CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: ARVIN UNION SCHOOL DISTRICT

BEAR MOUNTAIN ELEMENTARY IMPLEMENTATION PLAN

School Site Contact Information

Bear Mountain Elementary School - Arvin Union School District

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Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The Arvin Union School District (AUSD) mission states, "Every child learning, every day, no matter what it takes." Bear Mountain Elementary's commitment to the Community Schools Initiative and Frameworks is due to the Community School's very similar values of serving the whole child and ecological needs of the family. Our developmental planning will incorporate the current review of data and input to prioritize actions and strategies for implementation synthesized from the educational partner input for the Planning Grant and district strategic planning from ongoing committee and focus group input. Elements and actions will be reviewed as they relate to the Four Pillars and for each of the California Community School Framework's Overarching Values. We will expand our concept of leadership to incorporate guiding coalitions representing educational partner groups who collectively provide input and support taking action to meet identified needs.

Racially-just, relationship-centered spaces

Bear Mountain Elementary recognizes the importance of an authentic positive school culture for students, families, staff, and community. Bringing people together within systems which value diversity, ensuring hearing of diverse perspectives, and seeing strengths as assets has been at the cornerstone of our continuous improvement process in district strategic planning which was evidenced in the planning grant. We are intentionally focused on a transformation to relationship-centered and racially-just spaces and practices to sustain positive, trusting and collaborative relationships among students, families, educators and community partners. Examples of our current commitments and continuous efforts to establish and create sustainable racially-just and relationship-centered spaces include:

- A deliberate school wide calibration of PBIS that includes new systems and refined processes to support ALL students. We are aligning to the Tiered Fidelity Inventory and providing professional development and technical support for staff and school sites.
- Systematic implementation of RULER, our Social Emotional Learning program, to support and identify students' social and emotional well being.
- Integrating Restorative Practices into our menu of interventions for students and providing/introducing Implicit Bias training to staff and students
- Building infrastructure, capacity, and physical space to provide school based mental health services and training through the Student Behavioral Health Incentive Program.
- A District Equity Teacher on Special Assignment was added in 2023-2024 to deeply analyze student group data and support our school site to identify specific needs to bring forward for discussion with our multifaceted input groups.
- Coffee with the Principal, a monthly meeting, allows educational partners to participate in learning about various events, programs, and supports provided at the school. Scheduled topics provide the opportunity for input from those in attendance as well as an open forum for questions and two-way communication. This allows us to empower our parents and community through education and connection with the school principal.
- Strategic planning focus groups focused on setting district, school, and program goals and implementing actions to meet those goals.
- Regularly scheduled meetings that enhance relationship-centered opportunities include School Site Council, English Learner Advisory Committee, and the District Advisory Councils. All of these platforms are governance groups that encourage relationships with parents and school site staff focused on various topics surrounding student success including academics, health, attendance, safety, and use of funds. Staff, parents, and community members are encouraged to be part of conversations regarding data, strategic planning, goal setting, action step initiation and review.
- Parenting programs at the school site, including the Family Resource Center, give parents and the community an opportunity to build relationships with one another, school and district staff, and community agencies that promote social, emotional, behavioral and physical health and wellness. Current partners at our specific site include AVID, Parenting Partners, Latino Family Literacy, and Fresno Parent University.
- Two full-time Student Success Facilitators (SSF) work to connect families and schools through purposeful engagement. SSFs are a core piece to building and sustaining relationships with

all families, yet especially focused on our most marginalized families so they can stay connected and their children are present at school.
- AUSD maintains an accredited Family Resource Center (FRC) that provides comprehensive LEA and Community based programs and support services.
- The Arvin FRC co-convenes the South Valley Neighborhood Partnership collaborative, which is composed of over 50 educational, governmental, and community based organizations all of which provide input, services and support to the Arvin community.
- The monthly meeting of the South Valley Neighborhood Partnership brings community, government, and schools together to drive collaboration and relationship building among agencies that support the community of Arvin and impact our school.

