

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

## 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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

##### Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Floyd A. Schelby School is a school within the Special Education Department of the Merced County Office of Education (MCOE), which serves children and young adults who have special needs associated with a variety of cognitive and physical disabling conditions. Schelby provides specialized classes and services for students based on needs indicated on their Individualized Education Plans. The school's mission is to provide high-quality educational opportunities and support services to students, families, and communities to ensure that every student is a success in their academic achievement, personal, and social development. Schelby also promotes MCOE's overall mission to nurture, serve, and lead by promoting a healthy lifestyle, lifelong learning, and career satisfaction in its students.

Schelby and MCOE secured a CCSPP Planning Grant (Round 2) and have collaboratively worked to identify and articulate needs and assets related to such areas as student academic achievement, social-emotional growth, well-being, physical health and nutrition, mental and behavioral health, positive youth development, home-school connectedness, parent and family engagement, and collaborative leadership, among other domains central to designing and implementing a research-based community school. Upon completing this needs and assets assessment process, Schelby and MCOE formalized a shared vision statement for the community schools initiative: To fully adopt the California Community Schools Framework and employ a whole-child approach with an integrated focus on academics, health and social services, positive youth development, student wellness, and family and community engagement. To fulfill this vision, Schelby and MCOE will use CCSPP Implementation Project funding to accomplish four overarching goals that explicitly align with the Four Pillars of the California Community Schools Framework:

Goal 1: Build local capacity to effectively integrate support services in order to employ a whole-child approach that addresses each student’s academic, social-emotional, behavioral, and developmental needs.

Goal 2: Strengthen home-school relationships and build the capacity of MCOE parents and caregivers to effectively partner in their children’s education and youth development.

Goal 3: Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.

Goal 4: Establish and/or enhance expanded learning programming to provide MCOE students with improved academic assistance and youth enrichment activities that build on regular-day accomplishments.

Throughout the five-year CCSPP Implementation Project period, Schelby will ensure that its community school initiative is centered on the Overarching Values of the California Community Schools Framework and will implement and continually refine developmental plans to ensure full adoption and integration of the Overarching Values into the community school initiative. To support these efforts, Schelby’s Community School Coordinator will guide the Community School Advisory Council and all Schelby community school leaders in incorporating frequent review of the Overarching Values of the California Community Schools Framework as part of the project’s evaluation and continuous quality improvement process. The Community School Advisory Council will also collaboratively review the Overarching Values prior to completing the annual revisions of the Needs & Assets Assessment and Implementation Plan to ensure that these guiding documents are grounded in racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement.

In order to continually improve Schelby’s community school initiative and ensure that the initiative increasingly promotes these Overarching Values, Schelby and MCOE will collaboratively engage in site-specific and LEA-wide evaluation, reflection, and continuous quality improvement, which will include frequently assessing fidelity of implementation through the use of tools and resources such as S-TAC’s Capacity-Building Strategies Developmental Rubric and other locally developed tools

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useful for measuring the impacts of the CCSPP Implementation Project. This will include frequently assessing the fidelity of implementation of the California Community Schools Framework to determine the degree to which Schelby’s community school initiative reflects the Overarching Values of the Framework. As a result, Schelby and MCOE will increasingly align community school efforts with the Overarching Values by identifying improvement areas and formalizing strategies for addressing identified improvement areas to ensure that the Overarching Values are reflected in Schelby’s community schools work.

## **Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment )**

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

**Part A:** 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.

Floyd A. Schelby and Merced County Office of Education have established strong mechanisms to ensure that all key educational partners and community stakeholders are fully engaged in the process of community schools planning, design, implementation, evaluation, and continuous quality improvement. At the LEA level, community schools planning and oversight is led by the MCOE Community Schools Leadership Team, which includes strong representation from all consortium schools and key school community stakeholders. At the school site level, community schools efforts are overseen by the Community School Advisory Council, which includes representation from teachers, administrators, staff, students, parents, and community-based organizations and agencies. These community schools governing bodies will continue to meet frequently to conduct collaborative community schools needs assessments, assets mapping, and gap analyses. This ongoing planning and implementation process will include numerous opportunities to collaboratively collect, analyze, and discuss school community stakeholder feedback through formal and informal engagements, such as focus groups, surveys, interviews, and Advisory Council planning meetings. This intentional community schools planning will benefit from Schelby and MCOE's strong partnerships with a number of community-based organizations and agencies, many of which focus on serving historically marginalized students, families, and communities. These key community partners include Merced County Behavioral Health and Recovery Services, Sierra Vista Child and Family Services, Golden Valley Health Clinic, Dignity Health, Challenged Family Resource Center, Central Valley Regional Center, Center of Vision Enhancement, Family Resource Council, Boys and Girls Club of Merced County, Friends Helping Friends, Merced City Parks and Recreation, and many others.

