

Bill Libbon Elementary School

Principal: Colleen Lathery

Grant: California Community Schools Partnership Program (CCSPP) — Updated Implementation Plan 2025–2026

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Goals and Priorities

Bill Libbon Elementary School is deepening 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. As a site operating at the awareness stage of CCSPP implementation, Libbon has focused on establishing collaborative governance structures, building shared understanding of the community schools vision, and deepening strategic community partnerships. We will continue to advance and develop our comprehensive community school model throughout the remainder of the grant period.

School Overview, Needs and Assets

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

Student Population Demographics

- 88.9% Hispanic, 1.2% African-American, 0.4% Native American
- 87.8% eligible for free or reduced lunch
- 50.2% English learners
- 16.5% students with IEPs
- 0.8% 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 projected proficiency data, and in-depth needs and assets assessment workshops. Additionally, we reviewed and analyzed the State Dashboard to identify patterns, similarities, and discrepancies across the data sets.

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 supporting students experiencing challenging personal and academic situations; counselors worked with 215 students in the first 90 days of the school year and facilitated 12 student support groups
- Full-time school-based Wellness Coach supporting behavioral interventions; Wellness Coach maintained a load of 40 students, and the School-Based Therapist managed 17 referrals within maximum caseload
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day, including SEL supplies and calm corners
- Shared Decision-Making bodies actively functioning — including the School Site Council (SSC), Leadership Team, Parent-Teacher Committee, English Learner Advisory Committee (ELAC), and the Community Schools Steering Committee — with diverse representation from parents, certificated and classified staff, and community members
- Community Schools Specialist (CSS) coordinating site implementation, deepening community partnerships, and supporting outreach and engagement in multiple languages
- Suspension rate improved from Orange to Blue on the CA Dashboard overall in 2024, reflecting the positive impact of restorative practices and integrated student supports
- English Learner Progress Indicator improved from Orange to Green on the CA Dashboard, indicating meaningful gains in EL language development

Summary of Needs Assessment

Despite our assets and meaningful progress, we continue to have significant needs that we are working to address holistically:

- Significant increase in students who have experienced trauma and ACEs since 2019. Only 52% of students feel safe at school, and 32% report that someone from school will likely bully them online. Counseling and wellness services are at or near capacity, underscoring the need for expanded mental health supports.
- Chronic absenteeism rates remain elevated: 19.8% overall for 2023–24, with White students chronically absent at 30%, students with disabilities at 22.9%, socioeconomically disadvantaged students at 19.3%, homeless students at 16.7%, and English Learners at 13.6% — all unfavorable compared to the district average of 12.5%. Current school year attendance stands at 93.92%.
- Family engagement participation rates remain an area of focused growth: the Panorama Parent Survey shows only 23% favorable family engagement scores, and parent survey data identifies a need for greater accessibility to school resources and community liaisons beyond the school day.
- NWEA MAP projected proficiency in both ELA and Math remains below 25%, signaling the need for deeper individualized academic supports, expanded supplemental programming, and refined PLC-driven instructional practices.
- With 840 students, expanded extracurricular and learning opportunities are needed. Currently 5 after-school programs and several sports offerings exist, but demand significantly exceeds availability.

- 16.5% of students with IEPs — among the highest rates in the district — require robust individualized supports, inclusive programming, and community-based engagement opportunities tailored to their strengths and needs.

Core Commitments

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would characterize our commitments as evolving, with intentional growth in each area as our community school implementation deepens:

- **Assets-Driven and Strength-Based Practice:** Recognizing both the strengths and needs of our community, we see how students and families show remarkable resilience in facing challenges. Our aim is to weave these strengths into our school's fabric, promoting a cooperative learning environment where families actively participate. The diverse array of experiences and talents our students bring enriches the entire educational process.
- **Racially Just and Restorative School Climate:** For several years, we have been building a school environment that supports students through positive behavioral interventions and restorative practices. These strategies help students navigate challenges related to conflict, discipline, and community-building by focusing on personal growth, accountability, and the restoration of trust — reflected in our suspension indicator moving from Orange to Blue on the CA Dashboard.
- **Culturally Proficient and Relevant Instruction:** Our commitment to diversity is evident in our hiring practices, with nearly one-third of our teachers identifying as people of color. All staff participate in regular professional development focused on culturally responsive teaching, particularly for English Learners. We continually explore strategies to ensure students see themselves represented in our curriculum, workforce, and opportunities for growth.
- **Shared Decision Making and Participatory Practices:** Our school is dedicated to expanding shared decision-making through the SSC, Leadership Team, ELAC, Parent-Teacher Committee, and the newly established Community Schools Steering Committee. These governance structures ensure representatives from all educational partners collaborate to assess data and identify key priorities.
- **Support for Students with IEPs:** We provide community-based engagement opportunities tailored to students with Individualized Education Plans, helping them develop social, vocational, and life skills in an inclusive environment.

