

Salinas High School

Community Schools Implementation Plan

February 2025

Year One Revision May 2026



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**Salinas High School
Salinas Union High School District
California Community School Partnership Program
Cohort 4: Implementation Grant Application**

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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Why a Community School at Salinas High School?

The City of Salinas is located at the northern end of the Salinas Valley. It is roughly 20 miles from Monterey Bay and approximately 60 miles from San Jose giving residents access to diverse cultural and employment opportunities. The town itself, often referred to as “The Salad Bowl of the World,” has an agriculturally driven economy and is considered one of the most innovative farming regions in the United States. Founded in 1882, Salinas High School (SHS) is the oldest high school in Monterey County and sits in the heart of the city. It is one of five comprehensive high schools in the Salinas Union High School District. Additionally, the district consists of four middle schools, one continuation high school, one alternative school, the Salinas Education Center, and a Regional Occupational Program campus. Our student demographics are reflective of the community, with 75.5% Latino, 16.2% White, 3% Asian/Filipino, 0.6% African American, and 3% identifying with two or more races.

The melting pot that SHS represents parallels the rich local history that has created one of the largest agricultural economies in the world. The city’s largest population boom, The Dust Bowl, was an outcome of a devastating drought coupled with storms in the Midwest that drove farmers West, particularly out of Oklahoma. These storms, years of drought, and the Great Depression devastated the lives of residents living in the Dust Bowl states. Three hundred thousand people packed up their belongings and drove to California. Their arrival concerned many residents. Some residents opposed the camps, and the early issues with race and cultural tensions in our community began.

The infamous Lettuce Strike of 1936 began when 3,200 employees walked out of Salinas’ lettuce sheds to dispute mistreatment and unfair wages for Filipino and Latino laborers. While the strike ended within 3 months, the local newspaper, the *Salinas Californian*, observed that this strike, which pitted shed workers from the Alisal area against their Salinas employers, raised a formidable psychological barrier between the two communities, which still exists today.

Again, in the early 1970’s, our immigrant communities made their mark in history through their labor unions and additional strikes. The legacy of our labor unions, advocating for the immigrant communities that are the backbone of our community, persisted into the 1970’s for another lettuce strike that made national news under the organizational leadership of Cesar Chavez, Dolores Huerta, and the United Farm Workers Organizing Committee. On Dec. 4, 1970, Cesar Chavez turned himself in after Monterey County Superior Court Judge Gordon Campbell issued a warrant for his arrest because he did not call off a lettuce boycott.

Our community’s local history has shaped Salinas, from the demographic representation of our agricultural workers to the collection of languages we speak, and the diversity is very much a part of why SHS would serve to be a model community school. Because of the extensive school boundaries

of the Salinas High School region, our school has four primary feeder schools in various areas of Salinas, resulting in an ethnically and economically diverse student population. In the 2023-24 school year, SHS's student enrollment was 2,446. Our student demographics included 83.7% (2,048) socioeconomically disadvantaged students, 9.9% (242) English Learners, and 10.7% (262) who have a disability. 3.1% (75) students identified as homeless, and 0.1% (2) foster youth. As we collaborate closely with our Wellness Centers and Counseling teams, we have recognized that our homeless student population may be under-identified. With new strategies in place for identification, we anticipate this number to increase. Currently, in 2024-25, SHS has identified 201 homeless students. The chronic absenteeism rate at SHS reached 17.6% last school year. Notably, the highest rates of chronic absenteeism are among our homeless students, at 27%, and students in special education, at 26%.

In preparation for our Community Schools implementation, we engaged a diverse group of parents, students, and staff to discuss the specific needs of the school and envision what a true community school would look like. Our LEA Community School Coordinator held these meetings at different times, accommodating various schedules to ensure full participation. This SHS Community Schools Committee met frequently to discuss the vision of Community Schools. This committee was composed of site administration, counselors, social workers, intervention specialists, EL specialists, migrant staff, classified clerks, and most importantly our students and parents. The group met and explored each of the categorical four pillars, using the needs and assets template to identify what works, and where to grow in each category under the CCSPP framework.

Expanded Learning Time and Opportunities: To better support students and families, our Community Schools Committee believe that SHS should work to improve communication by providing clear and consistent updates about orientations, extracurricular activities, and academic support. Recommendations by the team included exploring a centralized digital bulletin board or a landing page on students' Chromebooks that would increase the frequency and accessibility of messages regarding student support. As the team envisioned expanding before and after school tutoring opportunities, they all agreed without the proper lines to share the resources they would not make the academic impact needed.

In addition to communicating with parents and stakeholders, staff members and instructional leaders believe there needs to be a better line of communication between district led academic interventions, and the expectations at the site level. As CCSPP works to build interventions in alignment with site need, the team stressed district contracts and vendors should align with site priorities. The team believes when the district supports the on the groundwork, dollars are spent most effectively with the longest statistical impact to improve overall student performance. There was additional expressed need from across committee members to expand access to affordable extracurricular programs, such as sports, music, theater, gardening, dance, and arts, particularly on weekends and during summer breaks to help engage all students, regardless of financial constraints.

Integrated Student Support: Integrated support for students to address school engagement and access to mental health care and holistic resources was a key focus of discussion for the SHS Community Schools Committee. SHS parents and staff members stressed the need for addressing chronic absenteeism with positive, supportive approaches. Both stakeholder groups shared traditional

punitive approaches to get students on campus reduces motivation. In addition to new creative ways to encourage regular school attendance, the group believed a large portion of students with school avoidance need additional social emotional support. Equal access to mental health services for all students, regardless of their academic or behavioral performance, should be a priority according to our SHS Community Schools Committee. Throughout multiple meetings it was stressed the campus should hire additional Wellness Center staff. With an augmented Wellness team, stakeholders believed efforts to address bullying could be expanded. An additional idea was to build more physical therapeutic options like outdoor gym fitness programs for all students and families to access outside the school day.

To ensure the efficacy of expanded integrated student support interventions all members of the team agree providing teaching staff with professional development opportunities to better understand the impact of mental health on academic performance will help ensure all adult allies supporting our students are on the same page. Effective integrated student support relies on consistent data collection, thorough evaluation, and regular reflection, all which SHS considers essential for a successful implementation.

Collaborative Leadership and Shared Decision Making

Parents and staff identified several areas of need to enhance collaborative leadership within schools, particularly in increasing parent voice. Expanding parent-inspired initiatives, such as creating a parent news webpage or offering adult education courses in partnership with our Salinas Adult School will help build parents' comfort level on campus. Offering student incentives for parental participation could further boost engagement, and work toward fostering a more positive relationship with our families on campus. The EL parent group stressed the need for more opportunities for Spanish speaking parents to engage at the school site level.

To ensure our staff, both certificated and classified, find that same sense of community on campus, the Community School Committee, and our LCAP Staff Survey data both reflected a need for safety and emotional support for staff. Offering staff wellness and encouraging events such as days of service with our students and staff together, will build trust and relationships around the common goals of health and support for the SHS community.

