



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

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

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. 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.

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. Only one report is required per school site. All questions in this report have to be answered unless marked as [Optional]. 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. 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. Please reference the [CA School Dashboard](#) as you consider and reflect upon your progress and CCSPP outcomes. The APR is aligned with the California Community Schools Framework and 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.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off. To complete the site-level and local educational agency (LEA)-level CCSPP Annual Progress reports, proceed through the following steps. Please note that single-school grantees will need to complete both the site-level APR and LEA-level APR.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRil](#)" (click [here](#)). For additional support, 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 "Schools" tab (click [here](#)).

To complete the site-level and LEA-level CCSPP Annual Progress reports, proceed through the following steps:



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.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRil](#)" (click [here](#)). For additional support, 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 "Schools" tab (click [here](#)).

Here's a visual of the reflective process for schools:



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	Cohort 3 ▾
LEA/Fiscal Agent	El Tejon Unified ▾
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).

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.

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1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress 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) Read the description of each phase of growth and development below.
- 2) Identify the artifacts or evidence you used to assess your current phase of growth and development, drawing from the lists provided in the questions below. Use the "other" option to describe evidence or artifacts not listed.
- 3) Refer to your optional site-level self-assessment to answer this section, though not required. You can also refer to the Capacity-Building Strategies document.

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

To ensure interest-holders understand and support the community

- ☐ school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.

Engaging

To ensure the voices of all interest-holders are a part of the community

- ☐ school process, a needs and assets assessment engages 75–100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.

Transforming

So that all interest-holders are engaging in collective action,

- ☒ teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking—finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

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
- ☒ 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

- ☐ Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g. relationship-centered practices, social-emotional skill development, restorative practices)

Engaging

- ☒ **Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.**

Transforming

- ☐ Community-based learning in restorative, relationship-centered climates, forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

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**

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

- ☐ Other (Write-in):

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

Visioning

- ☐ In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.

Engaging

- ☐ In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.

Transforming

- ☒ **Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.**

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)
- ☒ 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

- ☐ Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.

Engaging

- ☒ **Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.**

Transforming

- ☐ Schools monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a "whole teacher" approach. They collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities, and fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

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)**
- ☒ **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

- ☐ Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.

Engaging

- ☐ The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.

Transforming

- ☒ **Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships evolve based on changing needs and assets.**

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**

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

☒ **Increased reports of student and family wellbeing**

☐ Other (Write-in):

Please reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment 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

El Tejon School has made significant progress in developing strategic community partnerships, greatly enhancing its capacity to support students and families beyond the classroom. By fostering trust-based relationships with local organizations, the school addresses academic, social, emotional, and physical needs through a wide range of services. A key partnership with the Mountain Communities Family Resource Center provides rent and utility assistance, hygiene kits, financial empowerment tools, and access to WIC, MediCal, CalFresh, and cash aid. A family advocate is also on campus every Tuesday to serve families directly. Other partnerships, such as with Meals on Wheels, help meet nutritional needs, while programs like the Homeless Youth Committee, The Boys and Girls Club, and Expanded Learning Opportunities promote student development outside school hours. Health services are bolstered through One Sight Vision Services, a Dental Hygiene Clinic, a Mobile Health Clinic, and Raymond Chiropractic. Mental health and family engagement are prioritized through Parenting Partners Family Leadership and Perseverance Educational Consulting, focusing on social-emotional learning and family support. These partnerships emerged through El Tejon's participation in Communities of Practice and Advisory Committees. Shared goals and open communication drew new collaborators, all aligned with the school's mission. El Tejon's commitment to shared understanding and priorities has also led to major academic advancements. Using data gathered through empathy interviews, interest inventories, and a robust Needs and Assets Assessment, stakeholders identified key areas for growth. As a result, the school expanded its electives, added college and career preparatory courses, and brought in CTE-credentialed teachers, counselors, and mental health professionals. Leadership training for students, parents, and community members, along with mentorships and internships, further supports student success. These achievements reflect the collective power of the Community Schools model and its role in aligning school efforts with the needs and strengths of the community.

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 engagement with various groups in developing your community school. In your response, include the following:

1. An estimated number of participants per group that was involved during the planning and implementation process.
2. The total number of individuals within the identified group, as applicable.
3. Select all the processes you used to engage each group in developing your community school.

Please note 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 number of individuals in each category that were engaged in developing your community school at any time during the implementation process	How many total individuals in this category do you have at your school?
	Number	Number
Administrators	1	1
Certified staff	10	8
Classified staff	18	12
Students	220	220
Family members	220	183
Community members (members of the surrounding community that do not have an affiliation with the school)	450	220
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	20	8

	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply.)							
	Surveys	One-on-one interviews	Focus groups	Visiting exercises	School council / steering committee meetings	Other meetings and forums	School events	Other
Administrators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificated staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family members	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community members (members of the surrounding community that do not have an affiliation with the school.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	If you selected other processes, please specify:
	Other (write-in)
Administrators	Community Events Collaboration
Certificated staff	NA
Classified staff	4 Pillar Implementation
Students	Trainings, Leadership, Career Planning
Family members	NA
Community members (members of the surrounding community that do not have an affiliation with the school.)	NA
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	NA

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

Your word count is: 0

El Tejon Unified School maintains a strong and active partnership with the accredited Mountain Communities Family Resource Center. Together, we collaborate with multiple agencies through regular monthly meetings to support a diverse range of marginalized populations. These partnerships address a broad spectrum of needs identified in our annual community assessments, including but not limited to homelessness, access to tax services, providing food and clothing assistance, Medical, WIC, SSJ and other critical support systems. Our School Hub serves as a central location for agency collaboration, and we are fully engaged in all cooperative efforts. This ongoing collaboration has been instrumental in establishing and strengthening partnerships, as well as expanding the resources and assets available to our community.

Please reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families.

In your response, include the following:

1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable
3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

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.

	Total number of individuals engaged in developing your community school at any point during the implementation process Number	Total number of individuals within the identified group Number	How are you engaging individuals (students and/or families) within the identified group Comments
English language learners	6	23	ELAC meetings, Advisory Meetings, Fostering Students Voice groups
Students with disabilities	16	Auto-populated	Fostering student leadership, creating student voice experiences, hosting family and community engagement, focus groups, Safe School Ambassadors training
Socioeconomically disadvantaged students	133	181	Fostered Students leadership trainings, campaigns, and activities. Conducted focus groups, identified needs, set up ride share networks and purchased transport vans in house. Present at community Events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
Racially marginalized populations	52	Auto-populated	Created culturally responsive practices, Fostered Students leadership trainings,

	Total number of individuals engaged in developing your community school at any point during the implementation process	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group
	Number	Number	Comments
Homeless youth			campaigns, and activities. Conducted focus groups, identified needs, setup ride share networks and purchased transport vans in house, Present at community events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
	46	Auto-populated	Homeless youth committee, students voice ambassadors, Students leadership, student advisory boards, CTE, Safe school ambassadors focus groups, Parenting partners Target
	0	1	NA
Foster youth			
	47	Auto-populated	fostered students leadership trainings, campaigns, and activities. Conducted focus groups, identified needs, setup ride share networks and purchased transport vans in house, Present at community events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
Chronically absent students			
	0	0	NA
Other 1 (Write-in): NA			
	0	0	NA
Other 2 (Write-in): NA			
	0	0	NA
Other 3 (Write-in): NA			
	0	0	NA

1.3. CCSPP Whole Child and Family Supports Inventory

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

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

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

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

	Yes	No
Teacher Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Parent Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Student Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Shared Decision-Making Bodies that center the voices of students, families and community	<input checked="" type="radio"/>	<input type="radio"/>
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No
Home Visits	<input checked="" type="radio"/>	<input type="radio"/>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Positive Behavioral Supports	<input checked="" type="radio"/>	<input type="radio"/>
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Programs and practices that teach social-emotional skills (e.g. SEL curriculum, mindfulness practices)	<input checked="" type="radio"/>	<input type="radio"/>

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

	Yes	No
Project-Based Learning	<input checked="" type="radio"/>	<input type="radio"/>
Culturally-Sustaining and Responsive Curriculum and Pedagogy	<input checked="" type="radio"/>	<input type="radio"/>
Community-based Curriculum, Pedagogy, and Projects	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No
Personalized Learning Plans	<input checked="" type="radio"/>	<input type="radio"/>
Performance Assessments (e.g., capstones, portfolios, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Advisory System to ensure every student has a home base / family group and an advisor who knows them well	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
Community advocate aligns with Family Needs	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
CTE Mentorship	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
Anti-bullying programs	<input checked="" type="radio"/>	<input type="radio"/>

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

1. Indicate whether this support was newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools work.
2. Describe how the support was implemented during the past grant year. (Select all that apply.)
3. 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.
4. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
5. [Optional] Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Started implementing this support exclusively as a result of CCSPP fund
Mental health Screening and Services	Started implementing this support exclusively as a result of CCSPP fund
Nutrition Services and Support	Started implementing this support exclusively as a result of CCSPP fund
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community school
Multi-Tiered System of Support	Previously implemented and now integrated into the community school
Before School (times/services)	Previously implemented and now integrated into the community school
After School (times/services)	Previously implemented and now integrated into the community school
Summer Programs	Started implementing this support exclusively as a result of CCSPP fund

During school (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community school
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Parent Leadership Development and Opportunities	Started implementing this support exclusively as a result of CCSPF fund
Student Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Shared Decision-Making bodies that center the voices of students, families and community	Started implementing this support exclusively as a result of CCSPF fund
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community school
Home Visits	Started implementing this support exclusively as a result of CCSPF fund
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Started implementing this support exclusively as a result of CCSPF fund
Positive Behavioral Supports	Previously implemented and now integrated into the community school

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Previously implemented and now integrated into the community school
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Previously implemented and now integrated into the community school
Project-based learning	Started implementing this support exclusively as a result of CCSPF fund
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Started implementing this support exclusively as a result of CCSPF fund
Community-Based Curriculum, Pedagogy, and Projects	Started implementing this support exclusively as a result of CCSPF fund
Personalized Learning Plans	Previously implemented and now integrated into the community school
Performance Assessments (e.g., capstones, portfolios, etc.)	Previously implemented and now integrated into the community school
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Started implementing this support exclusively as a result of CCSPF fund
Other: Community advocate aligns with family needs	Started implementing this support exclusively as a result of CCSPF fund
Other: CTE Mentorship	Previously implemented and now integrated into the community school

When did you start implementing this support?

Other:
Anti-bullying
programs

Previously implemented and now integrated into the community school

	How have you implemented the support this year? (Select all that apply.)			
	Students	Staff	Parents/family members	Other individuals
Health Screening and Services (vision, dental, hearing, neurological, physical health)	166	16		
Mental Health Screening and Services	60	13	14	
Nutrition Services and Support	2	4		
Academic Support (tutoring, specialist, etc.)	66	6	20	
Multi-Tiered System of Support	220	13	20	27
Before School (times/services)	220	6	168	
After School (times/services)	166	3	4	5
Summer Programs	86	14	2	6
During School (learning pathways, differentiated instruction, job times, etc.)	220	14	20	10
Teacher Leadership Development and Opportunities	220	15	5	5
Parent Leadership Development and Opportunities	27	6	20	5
Student Leadership Development and Opportunities	220	16	20	25
Shared Decision-Making Bodies that center the voices of students, families and community	220	16	168	20

How have you implemented the support this year? (Select all that apply.)

	Students	Staff	Parents/family members	Other individuals
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	220	15	988	5
Home Visits	220	8	10	2
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	0	3	0	2
Positive Behavioral Supports	220	15	20	10
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	220	15	20	2
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	220	15	0	2
Project-Based Learning	60	3	5	5
Culturally-Sustaining and Responsive Curriculum and Pedagogy	220	15	20	5
Community-Based Curriculum, Pedagogy, and Projects	60	3	5	5
Personalized Learning Plans	220	1	988	0
Performance Assessments (e.g., capstones, portfolios, etc.)	220	1	988	10

How have you implemented the support this year? (Select all that apply.)

	Students	Staff	Parents/family members	Other individuals
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	225	16	188	30
Other: Community advocate works with Family Needs				
Other: CTE Mentorship				
Other: Antibullying programs				

In the past year, how many individuals were served? Please enter a number only in the applicable categories.

Health Screening and Services (vision, dental, hearing, neurological, physical health)	MAA
Mental health Screening and Services	
Nutrition Services and Support	
Academic support (tutoring, specialist, etc.)	ASIS and ILOP
Multi-Tiered System of Support	LCAP
Before School (times/services)	LCAP/LCFF
After School (times/services)	LCAP
Summer Programs	LCAP
During School (learning pathways, differentiated instruction, job times, etc.)	LCFF
Teacher Leadership Development and Opportunities	LCFF, CLOP, Title I
Parent Leadership Development and Opportunities	LCFF/LCAP
Student Leadership Development and Opportunities	LCAP, Title I, E-CEY, MSFA
Shared Decision-Making Bodies that center the voices of students, families and community	LCAP

In the past year, how many individuals were served? Please enter a number only in the applicable categories.

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

ELCP

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

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

Project-based Learning

CTPD

Culturally-Sustaining and Responsive Curriculum and Pedagogy

Community-based Curriculum, Pedagogy, and Projects

Personalized Learning Plans

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

In the past year, how many individuals were served? Please enter a number only in the applicable categories.

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

Other:
Community
advocate aligns
with Family
Needs

Other CTE
Mentorship

Other:
AntiBullying
programs

CTES

Grant

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Vision screening with One Sight Vision clinic. Glasses Distribution. Dental Screening with Flora Fresh, cleaning and follow-up care as needed. Sports physical and vaccines with mobile health clinic.		
Mental health Screening and Services	Students are provided with Mental Health Screenings as well as follow-up counseling. Teachers, parents, and community members were provided support and training on trauma informed instruction and care. Parenting classes were arranged for and additional help in specific subject areas to address issues as they are identified is provided.		
Nutrition Services and Support	Student Voice Ambassador team chairs worked alongside cafeteria chefs while attending Culinary arts classes to improve the menu choices while maintaining the health standards as assigned by the state of California.		
Academic Support (tutoring, specialist, etc.)	Teachers, parents, students, staff, and partners from the Boys and Girls Club of America met and created a tutoring plan for each student for both after school and during teacher prep periods. Curriculum for Math was established for use during tutoring, remediation, and extension. AVID strategies for notetaking were addressed for the students who needed help in ELA. Separate tutoring sessions for students with disabilities were set dependent on IEP and teacher recommendations. Information and parent skills in tutoring were shared with parenting partners.		
Multi-Tiered System of Support	Training was established for the use of restorative practices, educational routines, expanded learning, college and technical education, before and after school tutoring, mentorships, check in and check out, restorative circles, AVID study strategies, social emotional learning, positive behavior intervention supports, and parenting partners are established and used. Tiered systems are in place and data is gathered around students needs and levels of support given. A strong focus on leadership and student voice have been implemented.		
Before School (times/services)	Before and after school bussing is used by all students and families. An aide has been assigned to buses to make sure that student time on the bus is educational and safe. Expanding the transportation routes and personnel available to keep kids safe and capture learning time has allowed our parents the freedom to get to work on time while reducing the need to rely on older		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	<p>settings for childcare. This has lead to an increase in student attendance rates, decreasing chronic absenteeism at the middle school.</p>		
After School (times/services)	<p>We have been able to train the expanded learning program staff and offer learning that aligns with parent and student interest, community and job force needs, while building professional instruction. A poster Peterson lab focuses on 9 careers, a rotation through ITA and AG Science focuses on leadership and industry pathways in agriculture. Music, Arts Media and Entertainment, as well as subject matter tutoring have helped students meet the requirements for each grade level mathematics. In particular has seen a great increase following professional development and implementation of learning rounds and tutoring all as part of afterschool enrichment.</p>		
Summer Programs	<p>We offered 10 Saturday instructions, 20 Days of Summer School, 5 Days of UCLA Math Camp, 7 Days of History Experiential Learning in Washington DC through partnerships with Homeless Youth Committees (Juni enrollment and World Seides, 10 Days for Summer STREAM Camp through partnerships with the Kern County Office of Education, 1 Days at Youth Leadership and Wilderness camp through Partnerships with local Law enforcement and PTEs Camp, Volleyball Camp through partnerships with Cal State Bakersfield. We were able to expand the learning day to 9+ hour an increased learning by a minimum of 56 days.</p>		
During School (learning pathways, differentiated instruction, etc.)	<p>Partnerships were formed with the CTE division of the Kern County Superintendent of Schools Office under the direction of Scott Raymons, where all students and teachers are provided curriculum to explore the different CTE Pathways available to them as well as the ability to hone in on the skills and interests as established through interest inventories, which isolate the areas of highest interest and compatibility for each student. Students are then able to delve into the areas of interest during a semester long elective and after school enrichment opportunities. Mentors and industry leaders are aligned with each of the pathways. As they progress into second semester, they are able to explore a second pathway or dive deeper into a pathway they have already found an interest in. By the time they reach 12th grade they are placed into one of three pathways in which they can continue in the high school. They create a</p>		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Teacher Leadership Development and Opportunities	10 year plan, earn industry relevant certifications, and hear from and align with mentors in each industry area		
	Teachers have all received extensive training in the Professional Learning Community and Teams approach currently being used as the main collaboration and cycle of growth and review method within the site and district. We meet for PLTs weekly, practice professional rounds and walk throughs, cycle of inquiry, data reviews, and reflections during these time. Math Talks and task have been the focus since the planning stages and we will continue while bringing Language Arts on board this year. Growth in the academic areas has been significant. AVID leadership meets monthly and training is provided to the staff by the staff and in partnership with AVID County and State leadership. Social emotional Learning training and support is offered monthly based on the focus for students.		
	Parenting Partners has been implemented and a leadership team has been established, relationships have built trust and expanded support. Empathy interviews and home visits have included more and more parents into the El Tejon Family and increased investment. Continued training is offered through our partnerships with the Mountain Communities Family Resource Center.		
	Student leadership opportunities are unlimited based on student interest, teacher recommendation, parent communication, community and mentor feedback and student inventory skills assessments. Leadership events this year have totaled more than 50 trainings and areas of interest including development of integrity, self-awareness, courage, respect, compassion, resilience, learning agility and how to flex their influence while communicating the vision, showing gratitude, and collaborating effectively. Many leadership opportunities have come through Student Voice Future Farmers of America, Worldwides, Community Partnerships, AVID, Safe School Ambassadors and many more.		
	Shared Decision-Making Bodies that center the voices of students, families and community	Focus Groups, Parenting Partners, Empathy Interview, Students Voice and Home Visits training and implemented. Greatly increasing trust, input and participation.	

