



**STATE TRANSFORMATIONAL
ASSISTANCE CENTER FOR
COMMUNITY SCHOOLS**

Thank you for completing the 2024-2025 CCSPP Annual Progress Report.

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

Below is a summary of your responses

[Download PDF](#)

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

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

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

Data for learning

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

Who should prepare the APR

The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure

participation from students, staff, families and community partners. Keep in mind:

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

Process to prepare the APR

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

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

If you need a copy of your site's APR response from last year, you may submit a request using this [link](#). Please note that

access to APR data is limited to authorized school personnel, and requests may only be made for your own site's data.

Resources to reference in the APR

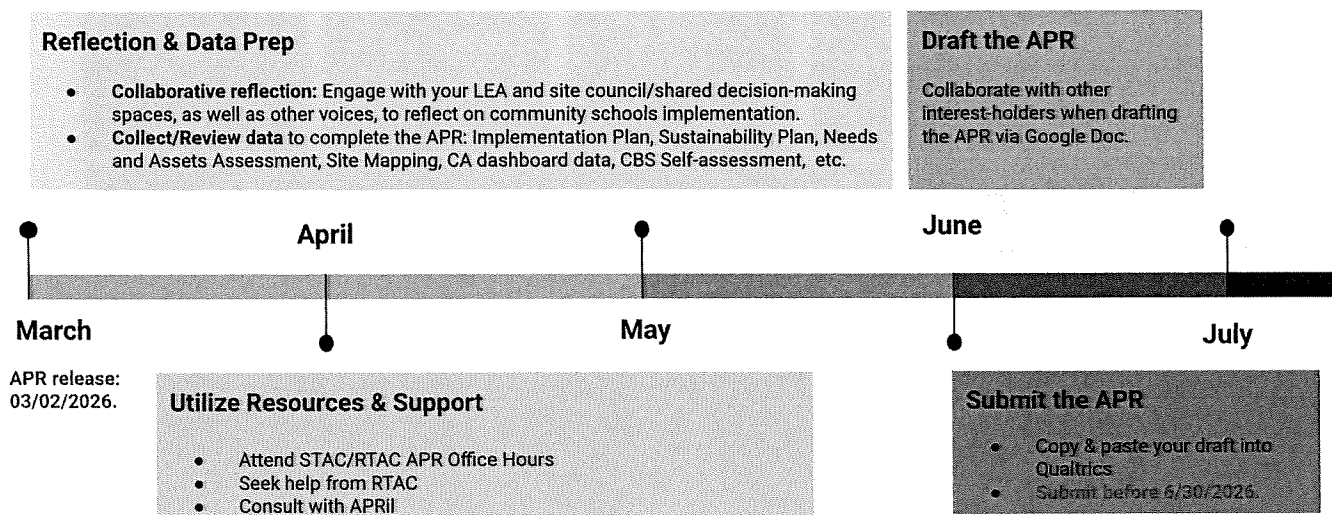
Please reference the following resources:

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

Seeking support for the APR process

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

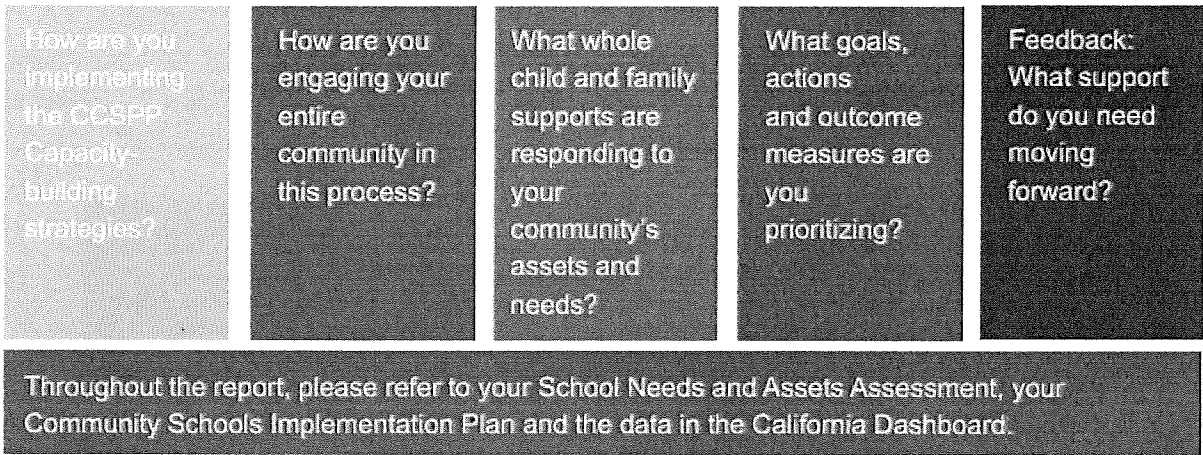
Suggested timeline



Section 1. Site-level Program Narrative

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

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



Grantee Details

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

Region	Central Valley ▾
Cohort	El Tejon Unified ▾
LEA/Fiscal Agent	Cohort 3 ▾
School Name (CDS Code)	El Tejon Elementary - 15 75168 6009468 ▾

