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
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Floyd A. Schelby (Schelby) serves children and young adults who have special needs associated with a variety of cognitive, physical disabling, and social-emotional conditions. Schelby provides specialized classes and services for students based on needs indicated on their Individualized Education Plans. The mission of Schelby 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 Merced County Special Education 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 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.

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.

Administrators
CCSPP needs and assets assessments were added as a standing agenda item during the monthly MCOE SPED Leadership Team meetings.

Certificated Staff
CCSPP Teacher on Special Assignment, Jacquilyn Lourence, presented at staff meetings for each of the three coordinators and met with 16 MCOE SPED teachers throughout the 2025–2026 school year. During these meetings, she shared information about the CCSPP vision, mission, goals, and the process for identifying program assets and needs.

Classified Staff
CCSPP Teacher on Special Assignment, Jacquilyn Lourence, met with more than 50 MCOE SPED classified staff during classroom meetings throughout the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and the identification of assets and needs.

Students
The CCSPP team—including Jacquilyn Lourence, Maria Duran-Barajas, Caleb Hampton, and Olga Zambrano—shared information with students and family members during monthly craft nights at Wired Café, Blooming Futures Gardening events, and community events such as Trunk or Treat and Pumpkin Painting Parties. Supplemental curricula and extension activities aligned with CCSPP lessons were also shared with students and families through ParentSquare.

Family Members
Seven parents from the School Site Council and English Language Advisory Committee were recruited to serve on the CCSPP Advisory Committee, which met three times during the 2025–2026 school year to discuss the CCSPP vision, mission, goals, and program needs. Additionally, more than 200 family members and students were surveyed individually to gather input on their knowledge of and participation in CCSPP events and resources. Monthly announcements about CCSPP events and resources were shared through ParentSquare.

Community Members
More than 27 community members and agencies participated in the first annual Community Resource Fair, which was attended by approximately 100 parents and students. The Family Resource Liaison also used the established referral process to connect families in need with relevant community partners and support agencies.

Community Partners
The CCSPP team met on three occasions with Merced College Contract Education and Community Services to develop a partnership focused on consultation and professional development in support of the Blooming Futures Initiative. These meetings resulted in a contract proposal from Merced College District to provide consultation and professional development over the next four years. The proposal also includes a sustainability plan to support ongoing professional development beyond the life of the grant through asynchronous modules hosted on a Learning Management System available to Schelby staff.

Historically Marginalized Student and Family Groups
The CCSPP team intentionally designs events and activities to include students with Extensive Support Needs, mild-to-moderate disabilities, and those from diverse cultural and linguistic backgrounds. Participation from these students and their families is encouraged through advisory committees, school events, and classroom-based activities within MCOE SPED programs.

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
Project-Based Learning	Teachers will expand their instructional practices in project-based learning by participating in professional learning modules developed through our partnership with Merced College.
Expanded and Enriched Learning Time	We expect to see an increase in student and family participation at Craft Nights and Weekend Gardening Activities.
Expanded family and community agency outreach.	We expect increased engagement with families and community partners through outreach efforts and shared resources. We anticipate a 20% increase in referrals to the Family Resource Liaison as awareness of the referral process and available resources continues to grow.

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 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.	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. 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. 3. Contract with subject matter experts to deliver new professional learning opportunities (e.g., seminars, workshops, coaching). 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. 5. Under the direction of the Community School Coordinator, support shared leadership by guiding the Merced County Special Education Community School Advisory Council in the ongoing evaluation of community schools outcomes and through the collaborative continuous quality improvement efforts.
Develop opportunities for Schelby School 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.	1. Identify MCOE personnel experienced in community based learning and secure commitments from these staff to support Schelby in exploring community-based learning. 2. Formalize a calendar of community-based learning observations and communities of practice within Schelby's existing professional learning infrastructure.
Deliver training to build the capacity of Schelby School 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 School students and families.	1. Contract trainers and content experts to lead new community-based learning professional development. 2. Deliver trainings that enhance Schelby teachers' and staff's understanding of the theoretical roots and practical elements of community-based learning.