Shared power

Bear Mountain Elementary is grounded in the belief that schools serve as a community hub for students, families, staff and the community. As such, we strive toward creating democratic spaces where all partners feel included, share ownership and are engaged in the decision making process. With the goal of inclusion of multiple viewpoints and an asset-based focus, our community knowledge and strengths are utilized, as evidenced in current participation in strategic planning efforts, and will expand with the addition of guiding coalition groups. Partnering with families, students, staff and community agencies will always be a priority as we plan for the future success of our school and the community. Their knowledge and expertise bring insight, questions, and suggestions to the team that make for a more effective planning process. As a school we make efforts on multiple levels to create opportunities for shared ownership and deep engagement and our site is included in shared power efforts. These efforts include:

- Collaborate with school, family, staff, and community based/governmental agencies to drive decision-making that impacts funding and services related to our LEA Billing Options Program, School based Medi-cal Administrative Activities and Student Behavioral Health Incentive Program.
- Governance opportunities for parents include involvement in the School Site Council, English Learner Advisory Council, District Advisory Council and the District English Learner Advisory.
- An opportunity for parents, staff, and students is our Wellness Committee which is expanding its influence beyond nutrition to healthy lifestyle supports and mental health policy development and monitoring.
- Strategic planning input sessions development of the LCAP, LCAP Addendum, and federal planning. These constitute a significant and dedicated time commitment in the late winter and spring and include a multitude of surveys and meeting sessions for educational partners.
- The district and our site are currently working through a Continuous Improvement Process that began as part of formalized Targeted Assistance from the Kern County Superintendent of Schools with root causes and action steps identified by participants for action over the 2022-2023 and 2023-2024 school years.
- The South Valley Neighborhood Partnership collaboration recruits and integrates community based organizations that help to meet our students', families' and community's holistic needs. Intimate partnerships and shared decision making power help to increase all stakeholders' knowledge and access to resources and identify gaps in needed resources.

We are actively working to bring together a wider and deeper community of partners as we promote

and work towards success for all students. In the Community Schools Planning grant we took our initial step into mapping community assets to identify successful programs and services in addition to gaps and challenges in resource allocation. As we move into implementation, we plan to create purposeful guiding coalitions including students, families, staff and community members to share decision making and collaborative strategies as we move towards actualization as a Community School.

Classroom-community connections

The educational environment at Bear Mountain Elementary strives to be a link to the broader outside world through our strategic planning which includes LCAP goals and actions. In alignment with our district mission, the Arvin Union School District and Bear Mountain Elementary seek to prepare students for high school and beyond. Our district is focused on expanding and enriching learning through teaching practices that are inclusive in learning styles, culturally affirming, relevant, and project-based. Through our comprehensive community assessments, action steps continue to be developed to create an environment, and to implement standards-based curriculum, that is culturally-responsive and engaging beginning at foundational levels and continuing to the middle school. Current community connections begin early and include:

- First 5 services provided by the Family Resource Center and District Special Education Programs seek out very young children to make early classroom-community connections through developmental screenings, parenting education, and evaluations that identify early warning indicators.
- The Migrant Program which initiates Preschool Outreach in family homes, creates opportunities for college/career experiences for middle school, and culminates with a Project Close up trip each year to Washington DC.
- The district hosts two California State Preschool Classes at 2 campuses (Bear Mountain and Sierra Vista) for district attendance to provide an early educational start for interested families.
- The district has created an Early Childhood Hub at Bear Mountain Elementary and for three years has expanded Transitional Kindergarten to invite students of Preschool Age to participate in TK earlier than the state determined birth date range utilizing LCAP funds.
- Bear Mountain Elementary has made social emotional learning (SEL) a priority by dedicating 15-20 minutes of explicit instruction in the master schedule with a focus on RULER curriculum.
- Specific LCAP goals and actions for English Learners, foster, homeless and socio-economically disadvantaged students focused on a safe and welcoming environment, academic achievement, attendance, and language development.
- Tier 1 daily instruction and attendance has been the focus of the 2023-2024 school year and, while there is still much work to do, the district received January 2024 notification from the Kern County Superintendent of Schools that the district has made sufficient gains to exit Targeted Assistance.
- Parent and staff input has included ideas to support enriched learning and opportunities for marginalized student groups to participate in educational field trips, Camp KEEP, and other enriching activities.
- To serve Tier 2, the district employs twelve intervention teachers at the elementary level along with multiple intervention programs for Language Arts, Math, and ELD support.
- The Expanded Learning Program (ELOP) provides after school and intersession classes,

