

Cesar Chavez Elementary 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 plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Cesar Chavez Elementary - CDS Code

1251 E. Zapata St.

Calexico, Ca. 92231

(760) 768-6400

Mayra Molina Principal

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:

Vision:

Our vision is to create a thriving community school where every student is equipped to achieve excellence, guided by strong character and a sense of pride. Through collaborative partnerships with families and community partners, we will cultivate a culture of inclusion, innovation, and opportunity, ensuring that all students are prepared to lead with integrity and succeed in an ever-changing world.

Mission:

At Cesar Chavez Elementary, we strive to empower every student to lead with character, pride, and excellence. By fostering a supportive community school environment, we provide equitable access to academic, social, and emotional resources, inspiring lifelong learning, personal growth, and meaningful contributions to our society.

Cesar Chavez Elementary understands the vital role of a community school in addressing the unique challenges faced by our students and families. With 79.1% of our students identified as socioeconomically disadvantaged and 56.6% as English Learners, our focus is on creating equitable opportunities for success. Through a collaborative needs assessment process involving students, parents, community members, and staff—via surveys and site meetings—the Community Schools Site Committee has identified and prioritized key services to support and uplift our community.

Key findings from the Panorama Survey indicate that 51% of our 3rd-5th grade students experience challenging feelings, while 6th graders report a decline in their sense of belonging 42% and engagement 32%. Additionally, 33% of parents expressed difficulties engaging in their child's education. The Healthy Kids Survey, administered to 5th-grade students and parents, revealed that fewer than 60% of students feel connected to school, and 50% report feeling bored in class. From this data and Community School Committee discussions, three priority goals emerged:

- **Homework Support & Extracurricular Activities Center:** A resource hub to provide academic assistance and enrichment opportunities for students during the day.
- **Parent Center:** A dedicated space for parent training, workshops, and support to strengthen family engagement.
- **School Community Closet:** A resource for students offering essential items like clothing, school supplies, and hygiene products.

The goal is to create a community center funded by the Community Schools Grant to offer comprehensive resources, including homework support, organized lunchtime activities, parent capacity-building workshops, and language assistance for students and families.

Additionally, the center will address broader needs by offering adult ELD, parenting classes, family workshops, health care, mental health counseling, and career readiness resources in partnership with community organizations. By integrating these services, Cesar Chavez Elementary seeks to remove barriers to learning, such as poverty, language challenges, and resource disparities, while fostering equity and opportunity for all students.

This initiative will also strengthen family engagement through bilingual communication, parent education on navigating the school system, and resources to empower families in supporting their children's educational goals. Regular monitoring of Panorama Surveys, attendance, and discipline data will help ensure the effectiveness of these strategies. With this holistic approach, Cesar Chavez Elementary aims to support the "whole child" and create a stronger, more connected community where every student can thrive 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.

Cesar Chavez Elementary has established a dedicated Community School Committee composed of parents, students, teachers, classified staff, community partners, and the school administrator. This committee is tasked with guiding the planning and implementation of our Community School initiative. The committee will continue to meet regularly to analyze academic, attendance, and discipline data alongside needs assessment and survey responses from staff, students, and parents.

To ensure the initiative remains aligned with our objectives, the committee will continuously evaluate and refine plans and goals using updated data from surveys such as Panorama, the California Healthy Kids Survey, and Community School Surveys. Regular checks and balances will be implemented to ensure the initiative's success, with input from all educational holders.

To engage administrators, staff, students, families, community members, and partners, we will implement inclusive strategies such as:

- Surveys, interviews, and focus groups.
- Visioning exercises and school-wide forums to promote collaboration.
- Personalized outreach, including phone calls and home visits, for underrepresented groups.
- Culturally responsive support, such as childcare, transportation, translation, and flexible options like online surveys and community events.

Families will stay informed through various channels, including:

- Community School newsletters, parent meetings, social media, and communication tools (e.g., Remind, and Class Dojo).
- The school website and notices sent home.
- Monthly general parent meetings to introduce services, demonstrate their benefits, and guide families on supporting their children at home.

By partnering with trusted community leaders and maintaining open communication, we aim to build trust, encourage participation, and include diverse perspectives. This collaborative and inclusive approach will ensure that all voices—especially those from historically marginalized groups—are heard and valued.

Together, we will create a safe, welcoming environment where families and students thrive, fostering a unified school community that works collectively to achieve the shared goals of Cesar Chavez Elementary.

