

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

Lazear Charter Academy
 824 29th Avenue
 Oakland, CA 94601

 Kaitlin Friedman

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
2. Shared power
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:

First and foremost, we envision our community school as a racially-just, relationship-centered space. We understand that education cannot thrive without addressing systemic injustices. Our commitment involves actively dismantling biases and creating an inclusive environment where every student feels valued and supported.

Shared power is another cornerstone of our community school model. We believe in collaborative decision-making processes that involve all stakeholders - students, parents, educators, and community members. By sharing power, we ensure that everyone's voice is heard, and decisions are

made with the best interests of the community at heart.

Classroom-community connections are integral to our vision. Learning shouldn't be confined to the four walls of a classroom; it should extend into the community. We plan to forge partnerships with local organizations, businesses, and cultural institutions to enrich our students' learning experiences and foster a sense of belonging to the wider community.

To ensure these values are reflected in our community school's work, we have developed comprehensive developmental plans:

1. **Equity Training and Professional Development****: We will provide ongoing training for staff on topics such as cultural competence and restorative practices to create a -just environment.
2. ****Shared Governance Structures****: We will establish committees comprising representatives from diverse stakeholder groups to make decisions collaboratively, ensuring shared power in governance. This includes FLC, grade level bands, etc..
3. ****Community Partnerships****: We will actively seek out partnerships with local organizations that align with our values and provide opportunities for students to engage with the community.
4. ****Data-Informed Decision Making****: We will implement systems for collecting and analyzing data on student outcomes, community feedback, and program effectiveness to drive continuous improvement.

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.

To deepen our needs and asset assessment process and engage the entire community in identifying top community school priorities and vision, we'll employ various strategies tailored to different groups:

1. **Administrators:** Conduct one-on-one interviews and hold meetings to gather insights into overarching goals and perspectives from coaches, deans, and operations manager.
2. **Certificated and Classified Staff:** Utilize survey feedback from the SCAI, Insight, and EFC staff survey to understand their experiences, challenges, and aspirations for the community school.
3. **Students:** Leverage our student council to gather input, SCAI survey, and the inclusion and belonging work to gather input to support visioning exercises to ensure their voices are heard and valued in shaping the school's direction.
4. ****Family Members**:** Reach out through surveys, community meetings, and culturally sensitive engagement strategies to understand their hopes and concerns for their children's education.
5. ****Community Members and Partners**:** Host community forums, invite key stakeholders to visioning sessions, and establish advisory committees to leverage their expertise and input.

To engage historically marginalized student and family groups, we'll implement targeted outreach and inclusive practices:

1. ****Culturally Responsive Engagement**:** Offer bilingual materials, translation services, and culturally relevant communication channels to ensure accessibility and inclusivity.
2. ****Community Liaisons**:** Recruit trusted individuals from historically marginalized communities to serve as liaisons, facilitating dialogue and participation.
3. ****Resource Allocation**:** Prioritize resources and support services to address the specific needs and challenges faced by historically marginalized students and families, ensuring equitable access to opportunities within the community school framework.

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
<p>Lazear staff share an aligned vision, strategy, and structures for how families are engaged at the classroom, grade, and school level so that families are clear on student progress and their role. Any given month, family member can tell you whether their child is on or off track in core academic areas and attendance and name 1-2 strategies they can use to support their child at-home.</p>	<p>95% of staff and families can name the key systems and structures used to engage families 85% of family members can tell you whether their child is on or off track in core academic areas and attendance and name 1-2 strategies they can use to support their child at-home at the end of each month.</p> <p>Student Outcomes: 5% reduction of students in red at every grade level and 5% increase of students in the blue 6% decrease in overall chronic absence and no discrepancy between overall and individual subgroups (students with IEPs, EL, Black/African American students)</p>
<p>Align school-wide support systems to address attendance concerns using COST system.</p>	<p>By June 4, 2025-in the school year 24-25, our goal is to reduce the overall chronic absence rate from 13.7% to 8%, no more than 10% of African-American students will be considered chronically absent By June 4, 2025 no more than 18% of TK/K students will be considered chronically absent. (no more than 11 students - revisit - this would decrease by 6%)</p>
<p>Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)</p>	<p><1.5% suspension rate 10% increase in student belonging survey 10% decrease in studnets in far below basic</p>

