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

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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 Learning Without Limits, our community school approach has evolved from building foundational systems to strengthening implementation, sustainability, and continuous improvement. Through ongoing engagement with students, staff, families, and community partners, we have refined our

community school work around three interconnected priorities:

1. Strengthening our Multi-Tiered System of Supports (MTSS) to ensure every student receives timely academic, behavioral, attendance, and socioemotional supports;
2. Expanding authentic family leadership by increasing opportunities for families to lead, facilitate, and shape schoolwide decisions; and
3. Deepening schoolwide implementation of social-emotional learning through Toolbox, Community Circles, Peer Group Connection, restorative practices, and adult professional learning.

1. Racially-Just, Relationship-Centered Spaces
One of our core beliefs at Learning Without Limits is that relationships and values are at the center of everything we do, a belief that is fully aligned to the overarching value of a community circle. As part of our ongoing work of fully embodying a community school, we will focus on three strategies: (1) intentional cultivation of a values-driven community; (2) restorative justice and circle practices to strengthen our relationships with ourselves, each other, and our community; and (3) integration of socioemotional learning skills and habits to support students' long-term success. Relationships and values set the foundation for our work and are at the center of everything we do.

(1) Intentional cultivation of a values-driven community.
Learning Without Limits has daily rituals, ongoing traditions, and strong systems in place to affirm and reaffirm a fundamental sense of purpose, values, and connection with all students and staff members. Aligned with our mission, Learning Without Limits places a high value and a strong emphasis on our core values. Our CLAP core values – caring, leadership, achievement, and perseverance – is interwoven into the fabric of our school. Starting each morning with a communal recitation of our school vision, our students then engage in morning meetings and Community Circles in their classroom. Each month, we celebrate one student from each classroom who most embodies all of our CLAP values as Dragon of the Month. Additionally, we will explicitly align student actions and behaviors to our CLAP values, so that students gradually understand that their actions and behaviors communicate and demonstrate values. We will continue to build out systems to support alignment and practice of our core values that we teach and reinforce with students and each other.

(2) Restorative justice and circle practices to strengthen our relationships with ourselves, each other, and our community.
Over the past several years, Learning Without Limits has established restorative practices and relationship-centered systems as foundational components of our school culture. During the 2026-2027 school year, our focus shifts from implementation to strengthening consistency, fidelity, and staff capacity so that every student experiences predictable, restorative, and relationship-centered environments across classrooms and school settings.

(3) Integration of socioemotional learning skills and habits to support students' long-term success.
For the 2026-2027 academic year, our community will continue to embed socioemotional learning in curricula and instruction, teacher training, and disciplinary approach – three components of highly effective socioemotional learning programs and implementation as evidenced by research and

supported by the California Department of Education's strategic priority areas.[1, 2] Instruction of socioemotional learning skills will continue to take place in students' classrooms during Community Circles and Advisory at Learning Without Limits. We use the curriculum *Toolbox*, which is a well-designed and classroom-based socioemotional learning program that provides students with repeated opportunities for students to practice and develop the skills.

2. Shared Power
Community schools operate on the principle of shared power, where students, families, educators, and community members collaborate in decision-making processes. This inclusive approach empowers all stakeholders, ensuring that diverse voices are heard and valued. By sharing power, we create a more democratic and responsive educational environment that reflects the needs and aspirations of the entire community.

At Learning Without Limits, we believe that families are our partners in educating children and are critical to advancing our mission and vision of developing liberated students as lifelong learners. Part of our school vision states, "Our school is founded through a partnership between families and teachers who shared a dream of what a school should be." Aligned with this belief, our school's vision, and the overarching value of shared power of the California Community Schools Framework, we strive to involve, engage, and partner with families at every opportunity.

Strong relationships between teachers and students as well as staff and families form the foundation of our culture at Learning Without Limits. These relationships are cultivated through our frequent family communication, leadership opportunities, family workshops, schoolwide events, and family engagement opportunities. We engage families in regular conversations about their child's learning progress, communicate with families whenever restorations are necessary, hold family conferences a minimum of three times per year, conduct home visits, and regularly hold events that bring families into the school for leadership and learning opportunities.

During the 2026-2027 school year, Learning Without Limits will continue shifting family engagement toward authentic family leadership. Families will increasingly serve as facilitators, presenters, and decision-makers by leading Coffee with the Principal discussions, co-facilitating family workshops, supporting Multicultural Festival, literacy and math nights, serving on Family Leadership Council, and providing ongoing feedback through surveys, empathy interviews, focus groups, and advisory structures.

