

# 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

Lodestar, A Lighthouse Community Public School

## 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:

Lodestar is committed to transforming the landscape of education in East Oakland. Being a community school in a challenging urban environment means meeting the complex needs of all students, particularly those who have been historically marginalized. Lodestar views Community Schools as a framework for aligning academic achievement, wellness, belonging, family partnership, student agency, and community engagement to ensure all students have access to the relationships, resources, and learning experiences they need to thrive.

Our commitment reflects the CA Community Schools Framework through:

1. **Racially-just, relationship-centered spaces:** Centering Black excellence and joy while utilizing Restorative Justice (RJ), Crew, and integrated student support systems to foster belonging, address inequities, and disrupt pathways that contribute to exclusionary discipline practices.
2. **Shared power:** Moving beyond compliance to authentic partnership where students and families have real influence on priorities through structures such as PAC, Coffee Tuesdays, Student-Led Conferences, surveys, and ongoing feedback opportunities that inform school improvement efforts.
3. **Classroom-community connections:** Learning Expeditions, community partnerships, culturally responsive instruction, service learning opportunities, athletics, college and career readiness experiences, internships, workforce development opportunities, and experiences that connect academic standards to real-world pathways and local East Oakland contexts.
4. **Continuous improvement and possibility thinking:** Utilizing a data-informed approach to address disproportionality in student outcomes through ongoing reflection, stakeholder feedback, MTSS and COST processes, attendance review cycles, collaborative leadership structures, and Continuous Quality Improvement practices.

To ensure these values remain central to our Community Schools implementation, Lodestar will continue strengthening integrated student supports, family leadership opportunities, community partnerships, expanded learning opportunities, and collaborative leadership structures that connect school improvement efforts to the needs, strengths, and aspirations of 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.

Lodestar will leverage the following:

**Participation in Cohort 7 of the California Engagement Initiative (CEI):** Through the Professional Learning and Leading Network (PLLN), our site team will engage in a two-year Learning Journey that emphasizes deep exploration of a shared problem of practice, building trust, surfacing assumptions, and engaging stakeholders in identifying root causes before developing solutions.

**Engagement Processes:** Lodestar will utilize school-wide student, family, and staff surveys, listening campaigns, Student-Led Conferences, Coffee Tuesdays, family meetings, and PAC engagement opportunities, and ongoing stakeholder feedback processes to identify strengths, needs, and emerging priorities. Feedback will be reviewed alongside attendance, behavior, academic, and wellness data to inform school improvement efforts and Community Schools implementation.

**Continuous Improvement Structures:** Lodestar will leverage collaborative leadership and improvement structures, including site leadership teams, MTSS and COST processes, attendance review cycles, and strategic planning efforts to monitor implementation, identify barriers, and adjust supports based on student and family needs.

**Centering Marginalized Groups:** Lodestar will intentionally seek input from and elevate the voices of students and families who have been historically underserved, including students experiencing homelessness (McKinney-Vento), African American students, students with disabilities, English Learners, and newcomer families. Feedback will be gathered through affinity groups, bilingual forums, family engagement opportunities, student leadership structures, and targeted outreach efforts to ensure school improvement efforts reflect the experiences and priorities of those most impacted.

**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
Educational Justice and Excellence	<ul style="list-style-type: none"> <li>● In Grades 3–8, meet 50% proficiency across CAASPP in ELA and Mathematics, and reduce achievement gaps among student groups.</li> <li>● 60% of Emerging Bilingual students advance at least one ELPI level or maintain a Level 4.</li> <li>● Increase the percentage of students demonstrating academic growth on local assessments, including MAP, DIBELS, and interim assessments.</li> <li>● Increase the percentage of students successfully accessing and responding to tiered academic interventions through MTSS and student support systems.</li> <li>● Increase participation in athletics, leadership opportunities, internships, and workforce development pathways that strengthen engagement, belonging, and postsecondary readiness.</li> <li>● Reduce achievement disparities for historically underserved student groups, including African American students, English Learners, Students with Disabilities, and socioeconomically disadvantaged students.</li> <li>● Increase the percentage of students on track for grade-level proficiency through early identification, intervention, and progress monitoring practices.</li> <li>● Increase student engagement, ownership of learning, and demonstration of high-quality work through Learning Expeditions, Student-Led Conferences, and community-based learning experiences.</li> <li>● Increase student access to college, career, leadership, and workforce development pathways that support postsecondary success.</li> </ul>

Draft Collective Priority	Outcome/Indicators you aim to improve
Powerful Community Engagement:	<ul style="list-style-type: none"> <li>● Parent Advisory Council participation increases annually</li> <li>● Maintain CHKS family engagement measures above baseline</li> <li>● Increase student retention to 90% annually</li> <li>● 80% of students and families receiving partner services report supports are effective</li> <li>● Increase participation in family workshops, leadership opportunities, and school decision-making structures</li> </ul>
Inclusive School Climate	<ul style="list-style-type: none"> <li>● Attendance Rate <math>\geq</math> 94%</li> <li>● Chronic Absenteeism <math>\leq</math> 24%</li> <li>● Suspension Rate <math>\leq</math> 1.5% across all student groups</li> <li>● Reduce discipline disproportionality for African American students</li> <li>● Reduce discipline disproportionality for Students with Disabilities</li> <li>● Increase student reports of belonging, safety, and adult connectedness on CHKS</li> </ul>

