Calexico High School

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 plaShared Commitment, Understanding and Priorities

6. Centering Community-based Learning

7. Collaborative Leadership

8. Sustaining Staff and Resources

Strategic Community Partnerships n.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

[Calexico High School

1030 Encinas Avenue, Calexico, Ca. 92231

Principal: Mr. John Moreno

jmoreno@cusdk12.org]

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 toward 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:

A community school for Calexico High School is essential because it fosters a holistic approach to education that not only addresses academic needs but also creates a supportive and inclusive environment where students, families, and staff can thrive together. Our school, located in a diverse border-town community, recognizes the value of creating racially-just, relationship-centered spaces where all students, regardless of their backgrounds, feel valued, understood, and empowered. This aligns with the **Overarching Value** of *Racially-just, relationship-centered spaces*, as we aim to promote equity by addressing the unique needs of our students, including those from low-income families and English Learners, while ensuring every student has access to high-quality education and mental health support.

The concept of *Shared power* is at the heart of our community school model. We believe in co-creating solutions with students, parents, and staff, listening to their voices, and ensuring they are involved in decision-making processes. As we expand tutoring programs, mental health resources, and counseling services, we will continue to engage all stakeholders to ensure that these initiatives reflect the needs and aspirations of our entire school community.

Classroom-community connections are another key pillar of our community school model. Our school is committed to fostering an environment where students' learning extends beyond the classroom. By providing access to after-school programs, mentorship opportunities, and a Family/Student Help Center, we aim to strengthen the ties between the classroom and the broader community. This helps ensure that students have the resources and support they need not only academically but also in navigating personal and family challenges.

Lastly, we prioritize *a focus on continuous improvement and possibility thinking*. By recognizing that the challenges facing our school and community are dynamic, we commit to continuously evolving our approaches to teaching, learning, and community engagement. This means developing professional development opportunities for staff, expanding access to technology and tutoring, and ensuring flexible communication and meeting options for parents. These efforts reflect our commitment to finding innovative solutions to the needs of our diverse student body.

In our developmental plans, we will ensure these values are reflected by engaging in ongoing assessments, gathering feedback from all stakeholders, and adapting our strategies as needed. We aim to create a school culture that is not only responsive to immediate needs but is also forward-thinking, setting the stage for lasting positive change and ensuring every student has the opportunity to succeed academically, socially, and emotionally.

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.

The comprehensive needs assessment for Calexico High School highlights critical areas for intervention to create a more inclusive, supportive, and enriching educational environment. Students, staff, and parents identified overlapping challenges and priorities, emphasizing the need for a holistic approach to address issues in social integration, academic support, safety, and resource accessibility. Students reported difficulties with building friendships, staying motivated to attend school, and navigating challenging home and school environments. Key priorities include expanded counseling and mental health services, accessible tutoring, and the addition of practical courses like home economics and medical terminology. Students also called for improved technological training and safer, more inclusive school environments.

Staff echoed these concerns, noting the impact of language barriers, socioeconomic disparities, and chronic absenteeism—particularly among students crossing the border daily. They identified a need for professional development in technology integration, culturally responsive teaching, and differentiated instruction to better support diverse learners. Additionally, staff emphasized the importance of improving campus security, refining emergency protocols, and expanding access to mental health resources to enhance student well-being and engagement.

Parents highlighted concerns about school safety, insufficient communication, and limited access to essential services. They prioritized expanded tutoring programs, specialized support for English Learners, and advanced coursework to prepare students for college and careers. Families also underscored the need for unified communication tools, flexible meeting schedules, and virtual engagement options to bridge the gap between schools and homes. Access to critical resources, including mental health services, food distribution, and financial literacy programs, was identified as essential for fostering student success and family engagement.

To address these challenges comprehensively, the grant proposal outlines key goals, including the establishment of a Family/Student Help Center to provide food assistance, counseling, and technological support. Other initiatives include introducing new courses aligned with student interests and career pathways, strengthening campus security, and enhancing professional development for staff. The proposal also seeks to improve communication through unified platforms and offer workshops to equip families with the tools to support their children's education. By addressing these critical needs, the grant aims to cultivate an equitable, supportive, and innovative learning environment where all students, families, and staff can thrive.

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
Foster a unified vision for student success and community well-being.	**Actions:** ● Host biannual bilingual town hall meetings to share progress and collect feedback. ● Publish a multilingual annual "School Vision and Priorities Report." **Metrics:** ● Attendance rates at town hall meetings (target: 70%). ● Completion and distribution of the report within the first six months. ● Survey responses reflecting increased alignment (target: 80% agreement). ●

Strengthen parent and community involvement in decision-making processes.	● **Actions:**
	  ○ Establish a parent advisory board with representation from diverse demographics.
	  ○ Use digital voting platforms to solicit feedback on key school policies.
	● **Metrics:**
	  ○ Number of advisory board meetings held (target: 4 annually).
	  ○ Participation rates in digital voting initiatives (target: 50% of families).
	  ○ Number of policy changes influenced by parent advisory input.
	●

[Add goals here]	[Add metrics/indicators of success here]