3. Classroom-Community Connections
Community-based learning at Learning Without Limits extends beyond academic curriculum. Students engage in culturally responsive instruction through *Fishtank*, Community Circles, *Toolbox* lessons, Peer Group Connection mentoring, heritage celebrations, leadership opportunities, publishing celebrations, family engagement events, and community partnerships. These experiences intentionally connect students' identities, lived experiences, and community assets to academic learning while strengthening belonging, leadership, and agency.

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[1] Garcia, Emma, and Elaine Weiss. *Education Inequalities at the School Starting Gate*. Economic Policy Institute, 2017.

[2] "C. Strategic Priority Areas." *C. Strategic Priority Areas - A Blueprint For Great Schools (CA Dept of Education)*, California Department of Education, https://www.cde.ca.gov/eo/in/bp/bp2strategic.asp.

4. Continuous Improvement and Possibility Thinking
Community schools are committed to a culture of continuous improvement, always seeking innovative ways to enhance learning and support student success. By embracing possibility thinking, we encourage students and educators to explore new ideas, challenge conventional wisdom, and strive for excellence. This forward-thinking mindset ensures that we are constantly evolving to meet the changing needs of our students and community.

Learning Without Limits uses continuous improvement cycles to evaluate implementation and student outcomes through multiple sources of evidence, including academic achievement, attendance, behavior, MTSS referral data, family engagement, SEL implementation, and school climate. Leadership teams - including ILT, CLT, Family Leadership Council, and Student Support Services - review data regularly to celebrate progress, identify barriers, and refine implementation strategies. Feedback from students, families, educators, and community partners ensures our community school priorities remain responsive to evolving community needs.

In summary, a community school for Learning Without Limits is not just a place of academic instruction; it is a relationships-centered, values-driven, inclusive school community where racial justice, shared power, strong community ties, and a commitment to continuous improvement and innovation are at the forefront. By aligning with these values, we create a space where every student can thrive, realizing their full potential without limits.

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.

Throughout the implementation process, we adopted a comprehensive and inclusive approach. We continuously refined our priorities by engaging the entire community in identifying their top priorities and vision for the community school and the use of various engagement methods tailored to different groups. Below is how we go deeper and engage each group effectively each year.

Students

Processes:

- Surveys: Capture a wide range of student opinions and experiences.
- Focus Groups: Facilitate discussions with diverse student groups to explore specific topics in depth in Advisory and Community Circles.
- Annual Climate Surveys: Yearly surveys administered to students, families, and staff to gather feedback on school culture, relationships, safety, belonging, engagement, communication, and overall school climate to inform school improvement efforts.

Engagement Strategies:

- Special efforts made to engage student leadership bodies (e.g., Student Council) and clubs, providing them with platforms to lead initiatives and represent their peers.

Families

Processes:

- Empathy Interviews: One-on-one conversations designed to understand their lived experiences, perspectives, strengths, needs, and aspirations, and to inform continuous improvement and decision-making.
- Surveys: Collect feedback from a broad spectrum of families.
- Annual Climate Surveys: Yearly surveys administered to students, families, and staff to gather feedback on school culture, relationships, safety, belonging, engagement, communication, and overall school climate to inform school improvement efforts.
- Focus Groups: Targeted discussions with diverse family groups during Coffee with the Principal, Family Leadership Council (FLC), and Family Town Halls.
- Community Meetings: Inclusive meetings to discuss priorities and gather input during Coffee with the Principal, Family Leadership Council (FLC), and Family Town Halls.
- Trimesterly Reflection Cycles: Structured reviews conducted each trimester in which leadership teams analyze implementation and outcome data, reflect on progress toward community school priorities, identify areas for growth, and adjust action plans accordingly.

Engagement Strategies:

- Principal and Family Leadership Council (FLC) Site Representatives support building and cultivating strong relationships with families, ensuring their input is continuously sought and integrated into school planning.

Historically Marginalized Students & Families

Processes:

- Empathy Interviews: One-on-one conversations designed to understand their lived experiences, perspectives, strengths, needs, and aspirations, and to inform continuous improvement and decision-making.
- One-on-One Interviews & Focus Groups: Tailored specifically to historically marginalized groups to understand their unique needs and challenges.
- Surveys: Designed with cultural and linguistic sensitivity to ensure accessibility and relevance.
- Home Visits & Outreach: Proactive outreach to build trust and engage families who may feel disconnected from the school.

