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 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 Committees, 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

Mercey Springs Elementary
1900 South Mercey Springs Rd.
Los Banos, CA 93635-4800

Mrs. Mirna Carter
Principal
(209) 826-3801
mscarter@losbanosusd.k12.ca.us

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:

The overall vision of Mercy Springs Elementary School and Los Banos Unified School District's proposed CCSPP Implementation Project is to strengthen identified need areas by employing a community schools model in order to meet the needs of students, families, and community members.

To fulfill this vision, Mercy Springs Elementary School and LBUSD will collaboratively work to accomplish four CCSPP Implementation Project goals:

CCSPP Goal 1: Build school and district capacity to identify student academic and behavioral needs and deliver universal and targeted interventions within LBUSD's existing Multi-Tiered System of Supports (MTSS) and Positive Behavioral Intervention & Supports (PBIS) infrastructure.

CCSPP Goal 2: Expand family resource center services in order to connect LBUSD families to needed services, empower parents to effectively partner in their children's education, and foster social and emotional learning supports in the home.

CCSPP Goal 3: Enhance professional learning and collaborative leadership across and within LBUSD community schools to improve school culture and climate.

CCSPP Goal 4: Expand and enhance out-of-school-time programming to build on regular-day accomplishments and support students' academic progress, college and career readiness, and overall positive youth development.

Together, these four CCSPP Implementation Project goals fully align with the Four Pillars of the California Community Schools Framework and will advance Mercy Springs Elementary School's efforts to promote the Four Overarching Values of Community Schools. These four CCSPP Implementation Project goals also align with the six LBUSD 2025–26 LCAP goals:

LCAP Goal 1: By the 2026-27 academic year, the percentage of English Learners in LBUSD making progress as determined by the California School Dashboard will increase from 52.3% to 60%.

LCAP Goal 2: LBUSD will support the development of the whole child by providing multiple tiers of support to address the behavioral, social emotional, mental, and physical well-being of LBUSD students.

LCAP Goal 3: All students will demonstrate growth in student learning by meeting or exceeding performance criteria on state and local assessments, participating in a rigorous course of study, and receiving support through multiple tiers of instructional and support services.

LCAP Goal 4: LBUSD will maintain safe and welcoming facilities, a well-trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.

LCAP Goal 5: LBUSD will decrease the suspension rate of all students, students with disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged youth districtwide by 5% the 2026-27 school year.

LCAP Goal 6: LBUSD will ensure that students will read at grade level by third grade through high quality first instruction in literacy, standards aligned curriculum, multi-tiered levels of support, and professional development.

In order to implement and continually improve a whole-child approach to school improvement at Mercy Springs Elementary School that prioritizes racially-just and relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement, Mercy Springs Elementary School and LBUSD 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, Mercy Springs Elementary School and LBUSD 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 Mercy Springs Elementary School students, families, and communities well beyond the initial CCSPP Implementation grant period. Throughout the CCSPP Project period, the Mercy Springs Elementary SSC (which serves as the Community School Advisory Committee) 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 Mercy Springs Elementary 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.

Los Banos Unified's Community Schools District Advisory Council (CSDAC) is led by the Community Schools Director, who oversees district- and site-level needs assessments to inform the planning of community schools services. As part of CCSPP Planning Grant activities, the CSDAC partnered with Mercy Springs Elementary School leaders to conduct a number of needs assessments, including (1) administering the California Healthy Kids Survey to students, the California School Parent Survey to parents/families, and the California School Staff Survey to staff; (2) conducting a community schools-specific survey to gather student, staff, and parent feedback; and (3) collecting qualitative feedback on the delivery of integrated student supports, parent engagement, collaborative leadership practices, and extended learning programming during LCAP, SSC, and staff meetings.

