

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

As a committee, we collectively recognize that transforming Santa Maria High School requires fully embracing the California Community School Framework to support the whole child effectively. While some previously implemented strategies showed promise, they have not achieved the comprehensive results necessary to address the multifaceted needs of our students.

At Santa Maria High School, many students have expressed a lack of belonging, need for expanded mental health, increased enrichment opportunities, concerns about supporting their family's financial stability, a desire for improved access to health services and healthier food options. Parents have expressed the desire to have more parental involvement opportunities, as well as improved access to health services. These needs highlight the importance of implementing a holistic, community-centered approach to address the well-being of every student.

To drive transformational change, we must prioritize building trust through strong and meaningful relationships within our school and community. By authentically valuing diverse cultures, perspectives, and strengths, we can foster a racially just, caring, and identity-safe environment that nurtures a sense of belonging for all. Establishing and sustaining positive, trusting relationships among students, families, educators, and community partners is critical to creating collaborative, supportive, and sustainable spaces where everyone can learn and grow together.

Our vision is rooted in the belief that schools are a shared space for students, families, staff, and the wider community. We strive to foster a democratic and inclusive environment through shared ownership, collaborative decision-making, and strategic partnerships. By empowering all stakeholders to contribute their knowledge and dedication, we can cultivate a school culture that values and respects collective efforts. This will be done through monthly community school advisory meetings and partnerships community meetings.

To enrich student learning, we plan to expand opportunities that connect classroom instruction with the broader community. This will include real-world, project-based experiences that are interdisciplinary, engaging, and grounded in the unique strengths of our students, families, educators, and local community. By integrating local history, culture, language, and values into the curriculum, we aim to foster civic engagement and prepare students to address real-world challenges. Additionally, during the summer, we will offer CTE pathway and art enrichment programs in addition to our traditional remedial courses.

Our commitment to continuous improvement will involve an ongoing cycle of reflection, analysis, shared learning, and adaptation. We will regularly assess student learning conditions, well-being, and outcomes, using asset-based, community-driven data to guide our decisions. This approach ensures that data serves as a tool for growth and is accessible to students, staff, families, and community members alike. One way that we will achieve this is by conducting our school climate survey twice a year.

While our progress at Santa Maria High School marks an important milestone, we acknowledge that lasting transformation takes time. Our commitment extends beyond the next five years, requiring sustained dedication to create meaningful, long-term change. As a district, we are committed to expanding the Community School Framework to all schools, ensuring that every student benefits from the principles of equity, inclusivity, and community-driven transformation. To support these efforts beyond the initial five years, we will utilize funding sources such as LCAP, Title I, and the multi-payer fee schedule.

By committing to the community schools overarching values, we will create racially just relationship-centered schools where every student is supported, engaged, and empowered to thrive.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

This year, we successfully conducted a comprehensive needs and assets assessment to collect and analyze data to identify and address our areas of need. As part of this process, we utilized a variety of data collection methods to ensure we captured diverse perspectives and experiences. These methods included school-wide surveys, empathy interviews, ELAC (English Learner Advisory Committee) meetings, one-on-one interviews, and school-wide parent meetings. Although these efforts yielded a significant amount of valuable data, we recognize that there is always room for growth and improvement. Moving forward, we are committed to enhancing our data collection processes to ensure we gather even more comprehensive and representative insights from our school community.

One key area of focus will be increasing survey participation rates to better reflect the voices of our entire school population. Specifically, we aim to achieve at least 80% of student responses, 100% of staff responses, and 70% of parent responses. By setting these ambitious yet attainable goals, we hope to ensure that all students, staff, and families have an opportunity to share their thoughts, concerns, and ideas. Hearing from a broader range of voices is essential to ensuring that our programs, resources, and initiatives meet the diverse needs of the Santa Maria High School community.

In addition to improving survey participation, we plan to continue hosting community school parent meetings and forums to educate families about the work of community schools and the principles behind the community schools framework. These efforts are especially important given the dynamic nature of our school population. Each year, Santa Maria High School welcomes over 600 new students, and it is essential to build strong connections with the new families to foster a supportive and inclusive school environment.