Engagement Strategies:

- Partner with community organizations (e.g., Seneca Family of Agencies, Tapestry Church, Families In Action, etc). that have established trust and rapport with marginalized groups.
- Develop the capacity of the Family & Community Coordinator who shares similar cultural and linguistic background to facilitate communication and engagement.
- Provide translation and interpretation services to ensure all communications are accessible.
- Create safe spaces for historically marginalized groups to share their experiences and input openly and honestly.

Certificated Staff & Classified Staff Members

Processes:

- Surveys: Gather broad input on needs and priorities.
- Focus Groups: Small group discussions to delve deeper into specific issues and ideas.
- Professional Learning Sessions: Collaborative sessions to create a shared vision for the school.
- One-on-One Interviews: Personalized discussions to understand their unique perspectives and needs.
- Annual Climate Surveys: Yearly surveys administered to students, families, and staff to gather feedback on school culture, relationships, safety, belonging, engagement, communication, and overall school climate to inform school improvement efforts.
- Meetings: Regularly scheduled meetings to facilitate ongoing dialogue and feedback.
- Trimesterly Reflection Cycles: Structured reviews conducted each trimester in which leadership teams analyze implementation and outcome data, reflect on progress toward community school priorities, identify areas for growth, and adjust action plans accordingly.

Engagement Strategies:

- Staff members are encouraged to participate in professional development sessions focused on community school principles and practices, ensuring their contributions are informed and impactful.
- Staff members are included in decision-making processes related to school operations and student support services, ensuring their voices are heard and valued.

Community Partners
Processes:

- Community Events: Open events to the community to gather input from community members and partners.
- Partnership Meetings: Regular meetings with community organizations and stakeholders.
- Surveys: Understand community needs and potential contributions.
- Trimesterly Reflection Cycles: Structured reviews conducted each trimester in which leadership teams analyze implementation and outcome data, reflect on progress toward community school priorities, identify areas for growth, and adjust action plans accordingly.

Engagement Strategies:

- Established a community vision and collective strategic plan to ensure ongoing collaboration and alignment with community priorities.

Administrators
Processes:

- Meetings & PLCs: Regular meetings to discuss progress, share feedback, and align priorities.
- One-on-One Interviews: Individual interviews to understand specific administrative needs and perspectives.
- Trimesterly Reflection Cycles: Structured reviews conducted each trimester in which leadership teams analyze implementation and outcome data, reflect on progress toward community school priorities, identify areas for growth, and adjust action plans accordingly.

Engagement Strategies:

- Administrators are involved in strategic planning sessions to ensure their insights shape the overall direction and priorities of the community school.

By utilizing these processes and engagement strategies, we create a comprehensive and inclusive needs and asset assessment that reflects the diverse perspectives of our entire community. This approach ensures that our community school priorities and vision are truly representative and responsive to the needs of all stakeholders.

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**

(1) Strengthen the implementation and effectiveness of our Multi-Tiered System of Supports (MTSS) by ensuring consistent grade-level problem-solving, data-informed intervention planning, and aligned academic, attendance, behavioral, and socioemotional supports.

Outcome/Indicators We Aim to Improve:

- Enhanced student outcomes through personalized support and aligned interventions to student learning needs and barriers.
- Improved academic performance, attendance (e.g., chronic absences), and socioemotional well-being.
- Reduction in behavioral issues and disciplinary actions.
- Greater equity in educational opportunities and resources.

(2) Expand authentic family leadership by increasing opportunities for families to lead workshops, facilitate school events, participate in decision-making structures, and partner with staff to improve student outcomes.

Outcome/Indicators We Aim to Improve:

- Stronger partnerships between families and the school.
- Increased family involvement and engagement in student learning and school activities.
- Enhanced student motivation and engagement due to aligned supports between home and school.
- Greater cultural competency and responsiveness from school staff.
- Increased family leadership, advocacy, and decision-making.

(3) Strengthen schoolwide implementation of social-emotional learning by ensuring consistent Toolbox instruction, Community Circles, restorative practices, Peer Group Connection mentoring, and adult professional learning to foster belonging, positive relationships, and student leadership.

