Attachment III

Community School Implementation Plans

Santa Maria-Bonita School District

California Community Schools Partnership Program (CCSPP)

Updated Implementation Plans — 2025–2026 School Year

21 School Sites | Cohort 4 Grant Recipient

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Adam (William Laird) Elementary

Principal: Tamara Brown

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Adam (William Laird) Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 98.1% Hispanic, 0.6% Native American
- 97.8% eligible for free or reduced lunch
- 72.1% English learners
- 9.8% students with IEPs
- 0.5% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor to support students experiencing challenging personal and academic situations
- Designated SEL program built into the school day
- Full-time school-based wellness coaches to support behavioral interventions
- Parent and community partner forums (ELAC & SSC) to support collaborative decision-making
- Literacy training through Language Essentials for Teachers of Reading and Spelling (LETRS) for all classroom teachers
- Implementation of Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist now coordinating site-level implementation across all stakeholder groups

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Social-emotional learning continues to be a challenge; 27% of students believe someone from school will bully them online and 54% worry about violence at school
- 78% of 4th–6th grade students indicate they would like more after school activities (sports, performing arts, interest-based clubs)
- Suspension rate for 2023–24 was 4.8%, an increase of 2.2% from the prior year; suspension indicator moved from Orange to Red on the CA Dashboard
- EL students making progress at 48.4% (decline of 2.3% from prior year); certificated staff perceptions of professional learning quality declined from 66% to 46% favorable

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional well-being and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on core community school practices and how new roles/partnerships expand whole-child supports
- 100% of students will have access to high-quality Tier I emotional well-being support on a weekly basis, beginning with weekly emotional check-ins and expanding to SEL skill-building
- 100% of students will have access to high-quality Tier II and Tier III interventions based on determined needs, with families as collaborative partners in the MTSS process
- Students will improve SEL capacity as measured by an annual screener; by 6th grade, 80%+ will show improvement in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills
- A site steering committee will be established by July 31, 2026, including parents, classified staff, certificated staff, administrators, students, and community members
- By end of 2026–27, 30% of Adam families will have made use of the mobile support unit

2025–2026 Goal Analysis and Continuous Improvement Reflection

During 2025–2026, Adam Elementary engaged in an ongoing cycle of reflection, data review, and partner feedback. Key metrics reviewed included family engagement scores from the Panorama Parent Survey (improving from 5% to 10% favorable), student sense of belonging (improving from 68% to 70%), and Panorama Student Survey school climate scores (improving from 56% to 59% for grades 3–6). Actions such as parent engagement nights, teacher tutoring, expanded learning clubs, and school climate incentives contributed to improved math

proficiency (from 18.8% to 26.9% projected) and movement of the chronic absenteeism indicator from Yellow to Green on the CA Dashboard. For 2026–27, the school will expand ILT and Culture and Climate Team collaboration, strengthen multilingual family engagement, and deepen restorative practices to address suspension rates that worsened from Orange to Red.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build strong two-way communication with families in their preferred languages • Create inclusive partnerships that actively engage families in student learning • Foster collaborative relationships between schools and families that respect cultural diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Create learning environments that remove barriers for diverse student groups • Develop support systems for underserved and vulnerable student populations • Implement targeted interventions for students with specialized needs
LCAP Goal 4: We will nurture the whole child.	• Foster student self-discovery through joyful learning experiences • Create welcoming environments where students feel excited to learn • Support students' academic, social, emotional, and physical well-being

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.

- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Alvin Elementary

Principal: Trinity Hamilton

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Alvin Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.5% Hispanic, 0.5% Native American
- 98.4% eligible for free or reduced lunch
- 63.9% English learners
- 10% students with IEPs
- 0.5% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time wellness coach, school counselor, and school-based therapist to support students' mental and behavioral health needs

- Designated SEL time and resources built into the school day
- Parent and community partner forums (ELAC & SSC) to support collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated student supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Significant need for expanded restorative practices; 59% of students report that the behavior of others hurts their learning and 31% say they are likely to be bullied online
- Chronic absenteeism remains elevated; continued outreach needed to reconnect families and students with school community
- English Learner reclassification rates require focused attention to improve access to academic content and language development pathways
- Expanded extracurricular and after-school opportunities are needed to increase student engagement and connectedness

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on core community school practices and how CSS roles expand whole-child supports
- 100% of students will have access to Tier I SEL supports on a weekly basis, with MTSS expanded to include emotional wellbeing inputs
- Restorative practices implemented school-wide with trained staff; suspension rates reduced by a measurable percentage year-over-year
- By end of 2026–27, 80%+ of students will report feeling a sense of belonging as measured by Panorama Student Survey
- A site steering committee will be established and meeting quarterly by July 31, 2026
- Family engagement score on Panorama Parent Survey will increase by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Alvin Elementary made meaningful progress in strengthening family engagement and collaborative leadership structures with the support of the Community Schools Specialist. The CSS engaged in direct outreach with families and staff to build shared understanding of the community schools vision. Data from Panorama surveys guided reflection on student belonging and school climate. The school identified areas for continued growth, including restorative practices implementation and chronic absenteeism. For 2026–27, strategies include strengthening restorative practice training for all staff, deepening community partnerships for mental health services, and expanding family engagement programming.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Create and sustain multilingual two-way communication with families • Build partnerships that actively engage families in student learning • Foster collaborative relationships that respect cultural and linguistic diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Develop support systems for underserved and vulnerable student populations • Implement targeted interventions for ELs and students with IEPs • Remove barriers to access for diverse student groups
LCAP Goal 4: We will nurture the whole child.	• Foster SEL skill development integrated into the daily school experience • Create welcoming environments where students feel safe and connected • Support students' academic, social, emotional, and physical well-being

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Arellanes (Don Juan Bautista) Elementary

Principal: Stephanie Zambo

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Arellanes (Don Juan Bautista) Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.7% Hispanic, 0.3% Native American
- 95.3% eligible for free or reduced lunch
- 49.7% English learners
- 13.4% students with IEPs

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor to support students experiencing challenging personal and academic situations

- Designated SEL time and trauma-informed practices integrated into the school day
- Parent and community partner workshops to support collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist providing dedicated coordination of community school implementation

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- SEL and school climate continue to be areas of need; student sense of belonging is at 74% and the school seeks to increase this across all grade levels
- English Learner reclassification rates require focused support; targeted language development programming is a priority
- Students with IEPs (12.7%) require expanded individualized supports; COST referrals reflect elevated needs
- Family engagement programming needs to expand to increase parent participation in school decision-making structures

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on community school practices; CSS coordinates professional development and community engagement
- Student sense of belonging increases to 80%+ as measured by Panorama Student Survey by end of 2026–27
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing inputs
- EL reclassification rates increase by a measurable percentage; ELPAC progress data reviewed quarterly
- A site steering committee established by July 31, 2026, meeting quarterly with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

