

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

Sequoia Middle School

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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:

In early 2024, Fresno Unified School District (FUSD) initiated engagements with Sequoia Middle School leaders and stakeholders to gauge local interest in converting Sequoia Middle School to a full-service community school. Sequoia Middle School leaders and community partners committed to the shared vision of creating a vibrant and rich hub of aligned, integrated partnerships between the district, school, and community, where the community school organically and seamlessly becomes the nucleus of the community, embodying the Four Pillars, Four Cornerstone Commitments, and Four Overarching Values of the California Community Schools Framework. To achieve this vision,

Sequoia Middle School has committed to collaborating with Fresno Unified to accomplish four overarching goals: (1) Improve students' academic achievement, social-emotional wellbeing, and positive youth development by building capacity to better coordinate and deliver integrated student support services; (2) Build the capacity of parents and family members to support students' academic achievement, social-emotional wellbeing, and positive youth development by connecting families to needed community services and empowering parents to effectively partner in their children's education; (3) Build the individual and collective capacities of teachers, support staff, and administrators to address the academic, social-emotional, and developmental needs of students within a multi-tiered system of supports; and (4) Enhance and expand after school, intersession, and summer learning programming to provide students with new out-of-school-time opportunities that reinforce lessons learned during the regular school day and address targeted academic, social-emotional, and developmental needs. Each of these goals explicitly aligns with the Four Pillars and Four Cornerstone Commitments of Community Schools and advances Fresno Unified's LCAP goals: (1) Improve academic performance at challenging levels; (2) Expand student-centered and real-world learning experiences; (3) Increase student engagement in their school and community; (4) Increase recruitment and retention of staff reflecting the diversity of our community; (5) Increase inclusive opportunities for families to engage in their students' education; (6) Provide foster youth students targeted social-emotional and academic interventions; (7) Provide homeless youth students targeted social-emotional and academic interventions; and (8) Provide academic and behavioral interventions to increase academic proficiency and decrease absenteeism and suspension for students with disabilities.

In order to implement and continually improve a whole-child approach to school improvement at Sequoia Middle School that prioritizes racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement, Sequoia Middle School and FUSD will engage in rigorous community schools evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant period to determine both fidelity of implementation and the impacts of CCSPP investments and efforts. As a result, Sequoia Middle School and FUSD will be able to define what works; ensure increasing community school alignment to the CA CS Framework; continually refine strategies, services, and structures; and leverage lessons learned to inform future community school efforts that will benefit Sequoia Middle School students, families, and communities well beyond the initial CCSPP Implementation grant period. Throughout the CCSPP Project period, the Sequoia Middle School Community School Advisory Council will incorporate frequent review of the CA CS Framework into the evaluation and continuous quality improvement process, as well as the annual revisions of the Needs and Assets Assessment and this Implementation Plan, which will include frequently assessing the fidelity of implementation of the CA CS Framework to determine the degree to which the Overarching Values of the CA CS Framework are reflected in Sequoia Middle School'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.

Fresno Unified initiated its community schools planning process during the 2021–22 school year by forming a Community Schools Steering Committee and a planning team (“Core Work Group”) comprised of administrators, teachers, support staff, students, parents, Fresno Teachers Association (FTA) leaders, community-based organizations, faith-based organizations, and governmental agencies. As part of the four-phase community schools planning process, the Steering Committee and Core Work Group has collaborated with a Sequoia Middle School governing body (Community School Advisory Council) to engage in a rigorous needs and assets assessment process. Throughout the CCSPP Project period, the FUSD Community Schools Steering Committee will continue to collaborate with the Sequoia Middle School Community School Advisory Council to engage in frequent and in-depth school community needs and assets assessment that includes the strategies outlined below. As part of these efforts, Sequoia Middle School and Fresno Unified will implement strategies to meaningfully engage with all key school community stakeholder groups in order to obtain multiple perspectives that inform the community school initiative. Sequoia Middle School will make every effort to ensure the full participation of historically marginalized students, families, teachers/staff, and community members by executing linguistically and culturally relevant outreach and engagement strategies. Sequoia Middle School and Fresno Unified will refine this needs and assets assessment process throughout the CCSPP Project period to produce an annually updated Needs and Assets Assessment that will inform data-driven, community-informed continuous quality improvement.