Outcome/Indicators We Aim to Improve:

- Improved student self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Enhanced academic performance and classroom behavior.
- Better mental health and well-being for students.
- Preparation of students for future challenges and opportunities, both personally and professionally.

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.

Goals	**Action Steps**
Deepen Educators' Understanding of Students, Families, and Community Assets	**1. Strengthen relationships with students and families.** Teachers will build a deeper understanding of students' strengths, identities, interests, and needs through family conferences, empathy interviews, student interest inventories, Community Circles, home visits when appropriate, and ongoing communication with families. **2. Elevate family voice as partners in learning.** Families will continue participating in surveys, Coffee with the Principal, Family Leadership Council, workshops, and school events while increasingly serving as co-facilitators and leaders. Feedback gathered through these structures will inform instructional planning and school improvement efforts. **3. Use learner profiles and MTSS data to personalize support.** Educators will regularly review academic, attendance, behavioral, and socioemotional data to better understand each student's strengths and barriers to success. Grade-level Students of Concern meetings and the MTSS process will ensure interventions are responsive, data-informed, and coordinated across staff.

Strengthen Community-Based and Relationship-Centered Instruction	**1. Embed culturally responsive and affirming instructional practices.** Teachers will continue implementing rigorous, culturally relevant curriculum that reflects students' identities, cultures, and lived experiences while creating opportunities for students to connect classroom learning to their communities. **2. Integrate social-emotional learning throughout the school day.** *Toolbox* lessons, Community Circles, Peer Group Connection (PGC), restorative practices, and relationship-centered classroom routines will remain embedded across classrooms to foster belonging, leadership, collaboration, and positive relationships. **3. Expand authentic learning experiences.** Students will continue engaging in publishing celebrations, multicultural learning experiences, student leadership opportunities, family events, and community partnerships that connect academic learning with real-world experiences and community assets.
Build Staff Capacity to Implement Community-Based Learning	**1. Provide ongoing professional learning.** Teachers will participate in professional learning focused on culturally responsive instruction, restorative practices, social-emotional learning, MTSS implementation, and relationship-centered classroom practices. **2. Engage in collaborative planning and continuous improvement.** Grade-level teams, instructional leadership teams, and professional learning communities will regularly analyze student work, implementation data, and stakeholder feedback to strengthen instructional practices and community-based learning experiences. **3. Strengthen community partnerships.** Educators will continue collaborating with organizations such as Girls Inc. of Alameda County, Families In Action, Seneca Family of Agencies, Oakland Public Library, and other community partners to provide enrichment opportunities, family workshops, mentoring, expanded learning, and integrated student supports that reinforce classroom learning.

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.

Our goals for strengthening collaborative leadership at Learning Without Limits are:

1. Strengthen Shared Leadership and Distributed Decision-Making;
2. Expand Authentic Family Leadership and Shared Decision-Making; and
3. Strengthen Community Partnerships to Support Shared Leadership.

Goal 1: Strengthen Shared Leadership and Distributed Decision-Making

Learning Without Limits will continue strengthening a culture of shared leadership by ensuring educators, families, students, and community partners have meaningful opportunities to contribute to school improvement efforts. Through established leadership structures and collaborative decision-making processes, the school will build collective ownership, leverage the expertise of diverse stakeholders, and use continuous improvement cycles to guide decisions that improve outcomes for all students.

Goal 2: Expand Authentic Family Leadership and Shared Decision-Making

Learning Without Limits is committed to moving beyond family participation toward authentic family leadership. The school will continue creating opportunities for families to serve as facilitators, leaders, advisors, and decision-makers who actively shape school priorities, programs, and policies. By elevating family voice and strengthening reciprocal partnerships, families become true collaborators in advancing student success and the community school's vision.

Goal 3: Strengthen Community Partnerships Through Collaborative Leadership

Learning Without Limits will deepen collaboration with community-based organizations to ensure partnerships remain responsive to the evolving needs of students and families. Rather than operating as separate service providers, community partners will engage alongside school leadership, staff, and families in planning, implementation, and continuous improvement efforts that