Family and Community Engagement

The SHS Community School Committee team identified ways to increase our family and community engagement in our initial planning meetings. Expanding volunteer opportunities for parents through a centralized system and structured programs would result in greater involvement on campus, and not only build parent relationships with campus staff, but establish a better understanding of all the interventions, programs, and events that take place at SHS. In addition, students and parents stressed the need for expanding community involvement through the graduation community service requirement. Partnerships with local businesses, particularly in sectors that align with students' career goals, could be expanded through CCSPP.

A core focus of discussion revolved around school safety. The team believed the SHS administrative team should work with local authorities to enhance campus safety by improving walking routes and reviewing traffic patterns of congestion that have resulted in multiple accidents on and near the campus. CCSPP would afford the SHS team the opportunity to work more directly with our local law enforcement teams, and local area non-profits such as Safe Routes to Schools and our Monterey County Crime Prevention Through Environmental Design (CPTED) teams.

This initial collaboration will continue to be our commitment to shared decision-making and participatory practice as part of the Four Cornerstone Commitments which is an essential component to our community school's framework. As a result of this authentic collaboration, the team identified our three focus community school goals that align with the CCSPP framework:

1. Enhanced Learning Experiences
2. Inclusive Family and Community Connections
3. Physical and Mental Wellbeing

Strategy 1: Shared Commitment, Understanding, and Priorities

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

Racially-just, relationship-centered spaces

During the 2021-2022 school year, Salinas High School made national news due to a racist incident that took place on SHS campus involving multiple students from across the district. The incident occurred two weeks into the school year. The incident was highly traumatic and led to hostility both on campus and within the community. Campus discussions in multiple venues brought up a number of equity issues, though racism, specifically toward our African American students and staff, was identified as a pertinent issue in need of a lasting solution. Both the school site and the district formed Diversity, Equity, and Inclusion Committees to directly address racism, sexism, homophobia, and other forms of inequity on campus.

The SHS DEI committee is composed of multiple educational partners on campus and meets monthly. In its first year, the team developed a multiphase plan to help address the issues in an authentic manner. Guest speakers, staff PD, PBIS lessons on racist language, formation of student groups, and the formation of the Principal's Advisory Council were some tangible items that have come out of this committee. Additionally, a group was formed to review our mission statement and ensure that it aligns with the schools DEI mission. The DEI committee has district level support and is facilitated by both Wellness Center staff and the principal. Though the DEI work is something that SHS continues to improve upon, the staff is much more willing to have tough conversations than it was prior to the pandemic.

A key staff role in our DEI community are our restorative justice facilitators. The restorative justice facilitators at SHS provide a wide range of services throughout the year that align with key observances, events, and awareness months. Our restorative justice facilitators serve as key advocates in creating alternatives to suspension models, but most importantly creating healing spaces following tension on campus whether the altercations be verbal or physical. Restorative justice focuses on repairing harm caused by student behavior through open dialogue, community building, and accountability, aiming to restore relationships between individuals involved in a conflict rather than solely punishing the offender; it often involves bringing together the victim, the person who caused harm, and other relevant parties to discuss the situation and find solutions to make things right, rather than relying on traditional punishments like suspensions. Currently the team focuses on monthly themed educational opportunities campus wide which include:

- **Safety Presentations** – Educating students about safety protocols.
- **Suicide Prevention Month** – Providing awareness and support resources for mental health.

- **Hispanic Heritage** – Celebrating Hispanic culture and contributions.
- **Shake it Up Assemblies** – Promoting positive behavior and engagement.
- **Red Ribbon Week** – Advocating for drug-free lifestyles.
- **Bullying Prevention Month** – Raising awareness and providing strategies to combat bullying.
- **Dia de los Muertos** – Honoring cultural traditions and remembrance.
- **Thanksgiving/Gratitude** – Encouraging reflection and appreciation within the community.
- **Native American Heritage Month** – Celebrating Native American cultures. ●
- International Day of Persons with Disabilities** – Promoting inclusivity and awareness. ●
- Christmas** – Facilitating holiday celebrations that are mindful of student needs.
- **African American History Month** – Educating about African American history and achievements.
- **Women’s History Month** – Highlighting the achievements of women throughout history.
- **International Women’s Day** – Fostering empowerment and support for women’s rights.
- **Earth Day** – Encouraging environmental awareness and action.
- **Autism Acceptance Month** – Raising awareness and promoting acceptance of individuals with autism.
- **Spring/Easter** – Supporting spring-themed events with restorative practices.
- **Mental Health Awareness Day** – Raising awareness about mental health issues and resources.
- **Asian American Pacific Islander Month** – Celebrating the heritage and contributions of Asian American and Pacific Islander communities.
- **Pride** – Supporting LGBTQ+ students and promoting inclusivity.
- **Juneteenth** – Commemorating the emancipation of enslaved African Americans.

These events focus on fostering inclusivity, education, mental health support, cultural celebration, and restorative justice practices within the school community.

Salinas Union High School District (SUHSD) is committed to fostering a just, equitable, and inclusive learning environment for all students. To this end, the district has established a Justice, Equity, Diversity, and Inclusion (JEDI) committee. This committee provides professional development on implicit bias for all staff and collaborates with school sites to develop and implement programs that promote diversity, equity, and inclusion.

Currently, the JEDI committee is working with Quetzal Education Consultants to form an Anti Racist Coalition Team (ARC). This team, composed of administrators, teachers, classified staff, students, and parents, is actively addressing racism within our community.

One key initiative, "End Slurs, Be Inclusive," is a district-wide campaign to eliminate racial slurs

on campuses. This campaign is supported by a new board policy that explicitly addresses hate speech. Furthermore, the district's student voice committee, with members from our school, has organized inclusion events and launched a social media campaign to spread the message of inclusivity throughout the district and the broader community. SUHSD recognizes the significant impact of race on the lives of our students, particularly students of color, who bring valuable experiences and perspectives to our campuses.

The current climate surrounding immigration, deeply influenced by historical and political factors, underscores the urgency of the Cohort 4 CCSP grant application. As a district that values and supports families with global roots, SUHSD is dedicated to creating safe and welcoming spaces for all students, regardless of immigration status.

In addition to a board resolution, staff have joined the Monterey County Supervisors Ad Hoc Immigration Committee. This county-wide group is committed to ensuring that public safety, housing, healthcare, and education sectors align with the guidance and model policies issued by Attorney General Rob Bonta in December 2024.

The district is actively training classified office personnel on the rights of immigrant families and providing comprehensive guidance on protecting student information in accordance with the Family Educational Rights and Privacy Act (FERPA). SUHSD has passed a board resolution, provided online resources for families, and shared informational videos created by county officials in six languages. We are committed to being strong allies and advocates for our students and families.

According to the Migration Policy Institute, 133,000 undocumented children between the ages of 3 and 17 are enrolled in California public schools, and 750,000 K-12 students in California have an undocumented parent. It is imperative that California schools provide safe havens for all students and families.

Shared power

Salinas High School began the self-study process for WASC in Fall 2022. The process began from a place of inquiry while revisiting school priorities and their alignment with district priorities. A WASC team was formed, and weekly standing meetings were scheduled to establish a plan to obtain and review data, examine previous critical areas of follow up, and ensure feedback from educational partners throughout the process. During the school's process, two essential members of the team, the principal and the assistant principal in charge of WASC, resigned. The two WASC coordinators worked with the new principal over the summer to revise the WASC plan and a new team was formed at the end of summer. Friday meetings resumed with a modified team and Focus Groups were adjusted to account for staff's areas of expertise.

