

Tunnell (Martin Luther) Elementary School

Principal: Heather Allen

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

Goals and Priorities

Tunnell (Martin Luther) Elementary 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

- 89.3% Hispanic, 0.4% Native American, 0.2% African-American
- 85.4% eligible for free or reduced lunch
- 43.6% English learners
- 9.4% students with IEPs
- 0.3% 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 counselor supporting students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Culture and Climate team meeting monthly to foster community and develop relationships
- Parent and community partner workshops supporting collaborative decision-making
- Community Schools Specialist coordinating integrated supports and community engagement

Summary of Needs Assessment

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

- 85% of students feel connected to a teacher but over 130 students do not; 33% of students feel they don't belong or only somewhat belong
- 65% of students worry about violence at school; 30% feel likely to be bullied online; 31% feel teachers would not be concerned if they walked in upset
- EL students meeting or exceeding state ELA and Math standards at rates of 5.20% and 7.03% respectively — significantly below non-EL peers
- Demand for visual and performing arts and expanded extracurricular programming is documented in parent and student survey data

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 trauma-informed and community school practices; CSS coordinates professional development
- Student sense of belonging increases to 80%+ by end of 2026–27 as measured by Panorama Student Survey
- 100% of students have access to weekly Tier I SEL supports; Tier II/III interventions expanded through MTSS
- EL academic proficiency in ELA and Math increases by measurable percentage year-over-year; ELPAC monitored quarterly
- A site steering committee established by July 31, 2026, with diverse stakeholder representation
- After school visual/performing arts and sports clubs accessible to 25%+ of student population by end of 2026–27

2025–2026 Goal Analysis and Continuous Improvement Reflection

In 2025–2026, Tunnell Elementary made meaningful progress in building shared understanding of the community schools vision and deepening collaborative leadership. The CSS engaged certificated and classified staff, families, and community members in the vision-building process. The Culture and Climate team was strengthened and school climate data from Panorama guided targeted actions. Priorities for 2026–27 include expanding after school arts and sports, deepening EL academic supports, and building restorative practices capacity.

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 multilingual family engagement portal and communication systems • Develop school-community partnerships offering cultural and academic workshops • Implement staff training to enhance culturally responsive family engagement
LCAP Goal 3: We will provide structures and facilities to support inclusive learning experiences.	• Develop two-way multilingual communication systems for family feedback • Form diverse family advisory groups to collaborate with school leadership • Host inclusive cultural and family events to strengthen the home-school relationship
LCAP Goal 4: We will nurture the whole child.	• Integrate SEL practices into daily curriculum for self-awareness and resilience • Provide wide-ranging extracurricular activities including arts, music, and sports • Foster a supportive, inclusive school culture prioritizing mental health and belonging

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.