

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>.

CCSPP: PRELIMINARY IMPLEMENTATION PLAN

Program Year	LEA Name	County-District-School (CDS) Code
25-26	Lighthouse Community Charter School	01 61259 0130633

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, our core values—Community, Integrity, Social Justice, Love, and Agency—bring our vision to life and guide our actions every day, including how we engage with educational partners. We routinely gather input through surveys, community forums, and district or community group meetings to ensure that partner perspectives inform both broad strategic direction and targeted decisions.

All priorities and goals—including those outlined in our LCAP and supported by additional funding streams—have been shaped within the context of these core values and the development of our new four-year strategic plan. We engage regularly with a range of stakeholders, including ELAC, the Parent Advisory Council, staff, and administrators, using multiple feedback channels to monitor progress and guide continuous improvement.

Community School Coordinator:

We now have a Director of Student Services in this position

Family/Caregiver Engagement:

Engaging

LCCS partnered with Families in Action to deliver the “Lit for Literacy” program, blending family learning with structured feedback sessions. This year, 40 families, 3 staff, and 2 leaders participated. Parents helped shape data literacy workshops and school-home communications. Parent Advisory Council (PAC) meetings replaced the SSC-ELAC structure to foster more inclusive leadership. Families were engaged through surveys, student-led conferences, community events, and co-designed planning sessions..

Educator and Other School Staff Engagement:

Engaging

Teachers, classified staff, and school leaders participated in focus groups, one-on-one interviews, and schoolwide surveys. Site administrators used feedback to strengthen MTSS structures, data use, and family engagement practices. Staff also collaborated on the community school plan and embedded CCSPP priorities into instructional practice and PD.

Community Partner Engagement:

Engaging

Community organizations such as Oakland Natives Give Back, Youth Alive!, Higher Ground, and Seneca were essential to the process. ONGB led listening campaigns and attended MTSS meetings to co-design strategies addressing chronic absenteeism. All partners participated in aligned planning and impact tracking using shared 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:

Engaging

Lighthouse Community Public Schools (LCPS) continues to deepen its commitment to assets-driven, strength-based practice by centering student learning and achievement through a community-responsive curricular model. Across all sites, the LEA has implemented the LCPS ELD Master Plan with increased fidelity, resulting in approximately 50% of English learners advancing at least one proficiency level—an improvement that places the LEA in the “Medium” ELPI performance band. The MTSS model has expanded targeted supports, contributing to reduced suspension rates (below 2%) and improved student engagement. Further, new initiatives like parent-facing data literacy workshops and inclusive community partnerships demonstrate a growing capacity to uplift and build on family and student assets.

Racially Just and Restorative School Climates:

Engaging

LCCS has prioritized the cultivation of restorative, relationship-centered school environments. Restorative Justice (RJ) practices are being embedded schoolwide through the work of Deans of Students and community partners. This year, all staff participated in RJ training, and a behavior matrix was rolled out to support consistent, equitable responses to student behavior. LCPS has also invested in social-emotional learning (SEL) tools, trauma-informed practices, and visual arts integration as additional outlets for student expression. While suspension rates for most student groups have declined, disparities remain and are being addressed through site-based PD and integrated MTSS structures focused on Tier I culture-building.

Powerful, Culturally Proficient and Relevant Instruction:

Engaging

LCCS is actively working to align instructional practices with the values of educational justice and culturally responsive pedagogy. System-wide efforts include the adoption of high-quality instructional materials, targeted coaching cycles using the Student Achievement Partners' Instructional Practice Guide, and expanded use of project-based and community-connected learning in partnership with organizations like Vision Quilt. LCPS is refining its teacher development structures to address disproportionate outcomes across student groups and to create identity-affirming learning environments, particularly for English learners, students with disabilities, and African American students.

Shared Decision Making and Participatory Practices:

Engaging

LCPS has taken significant steps to embed inclusive leadership and democratic engagement throughout its community school efforts. School Site Councils have transitioned to Parent Advisory Councils (PACs) to foster broader and more representative family leadership. Staff and family input has directly shaped key elements of the CCSPP plan, including academic priorities and data transparency strategies. LCPS uses the RAPID framework to guide shared decisions and is working toward full implementation of feedback-to-action loops. The LEA's equity strategy—grounded in its DEI Pillars and Board Resolution to Promote Equity and Anti-Racism—has catalyzed yearly Action Plans that promote shared responsibility for equitable outcomes across all stakeholder groups.

Updated 6/1/25