Data Analysis: The Steering Committee and Sequoia Middle School Community School Advisory Council will compile and analyze numerical metrics, which include evaluating standardized assessment results, attendance information, 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 data, health statistics, and many other domains.

Document Review: The Steering Committee and Advisory Council will collaborate with Sequoia Middle School leaders and stakeholders to gather documentation and artifacts that demonstrate the school’s strengths and improvement areas. This will include annual review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), Panorama Survey results, evaluation reports from prior and current projects related to one or more of the Four Pillars of Community Schools, and Fresno Unified Local Control and Accountability Plans.

Community Resource Scan: The Steering Committee and Advisory Council will inventory community-based service providers operating within Sequoia Middle School and district boundaries. 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 partnerships, the Matrix will also aid in identifying service gaps that may exist or that might contribute to future community schools efforts.

Stakeholder Perspectives: The Sequoia Middle School Community School Advisory Council and Fresno Unified Community Schools Steering Committee will meaningfully engage with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners and stakeholders to better understand the many perspectives of those committed to partnering with Sequoia Middle School to support the community school initiative. Stakeholder perspectives will be gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, listening tours, and surveys.

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
Improve students' academic achievement, social-emotional wellbeing, and positive youth development by building school- and district-level capacity to better coordinate and deliver integrated student support services.	Success will be determined by comparing actual and baseline outcomes, including (1) standardized testing results (e.g., CAASPP, NWEA assessments) to determine students' academic achievement; (2) Panorama Survey results to assess factors such as school climate, student engagement, and social-emotional development; and (3) multiple measures that assess student behavioral outcomes (e.g., attendance, dropout rates, suspension/expulsion rates, chronic absenteeism rates).
Build the capacity of parents and family members to support students' academic achievement, social-emotional wellbeing, and positive youth development by connecting families to needed community services and empowering parents to effectively partner in their children's education.	Success will be determined by (1) frequently conducting 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) comparing year-to-year results of the completed Whole Child and Family Supports Inventory.
Build the individual and collective capacities of teachers, support staff, and administrators to address the academic, social-emotional, and developmental needs of students within a multi-tiered system of supports.	Success will be determined by review of teacher/staff surveys providing qualitative feedback regarding the perceived quality of professional learning and improvements to the community school's collaborative leadership and shared decision-making structures and processes.
Enhance and expand after school, intercession, and summer learning programming to provide students with new out-of-school-time opportunities that reinforce lessons learned during the regular school day and address targeted academic, social-emotional, and developmental needs.	Success will be determined by (1) increases in annual expanded learning program attendance; (2) increases in the number of out-of-school-time activities and events offered; and (3) improved academic performance and student behavioral outcomes among expanded learning program participants (e.g., CAASPP scores, ELPAC scores, redesignation rates of English Learners as Fluent English Proficient).