Moving forward, the needs and assets assessment will include the following:

Data Analysis: The CSDAC will compile and analyze numerical metrics, which include evaluating standardized assessment results, services delivery, attendance information, school climate survey results, and similar resources that lend perspective about 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 CSDAC will collaborate with Mercy Springs Elementary School SSC to gather documentation that demonstrates the school's strengths and improvement areas. This will include review of the School Accountability Report Card (SARC), School Plan for Student

Achievement (SPSA), California Healthy Kids Survey, California School Parent Survey, California School Staff Survey, evaluation reports from projects related to one or more of the Four Pillars of Community Schools, and the Los Banos Unified Local Control and Accountability Plan. In addition, the CSDAC and the SSC will collect artifacts and evidence aligned to the "Capacity Building Strategies Rubric" that will help gauge the site's current phase of growth and development in implementing the community schools model.

Community Resource Scan: The CSDAC and the SSC will continue to inventory community-based service providers operating within Mercy Springs Elementary School and district boundaries. This inventory is organized into a "CCSSP Community Schools Partnership Matrix" that outlines the role of each existing partner and quantifies any in-kind donation of goods/services relevant to the Community Schools initiative. In addition to providing a concise summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Community Perspectives: The CSDAC and the SSC will continue to meaningfully engage with students, parents, family members, teachers, staff, administrators, and a broad range of key community partners to better understand the many perspectives of those committed to partnering with Mercy Springs Elementary and the district to support the Community Schools initiative. Community perspectives will be gathered both formally and informally through Community Schools meetings, open forum discussions, interviews, and surveys.

Throughout the CCSPP Project period, the LBUSD Community Schools District Advisory Council will continue to collaborate with the Mercy Springs Elementary SSC to engage in frequent and in-depth school community needs and assets assessment that includes the collective priorities outlined in Part C. As part of these efforts, Mercy Springs Elementary and LBUSD 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. Mercy Springs Elementary 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. Mercy Springs Elementary and LBUSD 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.

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.

Collective Priority	Outcome/Indicators you aim to improve
Priority 1: Build school and district capacity to identify student academic and behavioral needs and deliver universal and targeted interventions within LBUSD's existing Multi-Tiered System of Supports (MTSS) and Positive Behavioral Intervention & Supports (PBIS) infrastructure. (*Pillar 1: Integrated student supports*)	To determine success in achieving Priority 1, Mercy Springs Elementary will compare baseline and actual annual outcomes, including (1) standardized test results (e.g., CAASPP, ELPAC) to determine increases in student academic achievement; (2) CHKS 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 attendance, dropout rates, suspension rates, expulsion rates, and chronic absenteeism rates.
Priority 2: Establish a family resource center in order to connect LBUSD families to needed services, empower parents to effectively partner in their children's education, and foster social and emotional learning supports in the home. (*Pillar 2: Family and community engagement*)	To determine success in achieving Priority 2, Mercy Springs Elementary 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.
Priority 3: Enhance professional learning and collaborative leadership across and within LBUSD community schools to improve school culture and climate. (*Pillar 3: Collaborative leadership and practices*)	To determine success in achieving Priority 3, Mercy Springs Elementary will (1) administer teacher/staff surveys to give educators the opportunity to provide 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; and (2) compare baseline and actual annual outcomes for student behavioral indicators and California School Staff Survey results to assess factors such as school climate, student engagement, and social-emotional development.

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
Increase educator proficiency in community-based learning (CBL).	1. Incorporate CBL into professional learning opportunities. (ongoing) 2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing) 3. To maintain continued support for CBL, the Community Schools initiative will invest in educators' learning about and appreciation for students, families, the community, and their wealth of knowledge to inform instructional goals and curriculum. This will include practices such as community learning tours, relationship-building home visits, and family/student interviews to strengthen educators' knowledge of students and their families' backgrounds, interests, and assets; shift mindsets; and build capacity for collective action. (ongoing)

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.