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
Implement community walks	<ol style="list-style-type: none"> 1. Assign this to the family coordinator 2. Create an agenda for the walks 3. Determine a consistent time for walks 4. Create a note-catcher for families 5. Communicate expectations with staff, students, and families 6. Invite families 7. Debrief 8. Repeat
Execute a STEAM showcase	<ol style="list-style-type: none"> 1. Assign this to a staff member 2. Create a project plan 3. Partner with lead (Natasha) to create PDs to help teachers plan 4. Natasha leads series of PDs 5. Require staff to get community involvement 6. Host event
Define school vision for academic family partnership	<ol style="list-style-type: none"> 1. Gather input from families 2. Gather input from staff 3. Gather input from students 4. Create a vision

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

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):

Core leadership structures

1. Core leadership team
2. Instructional leadership team
3. Grade level band leads
4. Family leadership council
5. CEFC Union

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
Define the workstream	<ol style="list-style-type: none"> 1. create a role description 2. fund the position 3. create an onboarding process
[Add goals here]	[Add action steps here]

Key Staff/Personnel

Kaitlin Friedman	Principal- Oversee all areas of the school
Rocio Gonzalez	Family Engagement Coordinator
Katelyn Harris-Gurnari	Family Support
Sara S-G	Resource Counselor - Support students and families
Mario Padilla	Office Manager
Lucas Bartsh	Assistant Principal

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

1. Using the role funded by the grant to create detailed playbooks and systems that can be utilized by others
2. investing in capacity of people to expand their role to take on-supports

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

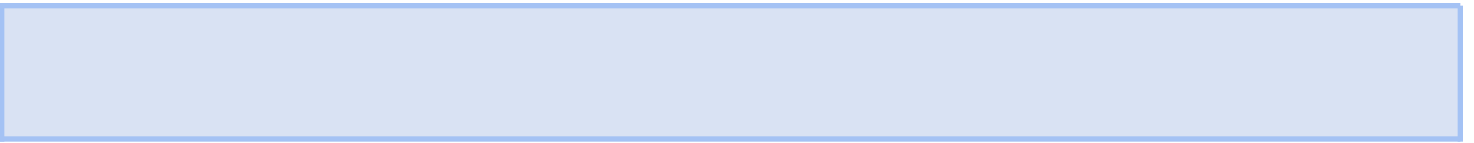
Goals	Action Steps
Community partners support the facilitation of monthly family workshops	<ol style="list-style-type: none"> 1. Survey families to determine desired learning outcomes 2. Identify community partners to lead workshops 3. Schedule community workshops 4. Communicate workshop information and incentivize attendance 5. Track attendance at workshops 6. Assign surveys and analyze results
[Add goals here]	[Add action steps here]

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:

Established Partnerships:

1. Superstar Kids
2. East Bay Agency for Children
3. Seneca
4. Families in Action
5. Ujimaa

1. **Identify Stakeholder Priorities:** Begin by understanding the needs, goals, and priorities of students, staff, families, and community members. This can be done through surveys, interviews, or focus groups to gather input.
2. **Establish Clear Vision and Goals:** Develop a clear vision for the school's partnerships, outlining the objectives and expected outcomes. Ensure that these goals reflect the collective vision of stakeholders.
3. **Identify Potential Partners:** Look for organizations, businesses, universities, non-profits, and other entities that align with the school's vision and priorities. Consider local businesses, community organizations, and educational institutions that can offer resources, expertise, or support.
4. **Engage in Collaborative Planning:** Collaborate with potential partners to develop partnership agreements or memorandums of understanding (MOUs). Clearly outline roles, responsibilities, and expectations to ensure mutual benefit.
5. **Tailor Partnerships to Stakeholder Needs:** Customize partnerships to address specific needs and priorities identified by stakeholders. For example, if there's a need for career readiness programs, partner with local businesses for internships or mentorship opportunities.
6. **Regular Communication and Feedback:** Maintain open lines of communication with partners and stakeholders to solicit feedback, share progress, and address any concerns. This ensures that partnerships remain responsive to evolving needs and priorities.
7. **Evaluate and Adjust:** Continuously evaluate the effectiveness of partnerships against established goals and objectives. Make adjustments as needed to ensure that partnerships continue to meet the evolving needs of students, staff, families, and the community.
8. **Promote Transparency and Accountability:** Foster transparency by sharing information about partnerships and their impact with stakeholders. Hold partners and the school accountable for their commitments and contributions to the partnership.



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