For fall of 2023, the WASC leadership team reviewed the WASC process with staff and outlined WASC focus group dates for certificated staff. Focus group leads were chosen, and each focus group met three times during Fall to discuss their area. Focus group leads took feedback from their group to begin drafting the outline for the focus group sections. The second meeting involved reviewing the initial drafts of the focus group sections. The final meeting involved a review of the progress on the entire document.

Concurrently, the WASC leadership team met with several different home groups throughout the process including ASB leadership, the Principal's Advisory Council, classified staff, Department Chairs and Course Leads, as well as various parent groups. From these discussions, the schoolwide action plan was created.

Classroom-community connections

As the oldest campus in our county, SHS sits blocks away from downtown Salinas and our city center, and has one of the most well-known athletic stadiums, “The Pit,” and is known to be open for community programming. Our city’s parade routes lean on our SHS facilities for public use, and the iconic campus currently under construction is always in high use. Whether during school or on the weekends and vacation blocks, the campus upholds an open-door policy for our neighbors. SHS currently partners with a variety of community-based organizations, business, and professional partners to help support our students and their families. From our youth sports leagues to community theater, SHS values its role as a safe space for all generations of our community. All the ASB Clubs listed below take advantage of our flexible campus access and reflect the broad scope of interests our students and staff share.

- AVID • Cultural Awareness Club • Ethics Studies Club • Filipino Club • Health and Fitness Club • Japan Club • Ocean Conservation Club • Tree Huggers Club • Women in Sports
- Athletes • Japanese National Honor • Be Yourself Club • Fellowship of Christian • Society

Focus on continuous improvement and possibility thinking

SHS utilizes a broad-based, collaborative approach to continuous improvement in student learning and shared decision-making to foster responsibility and accountability. The school gathers data from various educational partners including LCAP meetings, the Healthy Kids Survey, and staff meetings, School Site Council, ELAC, and more.

Multiple teams of staff members review data. The Instructional Leadership Team of coaches analyzes data at multiple levels to identify areas of focus. The School Site Council, with parent and teacher representatives, also examines data on student performance. Teacher-led committees work with administrators and coaches to review issues and boost student achievement. At the classroom level, PLCs allow teachers to collaborate on improving outcomes, while our PBIS team implements interventions. For special populations, we utilize co-teaching, student study teams, mentor-study tables, and bilingual aides to collect data and assist students with disabilities.

PLC groups and some departments collaborate with administration to offer support and interventions outside the school day to improve achievement and graduation rates. There are also intersession classes in the fall and spring to provide credit recovery opportunities.

Staff aligns the SPSA with the data and analysis by groups like the School Site Council which guides budgeting for school priorities. Other groups use the data to impact students' achievement and other goals. The PBIS team establishes behavioral norms using referrals and other data. This information is used to address concerns on campus including dehumanizing language use, littering on campus, and cultural inclusion.

Portrait of the Graduate and Framework for the Future

Salinas Union High School District (SUHSD) is intentionally leveraging its newly developed Portrait of a Graduate and Framework for the Future as the foundation for implementing the California Community Schools Partnership Program framework. The SUHSD Framework clearly defines the vision for what students should become—critical thinkers, collaborative problem solvers, skilled communicators, and culturally competent, empowered learners prepared for college, career, and community. This vision serves as the “north star” for all district efforts.

To bring this vision to life, SUHSD aligns its work with the CCSPP framework, using it as the structure

for implementation. Through this alignment, the district is building student-centered learning environments that prioritize voice, agency, and real-world relevance; fostering safe, inclusive, and identity-affirming school cultures; and strengthening integrated systems of support that address students' academic, social-emotional, and wellness needs.

By connecting the Portrait of a Graduate with the CCSPP pillars, SUHSD ensures coherence across identity, instruction, culture, and systems. This integrated approach supports strong partnerships with families and community organizations, expands learning opportunities beyond the classroom, and builds the capacity of educators to deliver equitable, high-quality instruction.

As a result, students experience schools as places where they are known, valued, and supported—engaging in meaningful learning, developing leadership and problem-solving skills, and accessing the resources they need to thrive.

Community Collaborative Convenings

As part of our LCAP and Community School goals, our engagement with educational partners has been intentional, consistent, and deeply rooted in collaboration. This year, our Community Schools teams facilitated monthly Community Collaborative Convenings, bringing together over 40 active community partners. These meetings focused on aligning resources and strategies to better support our priority student groups, including students experiencing homelessness, socioeconomically disadvantaged students, and English Learners.

In addition, alongside our Superintendent and Board President, we hosted community forums to engage families and partners in meaningful dialogue. These forums created space to highlight successes, reflect on progress, and identify areas for growth, ensuring transparency and shared ownership of our work.

Regional Technical Assistance Center

With the support of Inflexion and our Regional Technical Assistance Center (RTAC), we also strengthened internal collaboration by bringing together administrators, certificated, and classified staff. Through these efforts, we built a deeper, shared understanding of how to effectively implement the CCSPP framework across all levels of our system.

Part B: Engaging historically marginalized student and family groups.

SHS also prioritizes family engagement through evidence-based practices that honor and build upon the cultural assets and rich histories of its students. The Community School Planning Committee has recommended adopting the Family Engagement Toolkit, a model that emphasizes the inclusion of community cultural wealth, expertise, and resources.

The Toolkit features a variety of interactive activities designed to foster deeper connections and shared learning experiences with families. Sample activities include:

Family Circles focused on:

- Exploring evidence-based family engagement strategies
- Designing family-friendly learning activities
- Co-creating extensions of the Wellness Center

- Engaging in Design Circles and family art projects
- Building family trees to celebrate heritage and history

These activities provide space for “pláticas,” informal conversations where families can share ideas, knowledge, memories, and *consejos* (advice). This approach strengthens relationships while centering the assets and lived experiences of students and families.

Additionally, the engagement process will offer access to vital community resources, including support for affordable housing, preventive health care, legal services, and childcare and early learning programs. This comprehensive approach aims to create a supportive, inclusive, and culturally affirming environments for all families.

Part C: Three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Enhanced Learning Experiences	<p>The goal is to provide a diverse range of educational opportunities that enrich student learning, foster personal growth, and prepare students for future success.</p> <ul style="list-style-type: none"> • College and career exploration through weekend field trips • Personalized support for newcomers and ELL students • Academic support for students not meeting A-G requirements • Smooth transition for freshman students • Expanded learning opportunities through intersessions and summer programs • Flexible transportation options with extended late bus service • Practical skills development through job and career readiness programs • Financial literacy education
Inclusive Family, Staff and Community Connections	<p>To provide supports that create strong family and community connections by engaging families through various programs and recognizing the contributions of both students and parents.</p> <ul style="list-style-type: none"> • Evening parent workshops • Hybrid workshop options • Parent-teacher conferences • Volunteer opportunities • Family events and celebrations • Parent leadership roles • Recognition for student and parent involvement • Adult education • Increase teacher engagement to capture uncovered needs • Increase classroom and community connections.