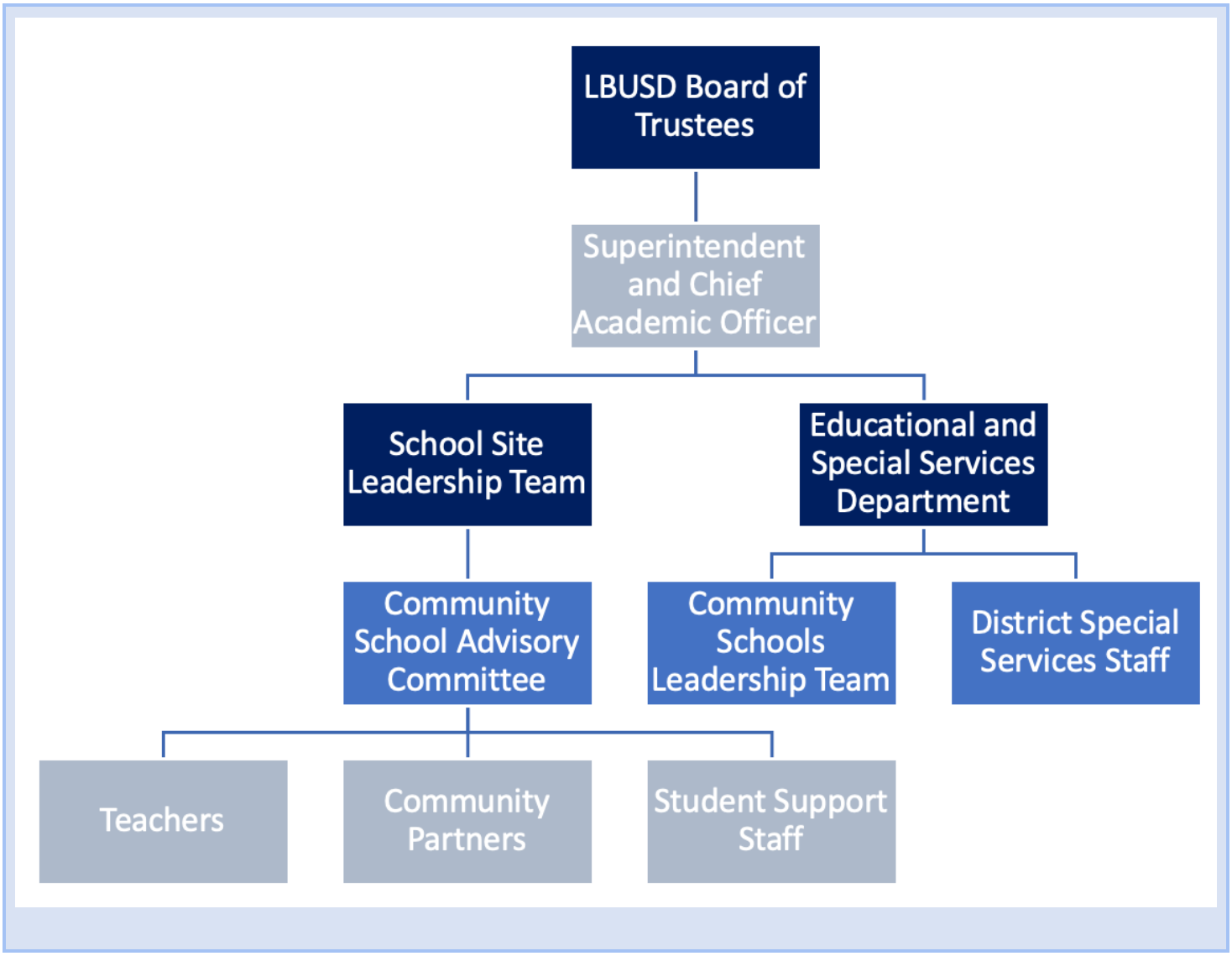
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Engage a wide variety of school and community groups in Community Schools planning and implementation activities.	1. Solicit qualitative feedback from all key groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually). 2. Ensure CSDAC and SSC membership reflects the gender, racial, ethnic, and linguistic composition of Los Banos Unified and Mercy Springs Elementary's service population (ongoing). 3. CSDAC and SSC meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly). 4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district engagement opportunities, including LCAP, SSC, and ELAC (ongoing).