clubs, and activities to all students.
- Teachers utilize the Professional Learning Teams (PLT) as a model for collaboration and to share best practices.
- The district Family Resource Center Support Service Advocate makes monthly caring calls to engage and continually assess for any academic, social, emotional, behavioral or physical needs of foster youth and students experiencing homelessness.
- The district employs a District Parent Ambassador and our site employs a categorical clerk tasked with making school community connections.
- The Family Resource Center Support Service Advocates participate in Child Family Team meetings along with the Department of Human Services and community based providers involved with serving the whole child needs of foster youth.
- With Community School implementation funds we would like to have our teachers and staff trained in the Parent Teacher Home Visiting (PTHV) model to leverage and deepen our engagement with families and students and to begin an outreach program.
- Modification of the Equity TOSA focus with Community School funds would support grade level parent workshops focused on building a bridge between learning at home and learning at school.

A focus on continuous improvement

Bear Mountain Elementary has participated in three large scale comprehensive district wide assessments which focus on continuous improvement.

1. Short cycle and large scale assessments and yearly updates for strategic planning to guide district overall improvement processes occurs through ongoing LCAP review which has also included ESSER, LCAP addendum, and school site plan development for federal funds.
2. Dashboard outcomes leading to identification as District Targeted Assistance and ATSI for school sites prompted an in-depth Continuous Improvement Process (CIP) supported by Kern County Superintendent of Schools. This process included gathering and analysis of data, identification of root causes, and focus on two selected best practices to prompt improvement in academics and social-emotional-behavioral health. As noted earlier, with this focus the district has been exited from Targeted Assistance as of January 2024 yet will continue this work.
3. Student Behavioral Health Incentive Program (SBHIP) consortium work prompted a review of current assets and resources close to the site/district and identification of needs largely led with support of Dr. Dixie King and Transforming Local Communities. Outcomes prompted action steps to support Behavioral Health for our site which included a need to develop a systematic integrated system of student supports, increasing family and community engagement, expanding social, emotional, and behavioral learning and creating infrastructure for collaborative leadership and practices in student behavioral health and wellness.

These comprehensive assessments included collaborating with students, parents, community agencies, and staff members to gain insight into the needs of the district and the Arvin community as a whole. A steadfast focus on professional learning communities and collaborative planning using data to inform actions related to instruction, learning, attendance, and behavior was taken and will continue. A clear need and emphasis on developing and refining evidence based Tier 1, Tier 2, and Tier 3 processes, supports and interventions as part of our MTSS structures are well under way.

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

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

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

Strategic planning and input gathering has expanded as we learn and delve deeper into the four pillars of the Community Schools Framework. With a focus on continuing our planning work and learning toward implementation of Community School foundations, our needs and asset assessment process will be supported by the following engagement processes:

- Administrators (meetings, data review, site visits, classroom observations)
- Certificated staff (meetings, surveys, Professional Learning Team processes, focus groups)
- Classified staff (meetings, surveys, focus groups)
- Students (focus groups, surveys, student led community school walks)
- Families (meetings, focus groups, surveys, home visits, one on one contacts)
- Community partners (meetings, forums, one on one)
- Community members (meetings, forums, listening sessions, focus groups)

While many of these basic structures are in place and provide our traditional input, the goal of 75% participation rate is a next step. We are dedicated to developing guiding coalitions through modified processes to expand the depth of needs assessment, asset identification, and taking action. These groups at our school will be supported through administration, current classified support staff, and include staff funded through the Community Schools Grant if received.

As a rural district with a large Spanish-speaking population, translation and interpretation is made available for formal and informal gatherings and written communications. In various scenarios, input is asked to be prioritized or categorized to support setting collective priorities.

