

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

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 (Relationship Focus)
2. Shared power (Shared input)
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 remain dedicated to transforming Santa Maria High School by fully embracing the California Community School Framework. While we have made encouraging progress toward supporting the whole child, we recognize that our work is ongoing. Previous strategies showed promise, but they have not yet produced the comprehensive results necessary to fully address the multifaceted needs of our students. Feedback from our community highlights the urgent need for a holistic, community-centered approach. Students have expressed a desire for a stronger sense of belonging, increased enrichment opportunities, support regarding their families' financial stability,

improved access to health services, and healthier food options. Similarly, parents are asking for more avenues for meaningful involvement and expanded access to health and wellness resources.

To drive this transformational change, our primary focus is building trust through strong, meaningful relationships within our school and the wider community. By authentically valuing diverse cultures, perspectives, and strengths, we are committed to cultivating a racially just, caring, and identity-safe environment that nurtures a sense of belonging for all. Our vision is rooted in the belief that our school is a shared space. We strive to create a democratic and inclusive environment driven by shared ownership and strategic partnerships. To empower all stakeholders and honor their collective efforts, we are facilitating collaborative decision-making through monthly community school advisory meetings and community partnership meetings.

Finally, to enrich student learning, we are expanding opportunities that bridge classroom instruction with the broader community. Moving forward, our educational approach will feature interdisciplinary, project-based learning experiences grounded in the unique strengths of our students and local community. By integrating local history, culture, language, and values into our curriculum, we aim to foster civic engagement and better prepare students for real-world challenges. Furthermore, we have expanded our summer programming to include new Career Technical Education (CTE) pathways and art enrichment programs, which will be offered alongside our traditional remedial courses.

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 another comprehensive needs and assets assessment to effectively identify and address our areas of need. We felt that the initial needs assessment was helpful, but the committee wanted to hear more voices. To ensure we captured diverse perspectives, we utilized a variety of data collection methods, including school-wide surveys, empathy interviews, English Learner Advisory Committee (ELAC) meetings, one-on-one interviews, and school-wide parent meetings. Additionally, we introduced a second survey this year to gather more in-depth qualitative insights. While these efforts yielded a significant amount of valuable data, we remain committed to refining our data collection processes to capture even more comprehensive and representative insights from our entire school community.

A key area of focus moving forward is increasing survey participation rates to better reflect the voices of our diverse population. Although we fell short of our overall participation targets last year, we saw measurable improvements in both staff and student response rates compared to the previous year. Consequently, we are maintaining our initial, ambitious goals: an 80% response rate from students, 100% from staff, and 70% from parents. Hearing from a broader range of voices is essential to ensuring our initiatives effectively meet the community's needs. Alongside improving survey participation, we will continue hosting parent meetings and community forums to educate families about the Community Schools Framework.

We are equally dedicated to enhancing engagement with our staff and historically marginalized groups to ensure their perspectives shape the future of our school. This coming year, we plan to connect one-on-one with every staff member to personally share the community school vision and framework. For our families and students, we are implementing targeted outreach strategies that move beyond traditional data collection. By actively going out into the community to connect with underrepresented groups, rather than expecting them to come to us, we aim to elevate voices that are often missed. Through ongoing collaboration and these proactive outreach efforts, we will ensure that our approach remains inclusive, equitable, and highly responsive, keeping Santa Maria High School a 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>Collaborative Leadership and Practices</u> Foster an inclusive, supportive school climate that prioritizes historically underserved students to ensure every student feels connected and valued.	Enhancing student connectedness on campus as well as reducing chronic absenteeism rates.
<u>Powerful Community, Student, and Family Engagement</u> Strengthen parental engagement by building collaborative partnerships and by utilizing diverse communication methods to keep all parents connected and supported.	Increase the number of parents participating in our school climate survey as well as increasing the number of parents that participate in our school events.
<u>Expanded and Enriched Learning Time</u> Enhance student academic achievement by offering comprehensive expanded learning opportunities by integrating enrichment and project-based learning, and by expanding our after-school, and summer programs.	Number of students participating in new programs as well as improving our graduation rate.

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. Also create a effective parent participation tracking system.
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.

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

Our community school initiative is driven by a highly collaborative and structured leadership team to ensure comprehensive support and strategic alignment. The daily implementation, facilitation, and communication are managed by our Community School Site Lead, who serves as our dedicated community school coordinator. This role works in close partnership with our site principal and the broader campus administrative team. Our site administration is deeply involved in all community school efforts, ensuring that every initiative aligns seamlessly with our overarching school vision.

The true driving force behind our work is the Community School Committee, which actively guides our priorities and decision-making processes. This robust committee represents a diverse range of stakeholders, including teachers, students, parents, site administrators, the Community School Site Lead, union representatives, district leadership, and local community agencies. Furthermore, to bolster our campus-level efforts, our district administrators provide essential district-level guidance, support, and resources. Together, this collaborative structure ensures that the community's voice directly informs our work while being fully supported by both site and district leadership.

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.
Continue to support Family and Community Engagement Manager	Continue to support the position of Family and Community Engagement Manager
Continue to Support our Community School Site Lead Position.	Continue to support the position of Family and Community Engagement Manager
Evaluation of Current Staffing	Identify key positions on our campus to determine how they can support the community school vision.

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 lead 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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Community School Site Lead	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 CSSL will support school wide initiatives such as the incorporation of restorative practices, trauma informed care training, and culturally relevant curriculum. The CSSL will collaborate with all stakeholders including the District Community School Coordinator to improve the school experience for students to support student achievement.
Manager of Family and Community Engagement	Oversee and support family and community engagement opportunities. Monitor and assess the effectiveness of expanded family and community engagement initiatives led by the site team, making data-informed adjustments as needed. Collaborate closely with the site lead and district Community School Coordinator and serve as a member of the Community School Advisory Committee.

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
Build collaborative partnerships in order to support families with Parent/Family education courses/workshops.	Based on the needs and assets assessment, the district community school coordinator, in collaboration with the community school site lead, 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.
Build collaborative partnerships to help improve school connectedness and sense of belonging.	Through the needs and assets assessment, the district and community school site lead 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.

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:

This year, we successfully established several valuable new partnerships that we are proud to celebrate. Building on this momentum, we remain committed to cultivating additional strategic alliances to further strengthen our community school initiative. Moving forward, key partnerships we are actively aiming to develop include collaborations with the Santa Barbara County Food Bank, the Santa Barbara County Public Health Department, Education Achievement Services, and Santa Barbara County Behavioral Health. Specifically, securing partnerships with the Santa Barbara County Food Bank and Education Achievement Services will enable us to offer vital workshops and educational classes directly to our families.

Our outreach approach will continue to be heavily guided by our ongoing needs and assets assessments. This data-driven strategy ensures that we accurately identify evolving community priorities and foster collaborations that are directly aligned with those specific needs. Ultimately, as a community school, we recognize that it is essential to continuously cultivate and sustain partnerships that remain highly responsive to the dynamic needs of our students, staff, families, and the broader community.

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