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
Establish a Lobo Community Student Center to provide students a safe space for learning during lunch.	<ul style="list-style-type: none"> ● Enhance student academic achievement by offering homework assistance. ● Organized lunch time activities to reduce incidents referral and reduce bullying and provide a safe place for students
Establish a Family Resource Hub to provide additional services to families during the school.	<ul style="list-style-type: none"> ● Increase parent participation and build parent capacity by providing services on site such as language support, mental health, physical health ● Solidify partnership with outside agencies to provide parents with resources, information on how they can best support their child at home addressing all their needs, academics, social and emotional.
Establish Community Closet for students who need toiletries, uniforms, shoes, thermos, undergarments, and additional clothing necessary for their well being.	<ul style="list-style-type: none"> ● Improve student well being and attendance by providing students with uniforms and shoes to ect. Parents will have to complete an intake form to determine student needs and availability of resources

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
CUSD Librarian and the school library tech will offer read-alouds to students three times a year.	<ul style="list-style-type: none"> ● The CUSD Librarian and Cesar Chavez Library Tech will provide read-alouds for all students, focusing on culturally diverse authors and topics. ● Host a Literacy Night celebrating diverse cultures and emphasizing the importance of literacy in fostering cultural understanding and appreciation
We will provide access to Professional Development to ensure we are culturally relevant in Community Schools.	<ul style="list-style-type: none"> ● Provide Professional Development on the importance of culturally relevant practices.

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.

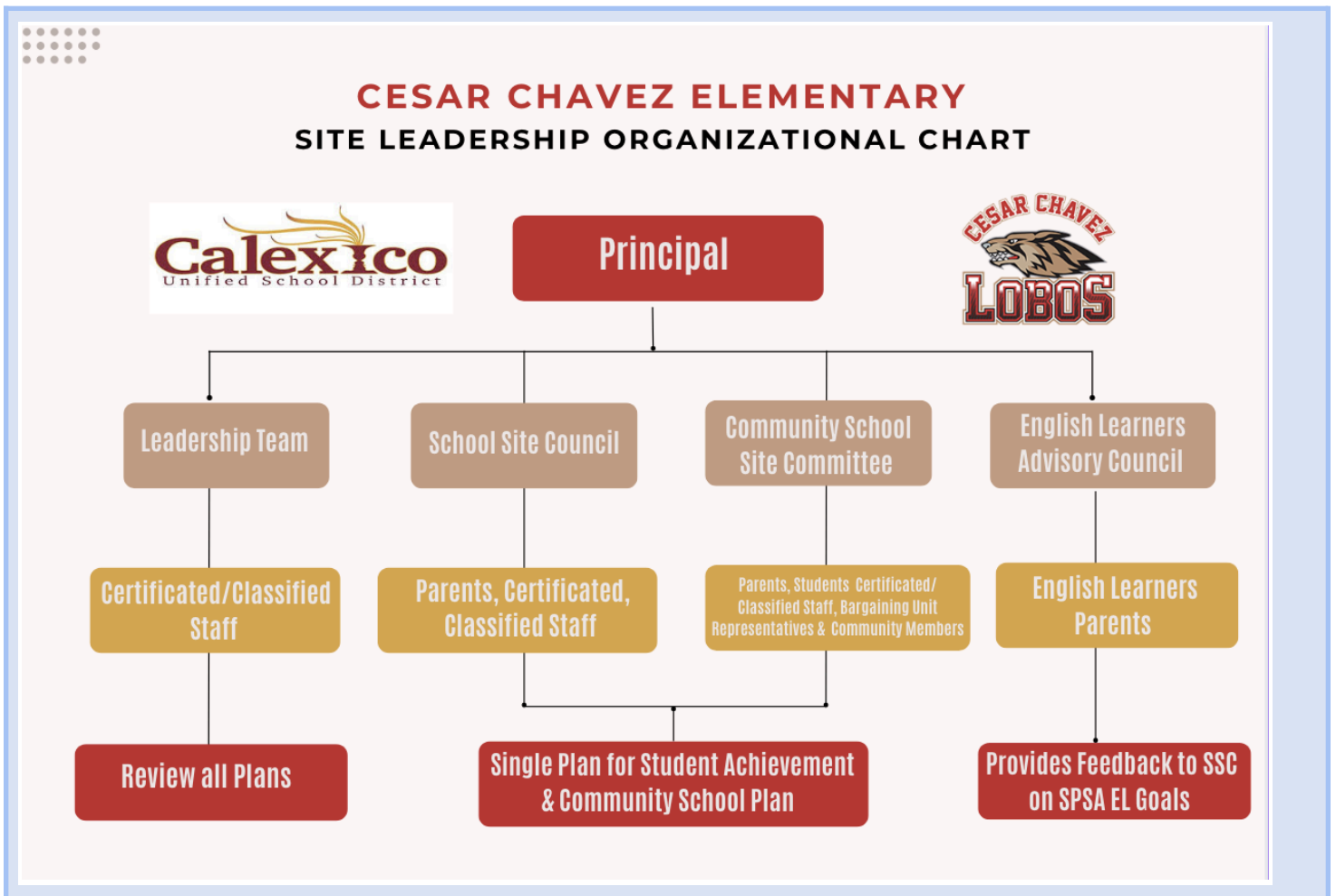
Describe your goals for strengthening collaborative leadership. Site Level Goals and Measures of Progress