strengthen integrated student supports, expand learning opportunities, and advance the school's shared priorities of strengthening MTSS, expanding authentic family leadership, and deepening social-emotional learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen Shared Leadership and Distributed Decision-Making	**1. Sustain collaborative leadership structures.** Learning Without Limits will continue utilizing established leadership structures—including the Instructional Leadership Team (ILT), Cultural Leadership Team (CLT), School Site Council (SSC), English Learner Advisory Committee (ELAC), Family Leadership Council (FLC), Student Support Services (S3), and grade-level collaboration teams—to guide school improvement efforts and monitor progress toward our community school priorities. **2. Use collaborative inquiry to inform decisions.** Leadership teams will engage in quarterly reflection cycles to review academic, attendance, behavioral, MTSS, family engagement, school climate, and implementation data. These teams will celebrate successes, identify challenges, and adjust action plans to continuously improve outcomes for students and families. **3. Build leadership capacity across staff.** Teacher leaders, classified staff, and administrators will continue facilitating professional learning, leading committees, mentoring colleagues, and supporting implementation of MTSS, restorative practices, and social-emotional learning to strengthen distributed leadership across the school.

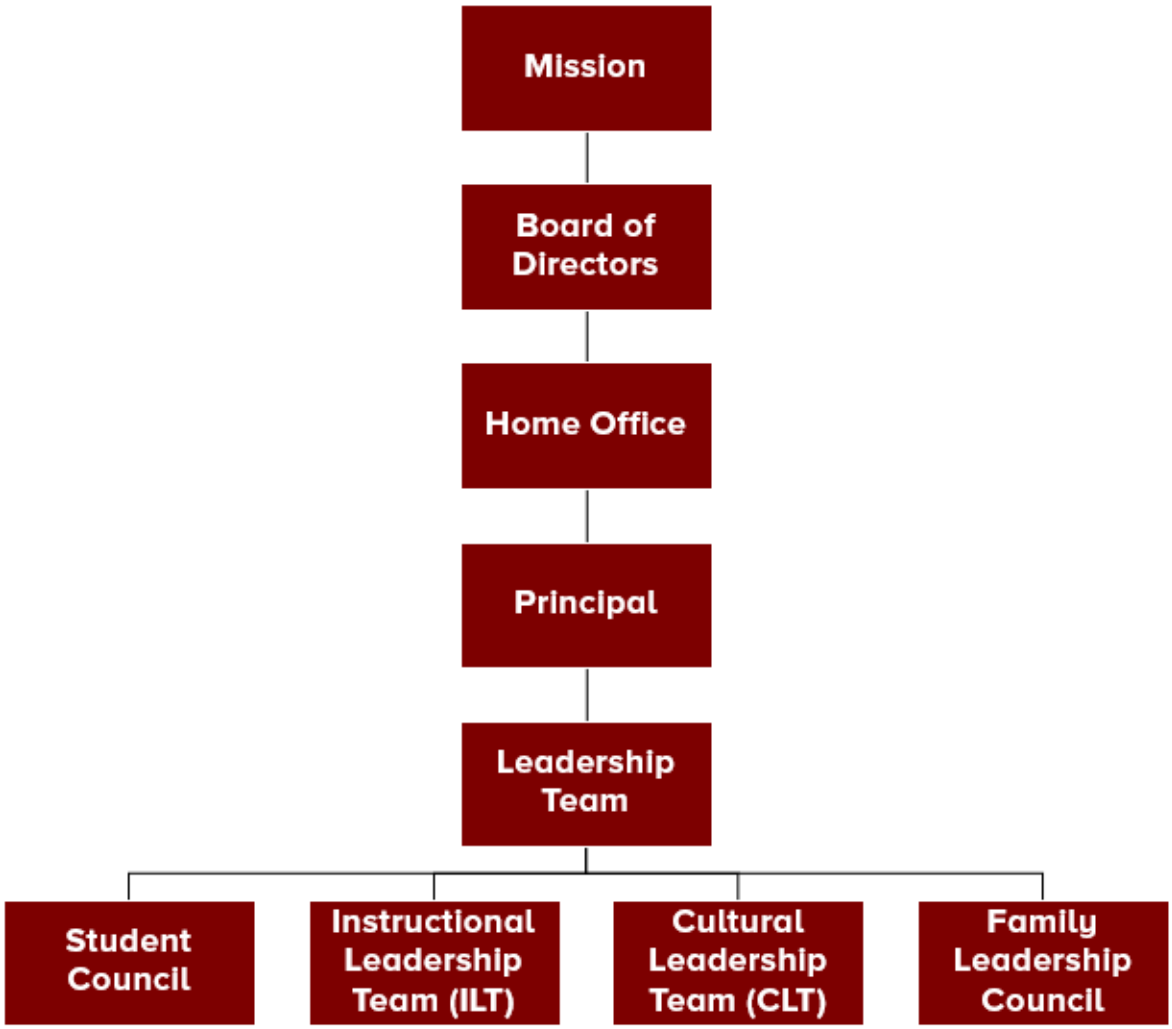
Expand Authentic Family Leadership and Shared Decision-Making	**1. Increase family leadership opportunities.** Families will continue serving as active partners in school improvement through Coffee with the Principal, Family Leadership Council, School Site Council, ELAC, workshops, Family Accountability Walks, and family town halls. The school will intentionally expand opportunities for families to facilitate workshops, co-lead events, and contribute to schoolwide planning and decision-making. **2. Elevate stakeholder voice.** Students, families, educators, and community partners will regularly participate in surveys, empathy interviews, focus groups, and leadership meetings to ensure diverse perspectives inform school priorities, implementation efforts, and continuous improvement. **3. Strengthen communication and transparency.** School leadership will continue sharing implementation updates, student outcome data, and opportunities for engagement through family meetings, newsletters, digital communication, and advisory committees to foster transparency and shared ownership of school improvement.
Strengthen Community Partnerships to Support Shared Leadership	**1. Collaborate with community partners.** Learning Without Limits will continue partnering with organizations such as Girls Inc. of Alameda County, Families In Action, Seneca Family of Agencies, Oakland Public Library, and other community organizations to support student learning, family leadership, enrichment, and whole-child development. **2. Align partnerships with community school priorities.** Community partners will participate in ongoing planning, implementation, and reflection to ensure services remain aligned with the school's priorities of strengthening MTSS, expanding authentic family leadership, and deepening social-emotional learning. Partnership effectiveness will be reviewed using implementation data, participation rates, and stakeholder feedback to strengthen collaboration and maximize impact.