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 opportunities and structures for shared decision-making to enhance the quality of instruction, strengthen integrated supports, and improve collaborative leadership among teachers, staff, administrators, and community school partners.	1. Maintain a diverse and engaged Community School Advisory Council whose membership reflects the demographics, experiences, and perspectives of Schelby School students, families, staff, and community partners. 2. Conduct quarterly site-level Community School Advisory Council meetings and LEA-level Community Schools Leadership Team meetings to support collaborative leadership in the planning, implementation, review, and continuous improvement of community schools efforts. 3. Provide professional learning opportunities for Schelby School administrators, teachers, and staff that build local capacity to implement the California Community Schools Partnership Program (CCSPP) with fidelity. 4. Ensure that Schelby School students, staff, families, and community partners have meaningful opportunities to contribute input to the community schools initiative through surveys, focus groups, and other engagement strategies designed to gather qualitative feedback. 5. Review and update the Schelby School Needs and Assets Assessment and Implementation Plan annually, ensuring that the revision process incorporates input from a broad range of community schools stakeholders and partners.

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):

Merced County Special Education 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 Merced County Special Education 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 Merced County Special Education 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 Merced County Special Education'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 School and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Schelby School and MCOE administrative personnel and an external evaluator; and (7) guide the Merced County Special Education 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: 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
Retain a highly qualified Community School Coordinator to chair the Community School Advisory Council and lead local efforts to implement the Community Schools initiative with fidelity.	During Year 2, the Community School Coordinator position continued to be filled by a Special Education Coordinator. Provide ongoing professional development and support to ensure the Community School Coordinator can effectively lead local Community Schools efforts.
Retain the school-level personnel necessary to ensure Schelby School has the capacity to implement the Community Schools initiative with fidelity, achieve project goals and outcomes, and sustain the Community Schools model beyond the CCSPP funding period.	During Year 2, a multilingual Family Service Liaison was retained to support students and families and connect them with local resources. During Year 2, a Teacher on Special Assignment was hired to oversee the Blooming Futures Initiative and support implementation of the CCSPP project. Provide ongoing professional development and training to ensure the Family Service Liaison and Teacher on Special Assignment can effectively support CCSPP implementation and related initiatives.

Key Staff/Personnel

Community Schools Coordinator (appointed Year 1)	The Community Schools Coordinator will (1) serve as Merced County Special Education's lead in establishing community school efforts over the five-year CCSPP Project period; (2) chair the Merced County Special Education Community School Advisory Council; (3) serve as Merced County Special Education's lead liaison to community organizations providing community school services to Merced County Special Education 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 Merced County Special Education and MCOE staff; (6) oversee project data collection, management, evaluation, and reporting in partnership with Merced County Special Education and MCOE administrative personnel and an external evaluator; and (7) guide the Leadership Team and Merced County Special Education Advisory Council in frequent review of CCSPP Project evaluation reports to identify successes and improvement areas and

	continually refine community schools services, strategies, and structures to best meet the needs of Merced County Special Education students and families.
Farm to Fork Coordinator (hired, to start year 2)	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 Merced County Special Education's community schools initiative. The new Farm to Fork Program will increase opportunities for Merced County 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.
Family Services Liaison (hired year 1)	The Family Services Liaison will work under the direction of the Community Schools Coordinator and support students and families by continuing to seek out community organizations that offer needed services, update the Community Partner Matrix, develop a referral process, refer students and families to appropriate community services, and assess student and family needs and develop resources to address those needs.
Student Advocate	The Family Services Liaison position was hired in place of a Student Advocate based on findings from the Year 1 Needs and Assets Assessment, which indicated that this role would better support the needs of students and families. The liaison provides direct connection to resources and strengthens family engagement within the community school framework. Based on this adjustment, the Student Advocate category will be removed from future implementation plans.

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

Schelby School and the Merced County Office of Education will complete Annual Performance Reports and additional assessment activities recommended by the S-TAC and the California Department of Education. These include the Capacity Building Strategies Developmental Rubric, the Whole Child and Family Supports Inventory, annual revisions of the Needs and Assets Assessment, and annual updates to the Implementation Plan. These evaluation efforts will inform the fidelity of community schools' implementation and guide data-driven continuous quality improvement.