A Promotora will be hired to be active community liaisons in expanding the reach of our community school services and engagement. In efforts to best serve and expand the community population the Promotora staff will be scheduled after school hours and be able to meet families where they are. The district Community Schools Coordinator, two Family Advocates, and Equity TOSA that will be brought on with the implementation grant will also provide support to the engagement efforts in the ongoing needs and assets assessment.

Foster Youth and families experiencing homelessness-are provided individualized case management to ensure these historically marginalized students and families are included in goal setting and taking action. The Equity Tosa, an Advocate, and a Promotora with consultation from a School Social Worker, will be assigned to gain complete engagement and collaboration in input with marginalized families.

Moreover, these marginalized student groups are further supported by the Foster Youth and Homeless Liaison of the district who coordinates staff participation in Child Family Team (CFT) meetings for Foster Youth and Best Interest Determination (BID) meetings for students experiencing homeless to support and advocate for the educational rights and protections and appropriate services afforded to these respective student groups.

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

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

Draft Collective Priority	**Outcome/Indicators you aim to improve**
By June 30, 2029, Bear Mountain Elementary will consistently implement Tier 1, Tier 2 and Tier 3 academic support and intervention to improve student outcomes as measured by state, local and site metrics and indicators.	California Dashboard - English Language Arts California Dashboard - Mathematics California Dashboard - English Learner Progress English Learner Redesignation Rate CAASPP - % proficient English Language Arts CAASPP - % proficient Mathematics CAST - % proficient Science CAA - students achieving level 2 and above I-ready - % of 3rd grade students reading at grade level PFT - % of students in the fitness zone This priority is aligned with integrated student services, collaborative leadership and practices, active family and community engagement and extended learning time and opportunities.

By June 30, 2029, Bear Mountain Elementary will establish a structured Tier 1, Tier 2 and Tier 3 support and intervention process to address manifested behaviors as measured by state, local and site metrics and indicators.	California Dashboard Suspension Rate California Dashboard - Attendance California Healthy Kids outcomes District SEL Fidelity Rubric PBIS Rewards Minor Infractions AERIES Major Infractions Kern Integrated Data Systems Student Connectedness Survey MTSS Data Collection and Progress Monitoring This priority is aligned with integrated student services, collaborative leadership and practices, and active family and community engagement.
By June 30, 2029, Bear Mountain Elementary will foster a culture of shared accountability by all educational partners for student outcomes as measured by stated outcomes and indicators.	District walkthrough rubric progress to Level 4 in Math, English Language Development and Professional Learning Team implementation District surveys Site/Grade Level Professional Learning Communities This priority is aligned with collaborative leadership and practices and active family and community engagement.