Throughout community schools implementation, Schelby's Community School Advisory Council will continue to collaborate with community partners and the MCOE Community Schools Leadership Team to engage stakeholders in a deep needs and assets assessment process that is racially, culturally, and linguistically equitable and appropriate. This meaningful engagement will include the strategies outlined below, culminate in Schelby's Needs and Assets Assessment annual revision, and inform data-driven continuous quality improvement that values the multiple perspectives of Schelby students, families, and community members.

Data Analysis: Schelby’s Community School Advisory Council and MCOE’s Community Schools Leadership Team will compile and analyze numerical metrics, which will include evaluating standardized assessment results, attendance information, local school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts will include analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral, health, and other domains.

Document Review: The Community Schools Advisory Council and Leadership Team will collaborate with Schelby leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This will include review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), school climate survey results, evaluation reports from projects related to one or more of the Four Pillars of Community Schools, and Local Control and Accountability Plans.

Community Resource Scan: The Community Schools Advisory Council and Leadership Team will frequently inventory community-based service providers operating throughout Merced County. This inventory will be organized into a Community Schools Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community and county-wide partnerships, the Partnership Matrix will assist in identifying service gaps that may exist or that might contribute to future community schools efforts.

Stakeholder Perspectives: The Community Schools Advisory Council and Leadership Team will engage with students, parents, families, teachers, staff, administrators, and a broad range of key community partners and stakeholders to better understand the many perspectives of all stakeholders committed to partnering with Schelby and MCOE to support the community schools initiative. Broad and diverse stakeholder perspectives will be frequently gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

At the school site level, all community school stakeholders will be invited to participate in Schelby’s Community School Advisory Council engagements to ensure broad, equitable participation and shared ownership in the design and continual refinement of the community school initiative. All Schelby stakeholders will also be encouraged to participate in focus groups, surveys, and other opportunities to share their voices and provide perspectives useful in shaping and continually refining the community schools initiative. As the vast majority of students and families served by Schelby belong to one or more historically marginalized groups, large and equitable representation from marginalized groups will be prioritized, including through ensuring linguistically and culturally appropriate opportunities for full engagement in community schools planning and implementation by employing strategies such as translating all materials into Spanish, providing simultaneous interpreters during community school events and activities, and hiring multilingual community school personnel and those with experience in community-based learning.

**Part B:** 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.

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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
<p><b>Priority 1:</b> Implement the California Community Schools Framework with increasing fidelity.</p>	<p>To determine success in achieving Priority 1, Shelby will use tools such as S-TAC’s Capacity-Building Strategies Developmental Rubric to determine implementation levels (i.e., Visioning, Engaging, Transforming) related to each community school Capacity-Building strategy. Applying this rubric of implementation at the school and LEA levels will support Shelby in determining local fidelity of implementation while also allowing for the comparison of implementation progress across all MCOE community schools.</p>
<p><b>Priority 2:</b> Build local capacity to effectively integrate support services in order to employ a whole-child approach that addresses each student’s academic, social-emotional, behavioral, and developmental needs.</p>	<p>To determine success in achieving Priority 2, Shelby will compare baseline and actual annual outcomes, including (1) standardized test results to determine increases in student academic achievement; (2) local school climate survey results to assess factors such as school climate, student engagement, and social-emotional development; and (3) multiple measures that assess student behavioral outcomes, such as rates of attendance, suspension, and chronic absenteeism.</p>
<p><b>Priority 3:</b> Strengthen home-school relationships and build the capacity of MCOE parents and caregivers to effectively partner in their children’s education and youth development.</p>	<p>To determine success in achieving Priority 3, Shelby will (1) conduct parent, family, and community member surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home-school-community engagement and (2) compare year-to-year results of the completed Whole Child and Family Supports Inventory.</p>