Physical and Mental Wellbeing	<p>Establish strong partnerships and support our staff to promote social-emotional well-being by expanding comprehensive wellness support to ensure the overall success of our students.</p> <ul style="list-style-type: none"> • Expand wellness center resources • Mindfulness and meditation programs • Physical fitness activities • Nutritional education and healthy eating initiatives • Mental health counseling and support services • Collaboration with licensed clinicians from community based organizations for additional support • Licensed clinicians provide additional support in coordinating the wellness center services provided. • Continue collaboration with Monterey County Mobile Clinic • Begin a student led club that supports physical and mental wellbeing.
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Strategy 2: Centering Community-Based Learning

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand culturally and community-responsive Wellness Center programs and support groups	<ul style="list-style-type: none"> • The National Compadres Network will provide training for all social workers and Wellness Center staff, while also increasing the number of support groups available to students. • Restorative Practices and circle-keeping professional development, launched during the 2023-2024 school year, will be embedded into routine staff meetings. This ongoing commitment ensures the integration of restorative approaches across campus. As part of this effort, restorative practices will be prioritized as alternatives to suspension.
Engage staff and provide community education that honors and celebrates our Indigenous students	<ul style="list-style-type: none"> • CBDIO Partnership. • Hire an Indigenous Language Interpreter (Mixteco, Triqui) • Provide staff training and professional development opportunities with CBDIO to better support our Indigenous families.
Enhance access to preventative healthcare services for students and families	<ul style="list-style-type: none"> • Medical Mobile Clinic Partnership. • Bilingual parent nutrition workshops. • Work with Blue Zones to share best practices in diet, exercise, and community building through health. • LVN will support on-site health guidance, particularly supporting the management of medication for students that have increased dramatically since the pandemic. An RN will supervise each LVN placed at a community school site and guide the health student interns from the community college.

Strategy 3: Collaborative Leadership

Site Level Goals and Measures of Progress

Goals	Action Steps
Community Schools Advisory Council	A site-based Community Schools Advisory Council will be established to strengthen shared decision-making, building on the district-level council already approved by the board. This new council will include representation from community members, staff, parents, and students, offering leadership opportunities for parents and students to develop key skills. Parents will lead by co creating agendas, facilitating meetings, and collaborating with others. They will receive support and training from the Community School Coordinator Lead and community partners, including Building Healthy Communities and Padres Unidos.
Student Advisory Panel	The purpose of establishing a Student Advisory Panel is to ensure that the support services offered in our schools are both relevant and effective in helping students succeed. This panel will serve as a dedicated space for students to provide feedback on their experiences with available resources and programs, allowing us to track and analyze data on how these services impact their academic and personal growth. By actively involving students in this process, we aim to create a supportive environment that genuinely meets their needs and empowers them to reach their full potential. This student panel will also be integrated with the Community Schools Advisory Council.
Regional Technical Assistance Center Monterey County Networking Sessions	The community schools' team will continue to work collaboratively with county-wide districts. We need to continue participating in the Monterey County Community School Coordinator sessions. These sessions, organized by the Central Coast Regional Technical Assistance Center, serve as valuable learning opportunities for both experienced and new professionals with similar roles and responsibilities across different schools. Participants come together to exchange best practices, address common challenges, ask questions, and share strategies, techniques, and solutions to improve their work.
Community Collaborative Convenings	As part of our LCAP and Community School goals, our engagement with educational partners has been intentional, consistent, and deeply rooted in collaboration. This year, our Community Schools teams facilitated monthly Community Collaborative Convenings, bringing together over 40 active community partners. These meetings focused on aligning resources and strategies to better support our priority student groups, including students experiencing homelessness, socioeconomically disadvantaged students, and English Learners.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

The Salinas Union High School District (SUHSD) has an active school board with a strong relationship with Salinas High School (SHS). Educational partners, including staff, parents, and community members, have varying levels of understanding of the board's role based on their responsibilities.

Board Engagement and Communication:

- Board meetings are open to all staff, with monthly student board reports presented.
- Board minutes and meeting recordings are posted on the district website and YouTube channel.
- Union communication provides a newsletter and board agendas shared in advance by the teacher union president.

Stakeholder Involvement and Governance:

- The board allows for public comment at meetings, and staff are represented by SVFT and CSEA union officers.
- The district's LCAP plan is developed with input from educational partners and aligned with board goals. Certificated staff, students, classified staff, parents, and administrators participate in annual LCAP reviews. The School Site Council (SSC) plays a key role in aligning the school budget with LCAP goals.

Parent and Community Engagement:

- SHS engages parents through SSC, ELAC, and Migrant Parent meetings, where parents have a voice in reviewing and approving plans like SPSA and LCAP.
- The district's Special Project Director trains SSC and ELAC members annually, and site representatives attend SUHSD DELAC meetings, reporting back to SHS's ELAC group.
- A monthly parent newsletter updates families on upcoming meetings and events, ensuring transparency and engagement.

Textbook Review and Approval:

- Teachers, district officials, board members, and parents are all involved in the textbook review and approval process.

While communication structures are in place, there is room for improvement in ensuring that all stakeholders, especially staff, have better access to timely information directly from district sources rather than relying on external media.

SHS's commitment to continuous improvement, collaborative leadership and shared decision-making strongly aligns with the four pillars of Community Schools.

1. Integrated Student Supports: The school's multi-tiered system of support, including co-teaching, student study teams, mentor-study tables, and bilingual aides, directly addresses integrated student supports. These programs aim to provide targeted assistance to students with disabilities and other

special populations. The PBIS team's work on establishing behavioral norms and addressing issues like dehumanizing language and cultural inclusion further contributes to a supportive school environment. Data collection across these initiatives allows for monitoring and adjustment of these supports.

2. Expanded Learning Opportunities: The after-school support and interventions, along with intersession classes, clearly represent expanded learning opportunities. These programs provide students with additional time and resources to improve achievement and graduation rates. The collaborative work of PLCs and departments with administration to offer these supports highlights a commitment to expanding learning beyond the traditional school day.

3. Family and Community Engagement: The involvement of parents in the School Site Council (SSC) and ELAC (English Learner Advisory Committee) suggests a commitment to family and community engagement. We strongly believe that through the Community School's model we will see an increase of family and community engagement by exploring additional ways to engage families and the broader community. This might include community events, parent workshops, or opportunities for community members to contribute to school programs.

4. Collaborative Leadership: SHS emphasizes collaborative leadership through various structures. The Instructional Leadership Team, School Site Council, teacher-led committees, PLCs, and PBIS team all contribute to shared decision-making and distributed leadership. The site participates in an active partnership between administration and labor (PAL) modeled after the state initiative of Labor and Management Initiative (LMI). The process of data collection and analysis involves multiple stakeholders, fostering a sense of shared responsibility and accountability. The collaboration between department chairs and administrators, aligned with the district Steering Committee, further exemplifies this collaborative approach. We are committed to establishing a Community School Advisory Committee to be able to deepen our understanding of the needs of our students and school community and ensure that the implementation of this framework improves the culture of our school community.