Strategy 3: Collaborative Leadership

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

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

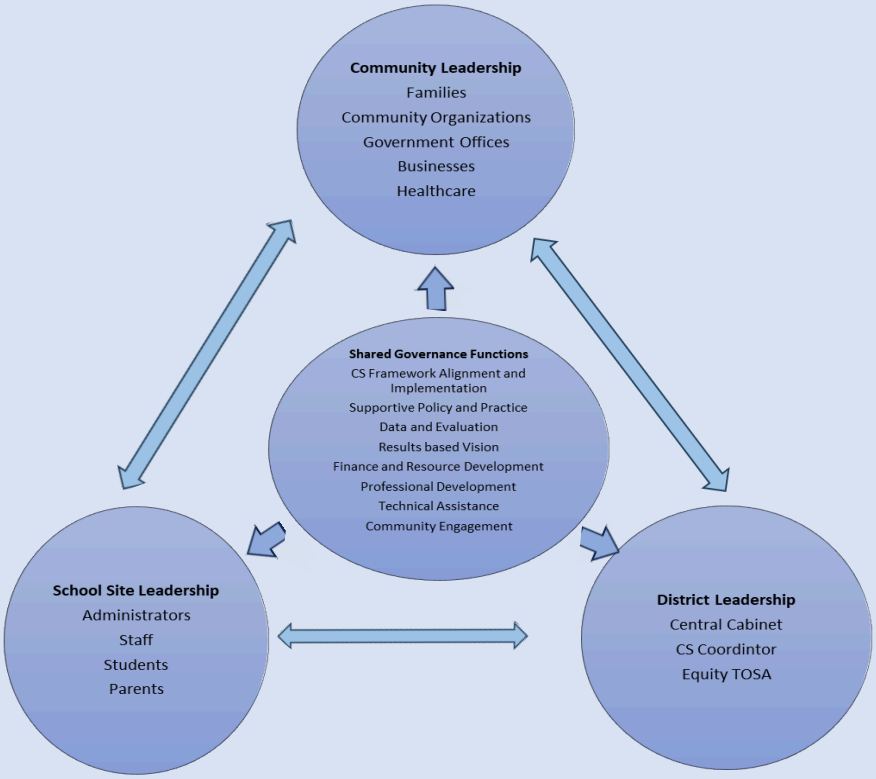
Goals	Action Steps
By January 31, 2025, create a steering committee of educational partners that will include students, staff, families and community members to build Community School governance structures and drive decision making for the Community School Framework development.	- Conduct regular meetings for the central cabinet of parents, students, teachers, principals and community partners. - Include the central cabinet in assets and needs assessment design and completion. - Meet on a monthly basis with an interdisciplinary team across school and community providers to ensure consistent collaboration and alignment in services. - Expand the concept of shared leadership to include guiding coalition groups representing various educational partners.
By June 30, 2025, create a Coordination of Services Team (COST) between school personnel and community based agencies to work collaboratively on services and support.	- Recruit community based organizations (CBO) that provide social, emotional, behavioral and physical health services. - Develop MOUs with CBOs - Develop an annual calendar of meetings
By May 30, 2025, develop the capacity of grade and department level Professional Learning Teams to conduct cycles of inquiry which promote student success.	- Provide ongoing professional development to extend learning through Solution Tree consultants, Kern County Superintendent of Schools Support, local training and support of Teachers on Special Assignment and Academic coaches

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

Community Schools Site Level Leadership Structure



Community Schools Shared Governance Structure



Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 30, 2027, integrate equitable educational policies, practices, operations, and processes for all students as delineated in the district equity statement.	- Regularly review the district equity policy and vision with updates as determined necessary - Identify key equity concepts to address at the site level. - Review school site data focused on student group performance to bring to light inequities, growth, and areas for improvement - Utilize guiding coalitions to modify or create new action possibilities. - Continuous improvement process to include reviewing of data for marginalized student groups - Allocation of resources and funds to create racially-just, relationship-centered spaces among all students and educational partners - Embed professional development centered on implicit bias - Integrate evidence based restorative practices into our MTSS Matrix of Interventions - Utilize the RULER Meta Moment and restorative conferences blueprint - Align budget planning and fiscal systems - Facilitate understanding of targeted and restrictive funds to support guiding coalition through equity processes and discussions

By June 30th of 2025, the district will adopt a Model School Board Resolution to endorse community schools as a research-backed strategy for school improvement and community development as measured by board minutes and written resolution.	• Review exemplar model school board resolution provided in the CS Playbook • Engage educational partners in developing our district board resolution • Present board resolution to our school board for adoption

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 30, 2025, recruit and hire diverse multilingual staff to provide whole child support and services to students and families utilizing Community Schools, LCAP and various federal and state funds.	- Sustain staffing for site-based nurses and social workers, campus supervisors, attendance clerks, afterschool programs and the Family Resource Center. - Hire and train a part time Promotora to work beyond school dismissal and develop deeper connections with families in their homes and community to bridge the educational environment. - Hire and train a part time advocate to provide targeted case management and wrap around support to families - Hire a transportation driver to assist with appointments and access to services - Dedicate space at the school site to establish a neighborhood hub to serve as an extension of the Family Resource Center where staff can provide services and support.
By December 31, 2024, sustain a District Equity TOSA and Community Schools Coordinator to be Trainers of Trainers and independent facilitators of site guiding Community Schools Framework initiatives.	- TOSA and Community School Coordinator lead guiding coalition training for site Community School Staff - Site Community School staff lead site guiding coalition groups in coordination with site administration

