tejon School will develop and implement a professional Learning community model to be used across the district and community to monitor initiatives and ensure continuous improvement.	• Expand the community school mission and vision statement reviews at each professional development. • Research scientifically designed models for collaboration and cycle of continuous improvement. • establish an MOU with Solution Tree to provide professional development to members of the teaching, administrative and support staff. This training teaches how to walk through the process of plan, do, reflect, and apply with the results of data. • Provide a timeline for development of the site professional learning teams. • Expand the learning teams model to all committees and subcommittees based on the plan, do, reflect, and apply model • Develop a timeline for training new and incoming members of committees and staff. • Calendar protected time for the professional learning teams to meet monthly.
El Tejon School will implement professional development for the job specific roles.	• Community and Family Liaison and director- Community School Boot Camp, Communities of Practice, RTAC and STAC meetings, Regional Office Hours, Survey and DATA analysis professional Development. • Parent, Community, Students, and Staff- What is Community School + Mission and Vision Professional Development • Teachers, Participating Student and parents, Family Resource center Advocate- Perseverance Learning Trauma Informed instruction • Teachers, Participating Student and parents, Family Resource Center Advocate- Perseverance Learning Positive Behavior Interventions and Supports and Multi-Tiered Systems of Support. • All educators and school staff, as well as students, families and community partners, receive role-specific training and ongoing support to transition their roles to embrace community school values and fundamentals. • Professional development is grounded in the vision and priorities that arise from a thorough assessment of deep needs and assets. It is collaboratively formulated using shared leadership structures. Additionally, professional development is culturally sustaining and aligned with principles of racial justice.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of

ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
El Tejon Community School will continue to cultivate reflective practices among educators to enhance the effectiveness of community-based learning experiences	• Continue to offer workshops or training sessions on curriculum development for CBL, emphasizing alignment with educational standards. • Expand our workshops outside of FFA and AVID • Provide training in collaboration with all partners at our site to introduce educators to the services partners we have established. • Encourage collaboration with community organizations to foster real-world engagement- Mountain Communities Family Resource Center, CERT, Frazier Park Public Library, Perseverance Learning, Foster and Homeless Youth Services, and many others. • Share case studies and success stories showcasing effective CBL implementation in diverse educational settings. • Educators and staff have a designated space in room 3 to address problems of practice, and to ensure the curriculum addresses the learning needs of vulnerable students, English learners, and those with learning differences. • Introduce reflective journals where educators can document and analyze their experiences. • Facilitate regular group discussions for educators to share insights and challenges, promoting a culture of continuous improvement. • Evaluate students and teacher's responses to community-based learning projects (students in FFA and AVID have multiple service learning projects within the community)
El Tejon Community School will develop understandings of community and the historical context through which El Tejon School was founded and continues to serve under	• Implement training by Ridge Route Museum to introduce teachers, staff, parents, and students to the history of the town from foundation to present day. • Establish connections to the socio-economic structures within the town boundaries and align to resources to service those underserved members • Establish a plan for students and community support to address the needs determined through the analysis of data. • Present the service-learning projects established aligned it to the community school mission and vision, to Community School Committee meetings, School Site Council, English Language Advisory Meetings, School Board Meetings

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
El Tejon School will revisit the data collection strategy to ensure that data being collected aligns with community-based vision emerging from needs and asset assessment and with statewide CCSPP reporting requirements.	• Data is disaggregated by student subgroups to identify and address potential disparities in outcomes. • El Tejon will revisit and update the baseline data. • Scheduled time will be given to EL Tejon School staff to meet and analyze data on a bi-weekly basis. • El Tejon's advisory committees' members and staff will provide public presentations and annual reporting of community school plans and how students, staff, families and community members were engaged in the development of the plan, data and outcomes	• CAASPP Scores- Proficiency rates • Schedules for before/after school classes and learning experience • Schedule or registration information for summer school/camp/ extended learning opportunities. • Student Engagement Survey • Healthy Kids Survey-School Climate • Community School Parent and Community Survey • Maintained MOUs with Community Partnership • KIDS integrated data system is maintained. • Attendance rates • Chronic absenteeism rates • Pupil suspension/expulsion rates

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