Strategy 4: Sustaining Staff and Resources

Site Level Goals and Measures of Progress

Goals	Action Steps
Community School Coordinator Lead	The Community School Coordinator Lead oversees all aspects of community school programming. This includes ensuring compliance with regulations, managing the budget, and providing support and guidance to site coordinators. The Lead also plays a key role in implementing strategic plans, developing new community partnerships, and analyzing data to improve program effectiveness.

Community School Site Coordinator	To support individualized site-level delivery of services and to monitor the implementation efficacy, staffing a site-based coordinator is critical. This classified supervisory position will work 12 months and 8 hours and support site staff in routine progress monitoring, reflection, and data dives to maintain compliance and make appropriate team adjustments as needed.
Medi-Cal Billing & Health Staffing	<p>To increase clinical support an LVN will support on-site health guidance, particularly supporting the management of medication for students that has increased dramatically since the pandemic. This role can support the development of health billing best practices and support the RN team in the completion of mandated hearing and vision screenings at the site.</p> <p>To ensure fiscal compliance with the provisions and expectations of the Medi-Cal Fee Schedule process, SUHSD is looking to create and hire a district wide role to serve as the primary lead Medi-Cal Biller.</p>

Key Staff/Personnel

Dr. Zandra Jo Galvan	Superintendent
Kari Yeater	Assistant Superintendent of Student Services
Dr. Carissa Purnell	Director of Student Health and Wellness
Yvette Ramos	Community Schools Coordinator Lead
Katharine Bassler	Salinas Valley Federation of Teachers President
Hugo Mariscal	SHS Principal and CCSPP Leader
Anthony Morales	Assistant Principal
Ana Gabriela Manzo	Community School Site Coordinator
Cristal Juarez Marisol Ruiz	School Social Workers
Rachel Alfaro Angelica Martinez	Restorative Justice Facilitators
Karina Hernandez Romero	Intervention Specialist
Krista Wilson	PBIS Clerk

Janet Martinez Angeles	College and Career Counselor
Mark Dover	Activities Director
Gloria Tinoco Estrada	Migrant Student Counselor
Ana Farfan Cornejo	Community Liaison
Katie Zelensky	English Learner Specialist

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Salinas High School's Plan for Student Achievement (SPSA) and Title Funding Allocation Support

The entirety of the SHS Single Plan for Student Achievement (SPSA) is tied to the CCSP framework, and supports our LCAP goals as well.

SPSA Goal 1: Provide high-quality, equitable instruction that prepares all students, particularly English Learners and Students with Disabilities, to graduate college, career, and community ready.

SPSA Goal 2: Staff Development: We will prioritize staff development to recruit and prepare qualified candidates who understand and appreciate the diversity of our students and community.

SPSA Goal 3: All students will be engaged in a teaching and learning environment that is safe, caring, and healthy.

SPSA Goal 4: All English Learners will increase their English language acquisition towards English proficiency (instructional support, professional development, enrichment)

SPSA Goal 5: Students with Disabilities will graduate college and career

ready. *SPSA Goal 6:* Foster and Homeless Youth Attendance

SHS SPSA Allocations to engagement in the listed goals above are as follows:

- SPSA Certificated Personnel Salaries: \$34,000
- Benefits: \$7,750
- Books and Supplies: \$120,000
- Professional Consulting and Operating Services: \$152,100

SHS receives federal title dollars to support students who are experiencing housing instability, who are foster youth, English Learners, and those who are socioeconomically disadvantaged. We received \$342,780 in Title I Part A: Disadvantaged Students, \$17,014 in Title I Part A: Parent Involvement, \$38,087 in Title I Part A: Professional, \$56,712 in Title I Part A: SES, Title III Part A: Language Instruction for LEP Students: \$47,984, and Title III: Immigrant, \$6,725 to support these students.

LEA Medi-Cal Billing and EPSDT

A core source of funding sustainability will be tied to the expansion of our current LEA Medi-Cal billing process into general education. SUHSD currently utilizes billing to sustain portions of the Special Education budget through Medi-Cal Administrative Activities (MAA), and with the augmentation in services to General Education students, which includes a team of 22 licensed clinical social workers and their intern team, there is a tremendous opportunity to both sustain and grow access to mental health care and social-emotional learning services through Local Educational Agency Medi-Cal Billing Option Program (LEA BOP).

In addition to billing for individual case management, the Early and Periodic Screening, Diagnostic and Treatment (EPSDT) expectations will allow us to utilize Medi-Cal reimbursement for all the vision and hearing screenings our current nursing team conducts. We currently partner with Hartnell College's Allied Health Pathway program to place LVN and RN student interns across our sites and CSUMB's Nursing Department to place BSN student interns, and the revenue generated from billing will allow us to create an employment pathway with the intention to offer hiring packages to our interns. Mobile clinics will have physical health screenings including extension of hours to accommodate vaccine updates to eliminate attendance issues that arise from vaccine noncompliance.

California Youth Behavioral Health Initiative (CYBHI)

To augment the financial support provided from Medi-Cal's MAA and LEA BOP programs, SUHSD is part of the CYBHI Cohort 3. Collaborating with the Monterey County Office of Education (MCOE), the district is currently developing contracts with Healthy Campus which will serve as our Electronic Health Record (EHR) platform that will allow us to bill insurers outside of Medi-Cal for behavioral health support provided on our campuses. The Countywide MOU was adopted in FALL 2024.

Healthy Campus will allow us to not only bill for mental health care supports that the SUHSD clinical site teams provide through our Licensed Clinical Social Worker staff, but also our Restorative Justice Facilitators, School Counselors with a current PPS, LVNs, RNs, and the staff completing their Wellness Coach certification.

Mental Health Student Services Act (MHSSA)

SUHSD has an established MOU with the Monterey County Office of Education (MCOE) and Monterey County Behavioral Health (MCBH) through the Mental Health Services Act (MHSA) funding to improve and increase access to school based mental health services. This grant provides technical assistance and industry expertise to build systems in our sites across Tiers to address student wellness. Priorities identified for support building universal screeners, using consistent assessments rooted in best practice and research, examples include the Patient Health Questionnaire PHQ9, Generalized Anxiety Disorder screener GAD7, and the Columbia Suicide Risk Assessment. Currently, SUHSD is receiving support from the MHSA team building behavior plans for General Education and Special Education students. All tools are components of the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP). We currently use the State of California Health and Human Services Agency- Youth Screening Tool for Medi-Cal Mental Health Services to complete our MCBH referrals, and will be able to transition our current practices into pursuing billing.

University Collaboratives

Both the San Jose State School of Social Work and the California State University Monterey Bay (CSUMB) Social Work and Psychology Departments place graduate students at each school site across SUHSD to support with direct student services, and SUHSD continues to mentor cohorts that grow each year. These collaboratives allow for an increase in student access to mental health care support which improves staff efficacy and time management in their care, but also builds capacity of the incoming workforce to develop relationships with our students to better integrate into the school setting. Since licensed clinical staff are difficult to hire, the internship pathway is an opportunity to establish and foster relationships with associate social worker staff as they work toward complete licensure.

