

**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:

At Lazear, our vision for a community school is rooted in **racial justice, deep relationships, and shared responsibility**. We believe that students learn best when they are seen, valued, and supported—not only in classrooms, but across every space on campus. To truly serve our students, we must actively address systemic inequities and create an environment where all members of our community—students, staff, and families—feel a strong sense of belonging.

We also believe in shared power. That means decisions shouldn't be made in isolation or solely from the top down. Students, families, educators, and community members all bring critical insight, and we are committed to creating structures where those voices guide the direction of our school.

Another key part of our vision is connecting the classroom to the community. We don't see learning as something that stops at the school gate. By building partnerships with local organizations, cultural groups, and businesses, we want

our students to feel a strong sense of connection to the world around them—and to see themselves as active participants in it.

To bring this vision to life, we've put several foundational pieces in place:

1. **Ongoing Training** – Our staff engage in regular professional development focused on cultural responsiveness, and ways to strengthen family partnerships. We will also define a healthy adult school culture and create clear and consistent rituals to do that.
2. **Collaborative Leadership Structures** – From our Family Leadership Council to grade-level teams, we've created inclusive spaces where decisions are made together.
3. **Intentional Community Partnerships** – We're actively building relationships with organizations that can offer real-world learning opportunities for students and support for families.
4. **Using Data with Purpose** – We're developing systems to gather and use data—both academic and qualitative—to make sure we're staying true to our values and meeting our goals.

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: Give surveys to figure out ideal times to host events and more.

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
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. 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)
Reduce chronic absence and increase ADA by strengthening family partnerships and improving sense of belonging amongst new families.	Strengthen Family Communication and Connection - We'll build stronger relationships with families — especially those who are new to Lazear — by reaching out early and consistently. This means welcoming families with phone calls or home visits, following up when we see attendance start to slip, and making sure families hear from us when things are going well, too. By making sure communication is personal, culturally responsive, and in families' home languages, we can build trust and open up honest conversations. - Prioritize events and routines that help families feel like they belong. This could look like informal family coffees, culturally relevant events, and a stronger orientation process for new families. We also want to tap into the wisdom of returning families — pairing them with new families so they have someone to ask questions and connect with. The goal is for families to feel like they're part of the Lazear community from day one By June 4, 2026-our goal is to reduce the overall chronic absence rate from to 8% Attendance at school-wide events 75% or higher, no more than 10% difference between returning and new families

We will create a learning environment where every student is seen, heard, and supported by implementing a comprehensive schoolwide social-emotional learning (SEL) program, analyzing referral and discipline data disaggregated by grade level, race, gender, and referral type, and systematizing positive schoolwide culture practices.	- Implement schoolwide programs and practices that explicitly teach social-emotional competencies such as self-awareness, emotional regulation, empathy, and relationship skills. This includes integrating an SEL curriculum and mindfulness practices across all grade levels. - Adopt and expand practices that prevent, reduce, and ultimately eliminate exclusionary discipline. These include restorative practices, peer mediation, and other relational approaches that center student dignity and community accountability. - Systematized Positive Behavioral Supports: Establish consistent, equity-centered behavior expectations and reinforcement systems throughout the school. Utilize real-time behavior data and referral analysis to address disparities and ensure that support systems are proactive and responsive. <1.2% suspension rate - on-track, and if not it is because there were behaviors violating racial/equity/etc 10% increase in student belonging survey - 5% increase this year! 10% decrease in students in far below basic
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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 family learning community walks	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 9. Track attendance
Execute a three showcases, Latinx, Black History, and STEAM showcase	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 a. for next year 6. Host event
Draft guidelines for screentime	1. Present to FLC 2. Pick a core text 3. Recruit families and staff to read 4. Determine our goals 5. Share info with other families
Include a survey for families to complete during registration to gather more information about them	1. Decide what information is most desired to gather 2. Create a survey 3. Translate survey 4. Families complete during registration 5. Analyze data

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 or other graphic):

Core leadership structures

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

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 team	1. create a team and recruit folks to be on it 2. Delegate the work to Ariel Kennedy who is also a parent 3. Connect her and Rocio 4. Connect her and FIA folks
Launch own Lit For Literacy	1. Teachers nominate families to be on it 2. Contact families 3. Host a beginning of year meeting 4. Communicate expectations 5. Plan and facilitate meetings 6. Measure success

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
3. Create this playbook! This has not yet happened

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
This didn't happen this year so need to do it next year: Community partners support the facilitation of monthly family workshops	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
Have clinicians host at least two of these family workshops	1. Talk to clinical lead about idea 2. Have clinicians brainstorm topics - inventory families 3. Share ideas with principal 4. Schedule trainings 5. Get feedback
Improve and streamline the enrichment program offerings by putting them under one umbrella that utilizes ASES, ELO, and community schools money.	1. Work with all stakeholders to identify a shared vision 2. Assign ownership of each area 3. Develop systems to gather interest 4. Roll out this new process during registration 5. Collect data about the use of all enrichment programs by grade, gender, and race. 6. Create a team to meet monthly

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
6. Forest and Tree
7. Big Smiles
8. VSP
9. Eat/Play/Learn
10. Oakland Athletic League
11. Oakland/Cesar Chavez Library
12. Oakland Literacy Coalition

Lazear Charter Academy has established partnerships that support the academic, social-emotional, health, and enrichment needs of our students and families. Our partnerships with East Bay Agency for Children, Seneca, Families in Action, and Ujimaa provide mental health services, family support, and culturally responsive programming that align with our commitment to ensuring every student is seen, heard, valued, and known. Superstar Kids and Forest and Tree offer enrichment opportunities that promote student engagement, leadership, and connection to the broader community.

To address barriers to learning, we partner with Big Smiles and VSP to provide free dental and vision care for students. Through Eat. Play. Learn., we connect families to resources, enrichment opportunities, and community events that support student well-being. Our partnerships with the Oakland Athletic League, Oakland/Cesar Chavez Library, and Oakland Literacy Coalition expand access to athletics, literacy programming, library resources, and opportunities that foster a love of reading.

These partnerships are responsive to the priorities identified by students, staff, families, and community members: strong academic outcomes, social-emotional wellness, family engagement, access to health services, and equitable opportunities for all students. I will continue to strengthen existing partnerships and seek new collaborations based on stakeholder feedback and emerging needs to ensure that Lazear remains a community-centered school where every student has the support and opportunities needed to thrive.

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