



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: 2025-2026 IMPLEMENTATION PLAN TEMPLATE - REVISED

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

Dool Elementary School - CDS Code: 13-63099-6008346
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Silvano Lopez, 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 (**Relationship Focus**)
2. Shared power (**Shared input**)
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:

Dool's Vision: Dool Elementary multi-tiered system of supports will be integrated naturally to support all students academically, behaviorally, and social-emotionally to prevent discipline issues and increase student achievement.

Dool's Mission: Dool Elementary focuses on guiding students in their learning process in a rich and inviting environment. A systematic way of addressing student behaviors will be in place to mitigate disruptions in the classroom. All stakeholders will collaborate to establish a school culture that "cares about and values learning."



Dool Elementary School Community School will address the specific needs of our students and families. The demographics at our school are different from most other elementary schools in our district and Imperial County. Most (93.8%) of our students are considered socioeconomically disadvantaged and 81.7% are English Learners. The students, families and community members from Dool have shared the need for the availability of services that will benefit our specific community. Students, parents, community members, and staff have participated in the needs assessment process by completing surveys and participating in site meetings. The information gathered through this process was reviewed and prioritized by the Community Schools Site Steering Committee at meetings held at Dool Elementary. Our goal is to use the Community Schools grant to create a community center for students and families. The focus of the center was developed by a committee of parents, teachers, staff, and students. Students and families will benefit from the center through the following services: After-School Homework/Student Center, Community Closet, Parent Center. Parent training will be provided to build the capacity of our families, and language support for students and families. During the implementation of the Community Schools Grant, we will monitor Panorama Surveys, attendance, and discipline data to determine if the strategies put in place are effectively making a difference to students and families.

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.

What are the needs and assets from last year with POG?



Dool Elementary School has established a steering committee that has been implemented since the beginning of the 2023-2024 school year. The steering committee is composed of students, families, and community. Staff members have been invited to join, with the goal of having at least 5 staff members covering classified and certificated staff. This will allow for a wide-lense view of what our sites' needs and assets are while giving everyone a platform to identify areas of focus.

In conjunction with a steering committee, we will continue conducting student & Parent surveys site-wide to gauge the needs of our stakeholders. As a site, we have studied the data to gain perspective as to who our marginalized population is. Based on our demographics we have learned that our site's population consists of 77% of EL students. To better support and engage our EL families Dool Elementary School offers interpretation and translation services when conducting all school wide communication - including surveys and meetings/assemblies. All committees are open to all families, despite any language barriers. Dool Elementary is committed to being an inclusive school.

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.

Whole Child/Family Focus

1. Provide a Student/Homework Center to assist all students K-6th.
2. Support parents in relevant topics in the Parent Center.
3. Desegregate Data from tests and surveys to better support our community school.
4. Literacy schools area focus will be on
 - a. Literacy Parent Trainings
 - b. After School Literacy Student Support

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

Literacy Focus	Dool Elementary will focus on student literacy from K-6th grade. Literacy student/parent nights will be provided (2-3 times per year). Literacy parent workshops will be provided to parents during Postres with the support team.
After School Student Support & Safety Center	By looking at SBAC, iReady, District Assessment data, we will select students who are reading/performing 2-3 grade levels below and invite them and their parents to participate in our homework center. This will support the school's effort when it comes to grades, attendance and literacy, at the same time providing a safe place when parents are not on time to pick up students after school.
Parent Center	Dool Elementary school will create a parent center that supports all dool parents by providing them with opportunities to participate in a variety of training, workshops, and events.

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
Offer families a chance to participate in field trip experiences.	Dool elementary families will have a chance to engage in field trips to universities/colleges, museums and various cultural centers. Aiming to enhance academic performance, foster a positive school climate, and encourage involvement
CUSD Librarian and School Library Tech will offer to read a louds to students at least 3 times per year.	CUSD Librarian and Dool Library Tech will provide read a louds to all K-6 students focusing on culturally diverse authors and topics.
Support Long Terms English Learners	PD for staff on Integrated and Designated ELD.
Provide Access to PD to ensure we are culturally relevant in community schools	Provide PD on the importance of culturally, relevant practices.
Offer Dual Language Families a chance to participate in cultural experiences and meetings.	Dool families will have an opportunity to engage in school site meetings, University, museums to enhance student academic performance, foster a positive school climate and encourage involvement.