	In addition to CCSP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Newletters, newspaper partnerships, Student Voice Ambassador training, Students Reporting, Parent Teachers Conferences, Family and Community quarterly Community Nights, Focus Groups, Advisory and Sub Committees, lobby Cofe, and board presentations have increased communication.		
Home Visits	Focus Groups, Empathy Interview, and Home Visits training and implemented Greatly increasing trust, input, and participation.		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Currently we have attended training and discussed the need with advisory committees for GED tutoring and testing site availability in the rural area.		
Positive Behavioral Supports	We have built out the PBS rewards and training to include incentives from local businesses. Many hungry families can encourage positive acts and use local food vendors and expanded partnerships for family rewards. Parents can also encourage students through the app.		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Professional development on restorative practices, trauma informed care, and talking circles has been implemented through staff, students, and parent groups. Perseverance educators, Dr. David Sandoz, leads kids and teachers in weekly meetings and guides the use of the practices to decrease suspension, and encourage healing.		
Programs and practices that teach social-emotional skills (e.g. SEL curriculum, mindfulness practices)	Social emotional learning curriculum has been built for monthly school activities that tie into the daily lessons. Homeroom has been given extra time in the master schedule to ensure the implementation of the lesson and the school counselor has implemented monthly whole school activities. Professional development on restorative practices, trauma informed care, and talking circles has been implemented through staff, students, and parent groups. Perseverance educators, Dr. David Sandoz, leads kids and teachers in weekly meetings and guides the use of the practices.		
Project-based Learning	All AVID and ITA students in AG Science have strong community based learning projects which are monitored by community members and teachers. Leadership teams of students also participate. It is in the process of being applied to all the students body. (Park Day, Cross Age Tutoring, Community		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	Food Drive, Community Dinner Hosting, Family Resource Center party and Commodities Volunteers, Education Days, Clean Up in town, Partnerships with Girl Scouts, Partnerships with the Community Chamber of Commerce, etc.)		
Culturally-Sustaining and Responsive Curriculum and Pedagogy	At El Tejon, student-centered learning is grounded in culturally responsive practices that honor and uplift the diverse backgrounds of our students. We create space for students to share their own experiences and perspectives through class discussions and assignments, making learning personally meaningful and relevant. Our approach includes culturally relevant problem-solving, such as using real-life scenarios in math that reflect students' lives. Teachers build strong, respectful relationships with students and families, recognizing that trust is the foundation of learning. We prioritize restorative practices over punitive discipline, supporting social-emotional growth and community-building. Instruction is differentiated to reflect students' unique ways of communicating and learning, with varied strategies like storytelling, movement, and cooperative learning. Our classrooms affirm cultural identity through visuals, celebrations, and the integration of home languages, helping students see themselves in their learning environment and feel a strong sense of belonging.		
Community-Based Curriculum, Pedagogy, and Projects	Students have strong community-based learning projects which are monitored by community members and teachers. Leadership teams of students also participate. It is in the process of being applied to all the students body. (Port Day, Cross Age tutoring, Community Food Drive, Community Dinner Hosting, Family Resource Center party and Commodities Volunteers, Education Days, Clean Up in town, Partnerships with Girl Scouts, Partnerships with the Community Chamber of Commerce, etc.)		
Personalized Learning Plans	At El Tejon, we are committed to individualized learning by using tools and strategies that support each student's unique needs and interests. Students have a one-page learning profile that highlights their strengths, challenges, interests, and preferred learning styles, helping teachers plan with purpose. Students also set both academic and personal learning goals, which are revisited during regular check-ins with advisors or support staff to celebrate progress and make adjustments as needed. We use tiered assignments to ensure each student is working at an appropriate level of challenge, and we		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	encourage interest-based projects that allow students to explore topics they care about. Through short weekly one-on-one conferences, we built strong relationships while keeping learning focused and personal. Information is shared and discussed with parents during Back to School Night and Parent Conferences.		
Performance Assessments (e.g., capstones, portfolios, etc.)	Performance assessments are administered to each student quarterly and shared with students, community members, teaching staff, and parents during the cycle of continuous improvement and goal setting.		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Safe School Ambassadors, Check In, Check Out, Master Calendar, Homerooms, Family Orientation, Students Mentoring and teacher Student Relationship building all assure that students are part of a home group that allows for constant check ins and monitoring and build community.		
Other: Community advocate aligns with Family Needs	A family advocate from the family resource center is on campus every week. She makes contact with all families in the site and lets them know the services she can help to provide. She is able to see parents directly on campus to set up assistance in multiple areas from medical to housing assistance.		
Other: CTE Mentorship	Students with interest in an industry sector in their 2nd year within the same sector are provided with an industry partner mentor where they can begin to work and shadow real life industry workers and learn the expectations and requirements.		
Other: Antibullying programs	Community Matters has partnered with student, teacher, staff, and parent leaders in the Safe School Ambassador program to implement an Up End Hate Campaign in which they were able to focus on training the students population in the dangers and side effects of Online bullying. They were also able to launch a student led campaign on campus to report and stop online bullying.		

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 some 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.

	Coherents 1 and 2 only: Was this goal submitted with the previous APR? Yes No		Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
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 to promote emotional well-being and reduce conflict, bullying, and reliance on punitive	<input checked="" type="radio"/>	<input type="radio"/>	El Tejon School has developed this goal by establishing partners in the medical, dental, vision, and mental health care areas to provide services to those who need it within the school and community.	1. Partner with OneSight to provide on-site vision screenings and distribute eyeglasses to students in need. 2. Coordinate with transportation services to secure vans for student support and access to services. 3. Develop and implement MOUs with Dr. David Sandels to provide trauma-informed professional development for staff and training for students and families. 4. Hire a mental health counselor to offer direct mental health services to students. 5. Collaborate with the Mountain Communities Family Resource Center to host vaccination clinics on campus. 6. Partner with local physicians to provide student sports physicals. 7. Establish ongoing partnerships with dental providers, including Flora Fresh, to bring mobile dental services to the school site.

	<p>Cohorts 1 and 2 only: Was this goal submitted with the previous APR?</p> <p>Yes No</p>	<p>Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.</p>	<p>Explain the action(s) you took in the SY 2024-2025 to meet this goal.</p>
<p>disciplinary measures such as suspension. Additionally, through our partnership Mountain Mountain Communities Family Resource Center, families will have access to parent education classes, housing assistance, nutrition programs.</p>			
<p>Goal 2</p> <p>If 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 schoolwide collaborative</p>	<p><input checked="" type="radio"/> <input type="radio"/></p>	<p>If Tejon School has developed this goal by establishing partners for both before and after school classes, expanding learning time to up to 56 additional days. We were also able to expand the daily learning to 8 hours and provided transportation so that parents and students have safe places for expanding learning. Furthermore the grant has allowed us to increase pathways and mentorships in expanded learning which matches the skills presented in the individual needs assessments and the family and community interviews.</p>	<p>Partner with Boys & Girls Club to enrich after-school programs. Offer summer camps in STEAM, history, service learning, and agriculture. Provide career exploration through internships and on-site learning. Engage families and community in planning and implementation. Use student data and surveys to drive programming. Implement Professional Learning Communities using Plan-Do-Study-Act. Align staff training and development through LCAP priorities. Establish MCUs with Solution Tree to support collaborative systems. Use district-wide needs assessments, Kern Integrated Data Systems, and dashboard data to guide focus. Sustain collaboration through structured mentoring and professional learning communities. Student attendance and participation will increase.</p>

	<p>Cohorts 1 and 2 only: Was this goal submitted with the previous APR?</p> <p>Yes No</p>	<p>Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.</p>	<p>Explain the action(s) you took in the SY 2024-2025 to meet this goal.</p>
<p>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.</p>			
<p>Goal 2</p> <p>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.</p>	<p><input type="radio"/> <input checked="" type="radio"/></p>	<p>We have committed to establishing and building trust through student and parent partnerships, open communication, non-judgmental learning spaces. We have provided counseling services and established Tier 1 and 2 supports for students and families to prevent and reduce substance abuse. Currently we have reached out for information and are in the process of creating resource banks for families with students suffering from addiction. Professional development for Harcan distribution has been established and distribution was able to save student lives this year. Continued training and access will be provided.</p>	<p>Provide professional development for staff on early identification and trauma-informed responses. Partner with Kern County Behavioral Health and recovery to offer counseling, education, and family support. Partner with Community Matters to provide training for students, teachers and families in character development, bully prevention. Partner with Club Live and Student voice to include student input and provide students with agency in providing solutions and alternatives to drug use. Host family workshops on substance use awareness and communication. Create safe spaces and peer-led activities to promote student connection and well-being. Use district-wide needs assessments, Kern Integrated Data Systems, and Healthy Kids Survey data to guide focus.</p>

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 2025–2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
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<p>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.</p> <p>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; restorative practices to promote emotional well-being and reduce conflict, bullying, and reliance on punitive disciplinary measures such as suspension. Additionally, through our partnership Mountain Communities Family Resource Center, families will have access to parent education classes, housing assistance, nutrition programs.</p> <p>If you have more than one metric for Goal 1, please add here.</p>	Chronic absenteeism rates	-	<p>Addressed previously, decreased student absences over the course of the year.</p> <p>(e.g., % increase in graduation rate for English learners)</p>
	Metric(s)		
	Pupil suspension rates	-	<p>Decreased suspension rates on the Dashboard</p>

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
	School climate measures (e.g., survey results)	Student Connectedness Survey Participation Question

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
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 schoolwide 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		

growth of
student-
centered
success.

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

Georgetown Middle School will create a safe, informed, and supportive environment by

reducing substance use among students through early intervention, education and access to school and community-based support services. Our goals 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.

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

Other locally determined measures
Source: [5].

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

School attendance rates

of
American
English
speakers
The
increase in
proficiency
rate for
English
learners

Student
Connected
ness Survey

c. Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025-2026) 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

We adjusted the timeline for implementing certain after-school and summer enrichment activities to allow for more strategic planning and stronger community partnerships. We are refining our metrics to better track student participation and impact, particularly in small group supports and individualized learning plans. Furthermore, we identified the need to strengthen consistent staff collaboration and data use. As a result, we are expanding professional development focused on effective use of the Plan-Do-Study-Act cycle and increasing time for Professional Learning Communities to meet and act on student data. These changes aim to deepen our impact, increase accountability, and ensure alignment with student needs.

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

	<p>Please select all the community school groups below that participate in your school climate data collection process:</p>	<p>What instrument or process do you use to assess school climate for this group? (select all that apply.)</p>					
		<p>California Healthy Kids Survey (CHES)</p>	<p>Panorama Survey</p>	<p>CASE: Student Socio-emotional Learning & Culture Climate Survey</p>	<p>Youth Trust</p>	<p>District-developed survey</p>	<p>School-developed survey</p>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family members	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Administrators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificated staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Classified staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others (write-in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>							

How often do you collect school climate data?

- ☐ Every other year
- ☒ **Annually**
- ☐ Twice a year
- ☐ Other (write-in)

Have you observed any improvements in school climate since the implementation of the CCSP grant that you believe are connected to CCSP activities? If so, please describe. Provide a narrative of up to 300 words.

Your word count is: 0

There has been clear growth in several key areas that reflect a stronger, more connected school community. Students are demonstrating an increased desire to be on campus, which is supported by their growing awareness of and connection to caring adults at school. Participation in school events has also risen, both among students and their families, indicating a renewed sense of engagement and belonging. Additionally, the broader community is showing greater involvement and support, as evidenced by their presence and participation in school activities and events. Together, these indicators reflect a positive shift toward a more inclusive, supportive, and vibrant school culture.

1.5. CCSP 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 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

Our success have been significant in engaging educations partners because of the amount of time we spent building our asset map and messaging the need and responsibility of the community to address the need.

Please indicate the approximate number of people who have been involved in preparing your school's Annual Progress Report. (Enter the number of individuals in each category, as/if applicable.)

	How many individuals in each category below helped complete this A/P/R?	How many total individuals in this category do you have at your school?
Principal	1	1
Assistant Principal (if applicable)		
Community School Coordinator(s)	1	1
School Counselor/Social Worker/Psychologist	1	2
Teacher(s)	11	11
Instructional Coach(es) (if applicable)		
Other staff	6	10
Student(s)	51	Auto-populated
Parent/Guardian(s)	20	Auto-populated
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	10	Auto-populated
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	8	10
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

The APR and implementation plan have been collaborated on but the timing at the end of the year is not conducive to the busy schedules. Perhaps a July or Early August date would be better.

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

- ☐ Very useful
- ☒ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

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

Your word count is: 0

I would like a downloadable version as this was deleted multiple times by the Quatrics website and it makes it difficult when you are evaluating with a team and you have to keep redoing or finish an entire section in one sitting.

2. Site Level Additional Documents and Evidence

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

CCSPP implementation plan (2024–2025) for your school site

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

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

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

<https://etel-tejpnk12.ca.us/>

Was your CCSPP Implementation plan presented to your school community in 2024–2025?

- ☒ **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 2024–2025?

- ☒ **Yes**
☐ No

Cohort 1 and Cohort 2 ONLY: Sustainability plan

Please submit your **most current** sustainability plan as a Excel document using **this link to a Box folder**. Please submit the plan as it stands at the time of your APR submission (we are aware that it is not a static document). You can use the optional CCSP **Sustainability Plan Template**. **Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.xls) This is a required upload.**

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



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

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

Welcome to the California Community Schools Partnership Program (CCSPP) Annual Progress Report (APR). The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. 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.

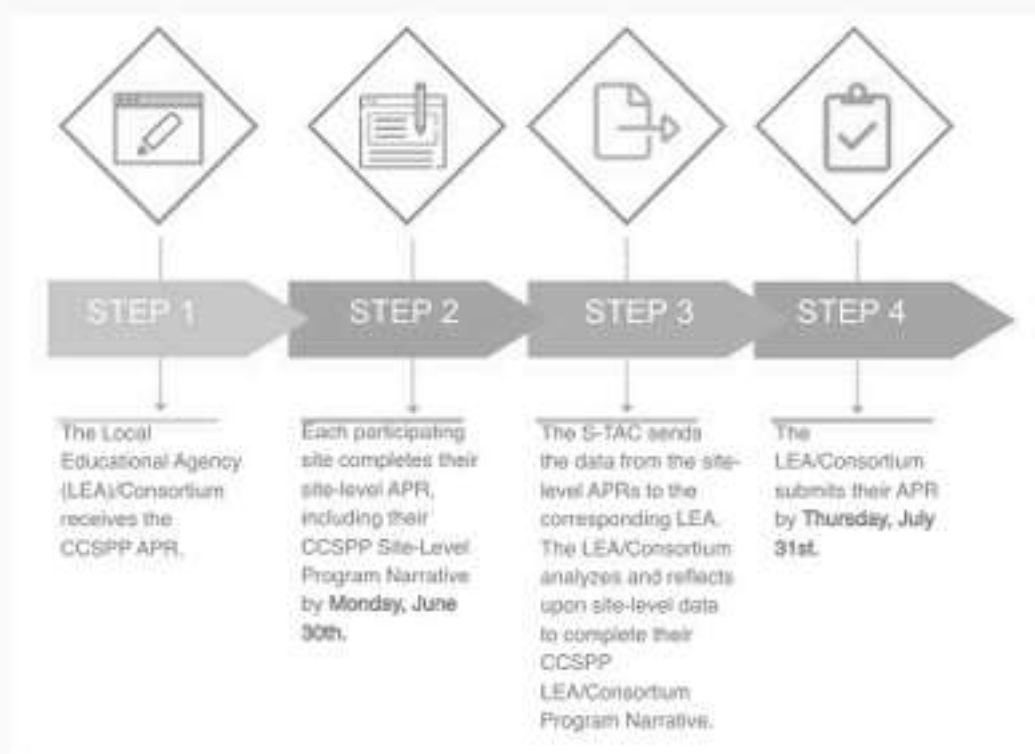
The site-level report should be developed by each school's CCSPP shared decision-making team or council to ensure participation from students, staff, families and community partners. Only one report is required per school site. All questions in this report have to be answered unless marked as [Optional]. 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. 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. Please reference the [CA School Dashboard](#) as you consider and reflect upon your progress and CCSPP outcomes. The APR is aligned with the California Community Schools Framework and 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.

The report can be completed over multiple sessions if needed, however, please use the same device and browser to pick up where you left off. To complete the site-level and local educational agency (LEA)-level CCSPP Annual Progress reports, proceed through the following steps. Please note that single-school grantees will need to complete both the site-level APR and LEA-level APR.

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRil](#)" (click [here](#)). For additional support, 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 "Schools" tab (click [here](#)).

To complete the site-level and LEA-level CCSPS Annual Progress reports, proceed through the following steps:



Section 1. Site-level Program Narrative

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

For support on how to respond to the APR or any part of its process, please visit our AI-powered chatbot "[APRil](#)" (click [here](#)). For additional support, 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 "Schools" tab (click [here](#)).

Here's a visual of the reflective process for schools:



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	Cohort 3 ▼
LEA/Fiscal Agent	El Tejon Unified ▼
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).

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 Director
Email	chansen@el-tejonk12.ca.us
Phone number	6617066164

1.1. CCSPP Capacity-Building Strategies

Please reflect on your team's progress 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) Read the description of each phase of growth and development below.
- 2) Identify the artifacts or evidence you used to assess your current phase of growth and development, drawing from the lists provided in the questions below. Use the "other" option to describe evidence or artifacts not listed.
- 3) Refer to your optional site-level self-assessment to answer this section, though not required. You can also refer to the Capacity-Building Strategies document.

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

To ensure interest-holders understand and support the community

- ☐ school strategy, sites launch a comprehensive communications campaign, and utilize tools like surveys and elections to gauge commitment to the strategy. The site creates a plan for a deep needs and asset assessment and a robust baseline data portfolio.

Engaging

To ensure the voices of all interest-holders are a part of the community

- ☐ school process, a needs and assets assessment engages 75–100% of interest-holders in identifying a shared vision and top priorities. Results are shared through a findings report, leading to an implementation plan that includes indicators of success.

Transforming

So that all interest-holders are engaging in collective action,

- ☒ teams are formed to address identified priorities from the needs and assets assessment. Teams foster innovation and possibility thinking—finding opportunities in complex issues. Teams regularly review data and celebrate growth and success.

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
- ☒ 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

- ☐ Sites create shared understanding around the core principles of community-based learning and work to provide the supportive environmental conditions that enable students to better engage in learning and cognitive processes (e.g. relationship-centered practices, social-emotional skill development, restorative practices)

Engaging

- ☒ **Educators' skill and self-efficacy to implement community-based learning, and to provide supportive learning environments is increased through robust, teacher-led professional learning and collaborative planning as well as curated learning resources and new structures (e.g., Advisory). Addressing the interests, strengths, and learning needs of vulnerable students is prioritized.**

Transforming

- ☐ Community-based learning in restorative, relationship-centered climates, forms the basis of the site's academic program with multiple, non-traditional measures of student growth and wellbeing used to monitor progress and growth. Learning is visible to all with families, communities, and partner sharing in success.

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**

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

- ☐ Other (Write-in):

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

Visioning

- ☐ In order to cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces of shared decision-making and identifies potential leaders and opportunities for increased voice.

Engaging

- ☐ In order to build the capacity to share power and voice, schools launch or revamp school sites or governance councils that are diverse in composition and democratically-built.

Transforming

- ☒ **Student, educator and community voice is increased and operationalized across various spaces of shared decision-making. Major decisions are made through democratic engagement processes that are clear and transparent.**

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)
- ☒ 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

- ☐ Schools recognize the important role that all site educators and resources play in successful implementation. Teams acknowledge requisite mindsets, staffing needs, and financial resources needed for successful community school implementation.

Engaging

- ☒ **Teams recruit diverse community school staff, including a CS coordinator/director, and re-imagine the traditional roles of principals and educators while securing sustainable funding sources. Schools track critical workforce and professional learning data (e.g., teacher retention rates, school climate surveys) to improve and maintain working environments where educators want to stay and grow.**

Transforming

- ☐ Schools monitor culture, climate, and working conditions data to support staff retention and growth, ensuring a "whole teacher" approach. They collaborate with the LEA to develop and update a long-term funding plan that sustains staff, partnerships, programs, and facilities, and fully integrate the community school plan into the SPSA and other improvement plans for a unified approach to school transformation.

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)**
- ☒ **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

- ☐ Shared leadership teams map local assets to develop and disseminate a resource directory of current and potential partnerships that support learning experiences and the wellbeing of students. Partners understand the mutual benefits and impact of the community school strategy.

Engaging

- ☐ The results of the needs and assets assessment process are used to create a vision and vetting process for community partnerships to ensure quality and alignment of programs and services. Sites collaborate with partners to streamline service access and delivery.