## 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
Strengthen Community-Based Learning Through Authentic, Community-Connected Instruction	<ul style="list-style-type: none"> <li>● Localize EL Education modules and Learning Expeditions to connect academic standards with issues, assets, and experiences relevant to Oakland communities.</li> <li>● Expand opportunities for exhibitions, service learning, athletics, career exploration, internships, workforce development experiences, and high-quality work that connect students to authentic audiences, leadership opportunities, and community impact.</li> <li>● Integrate culturally responsive and asset-based instructional practices that reflect students’ identities, cultures, and lived experiences.</li> </ul>
Build Educator Capacity to Learn From Students, Families, and Community Partners	<ul style="list-style-type: none"> <li>● Utilize Student-Led Conferences, family engagement events, Coffee Tuesdays, PAC engagement opportunities, and stakeholder feedback processes to deepen educator understanding of student and family experiences.</li> <li>● Partner with families and community organizations to identify community assets, priorities, and opportunities to incorporate into teaching and learning.</li> <li>● Create opportunities for educators to engage with community partners and local organizations to strengthen classroom-community connections.</li> </ul>
Strengthen Instruction Through Continuous Improvement and Professional Learning	<ul style="list-style-type: none"> <li>● Provide ongoing professional learning in the Science of Reading, culturally responsive pedagogy, and community-based learning practices.</li> <li>● Utilize Academic Anchors, instructional coaching, classroom walkthroughs, and data review cycles to support implementation and continuous improvement.</li> <li>● Monitor student engagement, agency, and academic outcomes to refine community-based learning practices over time.</li> </ul>

## 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
Strengthen Family, Student, and Community Voice in School Decision-Making	<ul style="list-style-type: none"> <li>● Continue utilizing PAC, Coffee Tuesdays, Student-Led Conferences, family surveys, and stakeholder engagement opportunities to gather input on school priorities and improvement efforts.</li> <li>● Expand opportunities for students and families to provide feedback on school climate, academic programming, community partnerships, and student support systems.</li> <li>● Utilize feedback loops to communicate how stakeholder input informs decisions and implementation planning.</li> </ul>
Strengthen Shared Leadership and Collaborative Decision-Making Structures	<ul style="list-style-type: none"> <li>● Utilize Instructional Leadership Teams (ILT), site leadership teams, and collaborative planning structures to engage educators in schoolwide decision-making.</li> <li>● Implement the RAPID framework and other shared decision-making protocols to promote transparency, clarity, and accountability.</li> <li>● Strengthen collaboration between site leaders, teachers, families, students, and community partners to align improvement efforts around shared priorities.</li> </ul>
Build Leadership Capacity Through Continuous Improvement	<ul style="list-style-type: none"> <li>● Leverage participation in the California Engagement Initiative (CEI) Professional Learning and Leading Network (PLLN) to strengthen collaborative leadership practices and stakeholder engagement.</li> <li>● Utilize Academic Anchors, Principal Crew, AP Crew, and professional learning structures to build leadership capacity and support continuous improvement across the organization.</li> <li>● Engage in regular reflection, implementation monitoring, and data review cycles to evaluate progress and refine leadership practices over time.</li> </ul>

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):

Lodestar utilizes a distributed leadership model that includes family leadership structures (PAC, Coffee Tuesdays), student voice structures (Student-Led Conferences, surveys, leadership opportunities), educator leadership structures (ILT and site leadership teams), and network leadership structures (Academic Anchors, AP Crew, Principal Crew, and Compass Committee). These structures provide opportunities for students, families, staff, and community partners to participate in decision-making, provide feedback, and help guide school improvement efforts. Feedback gathered through these structures is reviewed through continuous improvement processes and informs strategic planning, Community Schools implementation, and student support efforts.

## **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
Sustain the Staffing and Leadership Capacity Needed to Support Community Schools Implementation	<ul style="list-style-type: none"> <li>● Maintain key Community Schools, MTSS, attendance, family engagement, and student support positions through strategic funding and staffing plans.</li> <li>● Continue developing diverse educator and leadership pipelines through partnerships with teacher residency and preparation programs.</li> <li>● Invest in professional learning, coaching, and leadership development through Academic Anchors, Principal Crew, AP Crew, and site-based leadership structures.</li> </ul>
Strengthen Organizational Systems That Support Long-Term Sustainability	<ul style="list-style-type: none"> <li>● Continue developing documentation systems, implementation playbooks, repositories, and resource hubs that preserve institutional knowledge and support consistent implementation.</li> <li>● Utilize MTSS, COST, attendance, and continuous improvement systems to ensure practices remain embedded beyond individual staff members.</li> <li>● Align Community Schools implementation with schoolwide strategic planning, EL Education practices, and district priorities to strengthen organizational coherence.</li> </ul>
Develop a Long-Term Sustainability and Resource Alignment Plan	<ul style="list-style-type: none"> <li>● Align Community Schools priorities with the LCAP, SPSA, Strategic Plan (The Buoy), and other school improvement efforts.</li> <li>● Continue braiding funding sources including CCSPP, LCFF, Title I, ELOP, Medi-Cal, and grant funding to sustain key programs and personnel.</li> <li>● Monitor implementation data, stakeholder feedback, and student outcomes to inform sustainability planning and future resource allocation.</li> </ul>

## Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
<p>Utilize Strategic Partnerships to Improve Student Attendance, Wellness, and Academic Success</p>	<p>Attendance &amp; Engagement</p> <ul style="list-style-type: none"> <li>Partner with Oakland Natives Give Back (ONGB) to conduct attendance reviews, identify barriers to attendance, support family outreach, and implement attendance improvement strategies.</li> </ul> <p>Wellness &amp; Mental Health</p> <ul style="list-style-type: none"> <li>Partner with Seneca Family of Agencies and other service providers to increase access to mental health services, case management, and wraparound supports for students and families.</li> </ul> <p>Student Support &amp; Violence Prevention</p> <ul style="list-style-type: none"> <li>Partner with Youth Alive and other community organizations to provide mentoring, restorative practices, violence prevention supports, and intervention services that promote student safety and belonging.</li> </ul> <p>College &amp; Career Readiness</p> <ul style="list-style-type: none"> <li>Partner with community organizations, employers, higher education institutions, and workforce development providers to increase access to college awareness, career exploration, internships, work-based learning, and postsecondary planning opportunities.</li> </ul>
<p>Strengthen Family Leadership and Family Engagement Through Community Partnerships</p>	<p>Family Leadership Development</p> <ul style="list-style-type: none"> <li>Partner with Families in Action (FIA) and other organizations to strengthen family leadership, advocacy, literacy, and engagement opportunities.</li> </ul> <p>Family Learning Opportunities</p> <ul style="list-style-type: none"> <li>Provide workshops, family education series, and community resource events that increase access to information and strengthen home-school partnerships.</li> </ul> <p>Shared Decision-Making</p> <ul style="list-style-type: none"> <li>Utilize partnerships to support family participation in PAC, Coffee Tuesdays, Student-Led Conferences, family engagement events, and other school leadership structures.</li> </ul>

<p>Expand Community-Based Learning and Enrichment Opportunities</p>	<p>Expanded Learning</p> <ul style="list-style-type: none"> <li>Partner with enrichment providers to offer afterschool, summer, arts, athletics, leadership development, experiential learning opportunities, and opportunities that strengthen school connectedness, belonging, teamwork, and student engagement.</li> </ul> <p>Community-Based Learning</p> <ul style="list-style-type: none"> <li>Leverage community partners to support Learning Expeditions, service learning, career awareness, guest speakers, and authentic learning experiences connected to Oakland communities.</li> </ul> <p>Student Agency &amp; Belonging</p> <ul style="list-style-type: none"> <li>Provide opportunities for students to engage in leadership, internships, workforce development, community projects, career exploration, and postsecondary planning experiences that strengthen belonging, agency, and future readiness.</li> </ul>
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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:

Lodestar utilizes community partnerships as an integrated component of its Community Schools strategy to support student success, family engagement, wellness, attendance, enrichment, college and career readiness, and community-based learning. Partnerships are selected and maintained based on their alignment to identified student and family needs, school priorities, and desired outcomes.

Key partnerships support a range of priorities, including attendance improvement, mental health and wellness services, restorative and violence prevention supports, family leadership development, expanded learning opportunities, workforce development, and postsecondary readiness. Through these partnerships, students and families gain access to services, resources, mentorship, leadership opportunities, and learning experiences that extend beyond the classroom.

Partnerships such as Oakland Natives Give Back (ONGB) support attendance improvement efforts through attendance reviews, family outreach, and barrier reduction strategies. Youth Alive provides violence prevention, mentoring, leadership development, restorative supports, and student leadership opportunities through programs such as Unity Crew and coaching and development services that strengthen student belonging, safety, engagement, and school connectedness. Higher Ground Neighborhood Development Corp. supports restorative justice programming, workforce development experiences, and after-school internship opportunities that build leadership, career readiness, and community connection. Families in Action (FIA) strengthens family leadership, advocacy, and literacy engagement, while Seneca Family of Agencies and other service providers increase access to mental health, case management, and wraparound supports for students and families.

Partnership effectiveness is monitored through participation data, stakeholder feedback, student outcomes, implementation reviews, and ongoing collaboration between school staff and partner organizations. Feedback from students, families, staff, and community partners is used to continuously improve partnership effectiveness and ensure services remain responsive to evolving community needs. Partnership priorities and outcomes are reviewed through continuous improvement processes, strategic planning efforts, and Community Schools implementation monitoring to ensure alignment with school goals, the LCPS Strategic Plan (The Buoy), and the California Community Schools Framework.

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