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
Provide ongoing professional learning in order to establish a community school that promotes community-based learning.	1. Provide educators with opportunities to observe teachers in their home school who are experienced in integrating CBL into their classrooms. 2. Procure new professional development resources (e.g., books, videos) that enable teachers to learn about CBL and explore ideas for CBL integration. 3. Provide new professional learning opportunities for teachers to learn and apply racially-just and culturally-sustaining teaching and learning.
Continually assess Sequoia Middle School's success in employing community-based curriculum and pedagogy.	1. Annually complete the Whole Child and Family Supports Inventory section "Community-based Curriculum and Pedagogy". 2. Compare baseline (prior year) and actual (current year) outcomes on the Whole Child and Family Supports Inventory "Community-based Curriculum and Pedagogy" section to determine improvements in community-based learning. 3. Articulate a professional learning plan to address identified gaps related to establishing a community school that values 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
Foster collaboration, cooperation, and shared leadership among all individuals and entities impacted by the community school initiative to ensure that the community school provides all students and community members with equitable support and opportunities.	1. Conduct Community Schools Advisory Council meetings. 2. Increase the number of school community stakeholders who serve on the Community Schools Advisory Council. 3. Ensure Community School Advisory Council membership reflects the gender, racial, and ethnic composition of the community school. 4. Provide training to the Community School Steering Committee and Advisory Council that will build each entities capacity to engage in effective collaborative decision-making.
Continually build local partnerships to strengthen the community schools initiative.	1. Maintain a Community School Partnership Matrix that identifies all existing and prospective community partnerships that may benefit community schools efforts. 2. Meet with prospective community partners to discuss ways in which they may benefit the community schools initiative.

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):

The Fresno Unified Community Schools Steering Committee and Core Work Group has collaborated with Sequoia Middle School leaders and stakeholders to form a site-level Community School Advisory Council that leverages the leadership of Sequoia Middle School's School Site Council and has engaged in site-specific needs assessments, asset mappings, and gap analyses that have included gathering and assessing both quantitative data (e.g., CAASPP/NWEA assessments, Panorama Survey results, California School Dashboard indicators) and qualitative feedback collected through focus groups, surveys, listening tours, and interviews. These efforts culminated with the Sequoia Middle School Community School Needs and Assets Assessment. The Sequoia Middle School Community School Advisory Council has collaborated with the Steering Committee and Core Work Group to (1) define the district-wide vision for the community schools initiative; (2) refine this vision to align with Sequoia Middle School's local needs and priorities; (3) develop the four CCSPP Project goals and corresponding activities; (4) draft and discuss multiple budgets to determine the most cost-effective approach to achieving target goals; and (5) formalize this Implementation Plan.

Throughout the CCSPP Implementation Project grant period, the Sequoia Middle School Community School Advisory Council will continue to meaningfully engage with partners and stakeholders to effectively and collaboratively execute all proposed school improvement strategies. Further, Sequoia Middle School's capacity for effective stakeholder engagement will be significantly increased by the hiring of a full-time Community School Coordinator who will serve as Sequoia Middle School's site-level lead in ensuring the California Community Schools Framework is implemented with fidelity through shared governance and collaborative decision-making. The Community School Coordinator will also lead Sequoia Middle School's efforts to continually prospect and secure an increasing number of educational partners and key community stakeholders who will serve on the Community School Advisory Council and meaningfully engage in collaborative community school planning, development, implementation, and continuous quality improvement.

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
Hire a Community School Coordinator to lead Sequoia Middle School's site-level CCSPP Project planning, implementation, and continuous quality improvement.	1. Formalize board-approved job description. 2. Conduct strategically recruitment both within and outside of Fresno Unified in order to secure a diverse applicant pool that mirrors the characteristics of the Sequoia Middle School community. 3. Conduct interviews and select most qualified applicant, with preference given to multilingual applicants.
Conduct strategic community schools outreach and coordination to ensure all educational partners and stakeholders are familiar with the initiative and that existing services and resources are braided with the CCSPP initiative.	1. Ensure all community schools messaging is communicated in a way that is understandable to all school community stakeholders and partners (e.g., translated into the primary languages of families and community members, presented through multiple mediums and in accessible formats). 2. Create a user-friendly rubric or matrix of school and district initiatives and resources to easily identify complementary efforts, avoid services duplications, and de-silo initiatives. 3. Integrate community schools planning, review, and messaging into all key stakeholder engagement opportunities (e.g., LCAP, SSC, ELAC).