Measurable Goals and Activities

Using these grant funds, our school will continue investing in the following community school priorities over the grant period:

- A Community Schools Specialist to coordinate the implementation of our site plans, deepen community partnerships, and support multilingual family engagement
- Additional full-time counselors and community liaisons to support the significant emotional and social needs of our student community
- Ongoing professional development and training — including West Ed collaborations, student-centered coaching cycles, and PLC support — to ensure all staff are aligned and committed to community school practices

- Expanded extracurricular activities — including STEAM programming, expanded learning clubs, and sports opportunities — that reflect students' interests and create connections between expanded learning and classroom instruction
- Expanded staffing to support the specialized learning needs of our student population, including English Learners and students with IEPs, with bilingual staff stipends and EL professional learning
- A comprehensive social-emotional growth program where students can share their emotional wellbeing and build critical SEL skills over time
- Specialized programs for students with IEPs, including community outings, adaptive fitness classes, and workshops to build independence and confidence
- Expanded and accessible parent engagement programming — including Math Learning Nights, SEL Learning Nights, Reading Nights, reclassification celebrations, and LCAP input sessions — to increase family participation and connectedness
- School safety resources and campus infrastructure improvements to increase students' and families' sense of safety and belonging

In support of our updated plan, we have established the following clear and measurable goals for 2025–2026 and beyond:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles and partnerships expand whole-child supports
- 100% of students will have access to high-quality Tier I emotional wellbeing support on a weekly basis, beginning with weekly emotional check-ins and expanding into SEL skill-building
- 100% of students will have access to high-quality Tier II and Tier III interventions based on their determined needs; the MTSS system will be expanded to include emotional wellbeing inputs, with families as collaborative partners in the process
- Students will improve their social-emotional learning capacity as measured by pre/post on an annual SEL screener; by 6th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills
- A site Community Schools Steering Committee is established and functioning with diverse representation from parents, classified staff, certificated staff, administrators, students, and community members
- By end of 2026–27, Libbon families will increase their sense of connectedness and engagement to the school site, as measured by a 10% increase in Family Engagement score on the Panorama Parent Survey
- By end of 2026–27, NWEA MAP projected proficiency in ELA and Math will reach 25% or more, with 50%+ students meeting or exceeding standards on CAASPP by 2027
- Chronic absenteeism rate will decrease year-over-year through targeted outreach, engagement, and attendance incentive strategies

2025–2026 Goal Analysis and Continuous Improvement Reflection

During the implementation of the school's CCSP goals and actions, Libbon engaged in an ongoing cycle of reflection, data review, and partner feedback to monitor progress and strengthen implementation. Throughout the year, school staff and leadership reviewed key

metrics including student attendance rates (93.92%), chronic absenteeism dashboard indicators, NWEA MAP projected proficiency in ELA and Math, Panorama survey data on school climate and sense of belonging, and family engagement scores. Educational partners — including students, families, staff, and community partners — were engaged through School Site Council meetings, the English Language Advisory Council, Panorama surveys, West Ed collaborative sessions, and the Instructional Leadership Team and Culture and Climate Team.

The school gained important insights into the effectiveness of specific strategies. Actions such as parent engagement events, reclassification celebrations, expanded learning clubs, and SEL supports demonstrated positive impact: the CA Dashboard suspension rate improved from Orange to Blue overall, the English Learner Progress Indicator improved from Orange to Green, and school climate scores among 3rd–6th grade students improved from 54% to 59% favorable on the Panorama Student Survey. Student sense of belonging also improved modestly from 68% to 69% favorable. These results highlight the value of integrated student supports, collaborative leadership, and authentic family and community engagement.