Transforming

- ☒ **Community partnerships are strengthened and expanded through collaboration and a shared commitment to data-informed continuous improvement. Services and supports provided are embedded into existing systems and processes to improve access and coordination. Partnerships evolve based on changing needs and assets.**

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**

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

☒ **Increased reports of student and family wellbeing**

☐ Other (Write-in):

Please reflect on what you have accomplished this year with respect to one or more of the capacity-building strategies and how that accomplishment 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

El Tejon School has made significant progress in developing strategic community partnerships, greatly enhancing its capacity to support students and families beyond the classroom. By fostering trust-based relationships with local organizations, the school addresses academic, social, emotional, and physical needs through a wide range of services. A key partnership with the Mountain Communities Family Resource Center provides rent and utility assistance, hygiene kits, financial empowerment tools, and access to WIC, MediCal, CalFresh, and cash aid. A family advocate is also on campus every Tuesday to serve families directly. Other partnerships, such as with Meals on Wheels, help meet nutritional needs, while programs like the Homeless Youth Committee, The Boys and Girls Club, and Expanded Learning Opportunities promote student development outside school hours. Health services are bolstered through One Sight Vision Services, a Dental Hygiene Clinic, a Mobile Health Clinic, and Raymond Chiropractic. Mental health and family engagement are prioritized through Parenting Partners Family Leadership and Perseverance Educational Consulting, focusing on social-emotional learning and family support. These partnerships emerged through El Tejon's participation in Communities of Practice and Advisory Committees. Shared goals and open communication drew new collaborators, all aligned with the school's mission. El Tejon's commitment to shared understanding and priorities has also led to major academic advancements. Using data gathered through empathy interviews, interest inventories, and a robust Needs and Assets Assessment, stakeholders identified key areas for growth. As a result, the school expanded its electives, added college and career preparatory courses, and brought in CTE-credentialed teachers, counselors, and mental health professionals. Leadership training for students, parents, and community members, along with mentorships and internships, further supports student success. These achievements reflect the collective power of the Community Schools model and its role in aligning school efforts with the needs and strengths of the community.

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 engagement with various groups in developing your community school. In your response, include the following:

1. An estimated number of participants per group that was involved during the planning and implementation process.
2. The total number of individuals within the identified group, as applicable.
3. Select all the processes you used to engage each group in developing your community school.

Please note that not all processes are always appropriate for every context and it is not the expectation that all processes are used in engaging the different school community groups.

	<p>(estimate the number of individuals in each category that were engaged in developing your community school at any time during the implementation process)</p> <p>Number</p>	<p>How many total individuals in this category do you have at your school?</p> <p>Number</p>
Administrators	1	1
Certified staff	10	8
Classified staff	18	12
Students	220	220
Family members	220	183
Community members (members of the surrounding community that do not have an affiliation with the school)	450	220
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	20	8

	Which of the following processes did you use to engage each of the following school community groups? (Select all that apply.)							
	Surveys	One-on-one interviews	Focus groups	Visiting exercises	School council / steering committee meetings	Other meetings and forums	School events	Other
Administrators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificated staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Classified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family members	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community members (members of the surrounding community that do not have an affiliation with the school.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	If you selected other processes, please specify:	
	Other (write-in)	
Administrators	Community Events Collaboration	
Certificated staff	NA	
Classified staff	4 Pillar Implementation	
Students	Trainings, Leadership, Career Planning	
Family members	NA	
Community members (members of the surrounding community that do not have an affiliation with the school.)	NA	
Community partners (school partners with an MOU or any other formal agreement to provide supports or services.)	NA	

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

Your word count is: 0

El Tejon Unified School maintains a strong and active partnership with the accredited Mountain Communities Family Resource Center. Together, we collaborate with multiple agencies through regular monthly meetings to support a diverse range of marginalized populations. These partnerships address a broad spectrum of needs identified in our annual community assessments, including but not limited to homelessness, access to tax services, providing food and clothing assistance, Medical, WIC, SSJ and other critical support systems. Our School Hub serves as a central location for agency collaboration, and we are fully engaged in all cooperative efforts. This ongoing collaboration has been instrumental in establishing and strengthening partnerships, as well as expanding the resources and assets available to our community.

Please reflect on how your community schools work is shaped by the perspectives, assets, and needs of historically marginalized students and families.

In your response, include the following:

1. An estimate of how many individuals (e.g., students, caregivers, community members) from this group you have engaged in your community school development at any point during the implementation process
2. The total number of individuals within the identified group, as applicable
3. A brief description of how these individuals have been engaged. Examples include creating culturally inclusive spaces, fostering student leadership, hosting focus groups, etc.

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.

	Total number of individuals engaged in developing your community school at any point during the implementation process Number	Total number of individuals within the identified group Number	How are you engaging individuals (students and/or families) within the identified group Comments
English language learners	6	23	ELAC meetings, Advisory Meetings, Fostering Students Voice groups
Students with disabilities	16	Auto-populated	Fostering student leadership, creating student voice experiences, hosting family and community engagement, focus groups, Safe School Ambassadors training
Socioeconomically disadvantaged students	133	181	Fostered Students leadership trainings, campaigns, and activities. Conducted focus groups, identified needs, set up ride share networks and purchased transport vans in house. Present at community Events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
Racially marginalized populations	52	Auto-populated	Created culturally responsive practices, Fostered Students leadership trainings,

	Total number of individuals engaged in developing your community school at any point during the implementation process	Total number of individuals within the identified group	How are you engaging individuals (students and/or families) within the identified group
	Number	Number	Comments
Homeless youth			campaigns, and activities. Conducted focus groups, identified needs, setup ride share networks and purchased transport vans in house, Present at community events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
	46	Auto-populated	Homeless youth committee, students voice ambassadors, Students leadership, student advisory boards, CTE, Safe school ambassadors focus groups, Parenting partners Target
	0	1	NA
Foster youth			
	47	Auto-populated	fostered students leadership trainings, campaigns, and activities. Conducted focus groups, identified needs, setup ride share networks and purchased transport vans in house, Present at community events- Park Day, Community Dinners, Parent and community trainings, holiday fair, Safe Kids Halloween, Parent Circle, Fiesta Days, Children's Circle presentations, Focus Groups formed and met regularly
Chronically absent students			
	0	0	NA
Other 1 (Write-in):			
	NA	0	NA
Other 2 (Write-in):			
	NA	0	NA
Other 3 (Write-in):			
	NA	0	NA

1.3. CCSPP Whole Child and Family Supports Inventory

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

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

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

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

	Yes	No
Teacher Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Parent Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Student Leadership Development and Opportunities	<input checked="" type="radio"/>	<input type="radio"/>
Shared Decision-Making Bodies that center the voices of students, families and community	<input checked="" type="radio"/>	<input type="radio"/>
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No
Home Visits	<input checked="" type="radio"/>	<input type="radio"/>
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Positive Behavioral Supports	<input checked="" type="radio"/>	<input type="radio"/>
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Programs and practices that teach social-emotional skills (e.g. SEL curriculum, mindfulness practices)	<input checked="" type="radio"/>	<input type="radio"/>

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

	Yes	No
Project-Based Learning	<input checked="" type="radio"/>	<input type="radio"/>
Culturally-Sustaining and Responsive Curriculum and Pedagogy	<input checked="" type="radio"/>	<input type="radio"/>
Community-based Curriculum, Pedagogy, and Projects	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No
Personalized Learning Plans	<input checked="" type="radio"/>	<input type="radio"/>
Performance Assessments (e.g., capstones, portfolios, etc.)	<input checked="" type="radio"/>	<input type="radio"/>
Advisory System to ensure every student has a home base / family group and an advisor who knows them well	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
Community advocate aligns with Family Needs	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
CTE Mentorship	<input checked="" type="radio"/>	<input type="radio"/>
Other: (Write in)		
Anti-bullying programs	<input checked="" type="radio"/>	<input type="radio"/>

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

1. Indicate whether this support was newly implemented as a result of CCSPP funding, or if it existed prior and was later integrated into your community schools work.
2. Describe how the support was implemented during the past grant year. (Select all that apply.)
3. 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.
4. List the main funding source you are currently using in addition to CCSPP, to sustain this support long term.
5. [Optional] Provide brief examples of key activities conducted as part of implementing this support.

	When did you start implementing this support?
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Started implementing this support exclusively as a result of CCSPP fund
Mental health Screening and Services	Started implementing this support exclusively as a result of CCSPP fund
Nutrition Services and Support	Started implementing this support exclusively as a result of CCSPP fund
Academic Support (tutoring, specialist, etc.)	Previously implemented and now integrated into the community school
Multi-Tiered System of Support	Previously implemented and now integrated into the community school
Before School (times/services)	Previously implemented and now integrated into the community school
After School (times/services)	Previously implemented and now integrated into the community school
Summer Programs	Started implementing this support exclusively as a result of CCSPP fund

During school (learning pathways, differentiated instruction, lab times, etc.)	Previously implemented and now integrated into the community school
Teacher Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Parent Leadership Development and Opportunities	Started implementing this support exclusively as a result of CCSPF fund
Student Leadership Development and Opportunities	Previously implemented and now integrated into the community school
Shared Decision-Making bodies that center the voices of students, families and community	Started implementing this support exclusively as a result of CCSPF fund
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Previously implemented and now integrated into the community school
Home Visits	Started implementing this support exclusively as a result of CCSPF fund
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Started implementing this support exclusively as a result of CCSPF fund
Positive Behavioral Supports	Previously implemented and now integrated into the community school

Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Previously implemented and now integrated into the community school
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices)	Previously implemented and now integrated into the community school
Project-based learning	Started implementing this support exclusively as a result of CCSPF fund
Culturally-Sustaining and Responsive Curriculum and Pedagogy	Started implementing this support exclusively as a result of CCSPF fund
Community-Based Curriculum, Pedagogy, and Projects	Started implementing this support exclusively as a result of CCSPF fund
Personalized Learning Plans	Previously implemented and now integrated into the community school
Performance Assessments (e.g., capstones, portfolios, etc.)	Previously implemented and now integrated into the community school
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Started implementing this support exclusively as a result of CCSPF fund
Other: Community advocate aligns with family needs	Started implementing this support exclusively as a result of CCSPF fund
Other: CTE Mentorship	Previously implemented and now integrated into the community school

When did you start implementing this support?

Other:
Anti-bullying
programs

Previously implemented and now integrated into the community school

	How have you implemented the support this year? (Select all that apply.)			
	Students	Staff	Parents/family members	Other individuals
Health Screening and Services (vision, dental, hearing, neurological, physical health)	186	16		
Mental Health Screening and Services	80	13	14	
Nutrition Services and Support	2	4		
Academic Support (tutoring, specialist, etc.)	88	5	23	
Multi-Tiered System of Support	220	13	20	27
Before School (times/services)	220	5	188	
After School (times/services)	186	3	4	5
Summer Programs	88	14	2	6
During School (learning pathways, differentiated instruction, job times, etc.)	220	14	23	10
Teacher Leadership Development and Opportunities	220	15	5	5
Parent Leadership Development and Opportunities	27	5	20	5
Student Leadership Development and Opportunities	220	15	20	25
Shared Decision-Making Bodies that center the voices of students, families and community	220	15	188	20

How have you implemented the support this year? (Select all that apply.)

	Students	Staff	Parents/family members	Other individuals
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	220	15	988	5
Home Visits	220	8	10	2
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	0	3	0	2
Positive Behavioral Supports	220	15	20	10
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	220	15	20	2
Programs and practices that teach social-emotional skills (e.g. SEL curriculum, mindfulness practices)	220	15	0	2
Project-Based Learning	60	3	5	5
Culturally-Sustaining and Responsive Curriculum and Pedagogy	220	15	20	5
Community-Based Curriculum, Pedagogy, and Projects	60	3	5	5
Personalized Learning Plans	220	1	988	0
Performance Assessments (e.g. capstones, portfolios, etc.)	220	1	988	10

How have you implemented the support this year? (Select all that apply.)

	Students	Staff	Parents/family members	Other individuals
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	225	16	188	30
Other: Community advocate works with Family Needs				
Other: CTE Mentorship				
Other: Anti-bullying programs				

in the past year, how many individuals were served? Please enter a number only in the applicable categories.

Health Screening and Services (vision, dental, hearing, neurological, physical health)	MAA
Mental health Screening and Services	
Nutrition Services and Support	
Academic support (tutoring, specialist, etc.)	ASIS and ILOP
Multi-Tiered System of Support	ICAP
Before School (times/services)	ICAP/ICIT
After School (times/services)	ICAP
Summer Programs	ICAP
During School (learning pathways, differentiated instruction, job times, etc.)	ICIT
Teacher Leadership Development and Opportunities	ICIT, ILOP, Title I
Parent Leadership Development and Opportunities	ICIT/ICAP
Student Leadership Development and Opportunities	ICAP, Title I, ECEY, MSFA
Shared Decision-Making Bodies that center the voices of students, families and community	ICAP

In the past year, how many individuals were served? Please enter a number only in the applicable categories.

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

ELCP

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

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

Project-based Learning

CTPD

Culturally-Sustaining and Responsive Curriculum and Pedagogy

Community-based Curriculum, Pedagogy, and Projects

Personalized Learning Plans

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

In the past year, how many individuals were served? Please enter a number only in the applicable categories.

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

Other:
Community
advocate aligns
with Family
Needs

Other CTE
Mentorship

Other:
AntiBullying
programs

CTES

Grant

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Health Screening and Services (vision, dental, hearing, neurological, physical health)	Vision screening with One Sight Vision clinic. Glasses Distribution. Dental Screening with Nora Fresh, cleaning and follow-up care as needed. Sports physical and vaccines with mobile health clinic.		
Mental health Screening and Services	Students are provided with Mental Health Screenings as well as follow-up counseling. Teachers, parents, and community members were provided support and training on trauma informed instruction and care. Parenting classes were arranged for and additional help in specific subject areas to address issues as they are identified is provided.		
Nutrition Services and Support	Student Voice Ambassador team chairs worked alongside cafeteria chefs while attending Culinary arts classes to improve the menu choices while maintaining the health standards as assigned by the state of California.		
Academic Support (tutoring, specialist, etc.)	Teachers, parents, students, staff, and partners from the Boys and Girls Club of America met and created a tutoring plan for each student for both after school and during teacher prep periods. Curriculum for Math was established for use during tutoring, remediation, and extension. AVID strategies for notetaking were addressed for the students who needed help in ELA. Separate tutoring sessions for students with disabilities were set dependent on IEP and teacher recommendations. Information and parent skills in tutoring were shared with parenting partners.		
Multi-Tiered System of Support	Training was established for the use of restorative practices, educational routines, expanded learning, college and technical education, before and after school tutoring, mentorships, check in and check out, restorative circles, AVID study strategies, social emotional learning, positive behavior intervention supports, and parenting partners are established and used. Tiered systems are in place and data is gathered around students needs and levels of support given. A strong focus on leadership and student voice have been implemented.		
Before School (times/services)	Before and after school bussing is used by all students and families. An aide has been assigned to buses to make sure that student time on the bus is educational and safe. Expanding the transportation routes and personnel available to keep kids safe and capture learning time has allowed our parents the freedom to get to work on time while reducing the need to rely on older		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	<p>settings for childcare. This has lead to an increase in student attendance rates, decreasing chronic absenteeism at the middle school.</p>		
After School (times/services)	<p>We have been able to train the expanded learning program staff and offer learning that aligns with parent and student interest, community and job force needs, while building professional instruction. A poster Peterson lab focuses on 9 careers, a rotation through ITA and AG Science focuses on leadership and industry pathways in agriculture. Music, Arts Media and Entertainment, as well as subject matter tutoring have helped students meet the requirements for each grade level mathematics. In particular has seen a great increase following professional development and implementation of learning rounds and tutoring all as part of afterschool enrichment.</p>		
Summer Programs	<p>We offered 10 Saturday instructions, 20 Days of Summer School, 5 Days of UCLA Math Camp, 7 Days of History Experiential Learning in Washington DC through partnerships with Homeless Youth Committees (Juni enrollment and World Seides, 10 Days for Summer STREAM Camp through partnerships with the Kern County Office of Education, 1 Days at Youth Leadership and Wilderness camp through Partnerships with local Law enforcement and PE's Camp, Volleyball Camp through partnerships with Cal State Bakersfield. We were able to expand the learning day to 9+ hour an increased learning by a minimum of 56 days.</p>		
During School (learning pathways, differentiated instruction, etc.)	<p>Partnerships were formed with the CTE division of the Kern County Superintendent of Schools Office under the direction of Scott Raymons, where all students and teachers are provided curriculum to explore the different CTE Pathways available to them as well as the ability to hone in on the skills and interests as established through interest inventories, which isolate the areas of highest interest and compatibility for each student. Students are then able to delve into the areas of interest during a semester long elective and after school enrichment opportunities. Mentors and industry leaders are aligned with each of the pathways. As they progress into second semester, they are able to explore a second pathway or dive deeper into a pathway they have already found an interest in. By the time they reach 10th grade they are placed into one of three pathways in which they can continue in the high school. They create a</p>		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Teacher Leadership Development and Opportunities	10 year plan, earn industry relevant certifications, and hear from and align with mentors in each industry area		
	Teachers have all received extensive training in the Professional Learning Community and Teams approach currently being used as the main collaboration and cycle of growth and review method within the site and district. We meet for PLTs weekly, practice professional rounds and walk throughs, cycle of inquiry, data reviews, and reflections during these time. Math Talks and task have been the focus since the planning stages and we will continue while bringing Language Arts on board this year. Growth in the academic areas has been significant. AVID leadership meets monthly and training is provided to the staff by the staff and in partnership with AVID County and State leadership. Social emotional Learning training and support is offered monthly based on the focus for students.		
	Parenting Partners has been implemented and a leadership team has been established, relationships have built trust and expanded support. Empathy interviews and home visits have included more and more parents into the El Tejon Family and increased investment. Continued training is offered through our partnerships with the Mountain Communities Family Resource Center.		
	Student leadership opportunities are unlimited based on student interest, teacher recommendation, parent communication, community and mentor feedback and student inventory skills assessments. Leadership events this year have totaled more than 50 trainings and areas of interest including development of integrity, self-awareness, courage, respect, compassion, resilience, learning agility and how to flex their influence while communicating the vision, showing gratitude, and collaborating effectively. Many leadership opportunities have come through Students Voice Future Farmers of America, WorldSkills, Community Partnerships, AVID, Safe School Ambassadors and many more.		
Shared Decision-Making Bodies that center the voices of students, families and community	Focus Groups, Parenting Partners, Empathy Interview, Students Voice and Home Visits training and implemented. Greatly increasing trust, input and participation.		