### 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
Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.	<ol style="list-style-type: none"> <li>1. Maintain a diverse and committed Community School Advisory Council composed of members who reflect the characteristics of Schelby students and families.</li> <li>2. Conduct quarterly site-level Community School Advisory Council meetings and LEA-level Community Schools Leadership Team meetings that promote collaborative leadership in community schools planning, review, and refinement.</li> <li>3. Provide Schelby administrators, teachers, and staff training opportunities that build local capacity to implement the CCSPP Project with fidelity.</li> <li>4. Ensure all Schelby students, teachers, staff, parents, and community partners have a voice in the community schools initiative by creating opportunities for submitting qualitative feedback through surveys, focus groups, and other engagements.</li> <li>5. Update the Schelby Needs &amp; Assets Assessment and Implementation Plan at the end of each program year and ensure that the revision process values the perspectives of all community schools partners and stakeholders.</li> </ol>

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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):

Schelby and MCOE have established robust site- and LEA-level infrastructures designed to ensure that the CCSPP Implementation Project is guided by a leadership mechanism and system of shared governance that meaningfully engages all educational partners and stakeholders in ongoing community schools planning, implementation, and refinement. Site-level community schools governance is coordinated by the Schelby Community School Advisory Council and includes the participation of school administrators, teachers, staff, parents, students, and key school community partners. At the LEA level, the MCOE Community Schools Leadership Team is composed of representatives from each Community School Advisory Council, district administrators, and representatives from key community partners. Throughout the CCSPP planning phase, the Advisory Council and Leadership Team engaged stakeholders through a multi-step needs and assets assessment process, and this experience will lay the groundwork for deeper needs and assets assessment, collaborative reflection, democratic decision-making, and data-driven continuous quality improvement throughout the five-year CCSPP Implementation Project period.

In addition to leveraging capacity through these existing local and LEA-wide governing bodies, the Schelby Community School Coordinator will work to foster shared governance, shared power, shared decision-making, and shared responsibility for the process of school transformation. The Community School Coordinator will (1) serve as Schelby's lead in establishing community school efforts over the five-year CCSPP Implementation Project period; (2) chair Schelby's Community School Advisory Council; (3) serve as the lead liaison to community organizations providing community school services to Schelby students; (4) coordinate new professional learning opportunities that build local capacity to implement the community schools model with fidelity; (5) coordinate parent and family engagement services in partnership with other Schelby and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Schelby and MCOE administrative personnel and an external evaluator; and (7) guide the Schelby Advisory Council in the frequent review of CCSPP Implementation Project evaluation reports to identify successes and improvement areas and continually refine community school services, strategies, and structures to best meet the needs of Schelby students and families.

## Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Improve community school alignment across all key stakeholder groups and initiatives at the school and LEA levels to ensure effective integration of resources, programs, and partnerships under a uniform initiative.</p>	<ol style="list-style-type: none"> <li>1. Develop a matrix that outlines major school and LEA resources, programs, and partnerships related to the community schools initiative to identify and coordinate complementary efforts.</li> <li>2. Under the guidance of the Community School Coordinator, update the matrix semiannually during a Community School Advisory Council meeting.</li> </ol>
<p>Effectively align and braid existing school improvement goals, actions, and expenditures with Schelby’s community school initiative.</p>	<ol style="list-style-type: none"> <li>1. Annually update Schelby’s Implementation Plan in conjunction with updating the SPSA to align needs, goals, annual measurable outcomes, strategies, and expenditures.</li> <li>2. Ensure alignment across the Schelby Community School Implementation Plan, SPSA, and LCAP.</li> <li>3. Intentionally incorporate community school messaging, presentations, and discussions into the engagements of key school LEA stakeholder groups.</li> </ol>