Goals

Action Steps

<p>The Community School Committee will meet throughout the academic year to evaluate the progress and implementation of our community school initiatives.</p>	<ul style="list-style-type: none"> • Meet with the committee once a trimester during the school year or as needed. • Schedule for CS committee to present findings SSC annually • Schedule for CS committee to present to staff community.
<p>Professional development sessions will be offered to students, parents, and community members to strengthen their skills and abilities.</p>	<ul style="list-style-type: none"> • Work with various agencies to provide knowledge guidance to our teams.
<p>Continue to meet with all current parent advisory groups.</p>	<ul style="list-style-type: none"> • Calendar meetings. • Invite a variety of educational partners. • Communicate with parents and other committee members.

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):



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
Work with the Director of Community Schools and Community Schools steering committee.	<ul style="list-style-type: none"> • Coordinate meetings to align site plan to district plan. • Create a job description for the site specialist • Hire site Community School Specialist.
Employ a Community Schools Site Specialist.	<ul style="list-style-type: none"> • Collaborate with District Leadership and Bargaining Unit to develop a job description, salary, and schedule. • Post job opportunities on local hiring agencies (Edjoin)
Continue to explore additional funding sources to establish staffing sustainability.	<ul style="list-style-type: none"> • Meet with the Director of Federal and State Projects and the Assistant Superintendent of Educational Services to create a “Matrix” of funding sources that will provide avenues of sustainability.

Key Staff/Personnel

Director of Community Schools (LEA Level)	The Community Schools Director is responsible for implementing and sustaining a community engagement system aligned with Calexico Unified's vision. Key duties include integrating community school principles, building partnerships, addressing barriers to student success, and promoting family and community involvement. The role involves developing and executing a plan for children and family services, managing support services, and coordinating resources with district departments and external agencies. This position is funded through LCAP.
Community School Site Specialist- New Position	The Site Specialist will manage daily operations and coordinate community school initiatives, including support services, medical resources, parent groups, literacy programs, and education classes. They will also collaborate with partner agencies and serve as a liaison between the District Community Schools Leadership Team and the Site Community Services Committee.

<p>District MTSS Coordinator</p>	<p>The MTSS Coordinator will provide administrative leadership to the MTSS structure team to ensure all essential components of MTSS are implemented and monitored with fidelity, leading to dramatic and quantifiable academic, social-emotional, and behavioral achievement results for students. This position is funded through ESSER 3 but will be funded through the LCAP during the 24-25 school year.</p>
<p>Substitute Teacher</p>	<p>Will be employed on days needed to assist with certificated staff coverage during planned Community Schools professional development and/or Community Schools Site Level Committee or District Team Meetings. Hourly rates will be funded through the Community Schools Implementation Grant for these specific needs.</p>
<p>Student Supervision Assistant</p>	<p>Will be employed to assist during the day to assist in organizing and supervising student activities during lunch time. In addition, they will provide childcare services during parent workshops, training, summits, family/student events, and Community Schools Committee Meetings. Hourly rates will be funded through the Community Schools Implementation Grant for these specific needs.</p>
<p>Site Counselor</p>	<p>Will provide information on students' functioning and recommendations regarding their successful transition to the next grade level; develop plans and /or provide information regarding student's goals; and secure appropriate placements of students. Will also assist with attendance, behavior goals, and Social and Emotional guidance. This position is funded through LCAP funds.</p>
<p>Site Psychologist - Existing Position</p>	<p>Will assess students' intellectual and mental functional levels; provide information for program development and student placement, develop behavior plans, and provide information on child development and/ or issues on specific students to instructional personnel. This position is funded through Special Education funds.</p>