	In addition to CCSP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach)	Newletters, newspaper partnerships, Student Voice Ambassador training, Students Reporting, Parent Teachers Conferences, Family and Community quarterly Community Nights, Focus Groups, Advisory and Sub Committees, lobby Cofe, and board presentations have increased communication.		
Home Visits	Focus Groups, Empathy Interview, and Home Visits training and implemented Greatly increasing trust, input, and participation.		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	Currently we have attended training and discussed the need with advisory committees for GED tutoring and testing site availability in the rural area.		
Positive Behavioral Supports	We have built out the PBS rewards and training to include incentives from local businesses. Many hungry families can encourage positive acts and use local food vendors and expanded partnerships for family rewards. Parents can also encourage students through the app.		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Professional development on restorative practices, trauma informed care, and talking circles has been implemented through staff, students, and parent groups. Perseverance educators, Dr. David Sandoz, leads kids and teachers in weekly meetings and guides the use of the practices to decrease suspension, and encourage healing.		
Programs and practices that teach social-emotional skills (e.g. SEL curriculum, mindfulness practices)	Social emotional learning curriculum has been built for monthly school activities that tie into the daily lessons. Homeroom has been given extra time in the master schedule to ensure the implementation of the lesson and the school counselor has implemented monthly whole school activities. Professional development on restorative practices, trauma informed care, and talking circles has been implemented through staff, students, and parent groups. Perseverance educators, Dr. David Sandoz, leads kids and teachers in weekly meetings and guides the use of the practices.		
Project-based Learning	All AVID and ITA students in AG Science have strong community based learning projects which are monitored by community members and teachers. Leadership teams of students also participate. It is in the process of being applied to all the students body. (Park Day, Cross Age Tutoring, Community		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	Food Drive, Community Dinner Hosting, Family Resource Center party and Commodities Volunteers, Education Days, Clean Up in town, Partnerships with Girl Scouts, Partnerships with the Community Chamber of Commerce, etc.)		
Culturally-Sustaining and Responsive Curriculum and Pedagogy	At El Tejon, student-centered learning is grounded in culturally responsive practices that honor and uplift the diverse backgrounds of our students. We create space for students to share their own experiences and perspectives through class discussions and assignments, making learning personally meaningful and relevant. Our approach includes culturally relevant problem-solving, such as using real-life scenarios in math that reflect students' lives. Teachers build strong, respectful relationships with students and families, recognizing that trust is the foundation of learning. We prioritize restorative practices over punitive discipline, supporting social-emotional growth and community-building. Instruction is differentiated to reflect students' unique ways of communicating and learning, with varied strategies like storytelling, movement, and cooperative learning. Our classrooms affirm cultural identity through visuals, celebrations, and the integration of home languages, helping students see themselves in their learning environment and feel a strong sense of belonging.		
Community-Based Curriculum, Pedagogy, and Projects	Students have strong community-based learning projects which are monitored by community members and teachers. Leadership teams of students also participate. It is in the process of being applied to all the students body. (Port Day, Cross Age tutoring, Community Food Drive, Community Dinner Hosting, Family Resource Center party and Commodities Volunteers, Education Days, Clean Up in town, Partnerships with Girl Scouts, Partnerships with the Community Chamber of Commerce, etc.)		
Personalized Learning Plans	At El Tejon, we are committed to individualized learning by using tools and strategies that support each student's unique needs and interests. Students have a one-page learning profile that highlights their strengths, challenges, interests, and preferred learning styles, helping teachers plan with purpose. Students also set both academic and personal learning goals, which are revisited during regular check-ins with advisors or support staff to celebrate progress and make adjustments as needed. We use tiered assignments to ensure each student is working at an appropriate level of challenge, and we		

	In addition to CCSPP, please select the main funding source you are leveraging for this support?	If you selected "other" for the funding source, please specify:	[Optional] Please list 2-3 examples of the types of activities that you conducted as part of your implementation of this support.
	encourage interest-based projects that allow students to explore topics they care about. Through short weekly one-on-one conferences, we built strong relationships while keeping learning focused and personal. Information is shared and discussed with parents during Back to School Night and Parent Conferences.		
Performance Assessments (e.g., capstones, portfolios, etc.)	Performance assessments are administered to each student quarterly and shared with students, community members, teaching staff, and parents during the cycle of continuous improvement and goal setting.		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well.	Safe School Ambassadors, Check In, Check Out, Master Calendar, Homerooms, Family Orientation, Students Mentoring and teacher Student Relationship building all assure that students are part of a home group that allows for constant check ins and monitoring and build community.		
Other: Community advocate aligns with Family Needs	A family advocate from the family resource center is on campus every week. She makes contact with all families in the site and lets them know the services she can help to provide. She is able to see parents directly on campus to set up assistance in multiple areas from medical to housing assistance.		
Other: CTE Mentorship	Students with interest in an industry sector in their 2nd year within the same sector are provided with an industry partner mentor where they can begin to work and shadow real life industry workers and learn the expectations and requirements.		
Other: Antibullying programs	Community Matters has partnered with student, teacher, staff, and parent leaders in the Safe School Ambassador program to implement an Up End Hate Campaign in which they were able to focus on training the students population in the dangers and side effects of Online bullying. They were also able to launch a student led campaign on campus to report and stop online bullying.		

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 some 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.

	Coherents 1 and 2 only: Was this goal submitted with the previous APR? Yes No		Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
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 to promote emotional well-being and reduce conflict, bullying, and reliance on punitive	<input checked="" type="radio"/>	<input type="radio"/>	El Tejon School has developed this goal by establishing partners in the medical, dental, vision, and mental health care areas to provide services to those who need it within the school and community.	1. Partner with OneSight to provide on-site vision screenings and distribute eyeglasses to students in need. 2. Coordinate with transportation services to secure vans for student support and access to services. 3. Develop and implement MOUs with Dr. David Sandels to provide trauma-informed professional development for staff and training for students and families. 4. Hire a mental health counselor to offer direct mental health services to students. 5. Collaborate with the Mountain Communities Family Resource Center to host vaccination clinics on campus. 6. Partner with local physicians to provide student sports physicals. 7. Establish ongoing partnerships with dental providers, including Flora Fresh, to bring mobile dental services to the school site.

	<p>Cohorts 1 and 2 only: Was this goal submitted with the previous APR?</p> <p>Yes No</p>	<p>Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.</p>	<p>Explain the action(s) you took in the SY 2024-2025 to meet this goal.</p>
<p>disciplinary measures such as suspension. Additionally, through our partnership Mountain Mountain Communities Family Resource Center, families will have access to parent education classes, housing assistance, nutrition programs.</p>			
<p>Goal 2</p> <p>If 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 schoolwide collaborative</p>	<p><input checked="" type="radio"/> <input type="radio"/></p>	<p>If Tejon School has developed this goal by establishing partners for both before and after school classes, expanding learning time to up to 56 additional days. We were also able to expand the daily learning to 8 hours and provided transportation so that parents and students have safe places for expanding learning. Furthermore the grant has allowed us to increase pathways and mentorships in expanded learning which matches the skills presented in the individual needs assessments and the family and community interviews.</p>	<p>Partner with Boys & Girls Club to enrich after-school programs. Offer summer camps in STEAM, history, service learning, and agriculture. Provide career exploration through internships and on-site learning. Engage families and community in planning and implementation. Use student data and surveys to drive programming. Implement Professional Learning Communities using Plan-Do-Study-Act. Align staff training and development through LCAP priorities. Establish MCUs with Solution Tree to support collaborative systems. Use district-wide needs assessments, Kern Integrated Data Systems, and dashboard data to guide focus. Sustain collaboration through structured mentoring and professional learning communities. Student attendance and participation will increase.</p>

	<p>Cohorts 1 and 2 only: Was this goal submitted with the previous APR?</p> <p>Yes No</p>	<p>Describe the goal and explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.</p>	<p>Explain the action(s) you took in the SY 2024-2025 to meet this goal.</p>
<p>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.</p>			
<p>Goal 2</p> <p>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.</p>	<p><input type="radio"/> <input checked="" type="radio"/></p>	<p>We have committed to establishing and building trust through student and parent partnerships, open communication, non-judgmental learning spaces. We have provided counseling services and established Tier 1 and 2 supports for students and families to prevent and reduce substance abuse. Currently we have reached out for information and are in the process of creating resource banks for families with students suffering from addiction. Professional development for Harcan distribution has been established and distribution was able to save student lives this year. Continued training and access will be provided.</p>	<p>Provide professional development for staff on early identification and trauma-informed responses. Partner with Kern County Behavioral Health and recovery to offer counseling, education, and family support. Partner with Community Matters to provide training for students, teachers and families in character development, bully prevention. Partner with Club Live and Student voice to include student input and provide students with agency in providing solutions and alternatives to drug use. Host family workshops on substance use awareness and communication. Create safe spaces and peer-led activities to promote student connection and well-being. Use district-wide needs assessments, Kern Integrated Data Systems, and Healthy Kids Survey data to guide focus.</p>

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 2025–2026 on the indicators that are relevant to each of your developed goals. If/when utilizing a local outcome measure that responds to your local needs and assets (e.g., performance assessments, seal of biliteracy rates, etc.) please identify and describe the local measure. School-level outcomes can be reported per school site, as well as disaggregated by student group.

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
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<p>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.</p>	<p>Chronic absenteeism rates</p>	<p>Addressed previously, dashboard students identified over the course of the year.</p>
<p>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; trauma-informed care; and restorative practices to promote emotional well-being and reduce conflict, bullying, and reliance on punitive disciplinary measures such as suspension. Additionally, through our partnership Mountain Communities Family Resource Center, families will have access to parent education classes, housing assistance, nutrition programs.</p> <p>If you have more than one metric for Goal 1, please add here.</p>	<p>Metric(s)</p>	<p>(e.g., % increase in graduation rate for English learners)</p>
	<p>Pupil suspension rates</p>	<p>Decreased suspension rates on the dashboard</p>

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
	School climate measures (e.g., survey results)	Student Connectedness Survey Participation Question

	Metric(s)	Please provide a descriptor or definition of the metric you are using (e.g., % increase in graduation rate for English learners)
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 schoolwide 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		

c. Goal Analysis

Describe any changes you made to your planned goals, metrics, desired outcomes, or actions for the upcoming school year (SY 2025-2026) 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

We adjusted the timeline for implementing certain after-school and summer enrichment activities to allow for more strategic planning and stronger community partnerships. We are refining our metrics to better track student participation and impact, particularly in small group supports and individualized learning plans. Furthermore, we identified the need to strengthen consistent staff collaboration and data use. As a result, we are expanding professional development focused on effective use of the Plan-Do-Study-Act cycle and increasing time for Professional Learning Communities to meet and act on student data. These changes aim to deepen our impact, increase accountability, and ensure alignment with student needs.

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

	<p>Please select all the community school groups below that participate in your school climate data collection process:</p>	<p>What instrument or process do you use to assess school climate for this group? (select all that apply.)</p>					
		<p>California Healthy Kids Survey (CHKS)</p>	<p>Panorama Survey</p>	<p>CASE: Student Socio-emotional Learning & Culture Climate Survey</p>	<p>Youth Trust</p>	<p>District-developed survey</p>	<p>School-developed survey</p>
Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family members	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Administrators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificated staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Classified staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Community partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Others (write-in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>							

How often do you collect school climate data?

- ☐ Every other year
- ☒ **Annually**
- ☐ Twice a year
- ☐ Other (write-in)

Have you observed any improvements in school climate since the implementation of the CCSP grant that you believe are connected to CCSP activities? If so, please describe. Provide a narrative of up to 300 words.

Your word count is: 0

There has been clear growth in several key areas that reflect a stronger, more connected school community. Students are demonstrating an increased desire to be on campus, which is supported by their growing awareness of and connection to caring adults at school. Participation in school events has also risen, both among students and their families, indicating a renewed sense of engagement and belonging. Additionally, the broader community is showing greater involvement and support, as evidenced by their presence and participation in school activities and events. Together, these indicators reflect a positive shift toward a more inclusive, supportive, and vibrant school culture.

1.5. CCSP 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 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

Our success have been significant in engaging educations partners because of the amount of time we spent building our asset map and messaging the need and responsibility of the community to address the need.

Please indicate the approximate number of people who have been involved in preparing your school's Annual Progress Report. (Enter the number of individuals in each category, as/if applicable.)

	How many individuals in each category below helped complete this A/P/R?	How many total individuals in this category do you have at your school?
Principal	1	1
Assistant Principal (if applicable)		
Community School Coordinator(s)	1	1
School Counselor/Social Worker/Psychologist	1	2
Teacher(s)	11	11
Instructional Coach(es) (if applicable)		
Other staff	6	10
Student(s)	51	Auto-populated
Parent/Guardian(s)	20	Auto-populated
Community member(s) (members of the surrounding community that do not have an affiliation with the school)	10	Auto-populated
Community partner(s) (school partners with an MOU or any other formal agreement to provide supports or services)	8	10
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

The APR and implementation plan have been collaborated on but the timing at the end of the year is not conducive to the busy schedules. Perhaps a July or Early August date would be better.

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

- ☐ Very useful
- ☒ Useful
- ☐ Somewhat Useful
- ☐ Not Useful
- ☐ Not at all useful

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

Your word count is: 0

I would like a downloadable version as this was deleted multiple times by the Quatrics website and it makes it difficult when you are evaluating with a team and you have to keep redoing or finish an entire section in one sitting.

2. Site Level Additional Documents and Evidence

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

CCSPP implementation plan (2024–2025) for your school site

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

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

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

<https://etel-tejpnk12.ca.us/>

Was your CCSPP Implementation plan presented to your school community in 2024–2025?

- ☒ **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 2024–2025?

- ☒ **Yes**
☐ No

Cohort 1 and Cohort 2 ONLY: Sustainability plan

Please submit your **most current** sustainability plan as a Excel document using **this link to a Box folder**. Please submit the plan as it stands at the time of your APR submission (we are aware that it is not a static document). You can use the optional CCSP **Sustainability Plan Template**. **Include your school name and CDS code in the name of the file. (Example: ShadowUSD_12123451234567.xls) This is a required upload.**

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

Application for Funding

Agricultural Career Technical Education Incentive Grant
Program Year-2024-25 ~~2025-26~~

Project Duration: July 1, ²⁰²⁵2024, to June 30, ²⁰²⁶2025

School Site: Frazier Mountain HS

District: El Cajon Unified School District

Certification:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Sarah H. H. H.
Signature of Authorized Agent

Superintendent
Authorized Agent Title

Lee Bazzini
Signature of Agriculture Teacher
Responsible for Program

Sarah H. H. H.
Signature of Principal

Agriculture Teacher Summer Contact Cell Number: 641-330-4670

Local Educational Agency (LEA) Board Approval Date: 8/13/25

Printed Name of Agriculture Teachers:

Lee Bazzini

PART A – Base Level Funding

In order to qualify for the Agriculture Education Incentive Grant an LEA must meet all the following criteria or provide a Variance approved by the Regional Supervisor for each criterion not met. All evidence must be included with the original application submitted to the Regional Supervisor.

Note: Stand-alone middle school programs will only be required to complete Part A.

- ☒ 1. Properly Credentialed Teachers:
Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials. (2025 - Required for teachers that were hired for 2024-25.)
- ☒ 2. Professional Development:
Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities. Each teacher (50% of their teaching load in agriculture) must have participated in six approved professional development activities. (2025 - Required for all teachers employed during 2024-25 school year.)
- ☒ 3. Course Sequence:
Provide documents/evidence of at least one three-year course sequence. (2025 - Nothing required unless the sequence has changed since last year.)
- ☒ 4. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):
Provide a copy of course syllabus identifying grading of FFA and SAE. (2025 - Only required for **New** courses that were taught in 2024-25 or if changes have been made to your department policies.)
- ☒ 5. Alternative Credits:
Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc. (2025 - Nothing required unless there has been changes in 2024-25.)
- ☒ 6. Future Farmers of America Constitution and By-Laws:
Provide a copy of the current Chapter Constitution and Bylaws with the election of officers highlighted. (2025 - Nothing required unless there has been changes in 2024-25.)
- ☒ 7. Future Farmers of America Meetings:
Use meeting manager in AET or provide minutes for a minimum of six chapter meetings. (2025 - Required.)
- ☒ 8. Agriculture Advisory Committee:
Provide meeting minutes for two Agriculture Advisory Committee meetings. (2025 - Required)

Checking all the required criteria as being met qualifies the LEA for Part A funding. Verification of meeting each criterion must be provided to the Regional Supervisor.

PART A – Base Level Funding (Continued)

Qualified Program (\$4,500) to each site		\$ 4,500
Number of Agriculture Teachers teaching at least one approved agriculture course in 2024-25?	<u>1</u>	
Teacher based funding (Number of teachers x \$500)		\$ 500.00
Number of Students as identified on the 2024-25 FFA Membership roster?	<u>89</u>	
Student based funding (Number of students x \$10)		\$ 890.00
Class size funding A (number of teachers meeting level A in all classes – 31 in classroom/25 in shop classes)	<u>0</u>	
Class size A funding (Number of teachers meeting level A class size x \$1,000)		\$ 0
Class size funding B (number of teachers meeting level B in all classes – 28 in classroom/22 in shop classes)	<u>1</u>	
Class size B funding (Number of teachers meeting level B class size x \$2,000)		\$ 2000.00
Total Part A Funding:	\$ 4,500.00	\$ 7890.00

PART B – Additional Funding

LEA's may qualify for additional funding based on their ability to meet specific classroom, leadership, and experiential learning (SAE) criteria. It is not necessary for a program to meet all criteria in each category to be eligible to receive additional funding. Verification of meeting criteria will be taken from entries in the AET. The AET report will be developed based on data as of June 30th. Funding in each section will be based on the number of points accumulated in that section. This report will be used to complete Part B and will be included as part of the application.

Based on the 2024-25 Agricultural Education Incentive Grant Report, and points accumulated, the LEA may qualify for base level funding through the classroom section, leadership section, and experiential learning (SAE) section.

An LEA shall qualify for Part B funding in each section if they meet the predetermined base level. Bonus funding is earned if a program exceeds the predetermined base level by twenty percent (20%). LEA's meeting the base level shall receive \$2,250 plus \$250 per qualified teacher. LEA's meeting the bonus level shall receive an additional \$2,250 plus an additional \$250 per qualified teacher.

Note: An LEA may qualify for Level A, Level B, or no funding in each section but shall not qualify for both funding levels in a section. Example: The LEA qualifies for Level A funding in the Classroom Section, Level B in the Leadership Section and no funding in the SAE section.

PART B – Additional Funding (Continued)

Classroom Section

Points Earned as Identified in the AET Report

195

Level A Funding: (number of teachers x \$250) + \$2,250

0

Level B Funding: (number of teachers x \$500) + \$4,500

0

Total Classroom Section Funding

\$ 0.00

Leadership Section

Points Earned as Identified in the AET Report

146.4

Level A Funding: (number of teachers x \$250) + \$2,250

0

Level B Funding: (number of teachers x \$500) + \$4,500

0

Total Leadership Section Funding

\$ 0.00

Experiential Learning SAE Section

Points Earned as Identified in the AET Report

416.9

Level A Funding: (number of teachers x \$250) + \$2,250

0

Level B Funding: (number of teachers x \$500) + \$4,500

0

Total Experiential Learning SAE Section

\$ 0.00

Total Part B Funding: \$ 0.00

Part C – Program Funding

LEAs may qualify for additional funding based on their ability to meet specific program criteria. To qualify for Program Funding, a program must show evidence of meeting all criteria identified. Evidence must be submitted at the time the original application is submitted to the Region Supervisor.

Part C – Program Funding (Continued)

To qualify for Part C Program Funding, a site must show evidence of meeting the following. If any item is not met, the program is not eligible to apply for Part C funding.

- ☒ Each teacher (50 percent of their teaching load in agriculture) must have participated in eight approved professional development activities.
- ☐ Agenda and Minutes for three Agriculture Education Advisory Committee meetings.
- ☐ Each teacher (50 percent of their teaching load in agriculture) must have an extended contract and/or a project supervision period. The project supervision period must be in addition to the provided prep period.

If a program has met the three required criteria, they are eligible for funding and must complete the following Sections.

Section A – Earn one point for each criterion met.

- ☒ Held an FFA Officer team retreat or other planning activity prior to the start of school and continued to hold meetings during the year to plan FFA activities.
- ☐ In addition to the Agricultural Education Advisory Committee, the program has an Agriculture Boosters Club and/or an FFA Alumni Chapter.
- ☐ Program hosted a Student Teacher.

