Enrique Camarena Jr. 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 plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Enrique Camarena Junior High School

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Diego Romero, Jr., 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:

Enrique Camarena Junior High School Vision:

Our vision is to create a positive, inclusive, and equitable learning environment with clear expectations while nurturing empathetic behaviors to develop productive citizens.

Enrique Camarena Junior High School Mission:

Enrique Camarena Junior High School's mission is to create a vibrant and inclusive, multi-tiered support system that fosters strong family and community partnerships in improving student attendance, positive behavior, and academic success.

After engaging with stakeholders—students, families, staff, and community members—our needs assessment has revealed that a community school model is essential for addressing our school population's diverse and evolving needs. A community school would provide the infrastructure and resources to create racially-just, relationship-centered spaces that support equitable access to education and holistic development. The responses from our stakeholders underscore the need for an inclusive environment where shared power between families, staff, and students fosters collaboration and shared responsibility for success. By connecting classrooms to the broader community, a community school would bridge the gap between academic learning and real-world application, ensuring students are prepared for college, careers, and civic life.

Our understanding of the California Community Schools Framework is reflected in our commitment to its Overarching Values:

1. **Racially-Just, Relationship-Centered Spaces:**
   Stakeholders consistently highlighted the need for inclusive practices, mental health services, and anti-bullying initiatives. Our developmental plans include implementing restorative practices to address conflict, foster understanding, and culturally responsive curriculum and professional development to ensure equitable learning experiences for all students.
2. **Shared Power:**
   Parents and students expressed a desire for greater involvement in decision-making. To honor this value, we plan to establish shared governance structures to include student and parent representation in all school committees, such as MTSS, PBIS, AVID Site Team, the Literacy Committee, and Safety Team to ensure all voices are heard and valued in shaping school policies and programs.
3. **Classroom-Community Connections:**
   The feedback emphasized a strong demand for career readiness programs, hands-on learning opportunities, and partnerships with local organizations. Our plan is to expand elective course options with an emphasis on career pathways, to include partnering with businesses, nonprofits agencies and LEA's for experiential learning opportunities that enrich academic instruction and connect students to their communities.

4. **Continuous Improvement and Possibility Thinking:**
   Stakeholders expressed a vision for enhanced infrastructure, such as a gym, clean and safe restrooms, and expanded extracurricular options like art, robotics, and financial literacy classes. We aim to build a culture of continuous improvement by regularly reviewing data from surveys, feedback, and performance metrics to adapt and innovate programs that meet the needs of our students and families.

Developmental Plans to Reflect These Values:

- **Racial Equity and Inclusion:** Conduct quarterly surveys of parents, staff and students to address perceptions of equity, concerns, and ongoing improvements. Utilize survey feedback to ensure inclusive teaching practices to support underrepresented students and families.
- **Shared Governance:** Develop a robust communication strategy to engage families, staff, and students in decision-making processes. This includes establishing parent-teacher-student committees for inclusive representation in school-wide leadership teams such as MTSS, PBIS, AVID Site Team, Literacy Committee, and Safety Team.
- **Integrated Services:** Create a Family & Student Help Center to provide wraparound services such as counseling, tutoring, and access to community resources for families seeking support.
- **Career-Ready Curriculum:** Extend current career ready curriculum to service students in and after school setting to include career-oriented electives such as STEM, MESA, 4-H, Culinary Arts, Financial Literacy and other life skills that align with local workforce demands.
- **Ongoing Evaluation:** Utilize the district's continuous improvement model of Plan, Do, Check and Act cycle for frequent check-ins, and transparent reporting to ensure accountability and adaptability in our community school efforts.
- **Long-Term Sustainability Focus:** Sustainability of services to continue via current district categorical funding and established partnerships with local organizations specializing in long-term support services that would be at no cost to our families and students.

Through these initiatives, our community school will become a hub where students, families, staff, and community members unite to create a thriving, supportive, and inclusive learning environment firmly aligned with the CA Community Schools Framework.

