

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): PRELIMINARY IMPLEMENTATION PLAN

Instructions

This preliminary CCSPP Implementation Plan must be submitted to the California Department of Education (CDE) prior to funds disbursement. E-mail this completed plan to CCSPP@cde.ca.gov. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of the community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes.

As long as reasonably possible, alignment with overarching local educational agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and Single Plans for Student Achievement (SPSAs) is strongly recommended, to build on existing objectives for community school sites. We recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

The Lead LEA is responsible for creating, reviewing, and updating a CCSPP Implementation Plan every school year. LEAs are encouraged to 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 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 or twice a year.

In the first year of the CCSPP implementation grant, each community school is expected to develop a site-based implementation plan. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Four Pillars of Community Schools

1. Integrated Student Supports
2. Family and Community Engagement
3. Collaborative Leadership and Practices for Educators and Administrators
4. Extended Learning Time and Opportunities

Four Key Conditions for Learning in a Community School

1. Supportive environmental conditions that foster strong relationships and community.
2. Productive instructional strategies that support motivation, competence, and self-directed learning.
3. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.
4. System of supports that enable healthy development, respond to student needs, and address learning barriers.

Four Cornerstone Commitments of Community Schools

1. A commitment to assets-driven and strength-based practice.
2. A commitment to racially just and restorative school climates.
3. A commitment to powerful, culturally proficient and relevant instruction.
4. A commitment to shared decision making and participatory practices.

Four Proven Practices of Community Schools

1. Community Asset Mapping and Gap Analysis
2. A Community School Coordinator
3. Site-Based and LEA-Based Advisory Councils
4. Integrating and Aligning with Other Relevant Programs

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>.

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Program Year	LEA Name	County-District-School (CDS) Code
25-26	Lighthouse Community Charter High School	01-61259-0108944

LEA Program Contact Information

Item	Information
Contact Name:	Giselle Hendrie
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Participating School Sites

- Lighthouse Community Charter School, Lead
- Lighthouse Community Charter High School, Consortium Member
- Lodestar: A Lighthouse Community Public School, Consortium Member

Goals/Priorities

Describe the 2–3 main goals/priority actions for the LEA’s community schools initiative. Include how progress toward each goal will be measured (i.e. SMART goal).

Goal/Priority Action 1

Priority #1: Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.

Instructional Development and Support: Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.

Student Support and Services: Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In Grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math; eliminate local and state variances by student sub groups.	ELA 26.6% Math 16.2%	50%+
60% of Emerging Bilingual students advance at least one ELPI Level or maintain a Level 4.	48%	60%+

Goal/Priority Action 2

Priority #2: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community’s students and families that qualify for McKinney Vento.

Family and Community Engagement: Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.

Family and Community Engagement: Hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families (led by Site Administrators) around areas of school focus to share data and get input.

Family and Community Engagement: Train staff to engage and support families including a McKinney Vento liaison.

Measure of Progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.	<p>Parents feel welcome to participate at this school = 3.4/5</p> <p>Encourages me to be an active partner with the school in educating my child = 3.26/5</p> <p>Participated in a regularly scheduled parent-teacher conference with the child's teacher = 3.53/5</p>	90%+
Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.	86.2%	90%+

Community Engagement

Describe the school community engagement process for establishing the goals/priorities described above. How are students engaged? How are families/caregivers engaged? How are educators and other school staff engaged? How are community partners engaged?

An LEA's and each community school's engagement process will be continually improved to ensure responsiveness and effectiveness of community schools initiatives. Please indicate the developmental phase of the community engagement process for each area below: i.e. exploring, emerging, evolving, or excelling.

Overarching Engagement Process:

At Lighthouse Community Charter High School (LCCHS), our core values—Community, Integrity, Social Justice, Love, and Agency—serve as the foundation for all stakeholder engagement efforts. Throughout the development of our four-year strategic plan and LCAP, we maintained a collaborative, multi-pronged approach to educational partner engagement. We solicited feedback through staff and family surveys, student-led conferences, community forums, and one-on-one meetings with administrators.

Our educational partners—including ELAC, the Parent Advisory Council (PAC), staff, and community members—played a meaningful role in co-constructing priorities that reflect shared values and aspirations. Feedback from these engagements directly informed our academic and community school goals, including strategies to support college readiness, reduce chronic absenteeism, and improve student engagement and school climate. This iterative process is ongoing, with regular opportunities for input to ensure that implementation remains responsive to community needs.