Total Points Section A: 1
(3 Points Possible)

Section B – Earn points based on AET California Ag CTE Incentive Grant Application Report. Points Earned as Identified in the AET Report for D–Program:

Total Points Section B: 759.5
(Section A + Section B Points)

Section A Funding: (\$5,000) \$ 7890.00

Section B Funding: (\$7,500) _____

Total Part C Funding: \$ 0.00

Part A Base Level Funding: \$ 4,500.00

Part B Additional Funding: \$ 0.00

Part C Program Funding: \$ 0.00

Grand Total Funding: \$ 0.00

Teacher Journal Report

Detailed Summary of Extended Contract Days and Work Detail

START Date:	END Date:	Teacher:	Activity Type:
9/1/2024	8/31/2025	BIZZINI (All)	Professional Development (Recorded by State) ▼
			<input type="checkbox"/> Include Student Supervision Details

Journal Hours Summary

Journal Type	In-Contract Hours	Extended Contract Hours (Days)	Miles Traveled	Number of Students	Number of Volunteers	Funds Raised	Teacher Expense
Professional Development (Recorded by State)	0.0	21.0 (2.6)	0	0	0	\$0	\$0
Total	0.0	21.0 (2.6)	0	0			

[Generate Excel](#)
[Generate PDF](#)
[Close this Window](#)

Date/Time	Description (click to sort)	Hrs In	Hrs Out	# Miles	# Std	# Vol	\$ Raised	Teacher Expense
9/9/2024	Professional Development (Recorded by State) (L Bizzini) - South Valley CATA Meeting South Valley CATA, Bakersfield Christian	0.00	2.00	0	0	0	\$0	\$0
11/15/2024	Professional Development (Recorded by State) (L Bizzini) - Roadshow 2- Motivating Our Students Cara Butler, Tenaya Lodge	0.00	1.00	0	0	0	\$0	\$0
11/15/2024	Professional Development (Recorded by State) (L Bizzini) - Roadshow 1 - Animal Science Labs Jeremy Cates, Tenaya Lodge	0.00	1.00	0	0	0	\$0	\$0
11/15/2024	Professional Development (Recorded by State) (L Bizzini) - Roadshow 3&4 Floral Headpieces and Tattoos Teighlor Wilke and Sierra Hawkesworth, Tenaya Lodge	0.00	1.00	0	0	0	\$0	\$0
11/16/2024	Professional Development (Recorded by State) (L Bizzini) - San Joaquin Regional Meeting- Fall 2024 SJR CATA, Tenaya Lodge	0.00	1.00	0	0	0	\$0	\$0
12/13/2024	Professional Development (Recorded by State) (L Bizzini) - KI/SV PD Day KI/SV CATA,	0.00	2.00	0	0	0	\$0	\$0
2/22/2025	Professional Development (Recorded by State) (L Bizzini) - San Joaquin Spring CATA Meeting SJR CATA, Tulare Union HS	0.00	6.00	0	0	0	\$0	\$0
6/23/2025	Professional Development (Recorded by State) (L Bizzini) - San Joaquin Region Monday 10:15 - 11:15 a.m., Meeting	0.00	1.00	0	0	0	\$0	\$0
6/25/2025	Professional Development (Recorded by State) (L Bizzini) - Green Thumb: Horticulture Unit Planning and Curric Wednesday 10:30 a.m. - 12:20 p.m., Professional Session	0.00	2.00	0	0	0	\$0	\$0
6/25/2025	Professional Development (Recorded by State) (L Bizzini) - New SAE Efficiency/Learning Outcome Tools in AET & Wednesday 2:00 - 3:50 p.m., Professional Session	0.00	2.00	0	0	0	\$0	\$0
6/26/2025	Professional Development (Recorded by State) (L Bizzini) - San Joaquin Region Thursday 8:15 - 9:45 a.m., Meeting	0.00	2.00	0	0	0	\$0	\$0

**Budget Report
Agricultural Career Technical Education
Incentive Grant**

Due Date: Budget Report is due in Regional Supervisor's Office by October 15.

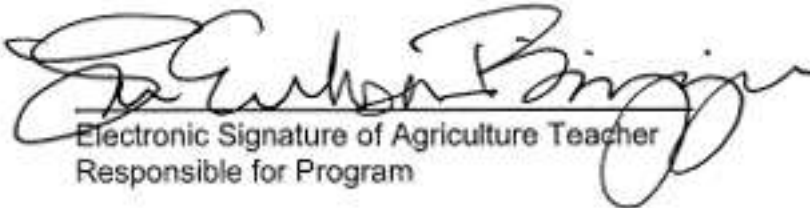
Program Year: 2025-2026

School Site: Frazier Mountain High School

District: El Tejon Unified School District



Electronic Signature of Person Preparing Report



Electronic Signature of Agriculture Teacher
Responsible for Program

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
Livestock Supplies	\$ 5,890.00	\$ 5,890.00
Total 4000	\$ 5,890.00	\$ 5,890.00

Budget Category 5000: Services and Operating Expenses, Travel, Conferences, Rentals, etc.*

*Each Line Item in Object Code 5000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Travel & Conference	\$ 2,000.00	\$ 2,000.00
Total 5000	\$ 2,000.00	\$ 2,000.00

Budget Category 6000: Capital Outlay*

*Each Line Item in Object Code 6000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Total 6000	\$ 0.00	\$ 0.00

Grand Totals: \$ 7,890.00 \$ 7,890.00

**Application for Funding
Agricultural Career Technical Education
Incentive Grant Program Year 2025–2026**

Project Duration: July 1, 2025, to June 30, 2026

School Site: El Tejon School

District: El Tejon Unified School District

Certification:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Laurie Oliver
Signature of Agriculture Teacher
Responsible for Program

ETUSD Superintendent

Authorized Agent Title

Cory Hansen
Signature of Principal

Agriculture Teacher Summer Contact Cell Number: 408 425-4243

Local Educational Agency (LEA) Board Approval Date: August 13, 2025

Printed Name of Agriculture Teachers for 2024–25:

Laurie Oliver

PART A – Base Level Funding

In order to qualify for the Agriculture Education Incentive Grant an LEA must meet all the following criteria or provide a Variance approved by the Regional Supervisor for each criterion not met. All evidence must be included with the original application submitted to the Regional Supervisor.

Note: Stand-alone middle school programs will only be required to complete Part A.



1. Properly Credentialed Teachers:

Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials. (2025 - Required for teachers that were hired for 2024-25.)



2. Professional Development:

Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities. Each teacher (50% of their teaching load in agriculture) must have participated in six approved professional development activities. (2025 - Required for all teachers employed during 2024-25 school year.)



3. Course Sequence:

Provide documents/evidence of at least one three-year course sequence. (2025 - Nothing required unless the sequence has changed since last year.)



4. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):

Provide a copy of course syllabus identifying grading of FFA and SAE. (2025 - Only required for **New** courses that were taught in 2024-25 or if changes have been made to your department policies.)



5. Alternative Credits:

Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc. (2025 - Nothing required unless there has been changes in 2024-25.)



6. Future Farmers of America Constitution and By-Laws:

Provide a copy of the current Chapter Constitution and Bylaws with the election of officers highlighted. (2025 - Nothing required unless there has been changes in 2024-25.)



7. Future Farmers of America Meetings:

Use meeting manager in AET or provide minutes for a minimum of six chapter meetings. (2025 - Required.)



8. Agriculture Advisory Committee:

Provide meeting minutes for two Agriculture Advisory Committee meetings. (2025 - Required)

Checking all the required criteria as being met qualifies the LEA for Part A funding. Verification of meeting each criterion must be provided to the Regional Supervisor.

PART A – Base Level Funding (Continued)

Qualified Program (\$4,500) to each site		<u>\$ 4,500</u>
Number of Agriculture Teachers teaching at least one approved agriculture course in 2024-25?	<u>1</u>	
Teacher based funding (Number of teachers x \$500)		<u>\$ 500</u>
Number of Students as identified on the 2024-25 FFA Membership roster?	<u>37</u>	
Student based funding (Number of students x \$10)		<u>\$ 370</u>
Class size funding A (number of teachers meeting level A in all classes – 31 in classroom/25 in shop classes)	<u> </u>	
Class size A funding (Number of teachers meeting level A class size x \$1,000)		<u>\$ 0</u>
Class size funding B (number of teachers meeting level B in all classes – 28 in classroom/22 in shop classes)	<u> </u>	
Class size B funding (Number of teachers meeting level B class size x \$2,000)		<u>\$ 0</u>
Total Part A Funding:	<u>\$ 5,370.00</u>	

PART B – Additional Funding

LEA's may qualify for additional funding based on their ability to meet specific classroom, leadership, and experiential learning (SAE) criteria. It is not necessary for a program to meet all criteria in each category to be eligible to receive additional funding. Verification of meeting criteria will be taken from entries in the AET. The AET report will be developed based on data as of June 30th. Funding in each section will be based on the number of points accumulated in that section. This report will be used to complete Part B and will be included as part of the application.

Based on the 2024-25 Agricultural Education Incentive Grant Report, and points accumulated, the LEA may qualify for base level funding through the classroom section, leadership section, and experiential learning (SAE) section.

An LEA shall qualify for Part B funding in each section if they meet the predetermined base level. Bonus funding is earned if a program exceeds the predetermined base level by twenty percent (20%). LEA's meeting the base level shall receive \$2,250 plus \$250 per qualified teacher. LEA's meeting the bonus level shall receive an additional \$2,250 plus an additional \$250 per qualified teacher.

Note: An LEA may qualify for Level A, Level B, or no funding in each section but shall not qualify for both funding levels in a section. Example: The LEA qualifies for Level A funding in the Classroom Section, Level B in the Leadership Section and no funding in the SAE section.

PART B – Additional Funding (Continued)

Classroom Section

Points Earned as Identified in the AET Report	<u>31</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u> </u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u> </u>
Total Classroom Section Funding		<u>\$ 0.00</u>

Leadership Section

Points Earned as Identified in the AET Report	<u>480</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u>\$ 2,500.00</u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u> </u>
Total Leadership Section Funding		<u>\$ 2,500.00</u>

Experiential Learning SAE Section

Points Earned as Identified in the AET Report	<u>482</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u> </u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u> </u>
Total Experiential Learning SAE Section		<u>\$ 0.00</u>

Total Part B Funding: \$ 2,500.00

Part C – Program Funding

LEAs may qualify for additional funding based on their ability to meet specific program criteria. To qualify for Program Funding, a program must show evidence of meeting all criteria identified. Evidence must be submitted at the time the original application is submitted to the Region Supervisor.

Part C – Program Funding (Continued)

To qualify for Part C Program Funding, a site must show evidence of meeting the following. If any item is not met, the program is not eligible to apply for Part C funding.

- ☐ Each teacher (50 percent of their teaching load in agriculture) must have participated in eight approved professional development activities.
- ☐ Agenda and Minutes for three Agriculture Education Advisory Committee meetings.
- ☐ Each teacher (50 percent of their teaching load in agriculture) must have an extended contract and/or a project supervision period. The project supervision period must be in addition to the provided prep period.

If a program has met the three required criteria, they are eligible for funding and must complete the following Sections.

Section A – Earn one point for each criterion met.

- ☐ Held an FFA Officer team retreat or other planning activity prior to the start of school and continued to hold meetings during the year to plan FFA activities.
- ☐ In addition to the Agricultural Education Advisory Committee, the program has an Agriculture Boosters Club and/or an FFA Alumni Chapter.
- ☐ Program hosted a Student Teacher.

Total Points Section A: _____
(3 Points Possible)

Section B – Earn points based on AET California Ag CTE Incentive Grant Application Report. Points Earned as Identified in the AET Report for D–Program:

Total Points Section B: _____
(Section A + Section B Points)

Section A Funding: (\$5,000) _____

Section B Funding: (\$7,500) _____

Total Part C Funding: \$ 0.00

Part A Base Level Funding: \$ 5,370.00

Part B Additional Funding: ~~\$ 0.00~~ 2,500.00

Part C Program Funding: \$ 0.00

Grand Total Funding: \$ 5,370.00 + 2,500
→ 7,870.00


**Budget Report
Agricultural Career Technical Education
Incentive Grant**

Due Date: Budget Report is due in Regional Supervisor's Office by October 15.

Program Year: 2025-2026

School Site: El Tejon School

District: El Tejon Unified School District


Electronic Signature of Person Preparing Report


Electronic Signature of Agriculture Teacher
Responsible for Program

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
Livestock Supplies	\$ 4,000.00	\$ 4,000.00
Total 4000	\$ 4,000.00	\$ 4,000.00

Budget Category 5000: Services and Operating Expenses, Travel, Conferences, Rentals, etc.*

*Each Line Item in Object Code 5000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
iCEV Curriculum	\$ 1,500.00	\$ 1,500.00
Travel & Conference	\$ 2,370.00	\$ 2,370.00
Total 5000	\$ 3,870.00	\$ 3,870.00

Budget Category 6000: Capital Outlay*

*Each Line Item in Object Code 6000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Total 6000	\$ 0.00	\$ 0.00

Grand Totals: \$ 7,870.00 \$ 7,870.00

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students	# of Volunteers	Funds Raised
Professional Development (Recorded by State)	0.0	33.0	0	0	0	\$0
Total	0.0	33.0	0	0	0	\$0

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students	# of Volunteers	Funds Raised
Professional Development (Recorded by State)	0.0	33.0	0	0	0	\$0
Total	0.0	33.0	0	0	0	\$0

Date	Description	Hrs In	Hrs Out	# Miles	# Std	# Vol	\$ Rsd
9/9/2024	Professional Development (Recorded by State) (L Oliver) - South Valley CATA Meeting South Valley CATA, Bakersfield Christian	0.00	2.00	0	0	0	\$0
9/9/2024	Professional Development (Recorded by State) (C Hansen) - South Valley CATA Meeting South Valley CATA, Bakersfield Christian	0.00	2.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (C Hansen) - Roadshow 1 - Animal Science Labs Jeremy Cates, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (C Hansen) - Roadshow 2 Regenerative Agriculture John Coon, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (C Hansen) - Roadshow 3- Motivating our Students Cara Butler, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (C Hansen) - Roadshow 4- Dept Tips and Tricks Amber Carter, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (L Oliver) - Roadshow 1 - Animal Science Labs Jeremy Cates, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (L Oliver) - Roadshow 2 Regenerative Agriculture John Coon, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (L Oliver) - Roadshow 3- Motivating our Students Cara Butler, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/15/2024	Professional Development (Recorded by State) (L Oliver) - Roadshow 4- Dept Tips and Tricks Amber Carter, Tenaya Lodge	0.00	1.00	0	0	0	\$0
11/16/2024	Professional Development (Recorded by State) (L Oliver) - San Joaquin Regional Meeting- Fall 2024 SJR CATA, Tenaya Lodge	0.00	1.00	0	0	0	\$0

Date	Description	Hrs In	Hrs Out	# Miles	# Std	# Vol	\$ Rsd
11/16/2024	Professional Development (Recorded by State) (C Hansen) - San Joaquin Regional Meeting- Fall 2024 SJR CATA, Tenaya Lodge	0.00	1.00	0	0	0	\$0
2/22/2025	Professional Development (Recorded by State) (C Hansen) - San Joaquin Spring CATA Meeting SJR CATA, Tulare Union HS	0.00	6.00	0	0	0	\$0
2/22/2025	Professional Development (Recorded by State) (L Oliver) - San Joaquin Spring CATA Meeting SJR CATA, Tulare Union HS	0.00	6.00	0	0	0	\$0
5/19/2025	Professional Development (Recorded by State) (L Oliver) - K/VSV CATA Meeting K/VSV CATA, Julie Beechiner's Home	0.00	2.00	0	0	0	\$0
5/19/2025	Professional Development (Recorded by State) (C Hansen) - K/VSV CATA Meeting K/VSV CATA, Julie Beechiner's Home	0.00	2.00	0	0	0	\$0
6/22/2025	Professional Development (Recorded by State) (C Hansen) - Ag Chemistry & Communications for All! Sunday 8:00 a.m. - 12:00 p.m., Agriskills Class	0.00	4.00	0	0	0	\$0
6/22/2025	Professional Development (Recorded by State) (C Hansen) - Agriculture Instruction, Using Regenerative AI Sunday 1:00 p.m. - 5:00 p.m., Agriskills Class	0.00	4.00	0	0	0	\$0
6/22/2025	Professional Development (Recorded by State) (L Oliver) - Ag Chemistry & Communications for All! Sunday 8:00 a.m. - 12:00 p.m., Agriskills Class	0.00	4.00	0	0	0	\$0
6/22/2025	Professional Development (Recorded by State) (L Oliver) - Agriculture Instruction, Using Regenerative AI Sunday 1:00 p.m. - 5:00 p.m., Agriskills Class	0.00	4.00	0	0	0	\$0
6/23/2025	Professional Development (Recorded by State) (L Oliver) - San Joaquin Region Monday 10:15 - 11:15 a.m., Meeting	0.00	1.00	0	0	0	\$0
6/23/2025	Professional Development (Recorded by State) (L Oliver) - Secondary Division Monday 3:15 p.m. - 4:00 p.m., Meeting	0.00	1.00	0	0	0	\$0
6/23/2025	Professional Development (Recorded by State) (C Hansen) - San Joaquin Region Monday 10:15 - 11:15 a.m., Meeting	0.00	1.00	0	0	0	\$0
6/23/2025	Professional Development (Recorded by State) (C Hansen) - Secondary Division Monday 3:15 p.m. - 4:00 p.m., Meeting	0.00	1.00	0	0	0	\$0
6/24/2025	Professional Development (Recorded by State) (C Hansen) - Rooted in Relationships: Cultivating Community and Tuesday 3:00 - 4:50 p.m., Professional Session	0.00	2.00	0	0	0	\$0
6/24/2025	Professional Development (Recorded by State) (L Oliver) - Rooted in Relationships: Cultivating Community and Tuesday 3:00 - 4:50 p.m., Professional Session	0.00	2.00	0	0	0	\$0
6/25/2025	Professional Development (Recorded by State) (L Oliver) - Looking for Funding to Help Your Students? The Gol Wednesday 10:30 a.m. - 12:20 p.m., Professional Session	0.00	2.00	0	0	0	\$0
6/25/2025	Professional Development (Recorded by State) (L Oliver) - AgAlign Tier 1 Student Certifications Wednesday 2:00 - 3:50 p.m., Professional Session	0.00	2.00	0	0	0	\$0

Date	Description	Hrs In	Hrs Out	# Miles	# Std	# Vol	\$ Rsd
6/25/2025	Professional Development (Recorded by State) (C Hansen) - Looking for Funding to Help Your Students? The Gol Wednesday 10:30 a.m. - 12:20 p.m., Professional Session	0.00	2.00	0	0	0	\$0
6/25/2025	Professional Development (Recorded by State) (C Hansen) - AgAlign Tier 1 Student Certifications Wednesday 2:00 - 3:50 p.m., Professional Session	0.00	2.00	0	0	0	\$0
6/25/2025	Professional Development (Recorded by State) (C Hansen) - San Joaquin Region Thursday 8:15 - 9:45 a.m., Meeting	0.00	2.00	0	0	0	\$0
6/26/2025	Professional Development (Recorded by State) (L Oliver) - San Joaquin Region Thursday 8:15 - 9:45 a.m., Meeting	0.00	2.00	0	0	0	\$0

Journal Type	In-Contract Hours	Extended Contract Hours	Miles Traveled	# of Students	# of Volunteers	Funds Raised
Professional Development	7.0	0.0	0	0	0	\$0
Total	7.0	0.0	0	0	0	\$0

Date	Description	Hrs In	Hrs Out	# Miles	# Std	# Vol	\$ Rsd
1/30/2025 8:30 AM	Professional Development (L Oliver) - Kern County CTE Summit	7.00	0.00	0	0	0	\$0

August 15, 2024 – Meeting Minutes

Opening Ceremony – Meeting opened at 1:54 by Brycen Braz

Old Business

Incoming Balance on Account: \$3677.50

Used to purchase dress clothes, FFA logo wear, year end awards

Field trips, conference, supplies (non-feed related)

Construction jobs on campus

Benches – many need to be repaired, two need slats to paint & assemble

New Business

Advisors' Report

Summer Feeding Report

Went pretty well

Members good at communicating when they could not come

Chapter Meeting Expectations/Folders/Setup

Decorum – listen and engage

All members have labeled folder with opening/closing script – these will be the collection point for papers, SAE work, agendas & notes

Officers will set up the room for meetings, sentinels will pass out folders

2024-2025 Officers Expectations

2.0 GPA – this will be checked weekly, self-police

Behavior Becoming an Officer – no suspensions, you lead by example, check your choices and actions

Weekly Schedule:

Mon – recover from weekend, all students work the yard

Tues – contest prep, small group tend animals

Wed – AET/SAE work day, 6th graders tend animals

Thurs – monthly meetings, contest prep, small group tend animals

Fri – prep for weekend, all students work the yard

Beginning of Year Paperwork:

Syllabus – advisors – discussed, students directed to take home

Behavior Expectations Contract – president – discussed and signed by all members at the meeting

Parent Contract – vice president – discussed, sent home for parent signature

Weekend Feeding Schedule (August through October) – secretary – discussed, stressed that need to communicate if you cannot make your assigned date

Power Tools Safety Course – why??? Who???