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.

Enrique Camarena Junior High School will engage the entire community to refine priorities and create a shared vision for the community school initiative, ensuring inclusivity and equity throughout the process.

Engagement Strategies:

- **Administrators**: Regular meetings with site leadership teams and team leads for data review and strategy alignment.
- **Certificated Staff**: Surveys and focus groups to co-develop curriculum and initiatives.
- **Classified Staff**: Interviews and discussions to address school climate and logistical needs.
- **Students**: Peer-led focus groups and student council meetings to amplify student voices.
- **Families**: Multilingual surveys, home visits, and culturally responsive family forums.
- **Community Partners**: Collaborative planning sessions and meetings to align efforts.

Strategies for Marginalized Groups:

- Use bilingual materials and staff to deliver culturally and socio-economic responsive practices.
- Proactively reach out through liaisons, home visits, and flexible meeting formats.
- Create safe spaces for underrepresented voices through affinity groups

Processes:

- **Surveys**: Gather diverse perspectives through quarterly surveys to assess needs and program effectiveness
- **Focus Groups and Forums**: Explore themes from gathered data to refine priorities collaboratively.

This inclusive and proactive approach ensures every voice shapes a community school strategy that reflects shared priorities and aspirations.

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
Increase parental involvement and understanding of their role in student success. (Family and Community Engagement)	Organize quarterly parental workshops focusing on supporting academic and social growth. Develop and distribute bilingual parent handbooks on school policies, resources, and expectations. Attend partnership-sponsored workshops. Attendance rate at workshops for an annual target increase of 10%. Parent feedback surveys with at least an 80% satisfaction rate regarding provided resources.
Build a shared vision for the school improvement with input from all stakeholders.	Facilitate monthly community forums to gather input on school priorities. Implement a suggestion system (digital and physical) for students, parents, and staff. Number of attendees at forums (target: 50 participants per meeting). Percentage of suggestions reviewed and addressed within a month (target: 80%).
Create a Family & Student Help Center to provide wraparound services such as counseling, tutoring, and access to community resources for families seeking support	Provide referrals for community resources (i.e. health services, vision, dental, hearing, neurological, housing, nutrition, etc…) Follow-up surveys for continuous health referral services to monitor changes in our student's and community needs Monitor academic growth through grades and district benchmark assessment results in order to identify students in need of tutoring services.

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
Integrate hands-on, experiential learning opportunities tied to community resources.	Partner with local businesses to offer exposure and offer fiel aligned with the curriculum. Introduce community projects in classes, such as local envir studies or historical research. Number of partnerships established with local organizations 10 partnerships). Increase student participation rate in community-based learn activities.
Enhance career readiness through real-world experiences.	Offer workshops led by local professionals in high-demand f (e.g., robotics, law enforcement). Develop a career day program featuring at least five industri Increase the number of workshops hosted. Percentage of students reporting increased career awareness in post-event surveys (target: 80%).

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Foster stronger communication and collaboration between teachers, students, and parents.	Establish quarterly teacher-parent-student check-ins for academic updates and concerns. Create cross-functional leadership teams with representatives from all stakeholders. Increase participation rate in check-ins. Review of data collected to make changes and updates after each committee meeting.
Build teacher leadership capacity through professional development.	Provide quarterly leadership training for teachers focusing on inclusion, engagement, and collaboration. Encourage teacher-led initiatives for improving curriculum delivery and student outcomes Implementation of teacher-led initiatives Utilize partnership with Imperial County Office of Education's Community Schools Liaison to provide training to site team members to build their capacity to support students and families.