Community School Coordinator:

Lighthouse High School has a Director of Student Services serving in the role of Community School Coordinator, facilitating cross-sector collaboration and overseeing the integration of services aligned to our community school strategy.

Family/Caregiver Engagement:

Developmental Phase: Engaging

The newly structured Parent Advisory Council replaced the previous SSC-ELAC format to increase inclusivity and leadership opportunities for caregivers. Additional family engagement occurred through CHKS surveys, student-led conferences (held three times per year), and community events like Black and Brown Excellence celebrations.

Educator and Other School Staff Engagement:

Developmental Phase: Engaging

Staff engagement included surveys (December and Spring), department-based focus groups, and one-on-one interviews with site leadership. Educators collaborated on MTSS refinement, culture and climate strategies, and LCAP/strategic planning priorities. Feedback loops informed key decisions, such as improving professional development differentiation and expanding student support systems. Instructional leaders also contributed to integrating community school priorities—like advisory/crew systems and restorative practices—into daily practice..

Community Partner Engagement:

Developmental Phase: Engaging

LCCHS has deepened collaboration with community-based organizations including Oakland Natives Give Back, Youth Alive!, Higher Ground, Seneca, and Destination College Advising Corps. ONGB participated in MTSS meetings and co-designed chronic absenteeism interventions. DCAC supported our college seminar programming, while partners like Higher Ground helped deliver after-school programming and restorative practices. All partners were engaged in shared goal setting and progress monitoring through aligned protocols and coordinated calendars.

Core Commitments

Central to building effective community schools is a commitment to working from a set of core principles of practice.

Describe the LEA’s commitment to the implement the following core principles: (Please indicate the developmental phase for each of the principles of practice below: i.e. exploring, emerging, evolving, or excelling.)

Assets-driven and Strength-based Practice:

Developmental Phase: Engaging

At Lighthouse Community Charter High School (LCCHS), we are committed to affirming and leveraging the inherent strengths of our students, families, and staff. Our instructional and support systems reflect an assets-based approach, with an emphasis on culturally responsive pedagogy, inclusive family engagement, and targeted academic supports. The implementation of the LCPS ELD Master Plan at the high school level has yielded strong progress, with more students reaching Level 4 proficiency on the ELPAC, particularly in 9th grade. In addition, our MTSS model has expanded to better identify and support students using multiple data sources. Parent-facing workshops, student-led conferences, and restorative crew structures have created new spaces to recognize and build on students’ lived experiences and community assets.

Racially Just and Restorative School Climates:

Developmental Phase: Engaging

Lighthouse High continues to prioritize restorative practices and trauma-informed systems as key levers for creating a racially just school climate. All staff received professional development in restorative justice this year, and we launched a revised behavior matrix to ensure consistency and equity in addressing student behaviors. These practices are embedded in our Crew advisory system and supported by community partners like Youth Alive. While suspension rates remain a concern—particularly following a few high-impact incidents—we are addressing this through targeted coaching, strengthened Tier 1 culture routines, and an emphasis on relationship-based interventions that promote healing and accountability.

Powerful, Culturally Proficient and Relevant Instruction:

Developmental Phase: Engaging

Instruction at Lighthouse High is grounded in our commitment to educational equity, student agency, and cultural relevance. Our high school program integrates college prep coursework with project-based, identity-affirming learning. Students engage in interdisciplinary exhibitions—such as those created in partnership with Vision Quilt—that explore real-world issues like gun violence, immigration, and social justice. This year, we expanded our coaching aligned with the Instructional Practice Guide and deepened our implementation of EL Education Modules, particularly in ELA and History. Teachers are supported through weekly planning time and walkthroughs that prioritize alignment to rigorous standards, differentiation, and the creation of affirming learning spaces for all students, particularly English learners, Newcomers, and students with IEPs.

Shared Decision Making and Participatory Practices:

Developmental Phase: Engaging

Shared leadership is a crucial component of our community school vision at LCCHS. We transitioned from SSC-ELAC to a Parent Advisory Council (PAC) to create a more inclusive structure for family leadership and feedback. Students and staff participated in spring LCAP surveys and focus groups, and families helped shape new data-sharing practices through Lit for Literacy workshops. Site leaders use the RAPID decision-making framework to clarify roles and gather input on key initiatives. While participatory systems are in place, we continue to strengthen our feedback-to-action loops and increase authentic student participation in governance and planning, particularly through advisory structures and Crew.

Updated 6/17/25