The reflection process also identified areas for continued growth. Family engagement participation rates — currently at 23% favorable on the Panorama survey — and NWEA MAP projected proficiency, which remains below 25% in both ELA and Math, are priorities for the coming year. To address these areas, Libbon has developed strategies that include expanded multilingual parent education programs, increased professional learning through coaching and PLC cycles, STEAM programming, and refined supports for English Learners. The CSS will continue deepening partnerships with FSA and Fighting Back Santa Maria Valley, while pursuing new community voices to broaden the school's partnership network. These efforts will guide continued improvement as Libbon advances from awareness toward deeper community school engagement.

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.	• Establish clear communication systems that honor family languages, including ParentSquare outreach, phone contacts, and multilingual in-person meetings • Foster active partnerships between schools and families through parent engagement events (Math Learning Nights, SEL Nights, LCAP input sessions) with childcare and light refreshments • Create inclusive opportunities for meaningful family engagement through SSC, ELAC, and the Community Schools Steering Committee
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Provide access to supplemental programs and materials (IXL, BrainPop, KUTA, AVID, STEAM) to support diverse learners • Expand learning clubs, sports, and extracurricular opportunities — including STEAM week, coding, robotics, and arts — for all 840 students

	• Develop specialized programs for students with IEPs, including community-based engagement and adaptive programming to build independence and confidence
LCAP Goal 4: We will nurture the whole child.	• Provide student access to teacher tutoring, field trips, assemblies, and college and career readiness experiences • Support students' academic, emotional, and physical growth through SEL programming, calm corners, wellness center supports, and attendance and behavior incentive programs • Nurture each student's passion and sense of purpose through expanded extracurricular and enrichment opportunities

Capacity-Building Strategies: 2025–2026 Progress

Libbon has made meaningful progress across the five Capacity-Building Strategies this year, with particular growth in Shared Commitment, Understanding, and Priorities (CBS Strategy 1) and Strategic Community Partnerships (CBS Strategy 5).

- **Shared Commitment, Understanding, and Priorities (CBS Strategy 1):** Decision-making bodies — including the SSC, Leadership Team, Parent-Teacher Committee, ELAC, and the Community Schools Steering Committee — have become more intentional spaces for co-developing priorities aligned to site data. Participants include parents, certificated and classified staff, community members, and our CSS. Decisions are communicated through multiple channels including ParentSquare, phone outreach, and in-person meetings, ensuring shared ownership of the community school vision.
- **Strategic Community Partnerships (CBS Strategy 5):** The CSS has been instrumental in growing relationships with established partners FSA and Fighting Back Santa Maria Valley (FBSMV), which provide critical supports aligned to student and family needs. The CSS and site administration engaged in targeted outreach — including direct phone calls and individual meetings — to bring new community voices into partnership with the school. Partners participate meaningfully in committee meetings and co-inform programs and services, ensuring their input shapes school priorities.

Key Staff and Shared Governance

We are committed to engaging all education partners — students, families, educators, and community members — to shape our school's practices. By incorporating these diverse perspectives, we ensure our program aligns with our community's unique needs and priorities.

The following roles are designated as leaders of the community school approach:

- Community Schools Specialist — coordinates site implementation, partnership outreach, and family engagement
- Leadership Team — site administrative team (principal, assistant principals), instructional coaches, counselors
- Instructional Leadership Team (ILT) and Culture and Climate Team — meet regularly to review data, plan collaborative supports, and drive school climate improvement

Implementation Structures:

- Weekly implementation meetings of key roles and the leadership team
- Monthly updates to the LEA Steering Committee
- West Ed collaborative sessions and student-centered coaching cycles supporting professional learning

Community Engagement, Reporting, and Feedback:

- Quarterly review, feedback, and engagement with students and families through SSC, Culture and Climate Team, ELAC, Parent-Teacher Committee, Student Leadership Team, labor partners, and site staff

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 and prevention, and improving family engagement. Libbon's CSS has deepened this partnership through targeted outreach and committee co-participation.
- **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. FSA provides essential wraparound mental health access for students and families in need.
- **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. The Wellness Coach currently maintains a caseload of 40 students.
- **Council on Alcoholism and Drug Abuse (CADA):** Offering tailored programs focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth and adults in Santa Maria.
- **CommUnify / Familias Segura:** A family-centered violence prevention collaboration addressing root causes of violence in Santa Maria, focusing on students aged 10–14. Provides wraparound services including trauma-informed therapy, mentoring, culturally competent youth development, and intensive case management.