Focus on Real-life experiences and Riasec and Careers and Beable Create personalized engaging lessons; utilize Ecadence - create activities based on real life expeirences

How can we support our families to help our families support literacy at home?

Link to LCAP Goals

Pull in POG and Raisec

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.

District-wide - System-level steering committee and give crucial guidance about decision-making - Include the attorney to help create this group - Agenda to learn and give guidance to the schools and using Brian to gather school data from families.

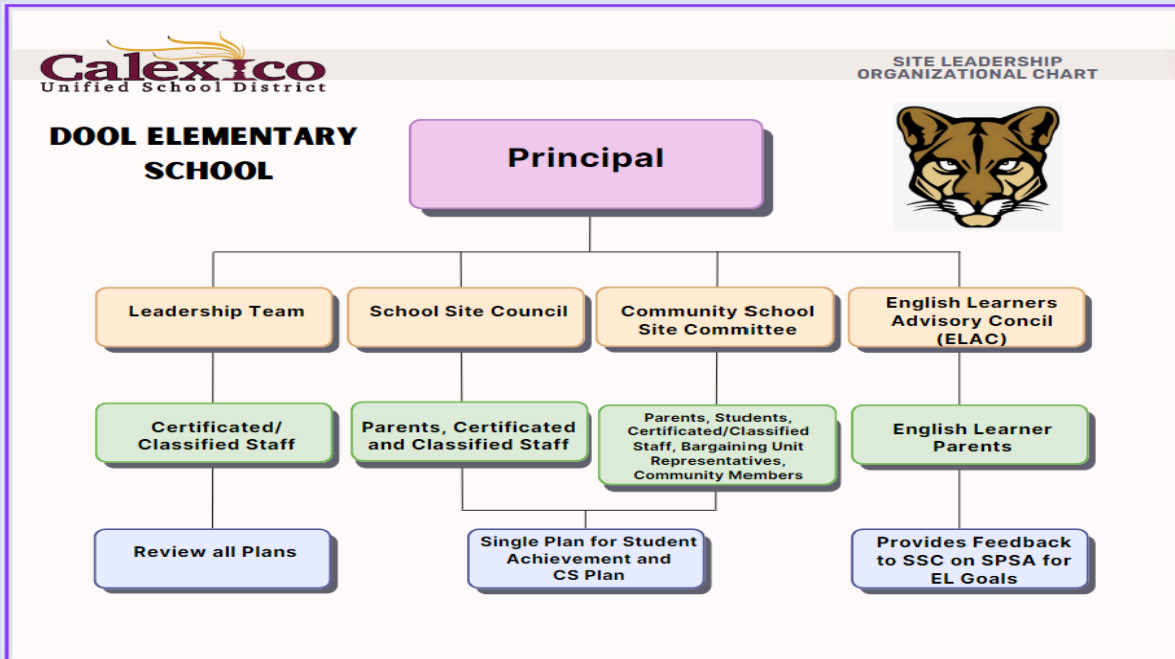
1. This is why this issue literacy
2. This is what families want to happen
3. This group gives feedback on principal plans
4. We adjust accordingly

Site Level Goals and Measures of Progress

Goals	Action Steps
CS Team will meet every trimester or as needed to evaluate the community school services.	<ol style="list-style-type: none"> 1. 3 meeting for the school year. 2. Send out calendar invites to all committee members. 3. Site team evaluates the services provided by the CS by using different services and parent feedback. 4. Changes will be made to the CS Implementation plan as needed.
A CS Site team Rep. will present the community school goals and plan updates to SSC and ELAC committee 2 times a year.	<ol style="list-style-type: none"> 1. CS Rep will present goals and updates to SSC and ELAC 2 times per year. 2. Calendar invites, agendas, and minutes will be shared with all community partners. 3. Feedback will be shared with CS Site Team to update the plan.
CS Site Team Rep will present the CS Goals and planned updates to staff 3 times a year (Sep. Jan. May)	<ol style="list-style-type: none"> 1. CS Rep will present CS Goals and Updates to staff 3 times per year. 2. Calendar invites, agendas, and minutes will be shared with all community partners. 3. Feedback will be shared with CS Site Team to update the plan.