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

15 75168 6009468

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

Name	Corey Hansen
Job Title	Principal/District Level Dire
Email	chansen@el-tejon.k12.ca.us
Phone number	6617066164

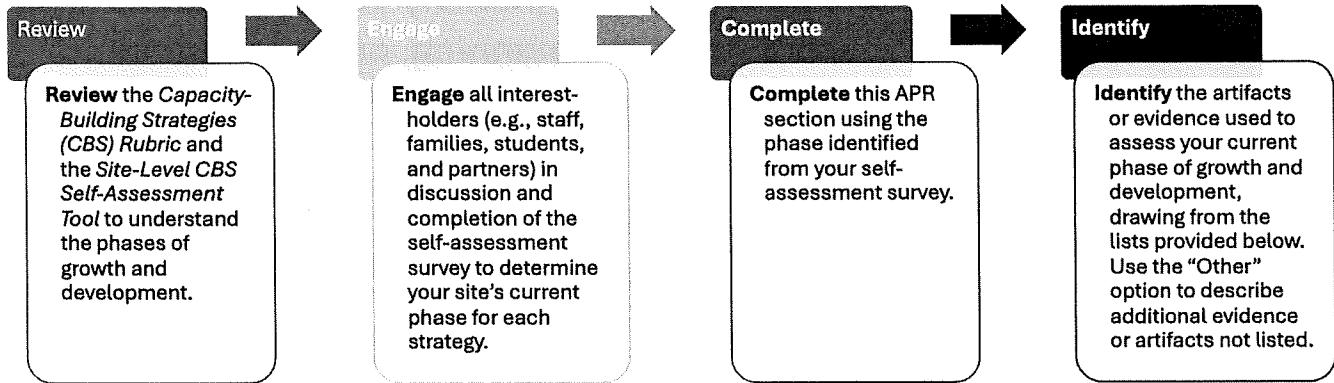
1.1. CCSP Capacity-Building Strategies

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

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

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

in this question



Shared Commitment, Understanding, and Priorities

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

Visioning

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

Engaging

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

Transforming

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

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

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

Centering Community-Based Learning

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

Visioning

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

Engaging

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

Transforming

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

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

- Needs and Assets Assessment results**
- A site-specific framework for community-based teaching that elevate community assets**
- School climate surveys**
- Unit plans, lesson plans**
- Performance assessments that highlight classroom-community connections
- Student engagement or attendance rates**
- Family and community engagement or attendance**
- Community learning tours and/or home visits**
- Professional Development or training sessions**
- Student exhibition rubrics or portfolios showing authentic assessments tied to community-based learning.
- Family or community feedback forms on learning exhibitions or showcases (evidence of reciprocity).
- Capacity-Building Strategies Self-Assessment tool**
- Other (Write-In):**

Student rubrics and collaboration with d

Collaborative Leadership

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

Visioning

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

Engaging

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

Transforming

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

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

- Committee by-laws**
- Team mapping**
- Formal agreements**
- Guiding documents, vision statements, decision-making protocols**
- Team workplans and agendas**
- Planning documents**

- Survey data**
- Councils or Committee meeting minutes (School Site Council, English Learner Advisory Committee, Steering Committee, etc.)**
- School staff direct input (Interview/focus groups)**
- Students and/or families direct input (Interview/focus groups)**
- Engagement with policymakers or external partners (e.g., LEA leaders, local government, advocacy groups)**
- Capacity-Building Strategies Self-Assessment tool**
- Other (Write-In):**

Sustaining Staff and Resources

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

Visioning

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

Engaging

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

Transforming

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

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

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

Other (Write-In):

Strategic Community Partnerships

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

Visioning

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

Engaging

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

Transforming

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

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

- Contract agreements/MOUs/Service Delivery Applications**
- Service utilization rates**
- School climate surveys**
- Feedback from existing service providers and partners**
- Partnership evaluations
- Partners participation in school events**
- Increased reports of student and family wellbeing
- Partnership impact summaries or evaluation reports (showing service utilization, outcomes, satisfaction).**
- Annual partnership reflection reports or improvement plans based on review data.
- Increased reports of student and family wellbeing**
- Capacity-Building Strategies Self-Assessment tool**
- Other (Write-In):

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

Your word count is: 0

Collaborative leadership at El Tejon School has led to meaningful growth in student, staff, family, and community engagement by intentionally elevating stakeholder voice in decision-making and school wide planning. Through the combined efforts of Student Voice Ambassadors, the Advisory Committee, Safe School Ambassadors, Family Groups, Community Engagement Initiative

1.2. CCSPP Engaging Educational Partners

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

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

Estimate the percentage of individuals in each category that were engaged in developing your community school at any time during the implementation process.