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 student's 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 project-based learning opportunities that address local issues.	**● Actions:** 　○ Partner with community organizations for internships and service-learning projects. 　○ Integrate community themes like environmental conservation and local history into curricula. **● Metrics:** 　○ Number of community-based projects completed annually (target: 5). 　○ Student-reported satisfaction with projects (target: 75% positive feedback).
Enhance cultural and practical education to support life skills.	**● Actions:** 　○ Host workshops on budgeting, job applications, and college preparation. 　○ Develop career technical education (CTE) pathways with local business partners. **● Metrics:** 　○ Number of workshops conducted and attendees (target: 10 workshops/year). 　○ Increase in students completing CTE pathways (target: 20% annually). ●

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.
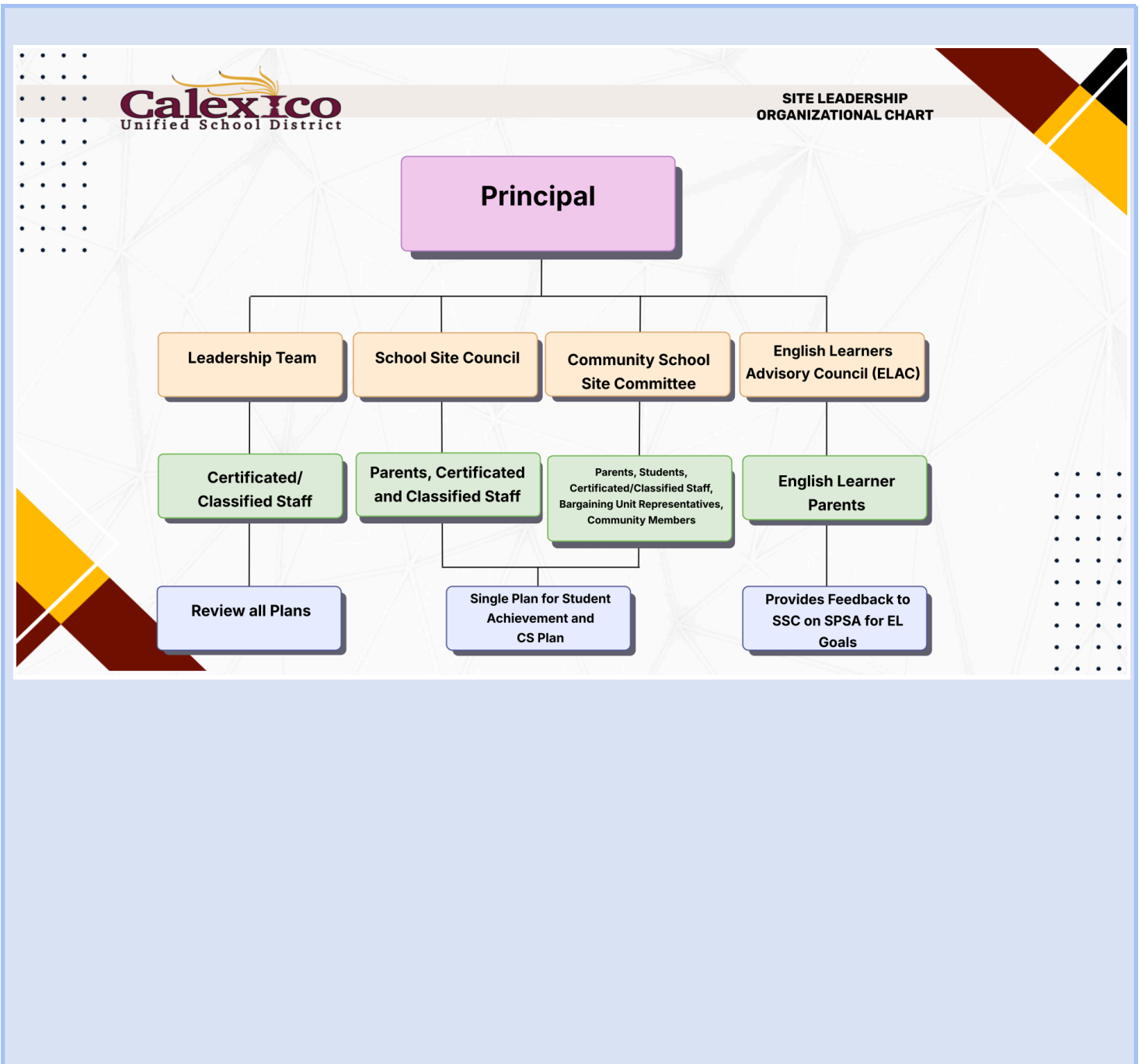
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) 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
Create transparent and inclusive governance structures.	**Actions:** - Form a Leadership Advisory Council with students, families, and community representatives. - Implement a digital platform for real-time updates and community input. **Metrics:** - Number of council meetings held annually (target: 6). - Stakeholder usage rates for the digital platform (target: 50% increase). - Percentage of council recommendations implemented (target: 60%).
Build leadership capacity among staff and students.	**Actions:** - Provide cultural competency and collaborative leadership training for staff. - Offer leadership roles for students in mentorship and community outreach programs. **Metrics:** - Percentage of staff completing training sessions (target: 90%). - Number of students in leadership roles (target: 15% of student body).