MCOE's Community Schools Leadership Team and the Merced County Community School Advisory Council will convene three times each year to review evaluation findings and assess the project's fidelity of implementation and overall impact on Schelby School students and families. During the final meeting of each year, the Leadership Team and Advisory Council will engage stakeholders in identifying project strengths and areas for improvement and will determine actions to be implemented in the following year.

This comprehensive evaluation process—conducted at both the site and LEA levels—combined with ongoing collaborative reflection and continuous improvement, will ensure that CCSPP investments result in meaningful schoolwide transformation benefiting Schelby School students and families during and beyond the CCSPP funding period.

The Leadership Team and Advisory Council will also document the successes of the Merced County Special Education community school initiative and strategically share findings with community school partners and other stakeholders. By carefully documenting and communicating the impact of the CCSPP Project, MCOE and Schelby School will promote the integration of successful strategies, programs, and practices into local budgets to sustain efforts that demonstrate strong outcomes beyond the CCSPP grant period.

Project outcomes and impacts will also be shared with MCOE and Merced County Special Education community partners to encourage continued financial and in-kind support that sustains these community school efforts. Finally, the MCOE Community Schools Leadership Team will actively pursue additional resources and funding opportunities to cultivate diverse funding streams and braid available resources in support of the Merced County Special Education community schools initiative.

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
Strategically cultivate community partnerships across a broad range of educational partners and community stakeholders who share a common vision to that of Merced County Special Education's community school initiative.	1. Regularly update the Community Schools Partnership Matrix to document established partnerships and identify prospective partnerships that may benefit Merced County Special Education's community school initiative. 2. Engage with both established and potential partners to encourage active participation in community school activities (e.g., Community Schools Leadership Team meetings and Advisory Council meetings) and determine how each partner can best leverage their expertise and resources to support Schelby students and families. 3. Encourage community school partners to utilize relationships within their own networks to assist Schelby School in identifying and securing additional community and countywide partnerships. 4. Establish formal partnership agreements with community partners that clearly define the partnership and outline each partner's commitments in supporting Schelby School's CCSPP project. 5. Review and revise partnership agreements annually to ensure they address emerging needs and service gaps identified through the needs and assets assessment process.
[Add goals here]	[Add action steps here]

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 Merced County Special Education'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, Merced County Special Education and MCOE will continue to 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 School Roles and Responsibilities
Golden Valley Health Clinic	Provides MCOE parents and families with vaccination clinics that promote the health of our families.
Catholic Charities	A non-profit organization that supports community members in providing free food, clothing, and financial assistance for people in need.
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 Services Program Information Session	Provides equal access to educational opportunities for students with disabilities. Provides reasonable accommodations to students with verified disabilities who are enrolled at Merced College. Provides informational trainings for parents and students who might be interested in attending Merced College.
Merced College Agriculture Department	Provides consultation, professional development, and training to support implementation of the Blooming Futures Farm-to-Fork initiative.
Multi-Cultural Arts Center	Provides arts and music education and enrichment services to students with disabilities both in the classroom and at center-based lessons.
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.
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.
Stepping Stones Nursery	Provides materials for the Blooming Futures Farm-to-Fork project
Lowes Home Improvement	Provides materials for the Blooming Futures Farm-to-Fork project
Home Depot	Provides materials for the Blooming Futures Farm-to-Fork project
Behavioral Health and Recovery Services	Provides individual counseling, help with obtaining psychiatric services, and assistance with Medi-Cal support; operate the CUBE drop-in center
Student Resiliency Center	Provides peer to peer support/social skills groups, recreational activities for youth, behavioral health services, help finding resources for food shelter, and clothing, provide snack and helps youth cope with stressors. Ages 12-18.
Family Resource Center	Family wellness child abuse prevention council meetings, connects and supports families and community partners, SOS, Re-direct a program to help families to prevent deeper involvement in the provatio/court system.

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