

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
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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.