Additionally, CSUMB supports an incentive program at SUHSD and across Monterey County for these graduate students to reduce attrition in the field called Project REACH funded by the U.S. Department of Education. The five years, six-million-dollar grant will fund annual scholarships of \$21,000 for 10 school psychologists and 10 school social workers and provides mentor incentives for licensed staff that supervise students. The program will provide training for K-12 teachers in recognizing and interacting with students with mental health issues and reaching students in need, particularly those living in traditionally underserved communities.

Healthcare Vocational Collaboration & Mobile Clinic Services

The Hartnell College Vocational Nursing Program is accredited by the Board of Vocational Nursing and Psychiatric Technicians and provides an opportunity for student to receive their LVN license and continue onto to receive their Bachelor of Science in Nursing (BSN) or Respiratory Care (BSRC). The goal of having a degree and a certificate program is to increase student options, and to align with several statewide initiatives, including the Guided Pathways Project. The Guided Pathways Project is designed to offer “structured educational experiences that support each student from point of entry to attainment of high-quality post-secondary credentials and careers.”

SUHSD places LVN students seeking licensure with our district RN team for on-the-job shadowing and exposure to the school nursing field. Students support the mandated hearing and vision screenings across the district, support health education on campuses with a clinical lens, and serve as mentors to our SUHSD students participating in Health Academies across our campuses. As a Pathway Project at our local community college, most students graduated from our SUHSD campuses and serve as a source of inspiration for students interested in pursuing a career in the nursing or health related fields.

To provide increased capacity to deliver direct healthcare services SUHSD partners with two mobile clinic units, one run by Salinas Valley Health (SVH), and second run by the Monterey County Health Department (MCHD). SVH provides charity care at no cost to patients and is open to the entire community for basic preventative care, and particularly impactful on our high school campuses are free athletic physicals. The MCHD mobile unit bills Medi-Cal and can provide pediatric care for all SUHSD students and their family members with Medi-Cal. Because of the success and high use of the mobile clinic model, SUHSD has approved the purchase of a district mobile medical unit that will be staffed by our nursing teams to provide mandated hearing and vision screenings across the district

without impact facility use, and offer a hands-on opportunity for junior college, university, and high school health academy students to experience mobile community care service delivery.

Strategy 5: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand preventative healthcare access	<p>Building health services on campus with the additional staffing of Licensed Vocational Nurses (LVN), the placement of LVN students from the Hartnell College Allied Health Pathway Program and providing field experience to CSUMB BSN students.</p> <p>Expanding the current MOU partnership with Salinas Valley Health and Monterey County Clinic Services to provide regular stops to students, families, and community members at SHS.</p> <p>Knowing early prevention and intervention plays a key role in a students' decisions to choose not to engage in drug and alcohol use, partnering with the California School Based Health Alliance, wellness teams will expand Tier 1 prevention programs. The Stanford Tobacco Prevention Toolkit allows trained staff to implement research based prevention models that address use of vape pens, cannabis products, and tobacco.</p>
Increase capacity to provide mental healthcare support	<p>Growing current level of programming offered by staff trained by the National Compadres Network in: Girasol, Joven Noble, and Cara y Corazón.</p> <p>Expansion of community partners to increase options of care and treatment. Canine therapy and online modalities will improve use and access of care options for students on campus.</p> <p>Collaborative efforts with our community partners BHC, CBDIO, and the Epicenter will allow for improved and culturally responsive approaches to support the mental health care needs and well-being of our students who identify with the BIPOC and/or LGBTQ+ communities.</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:

National Compadres Network (NCN)

The [National Compadres Network \(NCN\)](#) has provided training for several members of the team in three key programs: *Girasol*, *Joven Noble*, and *Cara y Corazon*.

Girasol is tailored to support educational institutions and community organizations in creating and implementing a culturally grounded, trauma-informed, and healing-based program for adolescent young women and those who identify with this peer group. This curriculum emphasizes a healing informed, culturally responsive approach to help female-identified youth navigate life's challenges in a positive and supportive way. Key goals include reducing school suspensions and expulsions, improving academic achievement and school completion, and enhancing overall health outcomes for youth.

Joven Noble is an indigenous-based, healing-centered youth leadership development program that guides male youth through a "rites of passage" journey. The program focuses on preventing substance abuse, teen pregnancy, relationship violence, gang involvement, and school dropout, fostering resilience and community engagement among participants.

Cara y Corazon is a culturally rooted family-strengthening program designed to heal intergenerational trauma and build a network of support for parents. This program works to reconnect families, promoting a sense of unity and resilience across generations.

Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO)

Our newest partner, identified through the CCSPP in response to our Needs Assessment and LCAP data, is the Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO). CBDIO's mission is to promote and strengthen indigenous communities' civic engagement and economic, social, and cultural development while supporting their resilience and self-advocacy.

Through the proposed MOU, we aim to create an environment at SHS where families who speak Mixteco, Triqui, and other Indigenous languages can feel confident, comfortable, and proud to communicate with staff and advocate for their students. With CBDIO's support, we plan to include Indigenous families in our Community Schools Advisory Committee and to offer customized workshops that address their unique needs, such as guidance on reclassification from our EL team, access to affordable housing vouchers, and McKinney-Vento assistance.

California School Based Health Alliance (CSBHA)

The Salinas Union High School District (SUHSD) joined the [California School Based Health Alliance \(CSBHA\)](#) following a community school's conference where CSBHA shared their campus clinic models. The CSBHA team has offered technical support as the district expands its internal capacity to provide preventative medical care and explores the potential of a clinic model within the district. CSBHA provided two grants to support SUHSD with universal screeners and tobacco use prevention. In 2025 CSBHA will be providing [ACEs Aware](#) screener training (Adverse Childhood Experiences) to our LVN, RN, Social Workers, Community School Coordinators and

Interns. This screener, which is also eligible for Medi-Cal billing reimbursement, helps clinical and non-clinical teams provide more effective and equitable health care and support. Screening results can be used to provide targeted clinical interventions, as well as offer greater compassion, patience, and the opportunity for relational healing.

Building Healthy Communities (BHC)

Building Healthy Communities of Monterey County (BHC) empowers residents to amplify their voices and build an inclusive, anti-racist democracy within safe, thriving communities. As a catalyst for positive change, BHC intertwines the aspirations of local youth with robust community support. With a strong dedication to nurturing youth leadership, BHC creates a supportive environment where young voices are uplifted, potential is realized, and transformative change occurs. Through innovative programs, BHC enables the next generation to break barriers, celebrate diversity, and lead meaningful change—fostering a healthier, more equitable, and vibrant community for all.

BHC has been instrumental in the planning of the CCSPP with SUHSD and introduced the [“Spectrum of Community Engagement to Ownership,”](#) a metric developed by Rosa Gonzalez. This tool charts a course to strengthen and reshape local democracies, emphasizing the importance of deep participation, especially from communities traditionally excluded from decision-making. As local democracies grow stronger, they unlock the capacity to confront pressing challenges and build resilience in times of economic, ecological, and social crises. Addressing these complex issues requires collective effort and a renewed focus on community-driven civic leadership. This tool will help SUHSD community school sites work toward genuine collaborative power and voice, using consistent metrics across all schools.