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 graphics):

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
Strengthen staff capacity to meet diverse needs.	● **Actions:** 　○ Hire additional counselors, teachers, and support staff to address mental health and academic gaps. 　○ Conduct quarterly professional development focused on differentiated instruction and inclusivity. ● **Metrics:** 　○ Reduction in student-to-counselor ratios (target: 15%). 　○ Professional development completion rates (target: 90%).
Improve and maintain school facilities for safety and support.	● **Actions:** 　○ Renovate restrooms, increase shaded areas, and update safety measures like cameras and proctors. 　○ Establish a maintenance schedule and standards for cleanliness. ● **Metrics:** 　○ Percentage of completed renovation projects (target: 100% within two years). 　○ Facility satisfaction survey results (target: 80% positive feedback).

Key Staff/Personnel

John Moreno	Lead/ School Principal
Zuilma Rioseco	Assistant Principal
	[main role/function at the site level]
Krystle Casares	Secretary/Parent
Jessica Grijalva	EL Specialist
Judy Lopez	Secretary
Norma Galindo	CTE teacher

John Moreno	Lead/ School Principal
Zuilma Rioseco	Assistant Principal
	[main role/function at the site level]
Krystle Casares	Secretary/Parent
Jessica Grijalva	EL Specialist

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

Sustainability Plan Overview

1. **Empowering Leadership and Community**

   ○ Establish Leadership Advisory and Parent Councils to involve stakeholders in ongoing decision-making.
   ○ Provide staff professional development in mental health, inclusive practices, and community-based learning to ensure program continuity.
   ○ Develop student leaders through peer mentoring and community outreach.
2. **Long-Term Partnerships**

   ○ Formalize collaborations with businesses, nonprofits, and higher education for internships, mentorships, and resource-sharing.
   ○ Maintain partnerships with healthcare and social service providers via MOUs for ongoing family support.
3. **Diversified Funding**

   ○ Pursue additional grants and develop a grant-writing team.
   ○ Launch community fundraising campaigns for specific initiatives.
   ○ Explore revenue models, such as fee-based workshops for parents.
4. **Institutionalizing Key Programs**

   ○ Advocate for district-level adoption of successful initiatives like flexible schedules and expanded course offerings.
   ○ Incorporate proven programs and services into the district's regular budget.
5. **Infrastructure Investments**

   ○ Complete facility and technology upgrades to reduce future costs and ensure long-term usability.
   ○ Implement energy-efficient systems to minimize operational expenses.

6. **Community Ownership**

   - Develop volunteer programs to support tutoring, mentorship, and extracurricular activities.
   - Continue parent workshops to build an informed and engaged support network.
7. **Ongoing Evaluation**

   - Establish data systems for tracking outcomes and refining strategies.
   - Publish annual progress reports to sustain stakeholder engagement and attract continued support.

This streamlined approach embeds sustainability into leadership, funding, partnerships, and infrastructure to ensure long-term success beyond the grant period.

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
Provide comprehensive support services for students and families.	**Actions:** - Partner with healthcare providers for on-campus wellness clinics. - Collaborate with food banks for monthly food distribution events. **Metrics:** - Number of wellness services offered annually. - Attendance at food distribution events (target: 500 families/year).
Expand career and college readiness opportunities.	**Actions:** - Establish mentorship programs with local businesses. - Host annual career fairs with employers and higher education representatives. **Metrics:** - Number of mentorships facilitated (target: 20 annually). - Attendance at career fairs (target: 70% of high school students).

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:

Calexico High School has established partnerships with key community organizations to align with the vision and priorities of students, staff, families, and community members. These partnerships aim to address diverse needs and foster a supportive environment for holistic student and family success. Collaborating with **Calexico Wellness**, the district ensures students and families have access to essential health services. **One-Stop Employment** supports career readiness by providing job training, resume workshops, and pathways to employment, equipping students and families with the tools needed to achieve economic stability and independence.

The **Housing Authority** plays a vital role in assisting families facing housing insecurity by connecting them with resources for affordable housing and financial assistance, ensuring a stable home environment that supports academic success. The **City of Calexico** collaborates on initiatives to enhance safety and infrastructure, including improved traffic management around school campuses and developing community spaces that encourage engagement and learning. Local **service organizations** contribute through mentorship programs, extracurricular activities, and food distribution events to address immediate and long-term needs.

These partnerships are designed to respond to the shared priorities of fostering safety, academic achievement, overall health wellness, and career readiness. By leveraging these collaborations, the district is creating a network of support that bridges the gap between school and community, aligning resources and programs with the needs and aspirations of students, staff, and families. This integrated approach strengthens the district's commitment to equity, engagement, and success for all stakeholders.

Site Level Goals and Measures of Progress

Goals	Action Steps
[Add goals here]	[Add action steps here]
[Add goals here]	[Add action steps here]

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