

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.