Community Human Services (CHS)

[Community Human Services \(CHS\)](#) is dedicated to delivering high-quality mental health, substance abuse, and homeless services to empower Monterey County residents to reach their full potential. The Substance Use Prevention Program (SUPP) aims to enhance students' emotional well-being, address substance abuse, and provide alternatives to suspension or expulsion. These initiatives foster a supportive and healthy educational environment and are a proactive approach to provide students with opportunities for learning and self-improvement.

CHS initiatives include Seven Challenges, Social Emotional Wellness, Vape Awareness, Alternatives to Violence, and the Alcohol and Drug Prevention Team (ADAPT). The Seven Challenges and Brief Challenges model is an evidence-based counseling curriculum utilizing interactive journaling to address substance use among youth, with Brief Challenges focusing on experimental use. The CHS Counseling/Socio-Emotional Support takes place in SUHSD's Wellness Centers in a structured environment, aiding individuals in understanding relationships, addressing issues, and developing coping skills. The Vape Offense Workshop (VOW) is an educational program for students caught with paraphernalia or vaping, focusing on the negative effects and dangers of vaping products while providing support and coping skills for healthier decision-making. The Youth Alternatives to Violence (YATV) curriculum is for youth, addressing anger and aggression through diverse educational content, coping skills, and anger management techniques to enhance understanding and promote effective emotional regulation. The ADAPT Club, is a voluntary, student led, and student-run club focused on alcohol and drug abuse prevention. The main goal of ADAPT

Club is to create a safe and supportive environment where students can come together to raise awareness about the risks associated with alcohol and drug abuse and promote healthier choices.

Monterey County Behavioral Health (MCBH)

Monterey County Behavioral Health (MCBH) has an existing MOU with SUHSD and offers Tier 3 clinical care and crisis support for sites across the district. MCBH offers students and families a clinical care option off campus, in the community, and can support not only individual student therapy, but group and family interventions as well. In 2024 MCBH opened the Alisal Integrated Health Center. The two-story center has 33 offices for consultations and therapy plus other services. Staff also specifically focus on severe mental health and substance abuse challenges for teenagers and young adults who are between 16 to 25. This new facility allows our students and families to receive care not only on site, but in a new building designed specifically to foster healing and mental health care for youth in need.

Daybreak

Daybreak Health is the top school-based teletherapy provider in California, with over 60 district and county partners in California, including local districts Salinas City Elementary School District, Soledad Unified, San Luis Coastal Unified. Daybreak has a diverse clinical team of over 140 MFTs and MSWs, who can provide care in up to 10 languages. Daybreak's school-based teletherapy program includes a 12–24-week individual therapy program for students ages 10-19, designed to treat students suffering with mild-severe mental health needs. Daybreak treats a broad range of student mental health care needs including anxiety, depression, grief, stress, and trauma. Teens who are at the highest risk of experiencing mental health challenges statistically include youth who identify as BIPOC, LGBTQ+ and those experiencing homelessness, and/ or are a part of a mixed immigration status household. With the Board approved MOU with SUHSD Daybreak offered an unlimited number of sessions for students. Daybreak hours offer hours in the evening and weekends that are currently not met by SUHSD. Daybreak teletherapy programs are designed to give each student access to high-quality, affordable, and culturally competent care that meets their unique needs.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

GEAR UP SHS is designed to increase the number of low-income students who graduate from high school and prepare for and succeed in postsecondary education and offered in collaboration with the University of California Santa Cruz. The focus areas and services for our GEAR UP team include Intensive Academic Advising Services and College Planning, College Exposure, College and Career Workshops, Parent Services, Field Trips, In Class Tutoring / Out of Class Tutoring, and Parent/ Family Services.

Monterey County Probation

The Monterey County Probation Department serves all of the criminal courts of Monterey County, California. Probation Officers supervise approximately 5,500 adult and 900 juvenile offenders granted probation by the courts. The department's services to the community include recommending sanctions to the court, enforcing court orders, operating correctional institutions, incarcerating delinquents, assisting victims, and providing corrective assistance to individuals in conflict with the law. The department works together with law enforcement agencies, schools, community-based

organizations, and the citizens of Monterey County to form productive partnerships to ensure public safety, offender rehabilitation, and the protection of victims' rights. The Probation Department also operates and maintains the Juvenile Hall and other juvenile facilities and programs, including the Youth Center, the Silver Star Youth Program, and the Silver Star Resource Center.

The MOU with Monterey County Probation provides a full-time officer on each of our school campuses. The officers serve as a resource to the specified school regarding dispositional options and to assist the school in making appropriate referrals to collateral agencies. They attend regular site meetings to support student study teams and participate in Tier 2 Tier 3 meetings to provide case management resources. They are trained in de-escalation, crisis Intervention, motivational interviewing, LGBTQ awareness for law enforcement professionals, fentanyl safety, mental health services for youth, drug endangered children, and active shooter training.

Epicenter & Our Gente

[The Epicenter](#) is dedicated to empowering youth ages 16-24 who are at risk or involved in the system, helping them thrive by connecting them with community resources that offer opportunities for equity and hope, ultimately improving youth outcomes in Monterey County. The Epicenter is a youth led, youth-run organization focused on supporting at-risk youth through a comprehensive, one-stop resource center. The Epicenter provides access to a wide range of services by partnering with co located staff—professionals from other agencies who offer their expertise at our center. These resources include housing, education, employment, and mental/physical health and wellness services.

Our Gente is The Epicenter's LGBTQ+ Services program, dedicated to fostering safe spaces and providing opportunities for positive change and growth for LGBTQ+ youth in Monterey County. Our Gente offers peer social support, community-building activities for LGBTQ+ youth, training for both community members and agencies, special events, and peer support for parents and caregivers of LGBTQ+ youth.

NAMI Club / NAMI of Monterey

The National Alliance on Mental Illness (NAMI) is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness. NAMI Monterey is an organization of families, friends and individuals whose lives have been affected by mental illness. Together, they advocate for better lives for those individuals who have a mental illness.

NAMI offers BASICS for parents and caregivers in addition to a range of support groups on campus and across community locations. NAMI Basics is a 6-session education program for parents, caregivers and other family members who provide care for youth (ages 22 and younger) who are experiencing mental health symptoms. This program is free to participants, 99% of whom say they would recommend the program to others.

The NAMI Connection Recovery Support Group is a peer-led support group for adults living with mental illness. Participants gain insight from hearing the challenges and successes of others, and the groups are led by NAMI- trained facilitators who've been there. The NAMI Family Support Groups is a therapeutic support group for family members, friends, and partners of loved ones living with a mental illness. Join a caring group of individuals helping one another by utilizing their collective experiences and learned wisdom.

One of the most popular resources provided by Monterey NAMI is "[Ending the Silence](#)," a 50

minute evidence based video designed to end the stigma tied to mental health, and encourage students to seek support.

SPCA Hug a Pet program

One of the free resources most utilized across sites is the Hug A Pet program run by the Monterey County SPCA. The [Hug-A-Pet program](#) strives to bring companionship, activity, stimulation and cheer to those in our community residing in convalescent or hospice facilities, and with SUHSD on our school campuses. The psychological, physiological, and social benefits of the bonds between humans and companion animals are well documented. Hug-A-Pet extends many of these benefits to those who may now be in a situation where they are experiencing isolation from family, friends, or even their own companion animal. Trained volunteers and their certified companion dogs regularly visit area care facilities to provide conversation, companionship, affection, and fun. When the companion dogs visit our campus, oftentimes in the site Wellness Centers, staff have noted an increase in calmness in our students experiencing anxiety, and a more positive school climate.