Key Staff/Personnel

Community School Coordinator	The Community Schools Coordinator will (1) serve as Sequoia Middle School's site-level lead in implementing the CCSPP Project and oversee overall implementation of the community school process, programs, partnerships, and strategies; (2) serve on the CCSPP Leadership Team; (3) manage partnerships and communications across community school partners and stakeholders; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit students, families, and community members; (5) oversee site-level data management related to CCSPP Project goals; and (6) collaborate with the external evaluator to assess the project's success and engage all stakeholders in ongoing project review and continuous quality improvement efforts.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Sequoia Middle School's community school initiative will benefit by leveraging an infrastructure established as part of Fresno Unified's CCSPP Implementation Round 2 and Round 3 efforts and aligning local CCSPP efforts with the Sequoia Middle School SPSA and Fresno Unified LCAP. CCSPP funding will be strategically braided with LCAP investments to achieve the shared goal of building Sequoia Middle School's capacity to address the unique behavioral health and social-emotional needs of vulnerable youth within a multi-tiered system of supports. Part of leveraging Fresno Unified's existing CCSPP infrastructure to benefit the Sequoia Middle School's community school initiative will include expanding the roles of each school's School Site Council and FUSD's Steering Committee to collaboratively oversee site- and district-level project implementation, including the frequent review of evaluation team findings regarding project outputs, outcomes, and improvement recommendations, which may include recommended adjustments to existing policies, practices, and budgets. Further, the CCSPP Project's long-term sustainability will also be supported by Sequoia Middle School's existing MTSS infrastructure and long-standing commitment to implementing non-punitive supports within a multi-tiered framework. As these are already well-established site-level priorities that align with the California Community Schools Framework, school community stakeholders and leaders have already prioritized directing resources to support efforts aligned with the CA CS Framework.

Central to Sequoia Middle School's community school sustainability plan is rigorous evaluation, documentation of successes and return on investment, and strategic dissemination of key evaluation findings. The Fresno Unified Community Schools Steering Committee and Sequoia Middle School Community School Advisory Council will meet frequently to review formative evaluation results and at the end of each school year to review summative results. During the final meeting of each year, the Sequoia Middle School Community School Coordinator will lead site-level stakeholders in determining project strengths and weaknesses and making improvement decisions to be implemented in the subsequent year. Rigorous project evaluation at both the site and district levels combined with ongoing collaborative reflection and continuous quality improvement will ensure CCSPP investments result in school-wide transformations that align with the CA CS Framework and benefit Sequoia Middle School students, parents, and school communities. Further, this process of collaborative reflection and data-driven continuous quality improvement will promote long-term sustainability, as results will be shared with school- and district-level decision-making bodies well-positioned to leverage local funding sources to ensure the CCSPP Project transcends the five-year grant period through strategies such as LCAP integration of CCSPP investments.

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 community partnerships with those who share a holistic focus on students, families, and the community in order to leverage available local resources and strengthen the community school initiative.	1. Review and update the Community School Partnership Matrix at least twice per year to identify any new partnerships that may benefit community schools efforts. 2. Ensure the majority of partners identified on the Partnership Matrix participate in community school planning meetings, including formal Community School Advisory Council meetings. 3. Meet with prospective community partners to discuss ways in which they may benefit the community schools initiative. 4. Execute formal partnership agreements (e.g., MOUs, letters of agreement/commitment). 5. Broadly share community school evaluation reports with all key partners and stakeholders and meaningfully engage with all partners and stakeholders through cycles of continuous quality improvement.

