

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	Lodestar: A Lighthouse Community Public School	01-61259-0134015

LEA Program Contact Information

Item	Information
Contact Name:	Giselle Hendrie
Contact Title:	Director of Student Services
Contact Phone:	510-916-9800
Contact Email:	giselle.hendrie@lighthousecharter.org

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 Lodestar, community engagement is guided by our core values—Community, Integrity, Social Justice, Love, and Agency—and embedded throughout our strategic plan and LCAP development. In 2024–25, the engagement process deepened with structured input opportunities for students, staff, families, and community partners. These included:

- Staff engagement through surveys, site-based focus groups, and leadership interviews
- Student engagement via Student-Led Conferences and CHKS participation in grades 9 and 12, with data now informing the 2025–26 plan
- Family/caregiver engagement through PAC meetings, family workshops like “Lit for Literacy,” and expanded translation/communication tools
- Community partner engagement through aligned planning and programmatic collaborations with ONGB, Youth Alive!, and Raising Leaders.

Community School Coordinator:

The position is now led by the **Director of Student Services**, who is responsible for coordinating attendance and family engagement efforts

Family/Caregiver Engagement:

Engaging

Families were engaged through:

- Four PAC meetings annually
- Participation in CHKS
- Lit for Literacy: a dual-purpose family literacy and feedback program, involving 40 families
- Translated communication, student-led conferences, and data portal training

CHKS results show improvements in perceived inclusion and communication: 67–68% of students felt parents were supported in engaging with the school

Educator and Other School Staff Engagement:

Engaging

Staff engagement included:

- Fall surveys and Spring focus groups
- Participation in the RAPID framework for shared leadership
- Professional learning on restorative practices and community school goals

Staff feedback indicated improvements in communication (4.0 satisfaction rating) and decision-making inclusion (87% positive)

Community Partner Engagement:

Engaging

Key partners like:

- ONGB collaborated on the root cause analysis of absenteeism through the CCSPP grant
- Youth Alive! supported RJ, after-school, and violence prevention initiatives
- All partners aligned to a shared impact strategy through coordinated planning sessions

The partnership model has begun to influence Tier II interventions and family wraparound services.

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**

Lodestar continues to build an asset-based culture by leveraging the strengths of students, families, and staff through academic, social-emotional, and leadership initiatives. The LCPS ELD Master Plan has been implemented with greater fidelity, and preliminary data show that 50.7% of English learners advanced at least one ELPI level, placing the LEA in the *"Medium"* performance band. Lodestar's MTSS framework has supported this growth, with a focus on proactive interventions and the development of family-facing data tools, including parent data literacy workshops and student-led conferences. Recent CHKS data confirm 67–68% of students perceive schools as promoting parental involvement, while student reports of caring adult relationships range from 59% to 73%, underscoring a foundation of trust and connection. These efforts illustrate a growing capacity to recognize and build on the rich assets our community brings to school.

Racially Just and Restorative School Climates:**Engaging**

Lodestar has made significant investments in cultivating restorative and trauma-informed environments. This year, all staff members participated in Restorative Justice (RJ) training, and the school implemented a behavior matrix to promote consistent and equitable responses to student behavior. While the overall suspension rate increased slightly to 3.9%, disparities are being actively addressed. Students with disabilities saw a 5.5% decline in suspensions, and African American students improved from an Orange to a Green rating in this metric. The CHKS survey data also showed strong perceptions of safety (75–72%) and a decline in feelings of chronic sadness (down from 25% to 17% among 12th graders). Through partnership with Youth Alive!, Lodestar continues to align Tier I culture-building efforts with Tier II supports to foster a more inclusive, healing-centered school climate.

Powerful, Culturally Proficient and Relevant Instruction:**Engaging**

Lodestar is actively working to ensure instruction reflects students' identities and lived experiences. Professional learning continues to focus on the implementation of high-quality curricula, including EL Education and Science of Reading strategies, particularly in early literacy and dual language development. Coaching cycles tied to the Instructional Practice Guide support alignment to rigorous standards and culturally responsive pedagogy. While ELA scores declined slightly (now 83.9 points below the standard) and math scores improved (by 15.4 points), the site is strengthening coherence through instructional walkthroughs, grading equity discussions, and partnerships with arts organizations, such as Vision Quilt. Targeted efforts to support African American students, ELs, and students with disabilities are underway through differentiated PD and a renewed focus on identity-affirming classroom practices.

Shared Decision Making and Participatory Practices:**Engaging**

Inclusive leadership is at the core of Lodestar's community school approach. The transition from School Site Councils to Parent Advisory Councils (PACs) has fostered broader family representation. Staff, students, and families have participated in surveys, strategic planning sessions, and data review forums (e.g., "State of the School" nights). The RAPID framework guides leadership teams in transparent decision-making, and staff report high satisfaction with inclusive processes. According to the LCAP reflection, 87% indicated that decisions are both timely and inclusive. As next steps, Lodestar is working to institutionalize *feedback-to-action* loops and build more formal roles for student voice, especially at the high school level. These structures are critical to advancing equitable governance and sustained community partnerships.