Notified students that they may not use power tools until course is passed

Mrs. Oliver will make list of who still need to take the course

2023-2024 members

New members this year

Dates to Agenda:

COLC – officers only – 9/9

Kern County Fair – 9/27 12:30pm to 6:30pm – all members

Ventura SEEAG – 11/4 (Saturday) – by invitation

DLC – 8th graders only – 12/6

Taft College – 2/21 – all members

State Conference – 4/3 to 4/6 – officers only

Big Jobs in the Yard

Schedule Date – weekend workday?

Things to do – need to prioritize:

- Weed Abatement

- Alpaca Pen

 - Reinforce/rebuild gate and fence

 - Buildup ground (asphalt is showing through)

- Paint Sheds

- Empty/Clean/Refill Plastic Shed

- Clear out wood between C-trains

Supervised Agricultural Experience

Foundational

- Completed by all 7th & 8th grade members

- Slide Deck handout in folders

- Must be completed by Friday, May 30, 2025

Closing Ceremony – Meeting adjourned at 2:45pm by Brycen Braz

September 4, 2024 – Meeting Minutes

Opening Ceremony – Meeting opened at 1:05 by Brycen Braz

Old Business

Review and Approval of August Meeting Minutes

*motion by Brycen Braz to approve, 2nd by Yurem
passed unanimously*

Incoming Balance on Account: \$3677.50

Official Dress for Officers, Logo gear ← *Tyler to look into options*

Safety courses, supplies

New Safety Course cards needed ← Evan, Brycen, Josue, Daniel

Purchases need to be approved by ASB

Big Jobs on Yard Prioritized (Tuesday after school workdays)

Painting the Sheds ← *Welding instructor to help with this*

Weed Abatement

Empty/Clean/Refill Plastic Shed

Clear out wood between C-trains

Repairing Alpaca Pen

Fencing/Gate ← need to replace or repair

Flooring (no asphalt) ← need to replace until no asphalt is showing

Students willing to work after school:

Evan, Peter, Tyler, Brycen, Kamilah, Alissa, Anthony, Noah

Missing Beginning of Year Paperwork

Syllabus – Daniel ← *will turn in, new copy given*

Parent Contract – Daniel, Dylan ← *will turn in, new copies given*

Change to Weekly Schedule ← *accepted*

Mon – recover from weekend, all students work the yard

Tues – contest prep, small group tend animals

Wed – AET/SAE work day, **monthly meetings**, 6th graders tend animals

Thurs – contest prep, small group tend animals

Fri – prep for weekend, all students work the yard

New Business

Advisors' Report

Tuesdays – Officers go with Ms. Rachelle to practice Opening/Closing

Other Contests – interest? ← *need to go to at least two*

Citrus and Vegetable Judging

Water and Banking

Issues on the yard this weekend

Juan – great call on sprinklers!

Oliver – main was turned off to irrigation

Josue – called regarding keys

3 spigots on the yard

Center is domestic line (drinkable/what runs in classrooms)

Outer two are irrigation

Officers Expectations Grade Check for COLC on 9/9

2.0 GPA/no F's

Those in danger – 2 officers (check your grades!!!!)

*Behavior expectations discussed ← our school name is on back of
jackets, quick impressions reflected on our school*

- FFA Fall Retreat – Sat, 9/14 @ El Camino Pines – Permission Slips
- Saturday School – service hours opportunity
- Power Tools Safety Course – six students will take at a time
 - Need to take – Dariel, Yurem, Chike, Bonnie, Peter, Gabbie, Alissa, Noah, Justice, Delilah, Miriam, Juan S, Anthony, Angel, Kamilah, Ariel
 - Those signed up – Dariel, Peter, Gabbie, Bonnie, Yurem, Chike
- COLC – officers only – 9/9
 - Yurem – permission slip ← *will send photo to Oliver*
 - Bring change of clothes with school t-shirt/shorts/tennis shoes
 - Beach volleyball tournament after meeting
- Fundraisers
 - Purpose – to raise money for our chapter that will be used for events we host or items we would like to have or use for activities
 - 1st opportunity – Movie Night @ El Tejon – 11/8
 - Coordinate with ASB – need volunteers
 - Responsibilities include – Donation calls, Setup, Snacks, Monitors (in gym/bathroom, Cleanup
 - Students willing to volunteer: Juan M, Tyler, Daniel, Evan, Brycen, Josue, Bonnie, Anthony, Noah, Juan S, Alissa, Kamilah, Cynthia, Miriam, Yurem*
- Opening/Closing Practice with Ms. Rachelle
 - 8th Grade Officers – Tuesdays, 5th period
 - 7th Grade Officers
 - Yurem, Evan – Wednesdays, 5th period
 - Tyler – Mondays, 5th Period
- Dates to Agenda:
 - Kern County Fair – 9/27 12:30pm to 6:30pm – all members
 - Ventura SEEAG – 11/2 (Saturday) – by invitation
 - Football @ Fresno State – 11/2 – FFA football players (Jansen to invite)
 - FFA Rollerskating – 11/20 – 5-7pm (\$8/person)
 - DLC – 8th graders only – 12/6
 - Taft College – 2/21 – all members
- Supervised Agricultural Experience
 - Foundational – work on Wednesdays (9/11, 9/18, 9/25)
 - Completed by all 7th & 8th grade members
 - All need to make a journal entry for 8/20/24
 - Slide Deck handout in folders & email
 - Must be completed by Friday, May 30, 2025
- Saturday School – community service hours
 - 9/7/24 – 8:00am to 12:30pm
 - Students willing to help – Josue, Miriam, Juan S, Bonnie, Peter*
- FFA Retreat at El Camino Pines – Saturday, 9/14/24
 - 25 spots for all members
 - Conflict with other events
 - volleyball tournament (Miriam, Bonnie, Alisa, Cynthia, Gabbie)
 - Soccer/Football – Juan M, Yurem, Daniel, Chike
 - Officers to think of other students we could invite
 - Students can arrive late if have transportation to the camp

Closing Ceremony – Meeting adjourned at 1:42pm by Brycen Braz

October 4, 2024 – Meeting Minutes

Opening Ceremony – Meeting opened at 2:01pm by Brycen Braz

Old Business

- Review and Approval of August Meeting Minutes
 - motion by Brycen Braz to approve, 2nd by Yurem*
 - passed unanimously*
- Incoming Balance on Account: \$3677.50
 - Official Dress for Officers & members closet
 - all dress out for Christmas pageant
 - Measure and order "class jackets" for all members
- Big Jobs on Yard Prioritized (Tuesday after school workdays)
 - Painting the Sheds
 - Repairing Alpaca Pen
 - Fencing/Gate – welders – talk to Jose
 - Flooring (no asphalt visible)
 - Brycen/Josue to talk to parents about jackhammers to remove 2nd layer of asphalt?
 - Add additional base – dirt?

New Business

- Advisors' Report
 - Mon/Tues/Wed – Officers go with Ms. Rachele to practice Opening/Closing
 - Other Contests – interest – names of those interested
 - Cancelled Water and Banking
 - Citrus – Evan, Dylan F, Brycen, Josue, Tyler, Juan S, Yurem, Gabriella
 - Vegetable – Gabriella, Juan S, Daniel, Josue, Brycen, Yurem, Noah, Delilah
 - Officers Expectations Grade Check for October Events
 - 2.0 GPA/no F's
 - Those in danger – 3 officers (check your grades!!!!)
 - Behavior – on the bus/on campus/on the field
 - Saturday School – 10/5/24 – service hours opportunity
 - Josue, Juan Silva volunteers???
- Power Tools Safety Course – six students will take at a time
 - Oliver will sign up the following students: Daniel, Peter, Gabbie, Chike
- Fundraisers
 - 1st opportunity – Movie Night @ El Tejon – 11/8
 - Coordinate with ASB – Gabbie/Evan?
 - Committee Leads
 - Donation/Snack calls – Josue
 - Setup – Tyler/Cynthia
 - Snacks Sales – Yurem
 - Monitors (in gym/bathroom) – Brycen
 - Cleanup – Bonnie
 - Trunk or Treat – Hot Chocolate Baked Goods Booth like last year?
 - 10/26 – Robocall for Candy Donations (Debbie?)
 - FFA Theme
 - Christmas Pageant/Winter Formal – Baked Goods/Refreshments?

Opening/Closing Practice with Ms. Rachelle – **modified**

8th grade officers & Tyler go with Ms. Rachelle on Tuesdays

Yurem on Wednesdays

Historian and Parliamentarian are not part of this contest

Dates to Agenda:

Archery Class at Gun Range in ~2 weeks, Hansen to arrange

Harvest Festival at FP School – Friday, 10/25

Set up booths

Run booths – 2 students per table

Trunk or Treat at El Tejon – Saturday, 10/26

Ventura SEEAG – 11/2 (Saturday) – by invitation use AG truck

Football @ Fresno State – 11/2 – FFA football players (Jansen to invite)

FFA Rollerskating – 11/20 – 5-7pm (\$8/person) ← 18 members interested

Christmas Pageant – 12/5 – FFA performs "Days of Christmas"

Brycen and Josue

Bonnie and Gabriella

DLC – 8th graders only – 12/6

Knott's Leadership Event – 1/24 – by invitation only

Taft College – 2/21 – all members

Big Jobs in the Yard – Tuesdays afterschool – FFA/SAE day

Prioritize Big Jobs

Weed Abatement – Chike, Juan M Josue, Brycen, Bonnie

Paint Sheds – MOT to do?

Empty/Clean/Refill Plastic Shed

Tuesday after school – SAE/FFA Work Day

Daniel, Josue, Gabriella, Noah, Delilah, Ms. Hansen

Wood – racks to sides of train/load with loose wood – Tyler, Miriam,

Angel, Yurem

Garlic in Raised Beds

Donations of garlic ← need to calculate number of cloves needed

Robocall – Oliver – donations needed

Prep beds

Clear weeds

Alpaca poop

Sand

Top Soil

Art Class to make signs?

Supervised Agricultural Experience

Foundational – work on Wednesdays

Journal entries

All should have entries for 8/20, 9/11, 9/18, 9/25, ← check

Entries 10/2 (except some members that went to CSUB soccer)

Completed by all 7th & 8th grade members

Slide Deck

Paper version in folders & virtual copy in email

Share slide deck with Mrs. Oliver

Download pdf copy of any test/document created

Other SAE's ← OPTIONAL

min of 10 hours SAEs for middle school students

Must be completed by Friday, May 30, 2025

Ongoing/Possible SAEs

Sheep/Alpaca Pens – ongoing – Daniel H, Brycen

Chicken Egg Sales – switch to Josue, Justice, Evan, Chike, or Peter

Duck Egg Sales – switch to Evan, Alissa, Miriam, Noak, Chike, or Juan S

Rabbits – Dylan

Thanksgiving/Christmas Turkeys ← Oliver still trying to locate

Closing Ceremony – Meeting adjourned at 2:47pm by Brycen Braz

November 4, 2024 – Meeting Minutes

Opening Ceremony – Meeting opened at 2:00pm by Brycen Braz

Old Business

Review and Approval of October Meeting Minutes ← *motion by Josue, seconded by Gabriella, motion passes*

Incoming Balance on Account: \$3677.50

Design our own hoodies – check with Ms. Arlinex or Ms. Rachelle

Safety courses/hoodies – \$20/student – approve for 6 students – *motion by Dellilah, seconded by Yurem, motion passes*

Big Jobs on Yard Prioritized (Tuesday after school workdays)

Painting the Sheds – MOT – ongoing

Repairing Alpaca Pen

Fencing/Gate/Flooring

Josue/Brycen – access to jack hammers ← forgot to check

Dirt arriving today – spread across/fill

Leftover hay from Garlic (after planting?)

New Business

Advisors' Report

Congratulations to those who competed in the Opening and Closing competition. Many advisors have requested score cards to see why teams placed as they did. Regardless, you were excellent!!!

Mon/Tues/Wed – Citrus and Vegetable Judging Practice

Upcoming Contests

1/18/25 – Citrus Judging

Tulare High School

2 teams of four students

Vegetable Judging TBA

Officer and Member Expectations Grade Check for November

Josue – 3 Fs (absences?)

Daniel – 1 D (Hansen will work in room 3 during 4th period)

Tyler – 1 F

Evan – 1 D, 1 F

Official Dress Expectations (impressions from Opening/Closing)

Power Tools Safety Course

Six students will take at a time

Motion to sign up the six students – passed see above

Offer of female ducks by Inara Gutierrez's dad – interested? *Motion by Yurem, seconded by Evan, passed ← Oliver to contact to see if still available*

Fundraisers

Movie Night @ El Tejon – 11/8 ← postponed until January 2025

Christmas Trees – with Bizzini and FMHS ← details from Hansen

Christmas Pageant – Baked Goods/Refreshments?

Baked Goods – committee chair Josue to ask classrooms (Brycen, Bonnie to help as needed)

Refreshments – committee chair Daniel will ask classes

Reflections – what did you learn? glows/grows?

Archery Course – officers/members

Had fun, shooting is all about communicating and focus

People can shoot their hands if not careful

Be patient, wait to release arrows until clear

Harvest Festival/Trunk or Treat

Community service opportunity

Joy of watching the kids play the games – all had fun!

- Tiredness afterward, hazardous duty (empathy for parents/teachers)
- Opening/Closing Contest – officer reflections
 - Memory is important
 - Judges are sometimes biased
 - Felt like the contest was rigged
- Fresno State Football
 - Cool tour – learned about how the college worked
 - Lots of club, library tour
 - Great food – thank you Ridgecrest – Oliver to contact college
- Dates to Agenda: ← members need to check their calendars
- FFA Roller Skating – Wednesday 11/20 – 5-7pm (\$8/person)
 - 18 members interested in going ~ 10 people interested
 - 18x\$8 = \$144 *motion to approve?*
 - Oliver – Request two vans/permission slips
 - We will not be allowed in until all members are present
- Christmas Pageant – 12/5 – FFA performs "Days of Christmas"
- DLC – 8th graders only – 12/6
- Universal Studios Pyrotechnics – 12/9 – by invitation only
- Knott's Leadership Event – 1/24 – by invitation only
- Taft College – 2/21 – all members
- Big Jobs in the Yard – Tuesdays after school
 - This Tuesday – at least 4 students ← Bonnie, Bryce, Josue
 - Empty/Clean/Refill Plastic Shed
 - Alpaca Floor – more base
 - Garlic in Raised Beds
 - Dirt coming today
- Supervised Agricultural Experience
 - Foundational – work on Wednesday (usually – this week on Thursday)
 - Journal entries
 - All should have entries for 8/20, 9/11, 9/18, 9/25, ← check
 - Entries 10/2 (except some members that went to CSUB soccer)
 - Completed by all 7th & 8th grade members
 - Slide Deck
 - Paper version in folders & virtual copy in email
 - Share slide deck with Mrs. Oliver
 - Download pdf copy of any test/document created
- Other SAE's
 - Required for the following members: Brycen, Yurem, Dylan Bonnie F, Daniel H, Juan
 - Sheep/Alpaca Pens – ongoing – Daniel H, Brycen
 - Chicken Egg Sales – Josue, Justice, Evan, Chike, or Peter
 - Duck Egg Sales – Evan, Alissa, Miriam, Noah, Chike, or Juan S
 - Rabbits – Dylan
 - Thanksgiving/Christmas Turkey – Oliver has yet to find
 - Must be completed by Friday, May 30, 2025

Closing Ceremony – Meeting adjourned at 2:30pm by Brycen Braz

December 11, 2024 – Meeting Minutes

Opening Ceremony – Meeting opened at 12:45pm by Brycen Braz

Old Business

Review and Approval of November Meeting Minutes ← *motion by Dariel, seconded by Yurem, motion passes*

Thanksgiving Turkey Tickets Thank You Notes ← *in progress, still need more*

Hoodies – ordered ← *Oliver to check with Ms. Arlinex as to ETA of delivery*

Big Jobs on Yard Prioritized (Tuesday after school workdays) ← *Evan & Bonnie available to help*

Repairing Alpaca Pen

Fencing/Gate

Replace/Repair Gate

Straighten Out

Flooring – Level out & remove large rocks/trash

Oliver needs to talk to Inara's dad about ducks ← *Oliver to check, forgot*

New Business

Advisors' Report

Turkey Harvest ← *46.5 pounds, winner Mr. Johnston from cafeteria*

Christmas Tree/Craft Fair

Community Service Hours ← *good report from hosts of the event*

\$\$\$ Earned ← *\$500*

Feeding Schedule over Winter Break ← *check schedule (robocall going out)*

Hansen out of town –

Oliver out of town – 1/1/25 to 1/3/25

Mon/Tues/Wed – Citrus and Vegetable Judging Practice

Mon/Wed – 7th grade team members

Tues – 8th grade team members

Upcoming Contests

1/18/25 – Citrus Judging

Tulare High School

2 teams of four students

Vegetable Judging TBA

Officer Grade Check for December

Josue – 3 Fs (absences?)

Daniel – 2 D (Hansen will work in room 3 during 4th period)

Tyler – 1 F ← *resolved*

Juan – 1 D, 1F

Dylan – 1 D

Evan – 1 D, 1 F

Yurem – 2 Ds ← *all missing work turned in*

Member behavior expectations

Actions and Words (w/friends, on field trips, working with the community)

Community Service

Reflections

Christmas Tree/Craft Fair

Winter Performance ← *well received*

Holiday Faire ← *only in parade*

Welding/Math Trip to Universal

Dates to Agenda:

Christmas Turkey Harvest – 12/22 (Sunday)

Knott's Leadership Event – 1/24 – by invitation only (not FFA exclusive)

Disneyland Leadership Event – 2/5 – by invitation only (not FFA exclusive)

Taft College – 2/21 – all members

Big Jobs in the Yard – Tuesdays after school

Empty/Clean/Refill Plastic Shed (before Winter Break?)

Balance of Dirt to big Chicken Coop

Wood for Ms. Farewell (by Friday – 12/13) – amount/cost – check with Hansen

← Gabbie to deliver

Supervised Agricultural Experience

Foundational – ALL 7TH/8TH GRADE MEMBERS – work on once a week

Journal entries

All should have entries for 8/20, 9/11, 9/18, 9/25, 10/2 (except some members that went to CSUB soccer),****

Slide Deck

Paper version in folders & virtual copy in email

Share slide deck with Mrs. Oliver

Download pdf copy of any test/document created

Complete before Spring Break (end of March 2025)

Other SAE's

Thanksgiving Turkey – Gabriella

Christmas Turkey – Josue

Sheep Pen – Daniel/Brycen to prepare, Yurem to get sheep

Loofahs – Peter, Justice, Evan, Juan M, Tyler, dylan, Miriam, Cynthia

Benches?