During 2025–2026, Arellanes Elementary made meaningful progress in building a shared community schools vision with support of the CSS and engaged in systematic data review to guide priorities. Panorama data, NWEA MAP, and CAASPP results were used to inform decisions alongside family and staff input. The school documented growth in family engagement scores and student sense of belonging. For 2026–27, priorities include deepening EL supports, sustaining the gains in school climate, and strengthening the COST/MTSS process with emotional wellbeing data inputs.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build strong two-way communication with families in their preferred languages • Create inclusive partnerships that actively engage families in student learning • Foster collaborative relationships between schools and families that respect cultural diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Develop support systems for ELs and students with IEPs • Implement targeted COST/MTSS interventions for students with specialized needs • Create learning environments that remove barriers for diverse student groups
LCAP Goal 4: We will nurture the whole child.	• Foster student SEL development through integrated daily practices • Create welcoming environments where students feel safe and connected • Support students' academic, social, emotional, and physical well-being

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Arellanes Junior High School

Principal: Genevieve Beaird

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Arellanes Junior High School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 94.5% Hispanic, 1.9% Filipino, 0.6% African-American,
- 95.2% eligible for free or reduced lunch
- 32% English learners
- 11.1% students with IEPs
- 0.4% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- School-wide agreements on priorities, policies, and instructional strategies reviewed annually by a leadership team
- Three full-time counselors supporting students experiencing challenging personal and academic situations

- Strong PBIS and restorative justice framework beginning to yield reductions in referral rates
- Foundational MTSS systems connecting student needs to multi-skilled team supports and tiered interventions
- Parent and community partner forums (ELAC, SSC, PTSA) supporting collaborative decision-making
- Community Schools Specialist coordinating integrated student support services and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Suspension rates reached 14% in 2022–23 and 15.1% in 2023–24; English Learners face particularly elevated suspension rates compared to state averages
- Chronic absenteeism is a persistent challenge; students returning post-pandemic show increased disconnection from school
- Social-emotional needs have intensified; students require expanded mental health supports and restorative skill-building
- Academic proficiency gaps persist especially for English Learners; ELA and Math scores require targeted intervention

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Suspension rate reduced by at least 3 percentage points by end of 2026–27; restorative alternatives implemented school-wide
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- Chronic absenteeism rate reduced to below state average with targeted outreach and engagement strategies
- EL academic proficiency and ELPAC progress rates improve by a measurable percentage year-over-year
- A site steering committee established by October 31, 2026, with student, family, staff, and community representation

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Arellanes Junior High made progress in reducing suspension rates from 15.1% to lower levels through expanded restorative practices and a strengthened COST/MTSS team. The CSS provided coordination support that deepened relationships with families and community partners. School climate data from CHKS surveys guided targeted actions. Priorities for 2026–27 include sustaining the downward suspension trend, expanding mental health access through FSA partnership, and deepening English Learner supports.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Sustain multilingual family communication and engagement programming • Deepen partnerships that connect families with resources and school governance • Build collaborative relationships that honor cultural and linguistic diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand restorative practices as an alternative to exclusionary discipline • Develop targeted academic and behavioral supports for ELs and students with IEPs • Implement COST/MTSS with emotional wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Integrate SEL into daily instruction and advisory structures • Expand mental health and wellness services through community partnerships • Create welcoming environments where students feel safe and connected

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14.

Battles Elementary

Principal: Kathy Serrano

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Battles Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.3% Hispanic, 0.5% Asian,.1% Native American
- 97.7% eligible for free or reduced lunch
- 66.6% English learners
- 9.6% students with IEPs

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor to support students experiencing challenging personal and academic situations

- Culture and Climate Team meeting monthly to foster relationships and school community
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating school-wide community school implementation

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- 75% of students feel a connection to a teacher; approximately 175 students do not feel connected; only 65% of staff feel a sense of belonging
- Parent survey data indicates increased demand for visual and performing arts opportunities and expanded learning programs
- Student SEL and mental health needs have intensified post-pandemic; students need more robust social-emotional skill development
- English Learner academic proficiency and reclassification rates require focused intervention and monitoring

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on community school practices; CSS coordinates professional development and community engagement
- Student sense of belonging increases to 85%+ by end of 2026–27 as measured by Panorama Student Survey
- 100% of students have access to weekly Tier I SEL supports; Tier II/III interventions expanded through MTSS
- After school expanded learning clubs and sports accessible to 30%+ of student population by end of 2026–27
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Battles Elementary worked to build shared understanding of the community schools vision through the CSS. The CSS engaged certificated and classified staff, families, and community members to deepen collaborative leadership and ensure the vision was communicated consistently. School climate data and Panorama surveys were used to identify areas of growth. Priorities for 2026–27 include expanding after school programming, strengthening SEL implementation, and building restorative practices capacity.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Create inclusive programming that engages families in student learning and school governance • Build multilingual communication systems to reach all families • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand support systems for ELs, students with IEPs, and underserved populations • Provide access to supplemental and expanded learning opportunities • Implement targeted interventions for students with specialized academic and behavioral needs
LCAP Goal 4: We will nurture the whole child.	• Integrate SEL and mental health supports into the daily school experience • Expand extracurricular opportunities tied to student interests • Create a safe, welcoming environment where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Bill Libbon Elementary School

Principal: Colleen Lathery

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

CDS Code: 42691200139824 | Cohort 4 | Region: Central Coast

Goals and Priorities

Bill Libbon Elementary School is deepening its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. As a site operating at the awareness stage of CCSPP implementation, Libbon has focused on establishing collaborative governance structures, building shared understanding of the community schools vision, and deepening strategic community partnerships. We will continue to advance and develop our comprehensive community school model throughout the remainder of the grant period.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 88.9% Hispanic, 1.2% African-American, 0.4% Native American
- 87.8% eligible for free or reduced lunch
- 50.2% English learners
- 16.5% students with IEPs
- 0.8% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP projected proficiency data, and in-depth needs and assets assessment workshops. Additionally, we reviewed and analyzed the State Dashboard to identify patterns, similarities, and discrepancies across the data sets.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor supporting students experiencing challenging personal and academic situations; counselors worked with 215 students in the first 90 days of the school year and facilitated 12 student support groups
- Full-time school-based Wellness Coach supporting behavioral interventions; Wellness Coach maintained a load of 40 students, and the School-Based Therapist managed 17 referrals within maximum caseload
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day, including SEL supplies and calm corners
- Shared Decision-Making bodies actively functioning — including the School Site Council (SSC), Leadership Team, Parent-Teacher Committee, English Learner Advisory Committee (ELAC), and the Community Schools Steering Committee — with diverse representation from parents, certificated and classified staff, and community members
- Community Schools Specialist (CSS) coordinating site implementation, deepening community partnerships, and supporting outreach and engagement in multiple languages
- Suspension rate improved from Orange to Blue on the CA Dashboard overall in 2024, reflecting the positive impact of restorative practices and integrated student supports
- English Learner Progress Indicator improved from Orange to Green on the CA Dashboard, indicating meaningful gains in EL language development

Summary of Needs Assessment

Despite our assets and meaningful progress, we continue to have significant needs that we are working to address holistically:

- Significant increase in students who have experienced trauma and ACEs since 2019. Only 52% of students feel safe at school, and 32% report that someone from school will likely bully them online. Counseling and wellness services are at or near capacity, underscoring the need for expanded mental health supports.
- Chronic absenteeism rates remain elevated: 19.8% overall for 2023–24, with White students chronically absent at 30%, students with disabilities at 22.9%, socioeconomically disadvantaged students at 19.3%, homeless students at 16.7%, and English Learners at 13.6% — all unfavorable compared to the district average of 12.5%. Current school year attendance stands at 93.92%.
- Family engagement participation rates remain an area of focused growth: the Panorama Parent Survey shows only 23% favorable family engagement scores, and parent survey data identifies a need for greater accessibility to school resources and community liaisons beyond the school day.
- NWEA MAP projected proficiency in both ELA and Math remains below 25%, signaling the need for deeper individualized academic supports, expanded supplemental programming, and refined PLC-driven instructional practices.
- With 840 students, expanded extracurricular and learning opportunities are needed. Currently 5 after-school programs and several sports offerings exist, but demand significantly exceeds availability.