By December 31, 2024, recruit 12 teachers to provide Parent Teacher Home Visits.	- Recruit teachers - Schedule training - Offer stipends - Implement a Parent Teacher Home Visit strategy to build trusting and respectful family-teacher relationships.
By January 30, 2029, allocate sustainable funds for appropriate staffing.	- Refine Medi-cal Billing Options Program and School-based Medi-cal Administrative Activities processes to ensure all eligible staff accurately and regularly bill for reimbursable services. - Utilize state and federal funds as allowable ensuring no supplanting

Key Staff/Personnel

FRC Support Service Advocate funded through First 5 Kern and LCAP	Provide community-based services, case management for families with children ages 0-5, and expand Foster Youth and McKinney-Vento student services
School social workers funded through LCAP	Provide Tier 2 and Tier 3 evidence based social, emotional and behavioral support and intervention
LEA-level Community School Coordinator	Coordinate, facilitate, and assist in implementation of the CCSPP
Site Student Success Facilitators	Promote family engagement and participation in school attendance and guiding coalition work
Part-time Promotora	Liaisons and facilitators in the community school collaboration between the school-community partners to work beyond school dismissal and develop deeper connections with families in their homes and community to bridge the educational environment.
Part-time Support Service Advocate	to provide targeted case management and wrap around support to families
Transportation Driver	Transport students to needed support service providers

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

By blending and braiding, where allowable, we are committed to sustaining a Community School beyond the life of the implementation grant. We will work towards braiding funding sources such as LCFF, Federal Title Funds, School-based Medi-cal Administrative Activities revenue and LEA Medi-cal Billing Options Program revenue. Moreover, we will explore leveraging funds and consider applying for future funding that may become available whether it by grant or additional federal, state or local funding. We will also explore leveraging funds and private grants administered by managed care plans, philanthropic foundations, First 5 of Kern, local Chamber of Commerce and Lions Club. The district's guiding coalition will include the district's Chief Business Officer and State and Federal Programs Directors to ensure alignment and no supplanting.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 30, 2026, increase collaborative partnerships with students, parents, staff, and the community and provide wrap-around services in a safe and welcoming educational environment.	- Partner with Managed Care Plan network providers to increase the number of families receiving coordination of care. - Create a Coordination of Services Team (COST) between school personnel and community based agencies to work collaboratively on services and supports. - Provide educational sessions on school/community services and goals to strengthen trust from partners - Communicate and engage the South Valley Neighborhood Partnership on the goals and direction of Community School Framework implementation - Survey input from partners in decisions about priorities and support services - Co-locate partners on site and in the Family Resource Center - Develop infrastructure for a School Based Health Center

By June 30, 2025, align the governance groups of parents, students, teachers, principals and community partners to a set of functions and develop a shared vision, identify collective goals, distribute responsibilities and leverage the expertise of all educational partners	- Conduct regular meetings for the central cabinet of parents, students, teachers, principals and community partners. - Include the governance groups in assets and needs assessment design and completion. - Meet on a monthly basis with an interdisciplinary team across school and community providers to ensure consistent collaboration and alignment in services. - Establish a shared-decision making process with the guidance of the central cabinet - Establish Memorandum of Understanding (MOU) with community based organizations

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Bear Mountain Elementary partners with the Arvin Family Resource Center, which has been a leading hub for partnership and collaboration for our school and the Arvin community for 24 years. It has cultivated a prominent presence and established sound relationships with both families and the community. The FRC maintains a vision of providing responsive services and support to schools and the community including partnering with community based organizations to cultivate a collaborative network to better service our schools and the community of Arvin. Our school site and the community of Arvin have access to the programs and services provided at the FRC at no cost. Community based organizations co locate services at the FRC weekly or monthly to serve the whole child, whole family and community. Moreover, the FRC co-convenes the South Valley Neighborhood Partnership collaborative, which is composed of over 50 educational, governmental, and community based organizations all of which provide services and support to the Arvin Community. The collaborative meets ten months out of the year to maintain a strong network of partnerships and service provision to the community in addition to providing input for continuous improvement. Every March, the collaborative provides input on our LCAP measures and educational programming. In November the collaborative provides input on school based health services that help guide our Medi-cal billing programs and in December the collaborative conducts an annual community resource inventory.

