

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.