Must be completed by Friday, May 30, 2025

Closing Ceremony – Meeting adjourned at 1:40pm by Brycen Braz

January 7, 2025 – Meeting Minutes

Opening Ceremony – Meeting opened at 2:01pm by Brycen Braz

Old Business

Review and Approval of December Meeting Minutes ← *motion by Gabriella, second by Brycen; motion passed*

Thanksgiving/Christmas Turkey Tickets Thank You Notes ← on-going

Hoodies – should come in end of Month

Safety courses – registered → Daniel, Peter, Gabriella, Noah, Nathan, Ethan ← done!

Big Jobs on Yard Prioritized ← day switched to Thursdays ← conflicts w/basketball

Repairing Alpaca Pen

Fencing/Gate

Replace/Repair Gate

Straighten Out

Prep pen area for sheep

New Business

Advisors' Report

Feeding Schedule over Winter Break

Grows – students fed daily

Grows:

Alpacas need to be mucked daily

Waters needed to be refilled daily

Chicken Feed – 80 pounds in less than two weeks

Normal daily intakes

Turkey – ½ lb per turkey

Duck – ¼ lb per duck

Chicken – ¼ lb per chicken

How much should we need per day? Per week? – need count of chickens

Officer Grade Check for January

Brycen/Josue – FFA Grade – check it ← missing video notes

All clear as of today (too early in quarter to determine)

8th graders officers

Math assignment due **today** – p 23 #1-4, 6-16 even

Not turned in – Dylan F, Daniel, Juan M,

Member behavior expectations

Actions and Words (w/friends, on field trips, working with the community)

Community Service – 10 hours per semester

January Weekend Feeding Schedule ← schedule passed out

Check your dates, tell your parents

Take copy of schedule home

Congratulations & Appreciations

Gabriella & Josue – both got their entire DC trip paid for by an individual donor based on their hard work to complete their turkeys and to be there for the slaughter

Brycen – for being the go to substitute for covering those that could not feed during Winter Break

Dates to Agenda:

Knott's Leadership Event – 1/24 – by invitation only (not FFA exclusive)

Disneyland Leadership Event – 2/5 – by invitation only (not FFA exclusive)

Bakersfield Field Day – 2/8 – two teams – Vegetable Judging (BB tournament)

Taft College – 2/21 – all members

State Conference – 4/3 to 4/6 (by invitation w/parent approval)

Big Jobs in the Yard – Thursdays after school

Empty/Clean/Refill Plastic Shed

Balance of Dirt to big Chicken Coop

Community Service Opportunities

Honor Roll Ceremonies – select officers – refreshments

Knotted Blankets – volunteer to reach out to organization

*Working at the Animal Shelter

*Make Cookies?

*Clean Up Snow Bunny Hill

*Park Clean Up Day

*Winter Clothing/Blanket Drive – Blankets, Beanies, Jackets, Wood

Supervised Agricultural Experience

Foundational – ALL 7TH/8TH GRADE MEMBERS – work on once a week

Journal entries ← next work day will be on Wednesday, 1/8

Slide Deck

Paper version in folders & virtual copy in email

Share slide deck with Mrs. Oliver

Download pdf copy of any test/document created

Complete before Spring Break (end of April 2025)

Other SAE's

Need to complete:

Thanksgiving Turkey – Gabriella

Christmas Turkey – Josue

Need to start/continue

Sheep Pen – push date to complete – Daniel/Brycen

Loofahs –

Benches – how many unfinished bases on yard? Supplies?

Fostering/Socializing Rabbits

Must be completed by Friday, May 30, 2025

Closing Ceremony – Meeting adjourned at 2:37pm by Brycen Braz

February 11, 2025 – Meeting Minutes

Opening Ceremony – Meeting opened at 1:58pm by Brycen Braz

Old Business

- Review and Approval of January Meeting Minutes ← *motion by Ethan, seconded by Alana, passed unanimously*
- Outstanding Paperwork ← due by next week
 - Parent Contracts – Dylan F, Emily, Leah Sotelo ← papers given to students
 - Expectations – Emily ← papers given to students
- Member behavior expectations
 - Behavior check/reflection when substitutes is here
 - Two students were on phones non-stop/handful/goofing off
 - Data from Aeries FFA gradebook:
 - 7 of 27 students have NOT turned in Food Labels assignment
 - 20 of 27 students have NOT turned in Read All About IT assignment
 - Actions and Words (at school, w/friends, on field trips, w/the community)
 - Community Service – 10 hours per semester
- Safety courses
 - Completed/Passed – Noah, Peter, Nathan
 - Registered and working on them – Dariel, Gabriella, Ethan
 - Those needing cards reprinted – Josue, Brycen, Daniel, Evan, Dylan F
 - New prints – Noah, Peter, Nathan ← Oliver to check email
 - New courses – Tyler and Juan S
- Big Jobs on Yard Prioritized ← Fridays
 - Repairing Alpaca Pen ← will be replaced
 - Big thank you to Tyler, Evan, Ethan, Ms. Rachelle, and Aiden
 - Jose Bucio and welding class to make new gate ← plans in the works
 - Prep pen area for sheep ← Brycen/Daniel ← to measure & determine supplies
- Chicken Feed ← 40 pounds a week
 - Normal daily intakes
 - Turkey – ½ lb per turkey
 - Duck – ¼ lb per duck
 - Chicken – ¼ lb per chicken

New Business

- Advisors' Report
 - Officer Grade Check for February
 - Danger zone – Josue**, Daniel*, Tyler*, Juan M**, Yurem*, Evan*
 - * indicates ELA grade
 - * indicates more than one class
 - F's or D's – you will NOT attend state conference ← per Hansen
 - All Members – two CLASSWORK assignments are now overdue
 - Read All About It – due 1/31
 - Food Labels – due 2/7
 - February Weekend Feeding Schedule
 - Check your dates, tell your parents
 - Take copy of schedule home
 - Congratulations & Appreciations
 - Officers hosting refreshments @ Honor Roll Assemblies
 - Zhan Shi – 2nd place in Vegetable Judging individual awards
 - Fixing Ms Farewell's stool

Dates to Agenda:

- FFA Week – 2/15 to 2/22 ← Rachelle to help
- FFA Breakfast/lunch?
- Farmer dress up day

Taft College – 2/21 – all members
SV Regional Meeting – 2/22 – President/Vice President only ← grade check contingent
Merced Field Day – 3/8 – Veggie Judging Team ← registered
Leaders in Life – 3/13 – by invitation only
Clovis Field Day – 3/22 – Veggie Judging Team ← on wait list
State Conference – 4/3 to 4/6 (attendance based on grades)

FFA Week

Activities for ALL El Tejon Students

FFA Breakfast (Ayden/Leah St, Leah So/Emily to attend 1st period ELA)

Farmer Dress Up Day

FFA Luncheon

6th period Party/Potluck

Big Jobs in the Yard – Thursdays after school

Empty/Clean/Refill Plastic Shed

Extend Yard – Ms Hansen ← this week

Community Service Opportunities

Little League – field work

Students willing to help/volunteer: Nathan, Gabriella, Leah Sotelo, Miriam

Juan M, Josue, Ethan, Alana, Juan S, Ayden, Emily, Alissa, Yurem, Bonnie,

Delilah V, Zhan

Honor Roll Ceremonies – select officers – refreshments ← grade dependent

Knotted Blankets – volunteer to reach out to organization ← Brycen/Josue to call

Dylan Edgar – very sick, Noah/Josue to create a card to be sent home

Supervised Agricultural Experience

Foundational – ALL 7TH/8TH GRADE MEMBERS – work on once a week

Journal entries – make sure they are in there

Slide Deck

Paper version in folders & virtual copy in email

Share slide deck with Mrs. Oliver

Download pdf copy of **any** test/document created

8th Grade – interviews – send email with 2 careers you want to interview

Complete before Spring Break (end of mid-April 2025)

Other SAE's

Need to complete:

Thanksgiving Turkey – Gabriella ← done, Oliver to grade

Christmas Turkey – Josue ← done, Oliver to grade

Need to start/continue

Sheep Pen – push date to complete – Daniel/Brycen

Alpaca Feeder ← welding project (M. Pinon)

Alpaca Fiber Table ← welding project

Loofahs –

Benches ← Ethan, Daniel, Alana, Daniel, Alissa, Emily

How many unfinished bases on yard?

Supplies needed ← welders to check pool house

Paint ends of square 5th/6th yard bench

Must be completed by Friday, May 30, 2025

Closing Ceremony – Meeting adjourned at 2:45pm by Brycen Braz _____

March 4, 2025 – FFA Chapter Meeting Minutes

Opening Ceremony – Meeting opened at 2pm by Brycen Braz

Old Business

Review and Approval of February Meeting Minutes ← *motion by Yurem, 2nd by Brycen, passed unanimously*

Outstanding Permission Slips

Vegetable Judging – 3/8 – Leah Stepter – turned in, Connor – given today
Juan S?, Emily?, Dylan F?, Yurem – not going

Fresno State – 3/10 – reminder given

Leaders in Life – 3/13 – reminder given

3/12 – Last Day for Missing Work

1 of 27 students have NOT turned in Food Labels assignment

8 of 27 students have NOT turned in Read All About IT assignment

Safety courses

Completed/Passed – Ethan ← issues with last question

Registered (in progress)

Daniel, Yurem, Bonnie ← issues

Gabriella, Juan S ← started

Those needing cards reprinted ← Ethan, Noah, Tyler (check board)

Big Jobs on Yard

Painting Shed – begin 3/10 w/Jose Bucio after school

8th Softball boys available after practice

Oliver to reach out to Jose for needs/help required

Replacing Alpaca Gate – welding class, eta?

Oliver to reach out to Jose

Hansen ← Oliver to check if plan to replace posts?

Clean up pen area for sheep/Oliver to purchase supplies

Brycen/Daniel ← clean/maintain space

Table until alpaca gate replaced

Regional Meeting Report – Brycen/Josue

Experience

Met with other FFA officers – team building events

Elected 2025-2026 officers, several regional Vice-presidents, all other positions are singletons

Amendments

One amendment removes retired officers as voting delegates

Another amendment change states that students in AG science are in FFA and students not in AG science cannot be in FFA

New Business

Advisors' Report

Officer Grade Check – Josue*+, Tyler*, Daniel*, Juan M*, Yurem, Evan*+,

* indicates ELA grade

* indicates more than one class

Tyler/Evan turned in ELA assignments

Any F's or D's – you will NOT be able to attend state conference

March Weekend Feeding Schedule ← distributed to those feeding only

Check your dates, tell your parents

Take copy of schedule home

Appreciations

Daniel Hernandez & William Livesey – Dead Bird removal

Brycen – interview earned \$2300 for Stewart

Dates to Agenda:

- Merced Field Day – 3/8 – Veggie Judging Team ← Merced College Waivers passed out
- Fresno State Tour – 3/10 – by invitation only – (8th grade only)
- Leaders in Life – 3/13 – by invitation only
- Clovis Field Day – 3/22 – Veggie Judging Team (on wait list)
- Reedley College – 3/31 – by invitation only – (8 grade only)
- State Conference – 4/3 to 4/6 (by invitation w/parent approval)
- Preparing for KCSOS Tours – 3/17 & 3/18
 - Students to be interviewed ← Brycen, Gable, Josue (more from other classes/FMHS)
 - Students to participate in tours
 - Preparation for tours
 - All sheds cleaned and organized then maintained that way
 - All trash off yard
 - Wheelbarrows/carts left upside down (to prevent water collection)
 - Weeds & Trash management
 - Large desk behind C-trains to dumpster ← need to figure out how to move
 - Paint sheds (see note above)
- Extend Yard – Ms Hansen ← to start this week, 3/4/25 ← Oliver to check with Hansen
- Community Service Opportunities
 - Honor Roll Ceremonies – select officers – refreshments ← Josue, Daniel, Brycen
 - Knotted Blankets
 - Brycen/Gable to call local organization
 - Opportunity at FFA State Conference (day 1)
 - Little League Clean Up ← ask Hansen for contact info
- Supervised Agricultural Experience
 - Foundational – ALL 7TH/8TH GRADE MEMBERS – work on once a week
 - Journal entries – make sure they are in there
 - Slide Deck & saved pdf to chromebook
 - Complete before Spring Break (end of March 2025)*
 - Other SAE's
 - Need to start/continue
 - Sheep Pen – push date to complete – Daniel/Brycen
 - Alpaca Feeder ← welding project (M. Pinon)
 - Alpaca Fiber Table ← welding project
 - Loofahs –
 - Benches
 - 2 unfinished bases on yard
 - 4 painted boards in pool room
 - Use boards on bench in front of sewing room
 - Must be completed by Friday, May 30, 2025*

Added New Business

- Yard Today – Gate had blown open – noticed by Brycen and Josue
 - Welding class will pound out center pipe
 - Reinstall pipe, issue should be resolved
- Dressing out of Wild Boar
 - Tejon Ranch bringing Boar (already put down) to campus
 - Representative will teach how to field dress the animal
 - Oliver to save heart & lung for science demo
 - Meat will go to our school – eat & enjoy
- Education Day at FP School
 - Students need to start thinking about animal they will present
 - Juan M/Miriam w/Oliver to contact Ms. Domingez about dates (Kindergarten/TK)
 - Students reminded of behavior expectations – language/interactions
 - Oliver to arrange field trip with officers to Round Up to purchase chicks

ET Welders – no welding class tomorrow – none are able to come (Clippers Game)

Field Trips – if you do not want to go, let us know

Do this in a timely manner so your spot can go to someone else and money will not be lost

No one will be offended if you cannot go, just be honest

In preparation for the tour and Education day at FP school — walk alpacas DAILY

Oliver to arrange schedule

Walking will occur at lunchtime and sometimes when on yard

Parent meeting for FFA State Conference

Scheduled for Friday, March 14th at 4pm – in person/over Zoom

May speak with Brycen & Daniel's families on Thursday after parenting meeting

Student Voice Announcements – 2 boxes in cafeteria

Suggestion Box

anonymous complaints (fixable/reasonable) on paper

Student Voice students will review and address on Tuesdays

Gratitude Box

Anonymous compliments to students, staff, people on campus

Can recognize ANYONE for ANYTHING that shows gratitude (kindness, respect, thoughtfulness, responsibility)

Closing Ceremony – Meeting adjourned at 2:45pm by Brycen Braz

April 23, 2025 – FFA Chapter Meeting Minutes

Opening Ceremony – Meeting opened at 1:00pm by Brycen Braz

Old Business

Review and Approval of March Meeting Minutes ← *motion by Brycen, seconded by Yurem, passed unanimously*

Safety courses

- Gabriella – passed will send certificate
- Ethan/Daniel – need to meet to determine status
- Juan S/Yurem – not sure

Big Jobs on Yard

- Sheep
- Replacing Alpaca Gate – welding class needs to work on this, Oliver to text Jose; would like to have completed by June 4th if possible

State Conference Report– Brycen/Josue

- Star Awards requirements changed – now two categories to include smaller schools with less funding
- Students enrolled in AG science are automatically in FFA; cannot be FFA if not in AG science class

New Business

Advisors' Report

Officer Grade Check – Tyler*, Juan M*, Yurem*+

- * indicates ELA grade
- + indicates more than one class

May Weekend Feeding Schedule –

- Check your dates, tell your parents
- Take copy of schedule home
- Expectations when feeding on weekends/holidays

AG Science Classes Next Year

- 8th Grade ← all 8th grade FFA Students
- 7th Grade ← all 7th grade FFA Students
- Oliver and Hansen to figure out how to do this

2025-2026 Officers

- Pool of current FFA students to pull from
 - Seven 7th graders
 - Three 6th graders
- Oliver to create a list of Officer qualifications/responsibilities
- All members recommended incoming 7th/8th graders they think might be officer positions
- Oliver to visit classrooms/cafeateria to explain options to possible candidates

Dates to Agenda:

- 4/23 – Outreach at Family Resource Center
- 5/6 – SV Officer elections – 2 delegates
 - Falls on same day as baseball game – Dylan, Evan, Juan S, Yurem or Bonnie attend? Oliver to find delegates
- 5/1 – Officer Candidate Interviews
- 5/7 – Officer Elections @ Chapter Meeting
- 6/4 – ETS Graduations – 2025-2026 President & Vice-President attend

Yard Extended Issues/Ideas

- Gate closes but cannot be locked – Hansen to contact installer to fix
- New pens
 - Sheep – need volunteers to measure dimensions ← Damian & Ayden
 - 2nd pen – need volunteers to measure dimensions ← Nathan & Evan

Community Service Opportunities ← everyone needs 10 hours

Honor Roll Ceremonies – select officers – refreshments

Knotted Blankets ← Hansen to find supplies/Oliver to reach out to contact

Other opportunities

Individual?

Group?

Supervised Agricultural Experience

Must be completed by May 23rd – end of testing

Must share google slides with Oliver (include links to any google doc)

Closing Ceremony – Meeting adjourned at 1:48pm by Brycen Braz

Agenda – Wednesday, May 21, 2025 – FFA Chapter Meeting

Opening Ceremony – Meeting opened at 1:09pm by Brycen Braz

Old Business

Review and Approval of April Meeting Minutes ← *Evan made a motion to approve, seconded by Gabriella; passed unanimously*

Safety courses – Ethan, Daniel, Juan Silva

Ethan/Daniel – need to meet with Oliver

Juan – can access will start ASAP

Big Jobs on Yard – summer work crews – Oliver to send out robocalls to parents – Nathan and Yurem said they are available; schedule work days, then create schedules

Yard expansion

Sheep Pen – level ground, build out

Pig pen – let's talk... ← table until can speak with Hansen

Replacing Alpaca Gate – welding class ← students attending welding today will check with Jose (Gabriella, Daniel, Yurem, Brycen)

End of year – 8th grade/officer banquet? ← Oliver to speak with Hansen

New Business

Officer Candidates – Interview panel report – Josue explained the process, questions asked, rotations, etc.

