

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
23-24	Lodestar, A Lighthouse Community Public School	01-61259-0134015

LEA Program Contact Information

Item	Information
Contact Name:	Megan Bacigalupi
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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.

School Reopening and Addressing Post-Pandemic Unfinished Learning (1.9): Create supports and systems to facilitate successful return to in-person learning and to assess and address unfinished learning.

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 20% Math 13%	50%+
In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.	TBD (LEA is awaiting release of CAASPP data)	50%+
60% of Emerging Bilingual students advance at least one ELPI Level or maintain a Level 4.	51%	60%+

Goal/Priority Action 2

Priority #3: 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%	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:

Our core values of Community, Integrity, Social Justice, Love, and Agency bring our Vision to life and drive our actions each day including obtaining feedback from our educational partners. We routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. All priorities and goals, including LCAP goals and additional funding, were developed within the context of our core values. Specifically, we met with our educational partners, ELAC, SSC, staff, and administrators in June, August and September as we prepared to return to in-person learning. We meet regularly with our educational partners through several venues to monitor our efforts and gather feedback.

Community School Coordinator:

Exploring

This is a new role, thus the engagement process is being developed.

Family/Caregiver Engagement:

Evolving

To meet the Lodestar's vision for family and staff engagement and feedback, Lighthouse engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings. The information gathered is used to revise the district's LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities. Lighthouse will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

Educator and Other School Staff Engagement:

Evolving

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and shared with the LCPS Cabinet and Board.

Staff also engaged in the WASC self-study.

Community Partner Engagement:

Emerging

Community partnership engagement has been limited over the past year due to COVID restrictions on our campuses. The engagement that has occurred has been in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations.

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:

Evolving

The LEA continues to center student learning and achievement by implementing the LCPS curricular model across its classrooms. Some successes and highlights include slightly exceeding the target of less than 2% of suspensions, significant progress in implementing an improved ELD model and implementing the LCPS ELD Master Plan with fidelity where roughly 50% of students growing at least one proficiency level which preliminarily places the LEA in the "Medium" ELPI level, an improvement from the prior school year.

Racially Just and Restorative School Climates:

Evolving

The LEA will utilize a Restorative Justice model to provide social, emotional and behavioral support through our AP of Culture and Expanded Learning, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom, as well as align discipline procedures to support consistent application of restorative actions and consequences.

Powerful, Culturally Proficient and Relevant Instruction:

Evolving

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.

Shared Decision Making and Participatory Practices:

Evolving

Culture of Shared Responsibility for Equitable Outcomes — Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

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