Which of the following processes did you use to engage each of the following school community groups? (Select all that apply)

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

Your word count is: 0

We have members that participate in multiple layers of collaboration.

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

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

	Percentage of individuals engaged in developing your community school in the past year.
English language learners	50-74% ▾
Students with disabilities	50-74% ▾
Socioeconomically disadvantaged students	75-100% ▾
Racially marginalized populations	75-100% ▾

	Percentage of individuals engaged in developing your community school in the past year.
Homeless youth	75-100% ▾
Foster Youth	N/A ▾
Chronically absent students (students who were absent for 10 percent or more of the instructional days)	75-100% ▾

How are you engaging individuals within the groups identified above?

Students, guardians, and community members are initially identified through enrollment questionnaires, using the student information system, then followed

1.3. CCSPP Whole Child and Family Supports Inventory

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

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

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

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

Yes

No

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

Teacher Leadership Development and Opportunities

Parent Leadership Development and Opportunities

Student Leadership Development and Opportunities

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

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

Home Visits

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

Positive Behavioral Supports

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

Yes

No

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

Project-Based Learning

Culturally-Sustaining and Responsive Curriculum and Pedagogy

Community-Based Curriculum, Pedagogy, and Projects

Personalized Learning Plans

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

Yes

No

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

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

Other: (Write in)

Anti-bullying programs and cross age r

Other: (Write in)

CTE mentorship

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

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

When did you start implementing this support?

Started implementing this support exclusively as a result of CCSPP fun

When did you start implementing this support?

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

Mental health Screening and Services

Nutrition Services and Support

Academic Support (tutoring, specialist, etc.)

Counseling Center

Multi-Tiered System of Support

Before School (times/services)

After School (times/services)

Started implementing this support exclusively as a result of CCSPP fun

Started implementing this support exclusively as a result of CCSPP fun

Previously implemented and now integrated into the community scho

Previously implemented and now integrated into the community scho

Previously implemented and now integrated into the community scho

Previously implemented and now integrated into the community scho

Previously implemented and now integrated into the community scho

When did you start implementing this support?

Summer Programs

Started implementing this support exclusively as a result of CCSPF fun

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

Previously implemented and now integrated into the community scho

Teacher Leadership Development and Opportunities

Previously implemented and now integrated into the community scho

Parent Leadership Development and Opportunities

Started implementing this support exclusively as a result of CCSPF fun

Student Leadership Development and Opportunities

Previously implemented and now integrated into the community scho

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

Started implementing this support exclusively as a result of CCSPF fun

When did you start implementing this support?

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

Previously implemented and now integrated into the community scho

Home Visits

Started implementing this support exclusively as a result of CCSPP fun

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

Started implementing this support exclusively as a result of CCSPP fun

Positive Behavioral Supports

Previously implemented and now integrated into the community scho

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

Previously implemented and now integrated into the community scho

When did you start implementing this support?

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

Previously implemented and now integrated into the community scho

Project-Based Learning

Started implementing this support exclusively as a result of CCSPF fun

Culturally-Sustaining and Responsive Curriculum and Pedagogy

Started implementing this support exclusively as a result of CCSPF fun

Community-Based Curriculum, Pedagogy, and Projects

Started implementing this support exclusively as a result of CCSPF fun

Personalized Learning Plans

Previously implemented and now integrated into the community scho

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

Previously implemented and now integrated into the community scho

When did you start implementing this support?

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

Started implementing this support exclusively as a result of CCSPP fun

Other: Anti-bullying programs and cross age mentorship

Previously implemented and now integrated into the community scho

Other: CTE mentorship

Previously implemented and now integrated into the community scho

1.4. CCSPP Goals and Actions

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

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

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

a. Goals and Actions

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

	Cohorts 1-3 only: Was this goal submitted with the previous APR? Yes No		Select the category that is r
Goal 1 El Tejon Community School is committed to providing a comprehensive range of on-site services and supports designed	<input type="radio"/>	<input type="radio"/>	Integrated Student Supports
Goal 2 El Tejon Community School aims to expand and enrich learning time and opportunities to support the academic, social	<input type="radio"/>	<input type="radio"/>	Expanded Learning & After Sch
Goal 3 El Tejon Middle School will create a safe, informed, and supportive environment by preventing and reducing substance use among	<input type="radio"/>	<input type="radio"/>	School Climate

b. Measuring and Reporting Results

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

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

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

Please provide baseline data for each year of CCSPP implementation, as applicable, and your desired outcome(s) for the SY 2026-2027 on the indicators that are relevant to

each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

Metric(s)