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

The system of shared governance and site-level leadership is represented in the following organizational chart. The SSC (which serves as the Community School Advisory Committee) will provide guidance to the School Leadership Team and conduct ongoing needs assessments, community schools implementation activities, and program evaluation. The SSC will also report to the Community Schools District Advisory Council and will be supported by the ELAC, community partners, and school-site teachers and student support staff.



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
Recruit, hire, and retain the site-level personnel required to provide Mercey Springs Elementary with the local capacity needed to implement the Community Schools initiative with fidelity, meet student and family needs, and accomplish target goals and performance measures.	1. Formalize/revise job description and roles and responsibilities for each community school position. 2. When filling any open positions, conduct strategic outreach to secure a diverse pool of multilingual applicants who reflect school and community characteristics. 3. Conduct teacher and staff surveys to obtain qualitative feedback regarding the perceived quality of support, professional learning, and collaborative leadership. 4. Provide ongoing professional learning and support to all community schools personnel to ensure that they have the tools needed to fulfill their respective roles and responsibilities. 5. Formalize policies and procedures for community schools related communication, data collection, and allocation of resources between various school sites.

Key Staff/Personnel

Community Schools Director	Leads the CCSPP Project and oversees the implementation of community schools programs, partnerships, and strategies at the site and district levels; ensures equitable distribution of MTSS, PBIS, mental health, and community partner resources across all community schools; manages community partnerships and school-community engagement.
Family Resource Center Supervisor	Oversees the coordination and delivery of all parent and family services provided through the Family Resource Center. The FRC Supervisor will work closely with the Community Schools Director, Community Liaisons, and Educational Social Workers to build LBUSD's capacity to meet the physical and educational needs of district families and to develop a comprehensive referral system in collaboration with community partners.
Community School Liaison	Serves as the primary site-level leader and point of contact for the Community Schools initiative. Conducts home visits and maintains ongoing communication with families to improve school attendance, tardiness, academic performance, and overall health and well-being of students; works with the Family Resource Center to refer students and families to local agencies to meet immediate physical and mental health needs.

Educational Social Worker	Will perform a variety of functions related to the implementation of interventions: (1) provides resources pertaining to students' academic, welfare, and attendance challenges/concerns; (2) identifies and provides intervention strategies for students and their families, including case management and crisis intervention; (3) consults and collaborates with District clinicians, teachers, administrators, and other school staff regarding social and emotional needs of students; and (4) coordinates family, school, and community resources on behalf of students
Principal	Provides site-level community schools leadership and support; works with Community Schools Director and SSC on site-level efforts to prospect, cultivate, and secure partnerships and resources.
Counselors	Assess the behavioral, social, and emotional needs of students; implements a system of universal screening in coordination with school-wide MTSS for early identification of students at risk; assists with development and delivery of mental health interventions, programs, and trainings.
Teachers	Actively promote the community schools vision and work with SSC to incorporate community schools planning and implementation activities.

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

The CSDAC will work with the SSC to develop/revise the site and district sustainability plans to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The sustainability plan will incorporate best practices for community school sustainability as informed by the Coalition for Community Schools, the California Department of Education, and the State Transformational Assistance Center. The primary focus of the sustainability plan will be demonstrating the value of community schools, both in terms of economic cost-benefit analysis as well as their impact on student learning.

To sustain shared commitments and priorities, CCSPP initiative goals, expenditures, and target outcomes will be reviewed in conjunction with the annual revision of the SPSA and LCAP in order to braid school- and LEA-wide priorities, initiatives, and budgets and ensure strong local investment in the CCSPP initiative. LBUSD's CSDAC and the SSC will formally review CS practices and services using data collected from school climate surveys, service utilization, and educational partner feedback. Rigorous CCSPP Project evaluation at the district and school site level, combined with ongoing collaborative reflection and continuous quality improvement, will ensure CCSPP investments result in school-wide transformations that benefit LBUSD students, families, staff, and communities long after CCSPP funding expires.