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):

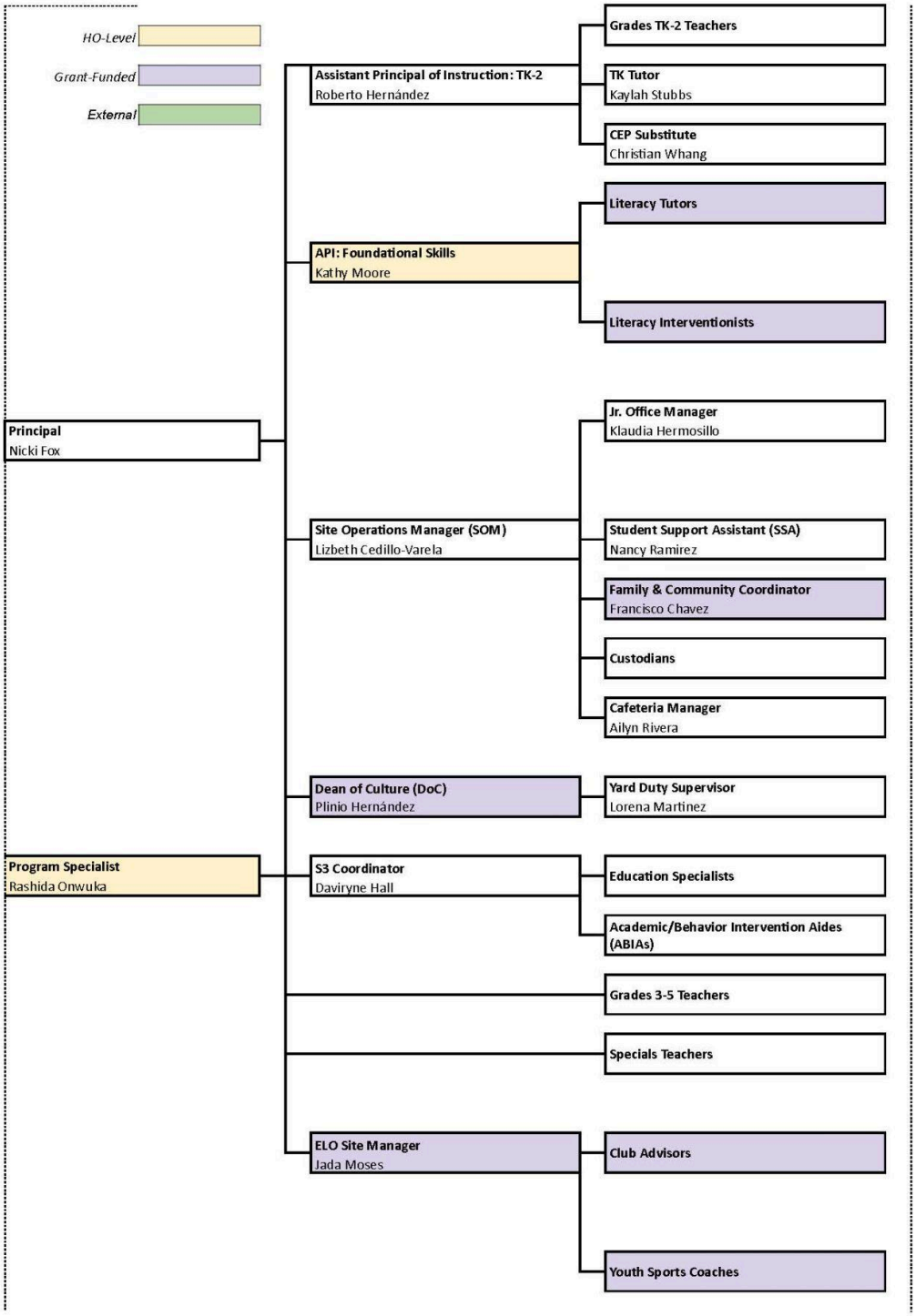
Governance Structure

Our organizational structure at Learning Without Limits represents a relationship wherein both management and governance are accountable to our mission of providing a high-quality school option for children and ensuring student academic achievement. We recognize that charter school governance, along with the academic program, is paramount to the success of a school.

There are six broad organizational levels for governance at Learning Without Limits: (1) mission, (2) governance (EFC Board of Directors and Board committees), (3) management (Home Office), (4) school leadership (Principal), (5) supporting leadership (school leadership team and Family Leadership Council), and (6) teachers and staff. Our school's mission is at the forefront of our program, operations, culture, and finances and steers the work at all organizational levels.



Organizational Chart



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
Build and Sustain a Diverse, Skilled, and Relationship-Centered Workforce	**1. Recruit and retain diverse staff.** Collaborate with Education for Change's Human Resources team to recruit and hire diverse, multilingual, and culturally responsive educators and support staff. **2. Build staff capacity.** Provide ongoing professional learning, coaching, and collaborative planning focused on MTSS, restorative practices, social-emotional learning, culturally responsive instruction, and family partnerships. **3. Support staff growth and retention.** Develop teacher leaders and provide meaningful leadership opportunities through instructional leadership teams, professional learning communities, mentoring, and distributed leadership structures.