- 16.5% of students with IEPs — among the highest rates in the district — require robust individualized supports, inclusive programming, and community-based engagement opportunities tailored to their strengths and needs.

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would characterize our commitments as evolving, with intentional growth in each area as our community school implementation deepens:

- **Assets-Driven and Strength-Based Practice:** Recognizing both the strengths and needs of our community, we see how students and families show remarkable resilience in facing challenges. Our aim is to weave these strengths into our school's fabric, promoting a cooperative learning environment where families actively participate. The diverse array of experiences and talents our students bring enriches the entire educational process.
- **Racially Just and Restorative School Climate:** For several years, we have been building a school environment that supports students through positive behavioral interventions and restorative practices. These strategies help students navigate challenges related to conflict, discipline, and community-building by focusing on personal growth, accountability, and the restoration of trust — reflected in our suspension indicator moving from Orange to Blue on the CA Dashboard.
- **Culturally Proficient and Relevant Instruction:** Our commitment to diversity is evident in our hiring practices, with nearly one-third of our teachers identifying as people of color. All staff participate in regular professional development focused on culturally responsive teaching, particularly for English Learners. We continually explore strategies to ensure students see themselves represented in our curriculum, workforce, and opportunities for growth.
- **Shared Decision Making and Participatory Practices:** Our school is dedicated to expanding shared decision-making through the SSC, Leadership Team, ELAC, Parent-Teacher Committee, and the newly established Community Schools Steering Committee. These governance structures ensure representatives from all educational partners collaborate to assess data and identify key priorities.
- **Support for Students with IEPs:** We provide community-based engagement opportunities tailored to students with Individualized Education Plans, helping them develop social, vocational, and life skills in an inclusive environment.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities over the grant period:

- A Community Schools Specialist to coordinate the implementation of our site plans, deepen community partnerships, and support multilingual family engagement
- Additional full-time counselors and community liaisons to support the significant emotional and social needs of our student community
- Ongoing professional development and training — including West Ed collaborations, student-centered coaching cycles, and PLC support — to ensure all staff are aligned and committed to community school practices

- Expanded extracurricular activities — including STEAM programming, expanded learning clubs, and sports opportunities — that reflect students' interests and create connections between expanded learning and classroom instruction
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs, with bilingual staff stipends and EL professional learning
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and build critical SEL skills over time
- Specialized programs for students with IEPs, including community outings, adaptive fitness classes, and workshops to build independence and confidence
- Expanded and accessible parent engagement programming — including Math Learning Nights, SEL Learning Nights, Reading Nights, reclassification celebrations, and LCAP input sessions — to increase family participation and connectedness
- School safety resources and campus infrastructure improvements to increase students' and families' sense of safety and belonging

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles and partnerships expand whole-child supports
- 100% of students will have access to high-quality Tier I emotional wellbeing support on a weekly basis, beginning with weekly emotional check-ins and expanding into SEL skill-building
- 100% of students will have access to high-quality Tier II and Tier III interventions based on their determined needs; the MTSS system will be expanded to include emotional wellbeing inputs, with families as collaborative partners in the process
- Students will improve their social-emotional learning capacity as measured by pre/post on an annual SEL screener; by 6th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills
- A site Community Schools Steering Committee is established and functioning with diverse representation from parents, classified staff, certificated staff, administrators, students, and community members
- By end of 2026–27, Libbon families will increase their sense of connectedness and engagement to the school site, as measured by a 10% increase in Family Engagement score on the Panorama Parent Survey
- By end of 2026–27, NWEA MAP projected proficiency in ELA and Math will reach 25% or more, with 50%+ students meeting or exceeding standards on CAASPP by 2027
- Chronic absenteeism rate will decrease year-over-year through targeted outreach, engagement, and attendance incentive strategies

2025–2026 Goal Analysis and Continuous Improvement Reflection

During the implementation of the school's CCSPP goals and actions, Libbon engaged in an ongoing cycle of reflection, data review, and partner feedback to monitor progress and strengthen implementation. Throughout the year, school staff and leadership reviewed key

metrics including student attendance rates (93.92%), chronic absenteeism dashboard indicators, NWEA MAP projected proficiency in ELA and Math, Panorama survey data on school climate and sense of belonging, and family engagement scores. Educational partners — including students, families, staff, and community partners — were engaged through School Site Council meetings, the English Language Advisory Council, Panorama surveys, West Ed collaborative sessions, and the Instructional Leadership Team and Culture and Climate Team.

The school gained important insights into the effectiveness of specific strategies. Actions such as parent engagement events, reclassification celebrations, expanded learning clubs, and SEL supports demonstrated positive impact: the CA Dashboard suspension rate improved from Orange to Blue overall, the English Learner Progress Indicator improved from Orange to Green, and school climate scores among 3rd–6th grade students improved from 54% to 59% favorable on the Panorama Student Survey. Student sense of belonging also improved modestly from 68% to 69% favorable. These results highlight the value of integrated student supports, collaborative leadership, and authentic family and community engagement.

The reflection process also identified areas for continued growth. Family engagement participation rates — currently at 23% favorable on the Panorama survey — and NWEA MAP projected proficiency, which remains below 25% in both ELA and Math, are priorities for the coming year. To address these areas, Libbon has developed strategies that include expanded multilingual parent education programs, increased professional learning through coaching and PLC cycles, STEAM programming, and refined supports for English Learners. The CSS will continue deepening partnerships with FSA and Fighting Back Santa Maria Valley, while pursuing new community voices to broaden the school's partnership network. These efforts will guide continued improvement as Libbon advances from awareness toward deeper community school engagement.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Establish clear communication systems that honor family languages, including ParentSquare outreach, phone contacts, and multilingual in-person meetings • Foster active partnerships between schools and families through parent engagement events (Math Learning Nights, SEL Nights, LCAP input sessions) with childcare and light refreshments • Create inclusive opportunities for meaningful family engagement through SSC, ELAC, and the Community Schools Steering Committee
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Provide access to supplemental programs and materials (IXL, BrainPop, KUTA, AVID, STEAM) to support diverse learners • Expand learning clubs, sports, and extracurricular opportunities — including STEAM week, coding, robotics, and arts — for all 840 students

	• Develop specialized programs for students with IEPs, including community-based engagement and adaptive programming to build independence and confidence
LCAP Goal 4: We will nurture the whole child.	• Provide student access to teacher tutoring, field trips, assemblies, and college and career readiness experiences • Support students' academic, emotional, and physical growth through SEL programming, calm corners, wellness center supports, and attendance and behavior incentive programs • Nurture each student's passion and sense of purpose through expanded extracurricular and enrichment opportunities

Capacity-Building Strategies: 2025–2026 Progress

Libbon has made meaningful progress across the five Capacity-Building Strategies this year, with particular growth in Shared Commitment, Understanding, and Priorities (CBS Strategy 1) and Strategic Community Partnerships (CBS Strategy 5).