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):
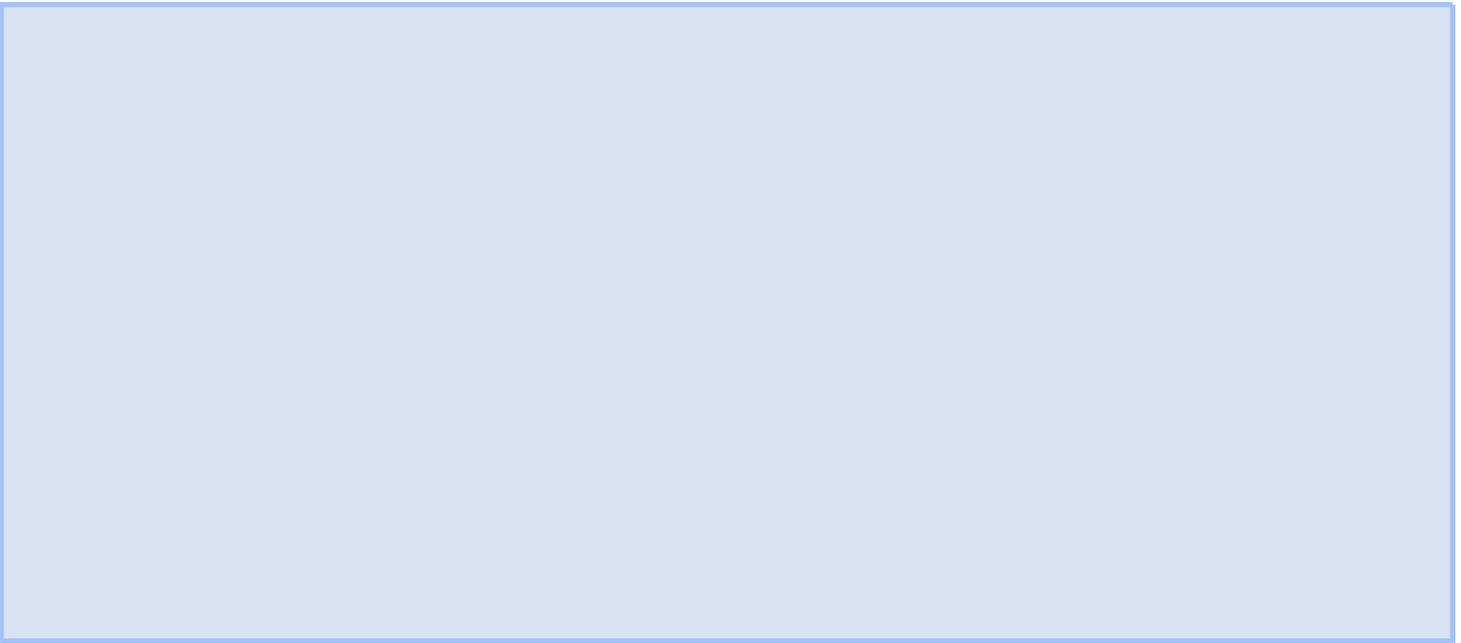
Strategy 4: Sustaining Staff and Resources

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
Employ a Community Schools Site Specialist	Collaborate with District Leadership and Bargaining Unit to develop a job description, salary, and schedule. Post job opportunities on local hiring agencies (Edjoin).
Ensure the availability of resources to support student success.	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. Secure funding through grants and strategic partnerships with local businesses. Data collected from surveys will help inform the development of the Single Plan for Student Achievement. Increase funding raised from external sources.

Key Staff/Personnel

Director of Community Schools-Existing Position	The Community Schools Director ensures the implementation and sustainability of a community engagement system in alignment with the Calexico Unified School District's vision. Responsibilities include integrating community school principles, building relationships, linking resources, addressing barriers to student success, and fostering family and community engagement to enhance student achievement. The role involves actively implementing an integrated services plan, focusing on children and family services, managing support services, and coordinating resources in collaboration with other agencies and district departments. This position is currently funded through LCAP.
Community Schools Site Specialist- New Position	The Site Specialist will manage daily operations and coordinate community school initiatives, such as support services, dental/medical resources, parent support groups, literacy programs, child welfare efforts, and education classes. They will also collaborate with partner agencies and liaise between the District community School Leadership Team and the site community services committee.
District MTSS Coordinator-Existing Position	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 25-26 school year.
Substitute Teachers	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.
Student Supervision Assistant	Will be employed to 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.