## Strategy 5: Staffing and Sustainability

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
<p>Hire and retain a highly qualified, multi-lingual Community School Coordinator to chair the Community School Advisory Council and lead local efforts to implement the community school initiative with fidelity.</p>	<ol style="list-style-type: none"> <li>1. Develop Community School Coordinator job description.</li> <li>2. Strategically disseminate job postings to secure a diverse pool of multilingual applicants.</li> <li>3. Select the most qualified applicant, with priority consideration given to multilingual applicants.</li> <li>4. Provide ongoing professional development and support to ensure the Community School Coordinator can effectively lead local community school efforts.</li> </ol>
<p>Hire and retain the school-level personnel required to ensure Schelby has the local capacity needed to implement the community school initiative with fidelity, achieve project goals and outcomes, and position Schelby to fully sustain the community school after CCSPP funding expires.</p>	<ol style="list-style-type: none"> <li>1. Develop job descriptions for each position to be hired as part of the community schools initiative.</li> <li>2. Strategically disseminate job postings to secure a diverse pool of multilingual applicants.</li> <li>3. Review applications, conduct interviews, and select the most qualified candidates, with preference given to Spanish-English bilingual candidates.</li> <li>4. Deliver training and support to all community school personnel to ensure that they have the knowledge and skills required to fulfill their roles and responsibilities.</li> </ol>

**Key Staff/Personnel**

<p>Community Schools Coordinator</p>	<p>The Community Schools Coordinator will (1) serve as Shelby’s lead in establishing community school efforts over the five-year CCSP Project period; (2) chair the Shelby Community School Advisory Council; (3) serve as Shelby’s lead liaison to community organizations providing community school services to Shelby students; (4) coordinate new professional learning opportunities that build local capacity to implement the community school model with fidelity; (5) coordinate parent and family engagement services in partnership with other Shelby and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Shelby and MCOE administrative personnel and an external evaluator; and (7) guide the Leadership Team and Shelby Advisory Council in frequent review of CCSP Project evaluation reports to identify successes and improvement areas and continually refine community schools services, strategies, and structures to best meet the needs of Shelby students and families.</p>
<p>Farm to Fork Coordinator</p>	<p>A Teacher on Special Assignment (TOSA) will serve as the Farm to Fork Coordinator. The Farm to Fork Coordinator will be responsible for planning, establishing, and scaling across the county a high-quality Farm to Fork Program, which will be one of the centerpieces of Shelby’s community schools initiative. The new Farm to Fork Program will increase opportunities for Shelby special education students to participate in hands-on extracurricular and co-curricular activities designed to increase student and family engagement, develop independent living skills, promote healthy nutrition and overall well-being, and foster community engagement.</p>
<p>Vocational Trainer</p>	<p>The Vocational Trainer will work under the direction of a special education teacher and support students with severe disabilities in their vocational training, which will include (1) identifying students who have reached levels of competency sufficient to warrant placement on vocational training sites; (2) developing vocational training plans; (3) assisting students in all areas of their vocational assignments; and (4) establishing and maintaining strong working relationships with employers at vocational training sites.</p>

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Student Advocate	The Student Advocate will (1) oversee the coordination and delivery of all student, parent, and family services, such as food pantry, clothes closet, and dental van services; (2) assist Schelby teachers and administrators with MTSS services related to youth engagement in academics, behavior, social-emotional learning, expanded learning programs, and wraparound services; and (3) develop, implement, and integrate restorative practices, PBIS, Nurtured Hearts Approach, and other evidence-based programs and practices proven to increase youth engagement, emotional safety, and academic achievement among students with special needs.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Schelby and Merced County Office of Education will complete Annual Performance Reports and additional assessment efforts recommended by S-TAC and the California Department of Education, such as the Capacity Building Strategies Developmental Rubric, Whole Child and Family Supports Inventory, Needs & Assets Assessment annual revision, and Implementation Plan annual revision. These efforts will inform fidelity of community schools implementation and guide data-driven continuous quality improvement efforts. MCOE’s Community Schools Leadership Team and Schelby’s Community School Advisory Council will convene quarterly to review evaluation results to determine the project’s fidelity of implementation and overall impact on Schelby students and families. During the final meeting of each year, the Leadership Team and Advisory Council will engage stakeholders in determining project strengths and weaknesses and making improvement decisions to be implemented in the subsequent year. This rigorous project evaluation at both the site and LEA levels combined with ongoing collaborative reflection and continuous quality improvement will ensure CCSPP investments result in school-wide transformations that benefit Schelby students and families during and beyond the CCSPP funding period. The Leadership Team and Advisory Council will document the successes of Schelby’s community school initiative to strategically share findings with community school partners and stakeholders. By carefully documenting and sharing the successes of the CCSPP Project, MCOE and Schelby will encourage the integration of CCSPP Project strategies, programs, and practices into local budgets to ensure efforts demonstrating high impact transcend the CCSPP grant period. CCSPP Project outcomes and impacts will also be shared with MCOE and Schelby community school partners to encourage ongoing financial and in-kind community partner support that will sustain Schelby’s community school efforts. Lastly, the MCOE Community Schools Leadership Team will work to prospect new resources and direct financial support in order to cultivate diverse funding streams and braid available resources that benefit Schelby’s community schools initiative.