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
By June 30, 2025, provide professional development on evidence backed first instruction strategies that include mastery of 21st century skills and competencies.	- Identify skills and competencies to integrate into training - Calendar and budget for professional learning opportunities - Equity TOSA to provide coaching and guidance with support from district TOSAs
By August 30, 2025, all staff will receive relationship-centered professional development on Implicit Bias.	- Identify a training program - Develop a trainer of trainer model - Schedule and budget training for staff
By August 30, 2025, staff, families and the community will receive professional learning on equity and restorative practices that are culturally relevant and affirming.	- Identify a training program - Develop a trainer of trainer model - Schedule training for staffStaff will support family advocates in developing parent educational classes on restorative and trauma informed parenting strategies
By December 31, 2024, recruit 12 teachers to get trained on the Parent Teacher Home Visits model.	- Recruit teachers - Schedule training - Implement a Parent Teacher Home Visit strategy to build trusting and respectful family-teacher relationships.

By September 30, 2025, provide training to administrators, teachers, behavioral specialists and classified staff on whole child supports, foundational instructional skills, and Community Schools implementation strategies.	- Professional development for Tier 1 Positive Behavior Intervention and Supports (PBIS) - Provided coaching and technical support to school site on implementation of Tier 2 and Tier 3 wrap support and whole child services - Provide comprehensive Social, Emotional and Behavioral (SEB) professional development to School Social Workers and School Psychologists. - MTSS training and coaching for Tier 1 behavioral response and support - Deepen current professional development and leadership practices on SEL and developing a rubric to measure systematic implementation. - Professional training to support formative data use during instruction, district walk-throughs for Math and ELD

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
By May 30, 2027 teachers will partner with Community Schools staff and provide 25 home visits using the Parent Teacher Home Visit (PTHV) model.	- Provide training to teachers on PTHV model - Identify a cross section of students - Get parent consent - Explore hopes and dreams of families - Provide support

By May 30, 2027, Equity TOSA will provide community based instruction through the FRC reinforcing learning knowledge and teaching practices to families.	- Identify materials and align to priority standards of focus - Create a calendar of instructional workshops - Recruit families and community members - Provide instructional lessons
By June 30 2025, Community School staff will provide parenting education on RULER curriculum to families and the community.	- train staff on SEL curriculum - create a calendar of instructional days - recruit families and community members - provide instructional lessons

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By June 30, 2029, develop a systematic cycle of inquiry to analyze quantitative and qualitative monthly, mid year and annual data to guide development and refinement of our Community School Framework	- Identify assessment(s) - Explore West Ed's Needs and Assets Assessment - Get input from coalition groups - Develop timelines for analyzing data	Compiled reports that include data on the Community Schools Values and Four Pillars as they align to identified standards and outcomes.

By May 30, 2029, implement school wide MTSS tiered intervention and support for academics, behavior and social and emotional learning as measured by fidelity rubrics and/or state and local student outcomes.	- Conduct annual fidelity measurement - Create a systematic support and intervention process - Collect data - Progress monitor interventions and supports - Accelerate student learning through targeted intervention, and purposeful enrichment. - Implement Math alignment - Site Walkthroughs feedback using Thoughtful Classroom Rubric	RULER Fidelity Rubric PBIS Tiered Fidelity Inventory KIDS School Connectedness Survey CHKS CA PBIS Tiered Fidelity Inventory PBIS Rewards data AERIES data KIDS Suspension rate MTSS data California Dashboard-Chronic Absenteeism CAASPP-Math and ELA California Healthy Kids Survey-School connectedness and Perceived school safety

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.