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 CS and CS Steering Committee	<ol style="list-style-type: none"> 1. Coordinate meeting to align site plan to district plan. 2. Create a job description for the site facilitator. 3. Hier Site CS Facilitator
Employ a CS Facilitator	<ol style="list-style-type: none"> 1. Collaborate with DO and Bargaining Unit to develop a job description, salary, and schedule. 2. Post job opportunity on EdJoin.
Continue to Explore additional funding sources to establish staffing sustainability.	<ol style="list-style-type: none"> 1. Meet with the Director of Federal and State Projects and the Ass. Sup. 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, 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 School Facilitator- New Position	The Site Facilitator 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 Schools Leadership Team and the Site Community Services Committee.
District MTSS Coordinator	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.
Substitute Teacher	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	Will provide information on students' functioning and recommendations regarding their successful transition to Jr. high school; 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.
Site Psychologist - Existing Position	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.

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



To ensure sustainability beyond the life of the implementation grant, the District will conduct a thorough analysis of all federal and state funding available. This comprehensive financial review aims to identify opportunities for continued financial support, ensuring that essential resources are available to maintain the successful implementation of our programs and initiatives. Our sustainability plan will extend beyond financial considerations to include the identification and documentation of in-kind services. This involves compiling a detailed list of non-monetary contributions from community partners, volunteers, and other educational partners. By leveraging these in-kind services, we aim to fortify the foundation of our programs, enhancing their resilience and longevity beyond the initial grant period.

Additionally, the school will engage its various educational partners in a continuous improvement process, analyzing the implementation of the plan and the impact of the planned activities. Those that are improving outcomes for the students, families, staff, and the community of Dool can then be shifted into permanent funding sources.

The key driver in this endeavor is the active involvement of our Community School Site Facilitator and the Director of Community Schools, who will collaborate closely with District Leadership. The School Site Council, English Learner Advisory Council, and the Community School Site Committee will also play a crucial role in monitoring and evaluating the implementation of the activities and making decisions.

Through these proactive measures, we are dedicated to building a sustainable framework that not only ensures the retention of core staffing but also guarantees the ongoing success of the implemented initiatives, fostering a lasting positive impact on our 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

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:

Dool School has strategically partnered with key agencies to address the diverse needs of our students, staff, families, and the community. The Big Smiles Dental Program ensures the health of



our students with free dental services. Calexico Neighborhood House supports homeless families with shelter and services. Imperial County Behavioral Health conducts screenings for conditions affecting learning. IV Food Bank provides a weekly backpack program to combat food insecurity. Collaborations with San Diego State University, Imperial Valley College, and San Diego Regional Center expand educational horizons and inclusivity. The Enrique Camarena Public Library promotes literacy programs, and the Calexico Community Center offers fine arts and sports activities. Catholic Charities assists families facing various challenges, while Woman Haven and Sure Helpline Programs focus on healthy relationships through workshops and support groups. These partnerships align with our vision, prioritizing improved academics, a positive school climate, and increased parent involvement. Together, they create a comprehensive support network for the holistic development of the Dool community.

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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new community partnerships such as Food Banks, Neighborhood House, Universities/Colleges, Public Library, Police and Fire Dept.	Enrique “Kiki” Camarena Public Library will provide parents with various training in the area of literacy and promote different student and parent activities. The goal will be measured by completed feedback forms, sign-in sheets, and pictures.
Expand and maintain existing partnerships such as Public Library, Universities/Colleges, Neighborhood House, Food Bank, ect.	Continue the established partnership with SDSU- Imperial Valley and Enrique Kiki Camarena Library and seek out other community agencies by promoting different activities that align with Dool’s Community Schools vision.
Host 2 (Oct. & March.) Community Resource Fairs at Dool Elementary to establish new community relationships with outside agencies.	Invite new partners to a Community Resource Fairs at Dool Elementary to establish new community relationships and link families with resources that are available around the community. The goal will be measured by completed feedback forms, sign-in sheets, and pictures.

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