Harmony at Home (HH)

SUHSD has utilized a portion of their LCAP goal to support district wide funded counseling services offered at each school site. [Harmony at Home](#) offers counseling services provided by a qualified counselor with a master's level education in therapy, counseling, social work, or psychology, or currently in a master's program in one of those fields with certification in the Sticks & Stones® program. Sticks & Stones® is a school-based counseling program for children. The program consists of 10 weeks of group based or individual counseling support. It is designed for children who have experienced difficult events in their family life and/or in their community that has resulted in having challenges expressing emotions, getting along with others, and/or succeeding in school. The goal of this program is to help children identify and express their feelings in healthy ways while learning new strategies and skills to better cope with difficult situations. On average, children are seen for 10 weeks; one day per week. Possible extension of services depends on the counselor's assessment and collaboration with the school staff and parents. If it is in the best interest of the child to continue, they will extend services for another 10-session cycle.

Monterey County Food Bank

MCFB serves over 160,000 residents in Monterey County every month. MCFB has attended SHS events, from the Fall Festival to a Warm Coat Drive, but CCSPP will allow for us to extend the invite to distribute meals and food on a more regular basis. Following the pandemic food insecurity has a large area of need in the neighborhoods surrounding SHS and continues to be a persistent issue with the state of the current economy.

Family First

Supports teens and all parents (13-25) that have not graduated HS or completed our program and are attending post-secondary education. Program participants partner with a Case Advocate who builds trusting partnerships and helps them set and reach personal, educational, and parenting goals. Dedicated Case Advocates meet with young parents at schools, their homes, community spaces, and our offices. Program participants receive diapers and wipes or formula and wipes after our meetings and other essentials like car seats and safe sleep spaces. We are also always open to hosting workshops and events for the teen parents (healthy relationships, building support circles, prom glam, and more)

Care Connections

Supports Medi-Cal eligible individuals (all ages) at risk for homelessness or McKinney-Vento eligible, pregnant or 12 months postpartum, justice-involved, and child welfare populations. Care Connections is similar to Family First case management however also allows us to be part of the individual's care team and communicate with the PCP or help them find providers, scheduled transportation to their appointments, ensure prenatal and postpartum care is setup, and connect members to specific resources included in their Medi-Cal managed care plan. The program is built to walk alongside our youth and at-risk families, making sure they receive the services and resources they need to move toward the goals that matter most to them. We provide all those that meet those requirements with a Lead Care Advocate/Manager that will help them navigate their care plan to ensure their care needs are being met. The goal of the program is to provide education and awareness to all resources so they are able to maintain their health and be available to care for those around them.

Wonderwood Ranch

Wonder Wood Ranch uses equine therapy to provide hope and healing to trauma-impacted youth in Monterey County. Built on a proven foundation of equine therapy, the TAILS program provides a multi-faceted approach to healing that is sympathetic to the needs of each youth. Youth are taught to train and handle horses for education, job opportunities, and mental health, with the goal of building resilience and life skills that allow them to become positive contributors to their community. The team brings horses to the our campus, where students at our continuation schools get to work directly with the animals and team once a month. Our team works with the district LCAP team and site funds in order to make this service free and accessible to all students on campus.

Loaves, Fishes, and Computers

Loaves, Fishes & Computer (LFC) offers Digital Literacy classes that are intended to teach program participants the solid foundation in Basic Computer Skills, Video Conferencing Software, Gmail, Google Apps, Internet, Search Engines, Internet Safety, Social Media and much more! The digital literacy program helps participants learn, acquire and familiarize themselves with the skills necessary to help themselves and their children with school work by utilizing online tools.

Catholic Charities

Catholic Charities of the Diocese of Monterey is a faith-based, non-profit social service agency providing aid to individuals and families. They provide services throughout Monterey, San Benito, Santa Cruz, and San Luis Obispo counties. Their mission is to assist people of all backgrounds and beliefs, providing them with tools, training, and resources to help meet basic needs. In addition, they provide information and referrals to social service agencies in each community we serve. Their core services are Immigration and Citizenship, Family Supportive Services, Disaster Relief, and Tattoo Removal Program.

Project Prom

Project Prom is a community initiative inspired by the generous spirit of Bella Zoe Dakis and her commitment to ensuring all students feel seen and celebrated. Each spring, Project Prom hosts a two-day prom giveaway that provides students with free dresses, suits, shoes, and accessories. The event offers a wide range of options, from vintage pieces to new formal wear, ensuring every student has access to attire that helps them feel confident and included. Grounded in the belief that prom is a meaningful milestone in a student's high school experience, Project Prom works to remove financial

barriers so that all students can participate fully. Through this initiative, students are supported in celebrating their achievements and creating lasting memories, while fostering a culture of generosity, equity, and community care.

JA Finance

JA Finance Park is Junior Achievement's capstone program focused on personal financial planning and career exploration. Through a combination of classroom curriculum and a hands-on simulation experience, students develop the skills needed to make informed financial decisions related to income, expenses, savings, credit, taxes, and budgeting. The program allows students to explore career interests, evaluate financial risks and benefits, and apply real-world decision-making skills by creating and managing a realistic personal budget based on hypothetical life scenarios. JA Finance Park culminates in an interactive simulation—delivered in-person, through a mobile unit, or virtually—where students engage with volunteers to apply their learning in a practical setting. At North Salinas High School, this partnership supports students in building long-term financial literacy, career readiness, and life skills that prepare them for post-secondary success.

Digital Nest

Digital NEST creates sustainable and scalable technology learning centers for Latinx and all underserved youth in order to foster economic equality. We achieve this by technical and soft skills, providing mentors and broadening networks in order to gain sustainable employment.

United Way

Smart Referral Network: A Smart Referral Network (SRN) is an innovative, locally administered, web-based platform designed to facilitate and track referrals between service providers, ensuring that individuals and families in need receive timely and coordinated support. SRN enables agencies to share client-level referral data securely, generate an unduplicated count of clients served, identify service gaps, and measure the effectiveness of community programs.

Financial Literacy: In-Person Financial Literacy Classes are offered in partnership with schools, colleges, and community organizations. These workshops are tailored to meet the needs of young adults, students, working families, and farmworker communities—providing practical tools to strengthen financial confidence and stability. Because these sessions are delivered through partner organizations, community members who are interested can connect with their local school, community center, or service provider to learn more.

Monterey College of Law

Monterey College of Law is partnering with our school to provide legal support services to students and families through a series of on-site law clinics. Law students lead these clinics, offering guidance on important topics that directly impact family stability and well-being.

Clinic topics include divorce and child custody, domestic violence restraining orders, becoming a child's legal guardian, understanding the eviction process and tenant rights, navigating small claims court, and an overview of immigration processes for families.

By offering these services at the school site, families are able to access free, reliable legal information in a safe and familiar environment. This helps reduce barriers such as cost, transportation, and limited access to legal resources.