LBUSD will sustain a community-based approach to instruction by collaborating with community partners, integrating real-world projects into the curriculum, and providing CBL professional development for teachers and leaders. The CS initiative will ensure that educators have the resources needed to create supportive, student-centered learning environments that serve the whole child, including training and support in restorative justice and positive behavior practices, social-emotional learning, and culturally sustaining pedagogy.

To sustain site-based leadership teams, LBUSD and the school site will formalize team structures, ensure broad participation, provide ongoing leadership development, maintain transparent communication and accountability practices, and implement succession planning to preserve institutional knowledge and continuity. The Community Schools initiative ensures broad participation by actively recruiting parents, students, and community members to participate in advisory councils and publishing information about meetings on the CS website and social media accounts.

To sustain staffing and resources, LBUSD's LCAP and the school site SPSA will explicitly prioritize the CCSPP initiative and commit a significant level of local investments to support, enhance, and sustain CCSPP-funded staff and practices proven to achieve positive student outcomes. The Community School Liaison is tasked with presenting site-level achievements to the SSC, and the Community Schools Director frequently updates the School Board and other school community groups on the initiative’s progress. By documenting their successes, the community school staff will demonstrate the return on investment and the importance of their role in sustaining the Community Schools model.

Partnerships created to support community school goals will be sustained through the following capacity building strategies: (1) recruiting representatives of community partners to participate on school-level shared decision-making councils/teams; (2) creating a vision for strategic community partnerships along with a process for vetting and ensuring alignment of site-based partnerships to collective priorities; (3) collaborating with partners to streamline referral, coordination, and delivery of student support services; and (4) streamlining procedures for formalizing ongoing partnerships, including MOUs, Data Sharing Agreements, and Joint-Use Agreements. To ensure financial sustainability, the CS Director will work with community partners to diversify funding for proven student and family services. This will include collaborating on grant applications, leveraging low-cost or in-kind donation goods and services, and highlighting program successes in reports and promotional materials.

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
Enhance relationships with existing partnerships and prospect new partnerships to better meet site-specific needs for student and family community-based services and activities.	1. Review and update the CCSPP Partnership Matrix to identify any new site-specific and districtwide partnerships. (annually) 2. Formalize partnerships with a written agreement. (ongoing) 3. Engage community partners in CSDAC and SSC meetings. (quarterly)

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:

Throughout the community schools planning process, Mercy Springs Elementary and Los Banos Unified leaders have meaningfully engaged with community partnersto design a community schools initiative that reflects the voices of the community served by Mercy Springs Elementary. Mercy Springs Elementary and Los Banos Unified have developed strong community partnerships, many of which are formalized through letters of commitment and memoranda of understanding, and Mercy Springs Elementary has leveraged these relationships to support community schools planning. The following is a list of the key community partnerships that will continue to collaborate on community schools implementation and expansion efforts at Mercy Springs Elementary.

Agency	Key Community School Roles and Responsibilities
Binational of California	Provides a wide range of social services, workforce development programs, and referrals to students and families within LBUSD, including services, but not limited to, public benefit enrollment and case management, career counseling, financial education and digital literacy workshops, mental health/substance use and abuse support,