We are equally dedicated to enhancing communication and engagement with our staff to ensure their perspectives play a key role in shaping the future of our school. To support this effort, we will continue exploring and implementing various data collection methods, moving beyond traditional surveys to connect with historically marginalized student and family groups. This includes focused outreach and providing more opportunities for underrepresented voices to be heard. One approach we will take is ensuring that we actively reach out to the community, rather than expecting them to come to us.

By taking these steps, we aim to create a more inclusive, equitable, and responsive approach to addressing the needs of our students, staff, and families. Through ongoing collaboration and continuous improvement, we will ensure that Santa Maria High School remains a welcoming, supportive, and thriving community for everyone.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
<u>Integrated Student Supports and Services</u> -Provide access to health screenings for our students and families. (such as vision, dental, and medical.) Expand mental health services for our newcomer students.	Number of Student Screenings completed throughout the year. Health Access Questionnaire.
<u>Powerful Community, Student, and Family Engagement</u> -Increase parent/family engagement by providing expanded opportunities for participation through different workshops and classes. (Such as healthy cooking classes that provide food handlers certificate, at home daycare licensing classes, and job development classes.)	Number of parents participating and parent feedback on workshop topics.
<u>Positive and Restorative School Climate</u> -Implement restorative practices, positive behavioral interventions and supports as an alternative to discipline and student enrichment opportunities to improve student sense of belonging. (such as incorporating alternative to suspension, and offering Art and CTE courses during the summer.)	Attendance Data, Discipline Referrals, Academic Performance, School Climate survey.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand culturally relevant curriculum.	Expand the culturally relevant curriculum to incorporate diverse perspectives, histories, and traditions, with a focus on supporting Mixteco and Spanish speaking families. This includes integrating Indigenous knowledge and culture into educational content, providing translated materials and resources in Mixteco and fostering collaboration with Mixteco community members to ensure their voices and experiences are authentically represented. Additionally, offer professional development for educators to enhance cultural responsiveness and create an inclusive learning environment where all students and families feel valued and supported.
Incorporate trauma-informed training for teachers and school staff.	Collaborate with a community agency to provide a comprehensive trauma-informed training for teachers and school staff, equipping them with the knowledge, skills, and strategies necessary to recognize, understand, and respond effectively to the impact of trauma on students. The training will aim to foster a supportive and inclusive school environment that prioritizes the emotional well-being, resilience, and academic success of all students, particularly those who have experienced adverse childhood experiences (ACEs) or trauma.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase parent participation at the Community Schools Steering Committee	Identify the reasons families may be hesitant to participate. Address and remove obstacles to participation, such as adjusting meeting times and locations.
Increase Staff knowledge of Community School Framework	To support the initiative, we must continue educating our staff at SMHS, ensuring they understand the Community School Framework and encouraging them to actively participate in the transformation process.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue to support District Community School Coordinator	Continue to support the community schoolwork at the district level.
Hiring Site Community School Coordinator	Create a job description and hire a new FTE.
Hiring Staff to Support Families (Family Advocate)	Create a job description and hire a new FTE.
Continue to support Family and Community Engagement Manager	Continue to support the position of Family and Community Engagement Manager
Hiring Community School Teacher Lead	Create a job description and hire a new FTE.