Incoming 8th graders – Tyler, Yurem, Evan, Juan, Chris, Angel, Rylee, William, Zayden

Incoming 7th graders – Nathan, Alana, Anthony, Reeve, CJ, Isaac

Elections – vote for one for each position ← pushed to end of meeting due to delay in paperwork and ballots

Advisors' Report

Summer Feeding Schedule –

Check your dates, tell your parents

Brycen cannot feed on 7/16, Alana cannot on 6/11

Oliver to check with Hansen on conflicts with camps sponsored by ET

Take copy of schedule home

Expectations when feeding

IF YOU CAN'T COME – FIND A SUB, CALL/TEXT OLIVER

Emergencies – text or call Oliver/Hansen or Brycen/Josue

Eggs – collect and put in cooler in C-train

FP School Kindergarten Animal Education Day – Oliver talking w/teacher – no information at this time; awaiting a response

Dates to Agenda:

5/30 – 4th grade orientation – need group leads

6/4 – ETS Graduations – 2025-2026 President & Vice-President attend

6/7 – Park day – need 8 volunteers to help with animals (one hour shifts)

Justice, Noah, and Miriam think they will be available

Oliver to call parents to ask about volunteers – others interested in working –

Daniel, Miriam, Alana, Evan, Juan M, tyer, Daniel, Brycen, Damian, Nathan,

Gabbie, Justice, Noah, Emily Anthony, Yurem, Ethan, Bonnie

Plants in the yard

Garlic – need to pull, sell? (\$1.19/head at FP market)

Orchard in extension – possible trees – Apples, Apricots, Dates, Cherries, Plums, Pears, Peaches

Plant a summer garden – Oliver to look into cost of shade cloth, conduit, fencing

Community Service Opportunities ← everyone needs 10 hours

Honor Roll Ceremonies – select officers – refreshments

Knotted Blankets (2 kits)

Graduation Leis – need at least 60

Supervised Agricultural Experience

Must be completed by May 23rd ← Oliver made motion to extend deadline to 5/30 due to interview delays; Josue seconded; approved unanimously
Demo how to insert google docs into slides ← all members said they knew how to do
Veggie judging team do NOT need to complete interviews ← reflection slide required
Share google slides with Oliver

Candidate Bios – read by officers until paper copies received

Election – members participated in elections

Upon tallying results, run-offs will follow as needed

Final election results will be announced at short meeting next week

Closing Ceremony – Meeting adjourned at 1:45pm by Brycen Braz

Advisory Meeting – El Tejon FFA – September 10, 2024

Attendees: Corey Hansen, Laurie Oliver, Jose Bucio, Rocio Calderon, Brycen Braz

FFA Fundraisers Suggestions:

- Garlic Sales (Plant in October – Harvest in July?)
- Movie Night
- Socks
- Chocolate Sales
- Car Wash @ Frazier Park School
- Dance – maybe

Things to order – AG Science/FA Curriculum and supporting supplies

- Turkeys
- Indoor Hydroponics Garden (grant funded)
- Fetal Pigs

Community Service Ideas:

- Fall Festival (Booths)
- Community Dinner at Thanksgiving
 - Possible donor list
 - Grimway
 - Bolthouse
 - CalOranics
 - Costco
 - Publix
 - Walmart

Thanksgiving Food baskets – FFA lead/chair the efforts to collect supplies

Christmas Program at El Tejon – each grade level to perform a song or skit

- 5th – Jingle Bell Rock
- 6th – Rudolph the Red Nosed Reindeer
- 7th – Grandma got Run Over by a Reindeer
- 8th – The Little Drummer Boy
- Short acts from Drama Club
- Music Elective Performance
- FFA – 12 Days of Christmas
 - Josue/Brycen
 - Gabriella/Bonnie
 - Backups – Daniel/Evan

Summer School

- Community Schools ELOP
- FFA to have yard open/share in harvest if have garden?

Advisory Meeting – El Tejon FFA Chapters combined – November 18, 2024

Attendees: Cindy Holloway, Lee Bizinni, Laurie Oliver, Mary Avery, Corey Hansen

Oliver to call Dr. Gonzalez (Big Animal Vet in Bakersfield) to ask about joining the Advisory Board for both FFAs

Focus – Christmas Tree Sales at North Fork Ranch

Contact Information

Cindy Holloway – High Jack Ranch – 661 204-0901

Mary Avery – North Fork Ranch – 805 217-3681

Profit above cost from this event will be split between FMHS and El Tejon FFAs based on the number of hours worked by members of each chapter. Students will be required to clock in and clock out to track hours worked. Parents can either drop students off at the event; if parents choose to stay, they may enjoy the event or watch, however, they may not work at the event.

Students should bring gloves, wear long sleeves and long pants. Students will want to wear comfortable solid shoes and layers to wear throughout the day as the temperatures rise and fall.

Two day event

Saturday 11/30 – Hot dog dinner; DJ playing country and classic rock

Sunday 12/1 – 10am to 5pm – Pancake breakfast

Christmas Trees

100 Douglas and Noble firs – 6-7 feet

\$60-80 per tree; if delivery requested \$10 fee (DO NOT OFFER)

Tax Donation/Charitable Donation?

Publicize Event – flyers, word of mouth, both sides of the mountain

New flier published and distributed 2 weeks before the event

Should be listed in upcoming events in Mountain Enterprise

Buy an ad – include event info and list sponsors

Corey to reach out to schools in Ventura and Santa Clarita Counties

Peach Jar

Announcements on Parent Square

Corey will make a blast email

Bizinni???

Vendor Tables

Students get first dibs on tables

Adult vendors – first come, first serve

Lee to talk to floral place about wreaths

Activities

Petting Zoo – cattle (bottle fed babies), donkey, fainting goats ← Cindy to provide

Live Pig Raffle – Destiny Lopez

Craft Sales in Barn – student projects, family member projects

From El Tejon – christmas ornaments, loofahs, welding projects

From FMHS – grow beds made to order

Jewelry?

Others??

Bake Sales ← different building

Raffle vs Silent Auction

Destiny's Pig

Quarter Beef Cattle

Need to know number of tables – two weeks from now ← let Mary know

Financial Transactions

Cash boxes, price tags – Customers purchase, kids take ticket to cash house if not a

Cash transaction, kids handle cash transaction

Cash only?

Venmo, Square UP (2-3% charge)

Meals – tickets for prepay, then give ticket in exchange for food?

Raffle rules/guidelines

Raffle items with separate bucket and different color ticket

Do not need to be present to win

Ends at 3pm on Sunday

Donations of Supplies – Ray @ the market; PTSO; Parents

Hot Dogs, Buns, Condiments, Chips, Sodas, Water

Pancake Mix, Sausage Links, Butter, Water, Hot Chocolate, Apple Cider

S'mores Supplies – El Tejon FFA – including skewers

Students responsibilities:

Serve food/bus tables

Guide and educate about animals

Help with trees – may NOT tie down to cars

Bake sales, drinks in one building

Help with sales of crafts

Manage parking

Prep space

Signage

Set up pens for animals

11/30 – also a craft faire in PMC – competition?

Griddles for pancakes

2 blackstones – Mary

Large griddles – Cindy

Bizzini – Round BBQ grill available from FMHS

Cindy – to visit El Tejon School

12:50 to 1:50pm on Wednesday

Classroom visit – pump kids up about event/student input

Mechanical Bull Rides – \$70/hour to rent – Julisa's family

Corey – contact Mary about culinary arts at El Tejon?

Memorandum of Understanding

Between

El Tejon Unified School District

And

California School Employees Association, Chapter 552

This Memorandum of Understanding (MOU) is entered into by and between the El Tejon Unified School District ("District" or "Employer") and the California School Employees Association, Chapter 552 ("CSEA" or "Union"), the exclusive representative of the classified bargaining unit.

The purpose of this MOU is to memorialize the agreements reached between the parties in response to the District's request to create a new classified work classification and to establish the corresponding salary placement.

Upon execution of this MOU, the District and the Union agree that the obligation to meet and negotiate over the matters addressed herein has been fully satisfied. The Union enters into this agreement on behalf of itself and the classified employees represented by Chapter 552, in its role as exclusive representative.

Agreement

The District and the Union agree to the following:

1. **New Classification:** The District shall establish a new classified position titled TK Instructional Aide.
2. **Salary Placement:** The TK Instructional Aide classification shall be placed on Salary Range Three (3) of the current classified salary schedule.

By affixing their signatures below, the authorized representatives of the District and the Union affirm that the matters addressed in this MOU are fully and finally resolved. This MOU shall be binding upon the heirs, successors, devisees, administrators, employees, executors, and assignees of the parties hereto.

The signatories to this MOU certify that they are duly authorized representatives of their respective parties and that all necessary actions for the ratification and execution of this agreement have been completed as required by their organizations or applicable law. No further ratification is necessary.

Signature Page

Superintendent: Samuel Glen Date: 6-18-25
Chief Business Officer: Max Jett Date: 6-18-25
Chapter Representative: Darlene Davis Date: 6/20/25
CSEA Labor Relations Representative: Loralee Rushing Date: 6/22/25

El Tejon Unified School District

TRANSITIONAL KINDERGARTEN INSTRUCTIONAL AIDE Job Description

JOB SUMMARY:

Under the supervision of the site principal, assists a certificated teacher(s) in a wide variety of instructional, clerical and housekeeping functions. Performs yard duty and student supervision duties as assigned by the principal. Performs other related duties as assigned.

REQUIRED QUALIFICATIONS:

Knowledge of:

Basic concepts of child growth and development and developmental behavior characteristics;
Student behavior management strategies and techniques;
Appropriate English usage, punctuation, spelling and grammar;
Basic arithmetical concepts;
Routine record management, storage and retrieval systems and procedures.

Ability to:

Work cooperatively with classroom teachers, principal, staff and parents;
Maintain an appropriate climate to reinforce acceptable student behavior;
Maintain the confidentiality of student-related matters;
Spanish speaking preferred.

Experience and Training Guidelines

Voluntary and/or paid experience working with children or groups of children.

Education

AA/AS Degree; or 48 college units; or, successful passage of proficiency test equivalent to AA Degree

ESSENTIAL FUNCTIONS OF THIS POSITION:

1. Assists in the instructional program by working with students on an individual basis or in small groups;
2. Assists students by answering questions, supervising assigned work, giving directions and operating equipment;
3. Supervises students in the classroom and on the grounds and maintains appropriate student behavior;
4. Performs routine clerical functions such as correcting student work, maintaining records, filing, taking roll and lunch count and distributing and collecting materials;
5. Performs non-instructional duties such as toileting, helping with potty training, preparing materials, duplicating materials, preparing bulletin boards and room environments, and general housekeeping chores;
6. Maintains confidentiality on all school-related matters;
7. Incorporated within one or more of the previously-mentioned essential functions of this job description are the following essential physical requirements:

1 = Seldom = Less than 25 percent
2 = Occasional = 25-50 percent

3 = Often = 51-75 percent
4 = Very frequent = 76 percent and above

3 a. Ability to work at a desk, conference table or in meetings of various configurations.

4 b. Ability to stand for extended periods of time.

4 c. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter and observing students.

4 d. Ability to hear and understand speech at normal levels.

INSTRUCTIONAL AIDE JOB DESCRIPTION

PAGE 2 OF 2

4 e. Ability to communicate so others will be able to clearly understand a normal conversation.

2 f. Ability to bend and twist, kneel and stoop, run and crawl.

1 g. Ability to lift 40 lbs.

1 h. Ability to carry 40 lbs.

4 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Other related duties as assigned.

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

SALARY RANGE:

#3

Board Approved: 8/13/25

EL TEJON UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL or ATHLETIC FIELD TRIP REQUEST

SCHOOL SITE: Frazier Park School ☐ El Tejon School ☐ FMHS ☒ PMLC ☐

Please check applicable if Transportation needed: (Bus(es) ☒ No. of 1 Van ☐ Ag Truck ☐ Other)

Please check here if driver is other than District Employee: ☐ Additional REQUIRED Forms COMPLETED: ☐

Date of Trip Aug. 09, 2025 Departure Time 2:00 pm Sat Return Time 11:00 am Sunday

Location of Field Trip/Event: Pacific Birthright Center Miles One Way

Destination Address 220 S. Harbor, Buith 87, City Los Angeles State CA Zip

Does driver need to stop for lunch? Yes ☐ No ☒ Number of lunches needed for trip 0 OR: ☒ Not applicable

Contact Person Mr. Bizzini Staff Attending Mr. Bizzini

Grades/Classes/Group 10-12 FFA Officers Number of Students 6

Applicable to Subject Area/Unit FFA Leadership, bonding, career exploration

EXPECTED LEARNING OBJECTIVES: COMPLETION OF THIS SECTION IS REQUIRED FOR ALL ACADEMICALLY GIVEN ACTIVITIES. A BRIEF OVERVIEW OF CLASSROOM ACTIVITIES, ACTIVITIES DURING TRIP OR AT DESTINATION, FOLLOW-UP AND/OR OVERALL INTEGRATION INTO UNIT OF STUDY, MUST BE IDENTIFIED.

FFA is required to hold at least one
bonding trip per year.

This particular trip will combine leadership
skills, career exploration and various
aspects of Naval history.

AND SEE ATTACHED ☒ More info.

FUNDING SOURCE: FFA ASB Form Completed by [Signature] Date 7/3/25

APPROVAL:

Principal Date Sup't/Designee Date

Trans. Supervisor Date Board Approval (Date of Meeting)

TRANSPORTATION:

Driver's Name Bus Number(s) Actual Student Count

Bus Evacuation Reviewed as Required by 82.7 (Time) (Initials) Actual Departure Time

Beginning Mileage Ending Mileage Total Trip Miles Actual Return Time

[THIS FORM MUST BE COMPLETED BEFORE BEING SUBMITTED FOR APPROVAL. INCOMPLETE FORMS WILL BE RETURNED TO THE REQUESTOR. ALL TRIPS THAT ARE FURTHER THAN 150 MILES ONE-WAY FROM DISTRICT POINT OF ORIGIN, MUST BE APPROVED BY THE GOVERNING BOARD OF TRUSTEES (See Board Policies #3541, #5143 and #6153). ALL DRIVERS NOT EMPLOYED BY THE DISTRICT MUST COMPLETE THE ETUSD TRANSPORTATION BULLETIN FORMS AND ADHERE TO ALL POLICIES AND PROCEDURES THEREIN.]

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Intro

Igniting curiosity, connecting communities, and enhancing understanding of America's role in maritime peace and prosperity.

 **Page** · History Museum

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Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Possible overnight trip

4 messages

Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Mon, Jun 30, 2025 at 5:24 PM

To: "cmoreno@labattleship.com" <cmoreno@labattleship.com>

Hello Ms. Moreno;

I am the advisor for the FFA (Future Farmers of America) Chapter for Frazier Mountain High School. I have six Chapter Officers, who are Sophomores through Seniors.

We are planning a summer bonding trip, and I just recently heard about your overnight Bootcamp, and think it would be perfect for us! It would incorporate leadership skills and career exploration, in addition to all the various aspects of the Naval history.

Just a few questions:

1. Do you have availability this summer?
2. If so, what time of day does the Bootcamp begin?
3. I understand that the price is \$110 per person - do you offer discounts to school groups?

Thank you very much for your time. We look forward to hearing from you!

Catherine Moreno <cmoreno@labattleship.com>

Wed, Jul 2, 2025 at 12:53 PM

To: Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Hello

Catherine Moreno
Sales Manager
Pacific Battleship Center | National Museum of the Surface Navy at Battleship IOWA
250 S. Harbor Blvd., San Pedro, CA 90731
Office/Fax: 877-446-9261 x 706



Celebrate Freedom of the Seas - secure your paver in our **WALK OF HONOR** today

[Quoted text hidden]

[Quoted text hidden]



Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Thu, Jul 3, 2025 at 9:17 AM

To: Catherine Moreno <cmoreno@labattleship.com>

Hello Catherine!

Could you please tell me the times of the overnight event? What time would we need to arrive? What time does it end the next day?

Thank you!

[Quoted text hidden]

Catherine Moreno <cmoreno@labattleship.com>
To: Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Thu, Jul 3, 2025 at 9:29 AM

Hello Lee,

Thank you for your interest in the Camp Battleship program! I'm happy to provide more details about the timing of the overnight event.

Arrival and Departure Times:

Check-in typically begins at **4:30 PM** on the day of your scheduled stay. The program concludes the following morning at approximately **9:30 AM** after breakfast and checkout.

Program Cost:

The cost is **\$110 per person, per night**, and includes:

- Sleeping accommodations aboard the Battleship
- A guided tour led by one of our highly trained staff members
- A personalized dog tag and a commemorative patch
- Dinner and a hearty breakfast

We have plenty of dates available in August, September and October that may suit your schedule. Please keep in mind the **minimum group size is 25 participants**.

Cancellation Policy:

A full refund is provided only if the Pacific Battleship Center cancels due to low enrollment or hazardous weather conditions. Unfortunately, refunds cannot be issued for cancellations made by a group or attendee **within 29 days** of the scheduled event. More information is included in our **Camp Battleship Guidebook**, linked below.

Next Steps:

To reserve your date, please complete the **Reservation Request Form** (attached below) and return it to me at your earliest convenience.

Parking Info:

Guest parking is available adjacent to the ship in the public lot operated by the Port of L.A.

- Entry points: Harbor Blvd & 1st Street or Swinford Ave near the Cruise Terminal
- Cost: **\$22 per 24-hour stay per vehicle**

Please feel free to reach out with any additional questions. We look forward to welcoming your group aboard!

Catherine Moreno
Sales Manager
Pacific Battleship Center | National Museum of the Surface Navy at Battleship IOWA
250 S. Harbor Blvd., San Pedro, CA 90731
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Just to clarify before I speak with students, you mentioned the dates as being on Fridays, but those dates are actually on Saturdays this year.

Thank you.

[Quoted text hidden]

Catherine Moreno <cmoreno@labattleship.com>

Wed, Jul 9, 2025 at 8:33 AM

To: Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

My apologies, these dates are Saturdays.
Are you able to do an overnight on a Saturday?

Catherine Moreno
Sales Manager
Pacific Battleship Center | National Museum of the Surface Navy at Battleship IOWA
250 S. Harbor Blvd., San Pedro, CA 90731
Office/Fax: 877-446-9261 x 706



Celebrate Freedom of the Seas - secure your paver in our **WALK OF HONOR** today

[Quoted text hidden]

[Quoted text hidden]



Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Wed, Jul 9, 2025 at 9:59 AM

To: Catherine Moreno <cmoreno@labattleship.com>

Now that I know that the dates are for Saturday's, I'll check with the kids again. Thank you.

[Quoted text hidden]

Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Wed, Jul 9, 2025 at 10:03 AM

To: Catherine Moreno <cmoreno@labattleship.com>

Are the times the same? Tour starts at 4 pm? What time would we leave on Sunday morning?

[Quoted text hidden]

Catherine Moreno <cmoreno@labattleship.com>

Wed, Jul 9, 2025 at 10:48 AM

To: Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

The time for the overnight is as follows:

4:30 check in
5:00 pm program starts
6:00 pm dinner
7:00 tour starts
10:00 pm lights out
6:00 am wake up
7:00 am breakfast
9:00 am release to the gift shop

Catherine Moreno
Sales Manager
Pacific Battleship Center | National Museum of the Surface Navy at Battleship IOWA

RECEIVED JUL 02 2025



EL TEJON UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL or ATHLETIC FIELD TRIP REQUEST

SCHOOL SITE: Frazier Park School ☐ El Tejon School ☒ FMHS ☐ PMLC ☐

Please check applicable if Transportation needed: (Bus(es) ☐ No. of 1 Van ☒ Ag Truck ☐ Other ☐

Please check here if driver is other than District Employee: ☐ Additional REQUIRED Forms COMPLETED: ☐

Date of Trip 7/28/25 Departure Time 5:30 am Return Time 8:00 pm

Location of Field Trip/Event 7/28/25 - 7/31/25 Miles One Way 6.3

Destination Address UCSB City Santa Barbara State CA Zip

Does driver need to stop for lunch? Yes ☐ No ☒ Number of lunches needed for trip 1 OR: ☐ Not applicable

Contact Person Cathleen Farrell Staff Attending Cathleen Farrell

Grades/Classes/Group 8th Grade Leadership Number of Students 3

Applicable to Subject Area/Unit Leadership

EXPECTED LEARNING OBJECTIVES: COMPLETION OF THIS SECTION IS REQUIRED FOR ALL ACADEMICALLY DRIVEN ACTIVITIES. A BRIEF OVERVIEW OF CLASSROOM ACTIVITIES, ACTIVITIES DURING TRIP OR AT DESTINATION, FOLLOW-UP AND/OR OVERALL INTEGRATION INTO UNIT OF STUDY, MUST BE IDENTIFIED.

- 8th Graders will attend a leadership at
- UCSB learning leadership skills
- getting high school credit
- Fostering leaders for El Tejon

AND SEE ATTACHED ☐

FUNDING SOURCE: ELDP Form Completed by Cathleen Farrell Date 7/21/25

APPROVAL:

Principal Cathy H Date Sup't/Designee Date

Trans. Supervisor Date Board Approval (Date of Meeting)

TRANSPORTATION:

Driver's Name Bus Number(s) Actual Student Count

Bus Evacuation Reviewed as Required by 82.7 (Time) (Initials) Actual Departure Time

Beginning Mileage Ending Mileage Total Trip Miles Actual Return Time

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