- **Shared Commitment, Understanding, and Priorities (CBS Strategy 1):** Decision-making bodies — including the SSC, Leadership Team, Parent-Teacher Committee, ELAC, and the Community Schools Steering Committee — have become more intentional spaces for co-developing priorities aligned to site data. Participants include parents, certificated and classified staff, community members, and our CSS. Decisions are communicated through multiple channels including ParentSquare, phone outreach, and in-person meetings, ensuring shared ownership of the community school vision.
- **Strategic Community Partnerships (CBS Strategy 5):** The CSS has been instrumental in growing relationships with established partners FSA and Fighting Back Santa Maria Valley (FBSMV), which provide critical supports aligned to student and family needs. The CSS and site administration engaged in targeted outreach — including direct phone calls and individual meetings — to bring new community voices into partnership with the school. Partners participate meaningfully in committee meetings and co-inform programs and services, ensuring their input shapes school priorities.

Key Staff and Shared Governance

We are committed to engaging all education partners — students, families, educators, and community members — to shape our school's practices. By incorporating these diverse perspectives, we ensure our program aligns with our community's unique needs and priorities.

The following roles are designated as leaders of the community school approach:

- Community Schools Specialist — coordinates site implementation, partnership outreach, and family engagement
- Leadership Team — site administrative team (principal, assistant principals), instructional coaches, counselors
- Instructional Leadership Team (ILT) and Culture and Climate Team — meet regularly to review data, plan collaborative supports, and drive school climate improvement

Implementation Structures:

- Weekly implementation meetings of key roles and the leadership team
- Monthly updates to the LEA Steering Committee
- West Ed collaborative sessions and student-centered coaching cycles supporting professional learning

Community Engagement, Reporting, and Feedback:

- Quarterly review, feedback, and engagement with students and families through SSC, Culture and Climate Team, ELAC, Parent-Teacher Committee, Student Leadership Team, labor partners, and site staff

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education and prevention, and improving family engagement. Libbon's CSS has deepened this partnership through targeted outreach and committee co-participation.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families. FSA provides essential wraparound mental health access for students and families in need.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students. The Wellness Coach currently maintains a caseload of 40 students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults in Santa Maria.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing root causes of violence in Santa Maria, focusing on students aged 10–14. Provides wraparound services including trauma-informed therapy, mentoring, culturally competent youth development, and intensive case management.

Bonita Elementary

Principal: Karen Sperling

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Bonita Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 98.9% Hispanic, 0.4% Native American
- 98.5% eligible for free or reduced lunch
- 88.9% English learners
- 10.8% students with IEPs

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Consistent restorative practices used throughout the school to promote sense of belonging and reduce referral rates
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor supporting students experiencing personal and academic challenges

- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Community Schools Specialist coordinating community school implementation and family outreach

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- 62% of students report the behavior of others hurts their learning; 30% say they are likely to be bullied online
- 82.4% English learner population requires robust language development, ELPAC monitoring, and reclassification pathways
- Expanded extracurricular opportunities needed; student survey indicates demand for sports, performing arts, and interest-based clubs
- Chronic absenteeism monitoring needed to identify and re-engage disconnected students and families

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on restorative and community school practices; CSS coordinates ongoing professional development
- EL reclassification rates increase by a measurable percentage; ELPAC progress monitored quarterly
- 100% of students have access to Tier I SEL supports weekly; MTSS expanded to include emotional wellbeing inputs
- Behavior referrals reduced by 20% year-over-year through expanded restorative practices
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Bonita Elementary strengthened its restorative practices framework and expanded family engagement through the work of the CSS. The CSS built relationships across the school community and coordinated engagement with families in their home languages. Panorama survey data showed improvements in school climate scores and family engagement. Priorities for 2026–27 include deepening EL language development supports, sustaining gains in restorative culture, and expanding after school programming.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Create multilingual two-way communication systems with families • Build partnerships that engage families in student learning and governance • Foster relationships that honor cultural wealth and linguistic diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand restorative practices as the primary response to behavioral needs • Develop targeted EL supports and reclassification pathways • Implement MTSS with emotional wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Foster SEL skill development through integrated daily practices • Expand extracurricular opportunities to reflect student interests • Create welcoming environments where students feel safe and connected

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Bruce Elementary

Principal: Victory Velazquez

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Bruce Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.7% Hispanic, 0.4% Native American
- 96.7% eligible for free or reduced lunch
- 68.1% English learners
- 13% students with IEPs
- 33.9% experiencing homelessness
- 0.5% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS/COST systems where student needs are identified and multi-skilled teams collaborate to support with tiered interventions

- Full-time counselor and wellness support staff addressing student mental and behavioral health
- Designated SEL time and trauma-informed practices built into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Strong community partnerships addressing basic needs and housing instability

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Significant increase in trauma/ACEs since 2019; self-harm safety plans in place for students; students and families face housing instability
- A sizeable portion of students experiencing homelessness creates elevated academic, social-emotional, and attendance challenges
- Social-emotional health, peer conflict mediation, and conflict resolution skills require expanded programming
- Students with IEPs (14.7%) and ELs (68.1%) require individualized academic and linguistic supports

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of students experiencing homelessness receive coordinated McKinney-Vento supports and wraparound services
- 100% of teachers trained on trauma-informed and community school practices; CSS coordinates implementation
- 100% of students have access to Tier I SEL supports; Tier II/III mental health interventions expanded through community partnerships
- Chronic absenteeism rate reduced to below 10% through targeted outreach and engagement
- A site steering committee established by July 31, 2026, including family and community representatives

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Bruce Elementary made significant progress in expanding wraparound services through the CSS and community partnership work. The CSS coordinated access to McKinney-Vento resources, mental health services through FSA, and basic needs support for homeless and highly mobile students. Data reflection showed improvements in attendance and family engagement. Priorities for 2026–27 include sustaining wraparound service coordination, deepening trauma-informed practices, and expanding EL academic supports.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Create multilingual outreach and communication to reach highly mobile families • Build partnerships that connect families with basic needs, housing, and community resources • Foster collaborative relationships that center the strengths of our community
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand McKinney-Vento supports for students experiencing homelessness • Develop individualized supports for ELs and students with IEPs • Strengthen COST/MTSS with trauma and wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Expand mental health and wraparound services through FSA and community partnerships • Integrate trauma-informed SEL into the daily school experience • Create safe, stable environments where all students feel valued and connected