Strengthen Distributed Leadership to Sustain Community School Implementation	**1. Distribute leadership responsibilities.** Continue embedding MTSS coordination, family engagement, SEL implementation, and partnership coordination across administration, instructional leaders, student support staff, and teacher leaders. **2. Document systems and processes.** Maintain clear procedures, protocols, and implementation guides to ensure consistency during staffing transitions. **3. Build succession capacity.** Provide coaching and leadership development opportunities that prepare multiple staff members to assume key community school responsibilities over time.

Ensure Long-Term Fiscal and Programmatic Sustainability	**1. Align funding sources.** Continue braiding CCSPP, LCFF, Title I, Title II, Expanded Learning Opportunities Program (ELO-P), and Education for Change resources to support staffing, professional learning, family engagement, and student supports. **2. Embed community school priorities into existing systems.** Integrate MTSS, family leadership, and social-emotional learning into the SPSA, annual professional learning plans, leadership team work plans, and continuous improvement cycles. **3. Monitor sustainability.** Use implementation data, staffing capacity, family engagement metrics, and student outcome data to evaluate effectiveness, guide resource allocation, and ensure continuous improvement.

Key Staff/Personnel

Principal Assistant Principal Generalist Assistant Principal of Instruction: TK-2 Site Operations Manager Family Leadership Council (FLC) Site Representatives Union Site Representatives Cultural Leadership Team Instructional Leadership Team

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

To build sustainability beyond the life of our implementation grant, we implement a multi-faceted strategy that focuses on securing long-term funding, fostering community partnerships, building internal capacity, and embedding the principles of collaborative leadership and community-based learning into the school's culture. Below are two strategies we use to build sustainability beyond the life of our implementation grant.

