

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.