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

El Camino Junior High School

Principal: Alexander Jauregui

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

El Camino Junior High School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 98.8% Hispanic, 0.1% Native American
- 98.2% eligible for free or reduced lunch
- 41.4% English learners
- 8.6% students with IEPs
- 0.5% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Three full-time counselors supporting students experiencing challenging personal and academic situations

- Strong advisory and PBIS structures supporting positive school climate
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated student supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Chronic absenteeism and increased behavior referrals have persisted post-pandemic; suspension rates remain a concern
- English Learners require targeted academic and language development supports; reclassification pathways need strengthening
- Social-emotional needs have intensified; students need expanded mental health access and restorative skill-building
- Family engagement programming needs to grow to increase participation in school governance and student support

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing and/or partnerships to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Expand and enhance restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Suspension rate reduced by at least 5 percentage points by end of 2026–27 through expanded restorative practices
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- EL academic proficiency and ELPAC progress rates improve year-over-year with targeted intervention
- Chronic absenteeism rate reduced through targeted family outreach and re-engagement strategies
- A site steering committee established by August 31, 2026, with diverse stakeholder representation

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, El Camino Junior High made progress in strengthening collaborative leadership structures and expanding family engagement through the CSS. The CSS coordinated outreach with families, deepened community partnership relationships, and supported schoolwide implementation of restorative practices. Panorama data and NWEA MAP guided continuous improvement. Priorities for 2026–27 include sustaining the downward trend in behavior referrals, expanding EL academic supports, and deepening mental health service access.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Sustain multilingual family engagement and communication programming • Build partnerships that connect families with resources and school governance • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand restorative practices as an alternative to exclusionary discipline • Develop targeted academic and behavioral supports for ELs and students with IEPs • Implement COST/MTSS with emotional wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Integrate SEL into daily advisory and instructional structures • Expand mental health and wellness services through community partnerships • Create welcoming environments where students feel safe, connected, and engaged

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Fairlawn Elementary

Principal: Dorotea Dubois

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Fairlawn Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 98.5% Hispanic, 0.4% Native American
- 97.9% eligible for free or reduced lunch
- 67.5% English learners
- 9.6% students with IEPs
- 0.6% foster youth
- Significant Mixtec-speaking population among English learner families

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Designated SEL time and trauma-informed practices built into the school day
- Indigenous language outreach to Mixtec-speaking families supporting culturally responsive engagement
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Community Schools Specialist coordinating culturally responsive community engagement and integrated supports

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Behavior referrals have increased significantly (currently at 495 for the 2025-26 year) with conflict-related issues persisting and requiring sustained restorative practices
- 75% English learner population requires robust language development supports and reclassification pathways, including support for Mixtec-speaking families
- Expanded mental health and SEL programming needed to sustain positive behavioral trends
- Family engagement with indigenous-language speaking families requires intentional outreach and interpretation support

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Behavior referrals maintained below 20 annually through sustained restorative practices and SEL programming
- 100% of teachers trained on culturally responsive and community school practices; CSS coordinates implementation
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- Family engagement events conducted with Mixtec interpretation available for all major school communications
- A site steering committee established by July 31, 2026, including indigenous-language speaking family representatives
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Fairlawn Elementary made significant progress in reducing behavior referrals and strengthening culturally responsive engagement with Mixtec-speaking families through the CSS. The CSS led targeted outreach using interpretation support and culturally affirming approaches to increase family participation. Panorama data showed improvements in school climate scores. Priorities for 2026–27 include sustaining behavioral improvements, deepening EL and indigenous language supports, and expanding mental health access.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Provide multilingual and multi-modal outreach including Mixtec interpretation • Build partnerships that engage families in student learning and school governance • Honor indigenous community strengths and integrate them into the school community
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand EL supports and reclassification pathways for Mixtec-speaking students • Develop individualized supports for students with IEPs • Sustain and strengthen MTSS with behavioral and wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Sustain gains in SEL and restorative practices school-wide • Expand mental health access through community partnerships • Create welcoming, culturally affirming environments where all students feel valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Isaac Fesler Junior High School

Principal: Heather Paige

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Isaac Fesler Junior High School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.9% Hispanic, 0.2% Native American
- 96.7% eligible for free or reduced lunch
- 38.6% English learners
- 9.6.2% students with IEPs
- 0.5% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Three full-time counselors supporting students experiencing challenging personal and academic situations
- Strong PBIS and restorative justice framework beginning to show reductions in suspension rates
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated student supports and community engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Suspension rates reached 15% in 2022–23 and 12% in 2023–24; rates remain significantly above state averages
- EL suspension rates are particularly elevated; targeted restorative and culturally responsive approaches are needed
- Chronic absenteeism and student disengagement persist post-pandemic; re-connection and attendance strategies needed
- Academic proficiency gaps for ELs and students with IEPs require targeted intervention monitoring

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Suspension rate reduced by at least 4 percentage points by end of 2026–27; restorative alternatives implemented school-wide
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- EL suspension rate approaches state average through targeted culturally responsive supports
- Chronic absenteeism rate reduced through targeted outreach and re-engagement strategies
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Fesler Junior High made meaningful progress in reducing suspension rates through expanded restorative practices and strengthened COST/MTSS team coordination. The CSS deepened relationships with families and supported school climate improvement efforts. Panorama and CHKS data guided reflection and decision-making. Priorities for 2026–27 include sustaining the downward suspension trend, expanding mental health access, and strengthening academic supports for ELs.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Sustain multilingual family engagement and communication programming • Build partnerships that connect families with resources and school governance • Foster culturally responsive relationships with all school community members
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand restorative practices as the primary response to student behavioral needs • Develop targeted academic supports for ELs and students with IEPs • Implement COST/MTSS with emotional wellbeing and attendance data inputs
LCAP Goal 4: We will nurture the whole child.	• Expand mental health and wellness services through FSA and community partnerships • Integrate SEL into daily advisory and instructional structures • Create safe, welcoming environments where students feel connected and engaged

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Jimenez (Roberto and Dr. Francisco) Elementary

Principal: Jeanet Herrera

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Jimenez (Roberto and Dr. Francisco) Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 92.2% Hispanic, 0.3% Native American, 1.7% Filipino
- 81.6% eligible for free or reduced lunch
- 43.4% English learners
- 10.2% students with IEPs
- 0.7% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS/COST systems where student needs are identified and multi-skilled teams collaborate to provide tiered interventions

- Full-time counselors supporting students experiencing challenging personal and academic situations
- Wellness Coaches program providing behavioral and emotional support
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Community Schools Specialist coordinating integrated supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- COST referrals at 11.5% of all students in 2025–26; Wellness Coach referrals at 1 per every 51.5 students, indicating elevated social-emotional need
- Students with trauma and ACEs require expanded mental health access; community partnerships need to grow to meet demand
- EL academic proficiency and reclassification rates require focused monitoring and targeted intervention
- Family engagement programming needs to grow; parent participation in governance and school community structures is an area for development

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- COST referral rate maintained or reduced through early identification and Tier II/III intervention access
- 100% of teachers trained on community school and trauma-informed practices; CSS coordinates professional development
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation

2026–2027 Goal Analysis and Continuous Improvement Reflection

In 2026–2027, Jimenez Elementary strengthened its COST/MTSS systems and expanded mental health access through community partnership work. The CSS coordinated family outreach and built relationships with families to increase awareness of available supports. Priorities for 2026–27 include deepening trauma-informed practices, expanding EL academic supports, and growing family engagement structures.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events and forums that engage families in school decision-making • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Strengthen COST/MTSS with emotional wellbeing and trauma data inputs • Expand Wellness Coach capacity and mental health access • Develop targeted EL supports and reclassification pathways
LCAP Goal 4: We will nurture the whole child.	• Expand mental health services through FSA and community partnerships • Integrate SEL and trauma-informed practices into daily school structures • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Kunst (Tommie) Junior High School

Principal: John Calandro

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Kunst (Tommie) Junior High School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 93.5% Hispanic, 0.2% Native American
- 89.1% eligible for free or reduced lunch
- 21.7% English learners
- 12.6% students with IEPs
- 0.7% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Three full-time school counselors supporting students experiencing challenging personal and academic situations
- Restorative practices framework showing measurable progress in reducing conflict-related suspensions
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated supports and school-community partnerships

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Suspension rates dropped from 12.3% to 6.8% but remain significantly above the state average of 3.2%; EL suspension rates are at 16.8% versus state average of 3.6%
- Only 9% of EL students meet proficiency on state assessments; targeted academic intervention is urgently needed
- Chronic absenteeism and student disengagement persist; re-connection strategies are needed for at-risk youth
- Students with IEPs (12.7%) require expanded individualized academic and behavioral supports

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Suspension rate continues to decline toward state average by end of 2026–27; EL suspension rate reduced through targeted culturally responsive supports
- EL academic proficiency increases by a measurable percentage; CAASPP and NWEA data reviewed quarterly
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- Chronic absenteeism rate reduced through targeted outreach and re-engagement strategies
- A site steering committee established by July 31, 2026, with student, family, staff, and community representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Kunst Junior High made significant progress in reducing conflict-related suspensions by 45%, with the overall suspension rate dropping from 12.3% to 6.8%. This was achieved through expanded restorative practices and improved COST/MTSS coordination. The CSS strengthened community partnerships and supported family engagement. Priorities for 2026–27 include further reducing EL suspension rates, dramatically expanding EL academic supports, and sustaining the gains in school climate.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Sustain multilingual family engagement programming • Build partnerships that connect families with resources and school governance • Foster collaborative relationships honoring cultural and linguistic diversity
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Sustain and deepen restorative practices as the primary response to behavioral needs • Dramatically expand EL academic supports and monitoring • Develop targeted supports for students with IEPs
LCAP Goal 4: We will nurture the whole child.	• Expand mental health and wellness services through community partnerships • Integrate SEL into daily advisory and instructional structures • Create welcoming environments where all students feel safe, connected, and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Liberty Elementary

Principal: Monica Mercer

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Liberty Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 92% Hispanic, 0.2% Native American
- 92.1% eligible for free or reduced lunch
- 64.8% English learners
- 11.8% students with IEPs
- 0.2% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Full inclusion model fully embraced; students with disabilities are included in the general education setting
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Community Schools Specialist coordinating integrated supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Behavior referrals reduced from 476 in 2023 to 175 currently, but continued support is needed to sustain this trajectory
- Chronic absenteeism rate of 13.8% places Liberty in the high category on the CA Dashboard; targeted outreach needed
- EL academic proficiency rates require focused intervention; 64.8% EL population needs robust language development supports
- Students with IEPs (11.8%) benefit from full inclusion but require continued individualized supports and monitoring

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Behavior referrals continue to decline; sustained below 150 annually through restorative practices
- Chronic absenteeism rate reduced from 13.8% toward state average by end of 2026–27
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Liberty Elementary sustained significant progress in reducing behavior referrals through restorative practices and a strengthened COST/MTSS team. The CSS coordinated family engagement and community outreach, building relationships with families and connecting them with resources. Panorama data showed improvements in school climate and family engagement. Priorities for 2026–27 include reducing chronic absenteeism, sustaining behavioral gains, and expanding EL academic supports.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems to reach all families • Create inclusive events and programming that engage families in school decision-making • Foster partnerships that honor community strengths and address family needs
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Sustain full inclusion model with expanded individualized supports for students with IEPs • Develop targeted EL supports and reclassification pathways • Implement targeted attendance and chronic absenteeism intervention strategies
LCAP Goal 4: We will nurture the whole child.	• Sustain restorative practices framework and expand SEL programming • Expand mental health access through community partnerships • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Miller (Isaac) Elementary School

Principal: Kathy Blackburn

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Miller (Isaac) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 95% Hispanic, 0.2% Native American
- 94.7% eligible for free or reduced lunch
- 55.5% English learners
- 8.7% students with IEPs
- 0.3% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Coordination of Services Team (COST) identifying student needs with a multi-skilled team collaborating and monitoring tiered interventions through MTSS

- Full-time counselor and wellness support staff addressing student mental and behavioral health
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Student self-disclosure of social-emotional needs and concerns to adults has risen 300% since 2023; staff capacity to respond must be expanded
- Chronic absenteeism rate of 14.2% places Miller in the high category on the CA Dashboard; targeted outreach needed for students with disabilities
- EL academic proficiency rates require focused intervention; ELPAC progress monitoring is a priority
- Family engagement programming needs to expand; parent participation in school governance is an area for growth

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Chronic absenteeism rate reduced from 14.2% toward state average by end of 2026–27
- 100% of teachers trained on community school and trauma-informed practices; CSS coordinates professional development
- Student self-disclosures of SEL need result in timely Tier II/III intervention through MTSS
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Miller Elementary made progress in expanding COST/MTSS systems and increasing staff capacity to respond to elevated social-emotional needs. The CSS coordinated family outreach and built relationships with families to increase awareness of available supports. Panorama data guided reflection on school climate and student belonging. Priorities for 2026–27 include reducing chronic absenteeism, deepening staff capacity for SEL and trauma response, and expanding EL academic supports.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events and forums that engage families in school decision-making • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Strengthen COST/MTSS with emotional wellbeing and attendance data inputs • Expand targeted supports for ELs and students with IEPs • Develop targeted chronic absenteeism intervention and re-engagement strategies
LCAP Goal 4: We will nurture the whole child.	• Expand mental health access and SEL programming through community partnerships • Integrate trauma-informed practices into daily school structures • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Oakley (Cary Calvin) Elementary School

Principal: Eusebio Martinez, PhD

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Oakley (Cary Calvin) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 97.8% Hispanic, 0.2% Native American
- 96.5% eligible for free or reduced lunch
- 67.1% English learners
- 8.7% students with IEPs
- 0.6% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Designated SEL time and restorative practices integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated supports and family outreach

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Behavior referrals have decreased (from 64 to 24 over two years) but continued support for conflict mediation and school-wide restorative practices is needed
- Chronic absenteeism rate of 12.3% places Oakley in the high category; targeted outreach and re-engagement needed
- EL academic proficiency and reclassification rates require focused monitoring and targeted intervention
- Family engagement programming needs to grow; parent participation in school decision-making is an area for development