Strengthening Existing Partnerships & Expanding Network of Partners:

- Regular Communication: Maintain regular communication with existing community partners to ensure alignment of goals and continued collaboration.
- Community Outreach: Actively seek out and engage new community organizations, businesses, and civic groups that can support the school's initiatives.

Building Internal Capacity:

- Sustainability Planning: Integrate sustainability planning into the school's strategic planning process to ensure long-term goals are prioritized.
- Shared Leadership: Embed shared leadership practices into the school's governance structures, ensuring that collaborative decision-making becomes the norm.
- Family & Adult Leadership: Provide families and staff members with the tools, skills, and knowledge to ensure continuity and longevity of our community schools vision, plan, and systems.

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
Strengthen Collaborative Partnerships that Advance Community School Priorities	**1. Align partner services to school priorities.** Collaborate with partners to ensure programs and services directly support the school's implementation priorities of strengthening MTSS, expanding authentic family leadership, and deepening social-emotional learning. **2. Maintain ongoing communication.** Hold regular planning and reflection meetings with community partners to coordinate services, share updates, identify emerging student and family needs, and strengthen collaboration. **3. Leverage partner expertise.** Engage partners in student programming, family workshops, enrichment opportunities, professional learning, and schoolwide events that strengthen the connection between school, families, and the community.

Ensure Active Involvement of Partners in Planning and Development	**1. Include partners in planning.** Invite community partners to participate in leadership meetings, family engagement events, and collaborative planning sessions to inform school priorities and implementation efforts. **2. Gather and use partner feedback.** Collect feedback through surveys, reflection meetings, empathy interviews, and ongoing communication to identify strengths, address challenges, and improve coordination of services. **3. Monitor implementation and impact.** Review participation data, implementation data, student outcomes, family engagement, and school climate data with partners to evaluate effectiveness and guide continuous improvement.
Sustain Strategic Partnerships that Support Long-Term Student Success	**1. Sustain high-impact partnerships.** Continue collaborating with organizations such as Girls Inc. of Alameda County, Seneca Family of Agencies, Families In Action, Oakland Public Library, Alameda County Community Food Bank, Tapestry Church, and other community organizations that provide integrated student supports, family engagement, expanded learning opportunities, and enrichment programs. **2. Align partnerships with sustainability efforts.** Integrate partner roles into annual planning, leadership structures, and continuous improvement cycles to ensure services remain coordinated and sustainable beyond grant funding. **3. Celebrate and strengthen partnerships.** Regularly recognize partner contributions, share outcomes, and identify opportunities to expand collaboration in response to evolving student and family needs.

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:

The partnerships we have established include Families in Action (FIA), Seneca Family of Agencies, Tapestry Church, and Girls Inc. of Alameda County.

Families in Action (FIA): FIA collaborates with our school to engage families as active participants in their children's education. They provide resources and training to help families support their children's academic and socioemotional development.

FIA aligns with our core belief that families are integral to the success of a community school. They help bridge the gap between home and school, ensuring that families are equipped to support their children's education. This partnership facilitates regular family engagement events, workshops, and communication channels, ensuring families are actively involved in the school community and decision-making processes.

Seneca Family of Agencies: Seneca provides comprehensive support services, including mental health counseling, behavioral interventions, and family support programs. They work closely with our school to address the diverse needs of our students.

Seneca plays a crucial role in building our MTSS framework. Seneca addresses socioemotional and behavioral needs. This partnership ensures that students receive comprehensive support, addressing academic, socioemotional, behavioral, and attendance needs. This aligns with our goal of providing holistic support to every student.

Tapestry Church: Tapestry Church is a valued community partner that provides a wide range of support to our school, including volunteer work, school beautification projects, donations, and organizing events like toy drives. Their ongoing partnership helps strengthen and uplift our school community.

Girls Inc. of Alameda County: Girls Inc. of Alameda County is our Lead Agency for the Afterschool Program (ASP), providing engaging, high-quality programming that supports academic growth, social-emotional development, and leadership skills. The program offers a safe and supportive environment for students after school each day.

Girls Inc. of Alameda County is a valued partner in advancing Learning Without Limits' vision of ensuring every student experiences a joyful, rigorous, and relationship-centered education. Through expanded learning opportunities, enrichment programming, social-emotional development, and family engagement, Girls Inc. helps address priorities identified by our students, staff, families, and community by fostering belonging, leadership, confidence, and whole-child development.