	youth leadership and community engagement, unaccompanied youth support, job readiness training, capacity building and project management.
EECU Bank	Provides a free Money Wise Workshop for parents and family members to increase financial literacy.
Family Leadership Inc.	Provides training to equip district staff, liaisons, and family engagement teams with tools to enhance family-school partnerships through key frameworks, parent leadership strategies, strengths-based collaboration, and effective facilitation techniques.
Big Smiles	Provides in-school dental care by licensed local professionals at no cost in a safe, comfortable environment. Dental care includes complete dental exams, x-rays, cleaning, fluoride and sealants when necessary and in some cases, restorative care such as fillings.
Sierra Vista Child & Family Services	Sierra Vista mental health clinicians provide on-going social and emotional support to students during the instructional school day along with one-on-one counseling
Jack L. Boyd Outdoor School at Green Meadows	Provides a residential outdoor science and environmental education program for 6th grade students. It provides an opportunity for students to experience geology and life science in an outdoor classroom setting. Students are immersed in nature and science at this outdoor environmental facility.
Los Banos Police and Fire Departments	Conducts school and community outreach.
PIQE	Will expand the delivery of its Signature Family Engagement in Education K-12 for parents and guardians. PIQE recruits parents by phone, provides an eight-part series of training sessions, and conducts a Q&A forum with the school's leadership team. The program develops skills to empower parents in addressing the educational needs of their school-aged children.
Success Together	Provides parent engagement services—such as family night classes, parenting workshops, and family book clubs— which directly advance the pillar of Family and Community Engagement by fostering authentic partnerships between families and schools, offering culturally responsive programming, and building trust and collaboration. By providing curriculum and services in families' home languages and supporting parent participation through personalized outreach, Success Together programming also aligns with the pillar of Integrated Student Supports, addressing the academic, social-emotional, and mental health needs of our students and their families.

Reading Heart	Reding Heart is dedicated to promoting literacy and the love of reading among students. Its mission is to empower young minds and foster a lifelong passion for learning through engaging and educational events. By providing free books to all of the elementary students in LBUSD, Reading Heart addresses the pillar of Integrated Student Supports, ensuring that all children have access to the resources needed for academic and social-emotional growth. Additionally, Reading Heart's interactive book tour at each school offers extended learning opportunities beyond the classroom, directly supporting the pillar of Extended Learning Time and Opportunities.
Rotary Club of Los Banos	Supports LBUSD students by providing resources for food insecure households.
Camerena Health	Provides health screenings, vaccines, sports checkups, and local health services information.
IEL	IEL partners with LBUSD to collaboratively design and implement a comprehensive, place-based solution that includes a system of community schools and collaborative leadership structures. This approach is grounded in a commitment to continuous improvement, ensuring that schools, families, and communities benefit from sustainable, equity-centered transformation. Services include Will include a monthly Community of Practice for Community School leaders with targeted assistance for Community School Coordinators and principals to strengthen site-level leadership; three in-person community workshops to elevate youth and community voice and community school and collaborative leadership implementation; and three localized site visits to provide tailored support.
Courageous Conversations	Addresses the school-wide application of essential equity theory, systems thinking, adaptive leadership, and culturally relevant practices to transform school culture and climate, empower families, and engage communities of color. Trains school leaders to create and implement systems, policies, and strategic plans that advance racial equity and drive institutional change.
MCOE - Cognitive Coaching	Cognitive Coaching Training equips Liaisons and Social Workers with developmental and reflective skills such as effective inquiry, paraphrasing, building rapport, and fostering a respectful culture, all of which directly enhance their ability to support shared decision-making, lead productive teams, and communicate effectively with diverse groups. By adopting Cognitive Coaching, the CS Team will become better prepared to guide staff, students, and partners toward self-directed growth and collective trust, thereby strengthening the foundation and impact of the community school framework.

TruNorth	The TruNorth partnership supports the successful launch and sustainability of the Family Resource Center by designing culturally responsive, trauma-informed systems to foster trust and consistent support for families. TruNorth's approach focuses on strengthening internal communication, leadership capacity, and district-wide alignment, ensuring lasting impact beyond current grant funding. By integrating daily practices grounded in authenticity, belonging, and purpose, the proposal aligns with the core values and long-term goals of Community Schools. Approving this partnership will provide practical tools for meaningful change and promote the thriving, inclusive environment needed for student and community success.
S4 (Student Support Services Solutions)	Services from S4 are essential to advancing Los Banos USD's Community Schools work in ways that fully align with the CCSPP Framework's Four Pillars. S4 will provide targeted coaching, training, and technical assistance focused on student records and compliance with state and federal law, which directly strengthens integrated student supports and the systems that protect students' academic, social-emotional, and mental health information. This consultation gives CS Liaisons direct, expert guidance on navigating state and federal law, district policies, and best practices related to student records and coordinated services.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.