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Behavior referrals sustained below 20 annually through restorative practices and SEL programming
- Chronic absenteeism rate reduced from 12.3% toward state average by end of 2026–27
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Oakley Elementary sustained progress in reducing behavior referrals through restorative practices and strengthened COST/MTSS coordination. The CSS deepened community partnerships and supported family engagement programming. Panorama data showed improvements in school climate scores. Priorities for 2026–27 include reducing chronic absenteeism, sustaining behavioral gains, and expanding EL academic supports.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps

LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events that engage families in student learning and governance • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Sustain restorative practices and expand conflict mediation capacity • Develop targeted supports for ELs and students with IEPs • Implement attendance intervention and chronic absenteeism re-engagement strategies
LCAP Goal 4: We will nurture the whole child.	• Sustain gains in SEL and restorative practices school-wide • Expand mental health access through community partnerships • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Ontiveros (Juan Pacifico) Elementary School

Principal: Monica Young

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Ontiveros (Juan Pacifico) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 96.7% Hispanic, 0.1% Native American
- 94.5% eligible for free or reduced lunch
- 50.7% English learners
- 12.1% students with IEPs
- 0.3% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated student supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Behavior referrals decreased from 47 in 2023 to 19 currently; sustaining this improvement requires continued restorative practice support
- EL academic proficiency and reclassification rates require focused monitoring and targeted language development intervention
- Students with IEPs (10.6%) and foster youth (0.8%) require expanded individualized supports and wraparound services
- Family engagement programming needs to grow; parent participation in school governance is an area for development

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Behavior referrals maintained below 20 annually through sustained restorative practices and SEL programming
- 100% of teachers trained on community school practices; CSS coordinates professional development and community engagement
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Ontiveros Elementary made meaningful progress in reducing behavior referrals through restorative practices and a strengthened COST/MTSS team. The CSS coordinated family outreach and built relationships with families to increase awareness of available supports. Panorama data showed improvements in school climate and student belonging. Priorities for 2026–27 include sustaining behavioral gains, deepening EL academic supports, and growing family engagement structures.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events that engage families in student learning and governance • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Sustain restorative practices and expand conflict mediation capacity • Develop targeted supports for ELs, students with IEPs, and foster youth • Strengthen MTSS with emotional wellbeing and behavioral data inputs
LCAP Goal 4: We will nurture the whole child.	• Sustain gains in SEL and restorative practices school-wide • Expand mental health access through community partnerships • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Rice (William) Elementary

Principal: Tiffany Crane

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Rice (William) Elementary is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 95.4% Hispanic, 0.8% Native American
- 95.5% eligible for free or reduced lunch
- 55.4% English learners
- 12.7% students with IEPs

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Coordination of Services Team (COST) providing coordinated support with a whole-child approach as part of MTSS
- Foundational MTSS systems identifying student needs and connecting to tiered interventions

- Full-time counselor and wellness supports addressing student mental and behavioral health
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Community Schools Specialist coordinating integrated supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- 35% of students report feeling bullied; restorative practices training for adults must be expanded to sustain safe climate
- 72.6% English learner population requires robust language development, ELPAC monitoring, and reclassification pathways
- Students with IEPs (11.6%) require expanded individualized supports; academic proficiency monitoring is a priority
- Family engagement programming needs to expand to increase parent participation in school governance structures

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on restorative and community school practices; CSS coordinates ongoing professional development
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- 100% of students have access to Tier I SEL supports; MTSS expanded to include emotional wellbeing data inputs
- Students with IEPs access fully differentiated supports; IEP progress monitoring integrated into MTSS
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Rice Elementary made meaningful progress in strengthening COST/MTSS systems and expanding restorative practices through the CSS. The CSS coordinated family outreach and built relationships with families to increase awareness of available supports. Panorama data showed improvements in school climate and student belonging. Priorities for 2026–27 include deepening EL academic supports, sustaining restorative culture, and growing family engagement structures.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events that engage families in student learning and governance • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand restorative practices and reduce bullying through skill-building • Develop targeted EL supports and reclassification pathways • Strengthen COST/MTSS with behavioral and wellbeing data inputs
LCAP Goal 4: We will nurture the whole child.	• Sustain gains in SEL and restorative practices school-wide • Expand mental health access through community partnerships • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Sanchez (David J.) Elementary School

Principal: Charlene Dawn Elliott

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Sanchez (David J.) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 98.6% Hispanic, 0.3% Native American
- 97.6% eligible for free or reduced lunch
- 66.7% English learners
- 13.6% students with IEPs
- 0.0% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time wellness coach, school counselor, and school-based therapist to support students' mental and behavioral health
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated supports and community engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- Behavior referrals have decreased from 65 in 2023 to 21 currently; sustaining this improvement requires continued restorative practice and SEL programming
- 16.2% of students with IEPs is among the highest in the district; robust individualized and inclusion supports are essential
- EL academic proficiency and reclassification rates require focused monitoring and targeted intervention
- Family engagement programming needs to grow; parent participation in school governance is an area for development

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- Behavior referrals maintained below 25 annually through sustained restorative practices and SEL programming
- 100% of teachers trained on community school practices including strategies for inclusive education
- Students with IEPs access fully differentiated supports; IEP progress monitoring integrated into MTSS
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Family engagement score on Panorama Parent Survey increases by 10% by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Sanchez Elementary made significant progress in reducing behavior referrals through restorative practices and a strengthened COST/MTSS team. The CSS coordinated family outreach and built relationships with families to increase awareness of available supports. Panorama data showed improvements in school climate and student belonging. Priorities for 2026–27 include sustaining behavioral gains, deepening supports for students with IEPs, and growing family engagement structures.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events that engage families in student learning and governance • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Sustain restorative practices and expand conflict mediation capacity • Develop expanded individualized supports for students with IEPs • Strengthen MTSS with emotional wellbeing and behavioral data inputs
LCAP Goal 4: We will nurture the whole child.	• Sustain gains in SEL and restorative practices school-wide • Expand mental health access through FSA and community partnerships • Create safe, welcoming environments where all students feel connected and valued

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Taylor (Ida Redmond) Elementary School

Principal: Stefanie Hardgrave

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Taylor (Ida Redmond) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 89.8% Hispanic, 0.2% Native American, 0.2% African-American
- 87.4% eligible for free or reduced lunch
- 43% English learners
- 18% students with IEPs
- 1.2% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Designated SEL time integrated into the school day
- Parent and community partner forums (ELAC & SSC) supporting collaborative decision-making
- Professional Learning Communities ensuring data-driven dialogue in team meetings
- Community Schools Specialist coordinating integrated supports and family engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- 85% of students feel a connection to a teacher but over 130 students do not feel connected; 65% of staff feel a sense of belonging
- Parent survey indicates demand for visual and performing arts opportunities and expanded learning programming
- EL academic proficiency and reclassification rates require focused monitoring and targeted intervention
- Student SEL and mental health needs have intensified post-pandemic; expanded programming needed