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

To ensure the sustainability of programs beyond the implementation grant, the District will conduct a detailed analysis of all available federal and state funding sources. This comprehensive review will identify opportunities for ongoing financial support, ensuring essential resources are available to maintain and expand successful programs and initiatives. Additionally, our sustainability plan will include documenting and leveraging in-kind services, such as contributions from community partners, volunteers, and other educational collaborators. By utilizing these non-monetary resources, we aim to strengthen the foundation of our programs, enhancing their longevity and impact beyond the initial grant period.

The school will actively engage educational partners in a continuous improvement process to evaluate the effectiveness of implemented activities. Programs and initiatives that demonstrate improved outcomes for students, families, staff, and the broader Cesar Chavez Elementary community will be prioritized for integration into permanent funding sources.

Key contributors to this effort include the Community School Site Specialist and the Director of Community Schools, who will work in close collaboration with District Leadership. The school's Leadership Team, School Site Council, English Learner Advisory Council, and Community School Site Committee will play critical roles in monitoring, evaluating, and guiding the implementation of activities to align with the school's vision and priorities.

Through these strategic actions, we are committed to establishing a sustainable framework that secures core staffing and ensures the continued success of our initiatives, fostering lasting positive outcomes for the entire school community.

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
Explore new community partnerships	<ul style="list-style-type: none"> ● Community School Lead will reach out to community groups. ● Organized networking school events
Expand and maintain existing partnerships such as Public Library, Universities/Colleges, Neighborhood House, Food Bank, ect.	<ul style="list-style-type: none"> ● Continue the established partnership with SDSU-Imperial Valley and Enrique Kiki Camarena Library, Calexico Recreational Center and seek out other activities that align with Ccss Chavez Community School vision.
Host 2 (Oct. & Feb.) Community Resource Fairs at Cesar Chavez Elementary to establish new community relationships with outside agencies.	<ul style="list-style-type: none"> ● Invite new partners to a Community Resource Fairs at Cesar Chavez Elementary to establish new community relationships ● Link families with resources that are available around the community.

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:

Cesar Chavez Elementary actively collaborates with various agencies and is committed to expanding its network by engaging additional community partners. The school's long-term vision includes creating and maintaining a comprehensive, up-to-date community resource guide that is accessible to all.

These partnerships are designed to align with the shared vision and priorities of students, staff, families, and the broader community. The focus is on enhancing academics, fostering a positive school climate, and increasing parent involvement. Through these efforts, Cesar Chavez Elementary aims to connect student academic achievement with real-world experiences and equip parents with valuable employability skills. Current partnerships include:

- Imperial County Behavioral Health
- Imperial County Office of Education
- Imperial Valley Food Bank
- Calexico Law Enforcement
- WomenHaven
- SureHELPLINE
- Calexico Recreational Center

These relationships reflect the school's commitment to addressing the holistic needs of its students and families, promoting success both in and beyond the classroom.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen partnerships to provide holistic support for students and families, addressing academic, emotional, and social needs.</p>	<ul style="list-style-type: none"> ● Maintain Regular Communication with community partners: Imperial County Behavioral Health, SureHelpline, and WomenHaven... ● Coordinate Services for At-Risk Students: Collaborate with behavioral health and counseling services to conduct on-site workshops for students and parents. ● Expand Access to Resources: work with partnerships to organize events and educational parent workshops.
<p>Promote enrichment and community engagement opportunities that align with the vision of fostering student achievement and well-rounded development.</p>	<ul style="list-style-type: none"> ● Enhance Enrichment Activities: Partner with the Calexico Recreational Center to create after-school and weekend programs, including sports, arts, and STEM clubs. ● Engage Families in Learning: Host annual community resource fairs ● Empower Student Voice: Survey students to identify enrichment activities and workshops that reflect their interests and priorities. ● Celebrate Collaboration: Showcase partnership outcomes during events like Cesar Chavez Day, AVID Parent Nights, Literacy Night, and/or monthly general parent meetings.

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