Goal 1: El Tejon Community School is committed to providing a comprehensive range of on-site services and supports designed to address both academic and non-academic barriers to student success. Through the implementation of integrated student supports, we aim to meet the needs of the whole child. Our planned services include access to medical, dental, and mental health care; academic tutoring and support; conflict resolution training; trauma-informed care; and restorative practices that promote emotional well-being while reducing conflict, bullying, and reliance on punitive disciplinary measures such as suspension. Additionally, through our partnership with the Mountain Communities Family Resource Center, families will have access to parent education classes, housing assistance, and nutrition programs.

If you have more than one metric for Goal 1, please add here.

Chronic absenteeism rates

Metric(s)

Goal 2: El Tejon Community School aims to expand and enrich learning time and opportunities to support the academic, social, emotional, and physical development of all students. By using student interest surveys and data analysis, we have aligned enrichment opportunities with student needs, offering after-school programs, summer camps, and hands-on learning in partnership with the Boys & Girls Club and community organizations. Additionally, we are implementing a school wide collaborative model focused on continuous improvement through Professional Learning Communities and the Plan-Do-Study-Act cycle, supported by ongoing professional development and strategic partnerships to ensure sustainable growth and student-centered success.

Pupil suspension rates

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

Goal 3: El Tejon Middle School will create a safe, informed, and supportive environment by preventing and reducing substance use among students through early intervention, education, and access to school and community-based support services. Our goal is to build protective factors and reduce risk factors by fostering strong school-family-community partnerships, promoting healthy decision-making, and ensuring that every student feels connected to a caring adult.

Proficiency scores, English Language Arts and M

Metric(s)

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

School climate measures (e.g., survey results)

c. Goal Analysis

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

Your response may include:

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

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

Your word count is: 0

As implementation progressed, El Tejon School used student data, teacher input, family feedback, empathy interviews, student voice, and needs assessments to adjust supports based on actual student needs. While the original plan focused on integrated supports, enrichment, and family engagement, data showed a need for additional intervention in behavior,

d. School Climate Measure

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

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

Yes

No

Please rate your agreement with the following statement:

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

Strongly disagree

Somewhat disagree

- Neither agree nor disagree
- Somewhat agree
- Strongly agree

1.5. CCSPP Feedback and Improvement

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

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

Other instrument or process:

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

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

Your word count is: 0

District leadership has supported the use of needs assessments, student and family input, advisory committee feedback, and data systems such as attendance, behavior, academic performance, and student connectedness surveys to guide planning and continuous improvement.

The LEA has also assisted by supporting partnerships that expand services for

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

Your word count is: 0

El Tejon School's most effective practices have centered on building capacity through collaborative leadership, student voice, and strong community partnerships. Our Community School work is not treated as a separate program; it is embedded into our MTSS, LCAP, SPSA, attendance work, expanded learning, and family engagement systems. This has allowed staff,

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

- Principal**
- Assistant Principal (if applicable)
- Community School Coordinator(s)**
- School Counselor/Social Worker/Psychologist**
- Teacher(s)**
- Instructional Coach(es) (if applicable)
- Other staff**
- Student(s)**

Parent/Guardians(s)

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

Other (please specify):

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

Your word count is: 0

I have never had such a committed group of individuals. I believe CEI has been very helpful in bonding us together and strengthening our commitment.

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

Very useful

Useful

Somewhat Useful

Not Useful

Not at all useful

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

Your word count is: 0

2. Site Level Additional Documents and Evidence

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

CCSP implementation plan (2025-2026) for your school site

Please submit or resubmit your most current implementation

plan as a PDF using [this link to a Box folder](#). You can use the CCSP Implementation Plan template. **Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.pdf)** **This is a required upload for all grantees.**

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

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

<https://et.el-tejon.k12.ca.us/>

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

- Yes
- No

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

Yes

No

Cohort 1-3 ONLY: Sustainability Plan

Please submit your sustainability plan by clicking this [link](#). This plan is a required submission starting in year two of your implementation grant cycle. It is designed to assist in planning and implementing strategies to ensure the long-term sustainability of your efforts. Additionally, it encourages reflection as part of an ongoing process of continuous improvement. The online survey will remain open through 11:59 p.m. (Pacific Daylight Time) on Tuesday, June 30, 2026. A google doc version of the sustainability survey is available [here](#). If you have questions regarding the survey, please contact CDE staff at CCSPP@cde.ca.gov for assistance.

Snap WebHost <surveys@cde.ca.gov>; Wed, Apr 1, 4:03PM to me Hello, Thc

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

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