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day
- A BIA to support upper-grade language learners in 4th-6th
- An additional Academic Support Teacher
- Continuing to fund our Teacher Tutor
- Supplemental programs to be used K-6th (such as iReady and NEWSELA, which our teams are currently reviewing for final decisions).
- Additional educational and engagement opportunities for families
- Additional after-school programming in areas of need: reading proficiency, math fact fluency, and English Language Development
- Additional after-school programming to increase student engagement through enrichment clubs

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on community school practices; CSS coordinates professional development and community engagement
- Student sense of belonging increases to 90%+ by end of 2026–27 as measured by Panorama Student Survey
- 100% of students have access to weekly Tier I SEL supports; Tier II/III interventions expanded through MTSS
- EL reclassification rates increase by a measurable percentage with quarterly ELPAC monitoring
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- Implement targeted Tier 2 and 3 attendance interventions for our most vulnerable populations: Students with Disabilities, Foster, and Homeless Youth including building engaging activities around this work .
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2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Taylor Elementary built shared understanding of the community schools vision through the CSS and engaged educational partners through Panorama surveys, SSC, ELAC, and family engagement events. Data reflection showed improvements in school climate and family engagement. Priorities for 2026–27 include expanding after school programming, deepening EL supports, and building restorative practices capacity across the school.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Build multilingual two-way communication systems with families • Create inclusive events and arts programming that engage families in school life • Foster collaborative relationships that honor cultural and community strengths
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Expand after school learning opportunities including performing arts and sports • Develop targeted EL supports and reclassification pathways • Strengthen MTSS with emotional wellbeing and behavioral data inputs
LCAP Goal 4: We will nurture the whole child.	• Expand SEL and mental health programming through community partnerships • Create welcoming environments where all students feel connected and valued • Foster student self-discovery through joyful and culturally affirming learning experiences

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.

- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.

Tunnell (Martin Luther) Elementary School

Principal: Heather Allen

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

Goals and Priorities

Tunnell (Martin Luther) Elementary School is seeking to continue and strengthen its investment in building a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning opportunities. With the continued support of a Community Schools Specialist, we are deepening our implementation across all five Capacity-Building Strategies: Shared Commitment, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 89.3% Hispanic, 0.4% Native American, 0.2% African-American
- 85.4% eligible for free or reduced lunch
- 43.6% English learners
- 9.4% students with IEPs
- 0.3% foster youth

Our mission is to provide an equitable and inclusive education that meets the needs of every child in our diverse learning community. To gain deeper insights into the needs of our students and community, we conducted and continue to update our comprehensive needs and assets assessment using multiple sources and platforms. These include our district's LCAP survey, our Panorama climate and culture survey, CA Dashboard indicators, NWEA MAP data, and in-depth needs and assets assessment workshops.

Summary of Assets

We have invested significantly in our school model to support our student population. The following systems of support are in place and have been strengthened through CCSPP implementation:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented

- Full-time counselor supporting students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Culture and Climate team meeting monthly to foster community and develop relationships
- Parent and community partner workshops supporting collaborative decision-making
- Community Schools Specialist coordinating integrated supports and community engagement

Summary of Needs Assessment

Despite our assets and progress, we continue to have significant needs that we are working to address holistically:

- 85% of students feel connected to a teacher but over 130 students do not; 33% of students feel they don't belong or only somewhat belong
- 65% of students worry about violence at school; 30% feel likely to be bullied online; 31% feel teachers would not be concerned if they walked in upset
- EL students meeting or exceeding state ELA and Math standards at rates of 5.20% and 7.03% respectively — significantly below non-EL peers
- Demand for visual and performing arts and expanded extracurricular programming is documented in parent and student survey data

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. Our commitments continue to evolve as we deepen implementation:

- **Assets-Driven and Strength-Based Practice:** Our community's resilience and cultural wealth enrich our educational environment. We integrate family strengths and experiences into our teaching approach, creating an inclusive ecosystem where diverse capabilities and cultural knowledge enhance learning for all.
- **Racially Just and Restorative School Climate:** Our school prioritizes restorative practices and positive behavior support to foster student growth, build strong relationships, and create a welcoming community where students feel valued, understood, and empowered.
- **Culturally Proficient and Relevant Instruction:** Through professional development and data-driven practices, we build cultural competency, support English learners, and celebrate student identities throughout their academic journey.
- **Shared Decision Making:** Our governance model incorporates education partners' voices through site councils, leadership teams, and parent advisory groups. Our community schools steering committee uses collective expertise to set strategic priorities.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities:

- A Community Schools Specialist to coordinate the implementation of our site plans
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices
- Expanded extracurricular activities that reflect our students' interests and nurture their aspirations
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and also build critical SEL skills over time
- Hire and/or extend the work year of community liaisons to support the significant needs of our school community
- Expand restorative justice programming to reduce suspensions from school
- Time for classified staff to be fully trained in inclusive and restorative practices
- Ensure family and student access to community services both within and beyond the school day

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers trained on trauma-informed and community school practices; CSS coordinates professional development
- Student sense of belonging increases to 80%+ by end of 2026–27 as measured by Panorama Student Survey
- 100% of students have access to weekly Tier I SEL supports; Tier II/III interventions expanded through MTSS
- EL academic proficiency in ELA and Math increases by measurable percentage year-over-year; ELPAC monitored quarterly
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- After school visual/performing arts and sports clubs accessible to 25%+ of student population by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Tunnell Elementary made meaningful progress in building shared understanding of the community schools vision and deepening collaborative leadership. The CSS engaged certificated and classified staff, families, and community members in the vision-building process. The Culture and Climate team was strengthened and school climate data from Panorama guided targeted actions. Priorities for 2026–27 include expanding after school arts and sports, deepening EL academic supports, and building restorative practices capacity.

Coherence Policy and Initiative — LCAP Connections

Our community school goals are fully aligned with our district's LCAP, specifically under these goals and action steps:

LCAP Goal	Supporting Action Steps
LCAP Goal 1: We will engage families and communities to fulfill our mission.	• Create multilingual family engagement portal and communication systems • Develop school-community partnerships offering cultural and academic workshops • Implement staff training to enhance culturally responsive family engagement
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Develop two-way multilingual communication systems for family feedback • Form diverse family advisory groups to collaborate with school leadership • Host inclusive cultural and family events to strengthen the home-school relationship
LCAP Goal 4: We will nurture the whole child.	• Integrate SEL practices into daily curriculum for self-awareness and resilience • Provide wide-ranging extracurricular activities including arts, music, and sports • Foster a supportive, inclusive school culture prioritizing mental health and belonging

Strategic Community Partnerships

We continue to partner with the following organizations to support our community schools model and implement our shared vision:

- **Fighting Back Santa Maria Valley (FBSMV):** Focusing on the whole child, including academic success, character development, teen substance abuse education/prevention, and improving family engagement.
- **Family Service Agency (FSA):** Offering mental health services and extensive trilingual basic needs support and parent education for Santa Maria-Bonita's children and families.
- **Effective School Solutions (ESS):** Through a collaborative Wellness Coach program, supporting academic growth, positive and sustained behavioral outcomes, and social and emotional wellbeing for students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing the root causes of violence in Santa Maria, focusing on students aged 10–14 and providing wraparound services including trauma-informed therapy, mentoring, and intensive case management.