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 its community school planning process, Sequoia Middle School collaborated with the Fresno Unified Steering Committee to inventory community-based service providers operating within school and district boundaries. This inventory was organized into a Community School Partnership Matrix that outlines the role of each existing partner. In addition to providing a concise summary of active community partnerships, the Community School Partnership Matrix aids in identifying service gaps that may exist or that might contribute to future community schools efforts. To ensure Sequoia Middle School's community school partnerships are responsive to the vision and priorities of students, staff, families, and community members, the Sequoia Middle School Community School Coordinator will be charged with (1) managing partnerships and communications across community school partners and stakeholders; (2) participating in community meetings to build relationships and collaboration with community organizations and to leverage and coordinate all available services that could benefit students, parents, families, and community members; (3) frequently updating the Partnership Matrix to align with emerging priorities and identify new partnerships and services; and (4) prospecting and securing new community school partnerships to address any service gaps identified through Sequoia Middle School's annual Needs and Assets Assessment revision. The following is Sequoia Middle School's current Community School Partnership Matrix.

Partner	Area of Focus	Contribution
Work Ed	Expanded Learning	Provides the Career Discovery Program
Moreno Institute	Expanded Learning	Provides the Seeds of Learning: Readers' Theater that promotes language enrichment activities to engage students and promote physical activity; provides the Artists' Journey Program that focuses on creating a safe space for students to create cultural arts.
StudentNest	Expanded Learning	Provides physical education and nutrition services using the SPARK curriculum.
Cal W	Expanded Learning	Provides opportunities for students to engage in STEAM enrichment activities through the National Inventors Hall of FAME curriculum that builds confidence, persistence, and problem-solving skills.
High Performance Academy LLC	Expanded Learning	Engages students in physical and mental sport-based activities, including agility, speed training, sport-specific fundamentals, stretching, aerobic exercises, resistance training, and team building.
All 4 Youth	Mental Health Services	Provides behavioral health services to children and youth ages 0-22 years old who are experiencing difficulties that affect them at school and at home.
Care Solace	Mental Health Services	Connects students, staff, and families with community-based mental health and substance use treatment.

Attachment III: Implementation Plan – Sequoia Middle School

Centro La Familia	Resource Services	Provides a broad range of programs designed to assist crime victims, support families and children, promote health and wellness, and encourage civic engagement.
Clinica Sierra Vista	Mental/Physical Health Services	Provides comprehensive healthcare as an organization that serves primary medical, dental, and behavioral health needs that reaches the underserved, underinsured, and uninsured.
Comprehensive Youth Services	Mental Health Services	Provides caregiver support and therapeutic family interventions for youth who are at risk of entering the juvenile justice system.
Court Appointed Special Advocate	Foster Youth Services	Provides advocacy for children in foster care.
Fresno County Department of Behavioral Health	Mental Health Services	Provides parents/caregivers with resource and contact information and self-refer for mental health or psychiatric services.
Fresno County Department of Social Services	Social Services/Foster Youth Services	Provides a number of services for students in foster care, including mandated reporting referrals when child welfare concerns or risks arise.
Fresno Economic Opportunities Commission	Community Services and Resources	Offers a variety of services, including transportation support for medical appointments, LGBTQ+ resource center, Street Saints, Pops 2.0, Sanctuary Youth Shelter, Safe Place, and Adolescent Family Life Program.
Fresno Metro Ministry	Expanded Learning	Provides the Gardening and Cooking Matters Program that enables students to participate in a series of lessons to learn how to shop on a budget, make healthy food choices by reading nutritional food labels, practice knife and kitchen safety, and prepare their own meals; gives students the opportunity to develop a love of cooking and the skills to make healthy food choices utilizing the plants that they grow throughout the quarter.
Live Again Fresno	Expanded Learning	Provides expanded learning program mentorship and academic enrichment activities for homeless students; provides mobile food service in the summer.
Marjaree Mason Center	Family Services	Provides emergency and short-term shelter for victims of domestic violence; provides confidential safe housing and other supportive services within the community.
Pacific Clinics	Mental Health Services	Delivers high-quality behavioral health and social services to advance health equity and well-being for children, adults and families; provides the Assertive Community Treatment Program to provide individualized care by a collaborative team.
Prodigy Healthcare Inc.	Substance Abuse Treatment	Provides substance abuse treatment services including early intervention, treatment, and relapse prevention.