Key Staff/Personnel

District Community School Coordinator	Support the Districtwide Community Schools Initiative. The district coordinator will establish and maintain partnerships while representing the district in various community partnership meetings. Will collaborate with the site coordinator to provide district-level support to school sites. Additionally, the district coordinator will play a key role in expanding community school efforts to other comprehensive sites and securing funding to ensure long-term sustainability at Santa Maria Joint Union High School District.
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<p>Site Community School Coordinator</p>	<p>Work closely with the Site Administrator and the School Leadership Team (SLT) to ensure inclusive and effective planning, coordination, and management of programs, activities, and services. Maintain, and strengthen partnerships between the school and external organizations to support students' academic, social, emotional, and physical development. Assist with data collection and analysis to ensure community school initiatives align with the needs of the community. Lead community school advisory meetings and coordinate staff training sessions. The CSC will support school wide initiatives such as the incorporation of restorative practices, trauma informed care training, and culturally relevant curriculum. The CSC will collaborate with all stakeholders including the District Community School Coordinator to improve the school experience for students to support student achievement.</p>
<p>Manager of Family and Community Engagement</p>	<p>Oversee and support the school site Family Advocate, ensuring they receive the necessary training to effectively assist families. Ensure the Family Advocate organizes training sessions for families and the community. Monitor and assess the effectiveness of expanded family and community engagement initiatives led by the Family Advocate, making data-informed adjustments as needed. Collaborate closely with the site and district Community School Coordinator and serve as a member of the Community School Advisory Committee.</p>
<p>Family Advocate</p>	<p>Will strengthen and expand the support available to families at Santa Maria High School. Primary focus will be on connecting families with vital resources, advocating for students' educational needs, and fostering effective communication between parents, teachers, and school administration. Will help identify and address barriers to student success while facilitating access to community services. Will assist with a biannual assessment of parent and guardian needs and assets. Under the leadership of the Manager of Family and Community Engagement, the Family Advocate will work closely with the Community School Coordinator to enhance parent involvement opportunities. By collaborating directly with families, this role will ensure that their needs are met and that the connection between home and school is strengthened. As a key member of the school community, the Family Advocate will provide essential guidance and dedicated support to families.</p>

<p>Community School Teacher Lead</p>	<p>Will implement and support the community school’s initiative within the classroom. This position provides instructional leadership to align with the school's community framework, managing resources and professional development for staff. Will foster a teaching and learning environment that integrates social and emotional support, a rigorous and relevant curriculum, and high-quality instruction. Additionally, will mentor new teachers to help them understand and apply the community school framework. Serving as the lead for professional development, the lead will also support the MTSS structure, ensuring seamless integration with the Community School Framework. Collaborating closely with the site CSC, the lead will enhance services that directly impact student learning in the classroom.</p>
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To ensure long-term sustainability, it is essential to identify and secure potential funding sources for the future. For our community school framework, we plan to utilize LCAP, Title I, and the multi-payer fee schedule to support our work beyond the initial five years. It is important to emphasize that this effort is not temporary but represents a true transformation in how we operate as a school. This lasting change will be continuously supported and prioritized to maintain its impact. By eliminating barriers that hinder student success, we can create an environment where all students can thrive and fully engage in learning.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Build collaborative partnerships in order to support families with Parent/Family education courses/workshops.</p>	<p>Based on the needs and assets assessment, the district community school coordinator, in collaboration with the site community school coordinator, will identify the need for community partnerships and actively cultivate those relationships. To ensure alignment with the goals of the community school, community partners will be engaged in ongoing partnership meetings, providing opportunities for collaboration in planning, development, and continuous improvement efforts to best support students and families. The district community school coordinator will participate in community meetings to foster and support partnerships.</p>
<p>Build collaborative partnerships to help improve school connectedness and address student mental health need.</p>	<p>Through the needs and assets assessment, the district and site community school coordinators will identify necessary community partnerships and work collaboratively to strengthen these relationships. Community partners will be actively involved in regular partnership meetings to ensure their engagement in the planning, development, and continuous improvement of the community school, effectively addressing the needs of students and families. The district community school coordinator will participate in community meetings to foster and support partnerships.</p>

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

We are actively working to establish new partnerships that will strengthen our community school initiative. Some of the key partnerships we aim to build include Lions Club International, a local dental office, the Children's Resource Center and Referral, the Santa Barbara County Food Bank, the Santa Barbara County Public Health Department, the Community Health Center, and Santa Barbara County Behavioral Health. Our approach will be guided by ongoing needs and asset assessments to identify evolving community needs and foster partnerships that are aligned with those needs. The partnership with the Lions Club, local dental office, and Santa Barbara County Public Health Department will help expand our medical/health services at Santa Maria High School. The partnership with Community Health Centers will help expand our mental health supports for our newcomer students. The partnership with the Santa Barbara County Food Bank and Children's Resource Center and Referral will help bring workshop and classes for families. As a community school, it is essential that we continuously build and maintain partnerships that are responsive to the changing priorities of students, staff, families, and community members.