Site Counselor-Existing Position	Will provide information on students' functioning and recommendations regarding their successful transition to high school; develop plans and /or provide information regarding student's goals; and secure appropriate placements of students. Will also assist wiith attendance, behavior goals, and Social and Emotional guidance. This position is funded through LCAP funds.
Site Psychologist-Existing Position	Will assess students' intellectual and mental functional levels; and provide information for program development and student placement. Develop behavior plans and provide instructional personnel with information on child development and/ or issues specific to students. This position is funded through Special Education fund

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

Enrique Camarena Junior High School's sustainability strategy centers on embedding the community schools framework into the fabric of the school's operations, ensuring its long-term impact extends beyond the grant period. The following steps will guide this process:

1. **Strengthen Stakeholder Leadership and Engagement**
   - Establish permanent advisory councils comprising administrators, staff, students, families, and community partners to oversee ongoing initiatives.
   - Train stakeholders in leadership and collaborative decision-making to build capacity for self-sustained efforts.
2. **Embed Community Schools Practices into Policies**
   - Integrate community school values (e.g., equity, shared power, classroom-community connections) into the school's mission and strategic plans.
   - Develop protocols for continuous needs and asset assessments to adapt and sustain progress.
3. **Foster Sustainable Partnerships**
   - Formalize relationships with community organizations through long-term Memorandums of Understanding (MOUs).
   - Establish a network of local businesses, nonprofits, and cultural institutions to support student internships, mentoring, and project-based learning.
4. **Invest in Professional Development**
   - Create a professional learning framework for staff, focusing on culturally responsive practices, family engagement, and innovative teaching strategies.
   - Ensure professional development remains a budget priority post-grant.
5. **Secure Diverse Funding Sources**
   - Leverage partnerships to co-fund programs, such as shared grants with community organizations or local sponsorships.
   - Engage families and the broader community in fundraising efforts to support targeted initiatives.

6. **Strengthen Data-Driven Practices**
   ○ Implement systems to collect and analyze data on program outcomes, ensuring continuous improvement and alignment with school goals.
   ○ Publish annual reports to share progress and build community support for sustaining programs.
7. **Celebrate and Build Community Ownership**
   ○ Host annual events to showcase achievements and foster pride in the school's progress.
   ○ Encourage stakeholder ownership by involving families, staff, and students in planning and celebrating milestones.

By integrating these practices, the school will establish a resilient model of community engagement, resource management, and collaborative leadership that continues to thrive well beyond the life of the grant.

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
Leverage partnerships to provide student-focused programs and services	Work with nonprofits to offer mentoring and leadership programs for students. Collaborate with healthcare providers to ensure access to mental health services. Increase the number of students enrolled in partner-supported programs.
Explore new community partnerships.	Invite new partners to a Community Resource Fair at Enrique Camarna to link families with resources available in the community. The goal will be measured by completed feedback forms, sign-in sheets, and pictures.

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:

Enrique Camarena Junrior High School has strategically partnered with key agencies to address the diverse needs of our students, staff, families, and the community. These partnerships enhance student support, promote equity, and create culturally responsive programming. We are looking forward to widening our network of community partners to include a focus on college and career readiness, as well as providing more support with social and emotional learning workshops for students, staff, and families.

Health and Wellbeing of Students
Calexico Neighborhood House
Imperial County Behavioral Health(Adolescent SUD,
IV Food Bank
Imperial County Office of Education Bullying & School Violence
Calexico Community Center
Catholic Charities
Sure Helpline
Academic Support for Students
San Diego State University
Imperial Valley College
San Diego Regional Center
Workability I-VROP
Imperial County Office of Education AmeriCorps
The Enrique Camarena Public Library promotes literacy programs.
Blue Dot Education

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