## Strategy 6: Strategic Community Partnerships

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

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

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strategically cultivate community partnerships across a broad range of educational partners and community stakeholders who share a common vision to that of Schelby’s community school initiative.</p>	<ol style="list-style-type: none"> <li>1. Frequently update the Community Schools Partnership Matrix to define established partnerships and identify any prospective partnerships that may benefit Schelby’s community school initiative.</li> <li>2. Engage with established and prospective partners to encourage their full participation in community school engagements (e.g., Community Schools Leadership Team meetings, Advisory Council meetings) and determine how each partner can best leverage expertise and resources that benefit Schelby students and families.</li> <li>3. Encourage all community school partners to leverage the relationships within their respective networks to support Schelby in identifying and securing new community and county-wide partnerships.</li> <li>4. Formalize partnership agreements with all community partners that define the partnership and each partner’s commitments to support Schelby’s CCSP Project.</li> <li>5. Formally review and revise partnership agreements at least once per year to effectively address emerging needs and gaps in services identified during the needs and assets assessment process.</li> </ol>

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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:

As part of the community schools planning process, MCOE’s Community Schools Leadership Team collaborated with Schelby’s Community School Advisory Council to develop a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school partner. Throughout community schools implementation, Schelby and MCOE will collaborate to frequently update this Partnership Matrix in order to define the commitments of each partner, effectively braid school community resources, and identify prospective new partnerships that could strengthen the community schools initiative.

Organization	Key Community Schools Roles and Responsibilities
Sierra Vista Child and Family Services	Provides MCOE students and families with mental health support in the schools and in the home by cultivating lasting change in the well-being of the community by strengthening youth and families and creating a healthy community that is connected to quality resources in behavioral health.
Golden Valley Health Clinic	Provides MCOE parents and families with vaccination clinics that promote the health of our families.
Challenged Family Resource Center	Provides parent-to-parent support for children with special needs and their families through training, support groups, and services.
Central Valley Regional Center (CVRC)	Provides a wide array of services for students with disabilities; provides diagnosis and assessment of eligibility, services, and support.
Merced Elks Lodge 1240	Provides food resources and sponsors special events specifically for MCOE Special Education students and families.
El Capitan Hotel	Provides on the job work experience designed to develop housekeeping skills for students in transition classes.
Community Adult Programs for Special Education Students 22+	Provides adult services for students who have aged out of school (age 22), programs available are Kings View, Lloyds Day Program, CIWP, Enrichment Center, and The Haven.
Center of Vision Enhancement (COVE)	Provides services for students who are visually impaired that focus on daily living skills, assistive technology, community and state resources.
Merced College Disabled Student	Provides equal access to educational opportunities for students with disabilities. Provides reasonable accommodations to students with verified

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Services Program Information Session	disabilities who are enrolled at Merced College. Provides informational trainings for parents and students who might be interested in attending Merced College.
Foster Youth Services Coordination Program	Provides information, services, job fairs, and college fairs that target foster youth.
Family Resource Council	Provides a training series of eight 2-hour modules for educators on “Caring for Children who Experience Trauma.”
Truancy Prevention Program - District Attorney’s Office	Supports MCOE schools with attendance training and support with the SARB process; assists with home visits as needed.
The Boys and Girls Club	Provides a venue to have monthly dances for MCOE special education students to socialize with students from other classrooms; provides equipment for students to practice daily living skills.
Friends Helping Friends	Provides a designated fair day for Merced County Office of Education special education students, families, and educators during which students enjoy exhibits, animals, activities, music, and a barbeque.
Dignity Health	Provides different doctors and/or specialists to present to MCOE nurses during quarterly meetings on various health topics; provides health fairs to families and students in the Merced Community.

## Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Expand professional learning and opportunities for shared decision-making in order to enhance the quality of instruction and integrated supports and improve collaborative leadership among teachers, staff, administrators, and community school partners.</p>	<ol style="list-style-type: none"> <li>1. As part of the ongoing needs assessment process, assess Schelby professional learning needs using tools such as the Capacity-Building Strategies Developmental Rubric and locally developed surveys to identify needs related to each of the Overarching Values of the California Community Schools Framework.</li> <li>2. Provide new professional learning in content areas aligned to the California Community Schools Framework, such as community-based learning, culturally responsive teaching, racially just and restorative school climates, trauma-informed care, and a number of whole-child approaches.</li> <li>3. Contract with subject matter experts to deliver new professional learning opportunities (e.g., seminars, workshops, coaching).</li> <li>4. Integrate new professional learning into Schelby’s existing infrastructure for professional development and include collaborative professional learning opportunities across MCOE school sites, when appropriate, to effectively share best practices and lessons learned.</li> <li>5. Under the direction of the Community School Coordinator, support shared leadership by guiding the Schelby Community School Advisory Council in the ongoing evaluation of community schools outcomes and through the collaborative continuous quality improvement efforts.</li> </ol>
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## Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

### Site Level Goals and Measures of Progress

Goals	Action Steps
Develop opportunities for Schelby teachers and staff to collaborate with other MCOE educators who are experienced in community-based learning in order to ensure all Schelby educators understand community-based learning theoretical roots and practical elements.	<ol style="list-style-type: none"> <li>1. Identify MCOE personnel experienced in community-based learning and secure commitments from these staff to support Schelby in exploring community-based learning.</li> <li>2. Formalize a calendar of community-based learning observations and communities of practice within Schelby’s existing professional learning infrastructure.</li> </ol>
Deliver training to build the capacity of Schelby teachers and staff to employ practices and programs that are responsive to the local history, knowledge, values, language, literature, institutions, culture, and environments of Schelby students and families.	<ol style="list-style-type: none"> <li>1. Contract trainers and content experts to lead new community-based learning professional development.</li> <li>2. Deliver trainings that enhance Schelby teachers’ and staff’s understanding of the theoretical roots and practical elements of community-based learning.</li> </ol>

## Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Design and execute a community school evaluation plan that includes quantitative and qualitative assessments and results in key findings that inform data-driven continuous quality improvement efforts.</p>	<ol style="list-style-type: none"> <li>1. Formalize and annually refine goals and target performance measures aligned with Schelby’s Needs &amp; Assets Assessment and Implementation Plan.</li> <li>2. Execute a data management plan that aligns with the evaluation plan and defines (i) what data are to be collected, (ii) how data are to be collected, (iii) when data are to be collected, (iv) who is responsible for collecting data, and (v) how data are to be stored.</li> <li>3. Conduct formative and summative evaluation that uses qualitative and quantitative measures to determine Schelby’s progress in implementing the community schools initiative with fidelity and meeting site-level target performance measures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual performance measures defined during the final Community School Advisory Council meeting of each year, as documented in meeting minutes and in Schelby’s annually updated Implementation Plan.</li> <li>2. Data management plan formalized and on file.</li> <li>3. Annual CCSP evaluation report finalized and on file.</li> </ol>

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<p>Strategically disseminate evaluation findings with all partners and stakeholders in order to foster increasing support for Schelby’s community school initiative and ensure the initiative’s long-term sustainability.</p>	<ol style="list-style-type: none"><li>1. Annually present to community partners and stakeholders the CCSP evaluation report that highlights project strengths and informs data-driven community school improvement efforts.</li><li>2. Engage Schelby partners and stakeholders in frequent review of evaluation findings and use these findings to make data-driven improvement decisions.</li></ol>	<ol style="list-style-type: none"><li>1. Evaluation report presented during the final Community School Advisory Council meeting and at other meetings of key educational partners and stakeholders.</li><li>2. Schelby Community School Advisory Council meeting minutes document meaningful stakeholder engagement in continuous quality improvement decision-making.</li></ol>
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