

# 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                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LCAP Goal 1: We will engage families and communities to fulfill our mission.</b>                      | <ul style="list-style-type: none"> <li>• Sustain multilingual family engagement programming</li> <li>• Build partnerships that connect families with resources and school governance</li> <li>• Foster collaborative relationships honoring cultural and linguistic diversity</li> </ul>             |
| <b>LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.</b> | <ul style="list-style-type: none"> <li>• Sustain and deepen restorative practices as the primary response to behavioral needs</li> <li>• Dramatically expand EL academic supports and monitoring</li> <li>• Develop targeted supports for students with IEPs</li> </ul>                              |
| <b>LCAP Goal 4: We will nurture the whole child.</b>                                                     | <ul style="list-style-type: none"> <li>• Expand mental health and wellness services through community partnerships</li> <li>• Integrate SEL into daily advisory and instructional structures</li> <li>• Create welcoming environments where all students feel safe, connected, and valued</li> </ul> |

## 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.