



COMMUNITY SCHOOLS Grant Update

November 12, 2025

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Community Schools Student Services



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Ask of the Board

- This item is presented for the purpose of providing an update to the Board and Community on Oakland's Community Schools Partnerships Program (CCSPP) Grant Implementation.

Presentation Overview

- Overview of Oakland Community Schools;
- Overview of California Community Schools Partnerships Programs Grantees & Goals; and
- Key findings from the Annual Performance Report.

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



A Snapshot of OUSD Community Schools



OUSD has long been a model Community School district.

Community Schools leverage community partnerships and resources so campuses become hubs of support and opportunity for students, families, and community members. Schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our District, and can better break down barriers to student achievement.

Every school in OUSD is a Community School. 76 K-12 and YAP schools have a dedicated Community School Manager charged with integrating interest holders across the school community.

About the CCSPP Grant



The **California Community Schools Partnership Program (CCSPP)** supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

In 2021, the California legislature **passed the California Community Schools Partnership Act** ([California Education Code 8900–8902](#)). In 2022, the legislature expanded the program by adding funds and extending the program to 2031.

About the CCSPP Grant



There are three funding opportunities for the CCSPP.

Planning Grants

For local educational agencies (LEAs) with no existing community schools. The grant awards are up to \$200,000 for up to two-years.

Implementation Grants

For LEAs to expand existing community programs or schools. The grant awards are up to \$500,000 annually and based on school enrollment. There are multiple rounds for Implementation Grants.

Extension Grants (NEW!)

The CCSPP Extension Grants are for CCSPP Implementation grantees to extend CCSPP funding for an additional two years. The grant awards are up to \$100,000 annually, beginning in the 2026–27 fiscal year.

OUSD's CCSPP Grant Priorities



OUSD has 5 Community Schools Grant priorities:

Priority 1: Deepen District-wide Collaborative Leadership Practices for Inclusive Community School Teams *Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.* 📢

Priority 2: Create Joyful Schools *Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.*

Priority 3: Strengthen Student and Family Engagement

Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.

Priority 4: Increase Opportunities for Academic Innovation and Acceleration *Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready* 📢

About OUSD’s CCSPP Grant

As of 2024–25 all OUSD CCSPP grant recipients receive Implementation Grants.

Cohort	# of Schools	Timeline	\$ Amount Provided
2022–23 Cohort 1	53	2022–2027	\$67,687,500
2023–24 Cohort 2	6	2023–2028	\$8,312,500
2024–25 Cohort 3	1	2024–2029	\$712,500

OUSD's CCSPP Funded Positions (24-25)

Job Title	FTE
Attendance Specialists	5.7
Case Managers	10.55
Community & Family Relations	13.15
College & Work Based Learning	3.2
Counselor	5.3
Early Literacy Tutors	9.9
Restorative Justice Facilitators	11.45
Office of Equity Targeted Strategies Staff	1.4
Noon Supervisors & Recess Coaches	15.2
Community School Managers	19.9
Social Workers	5.65

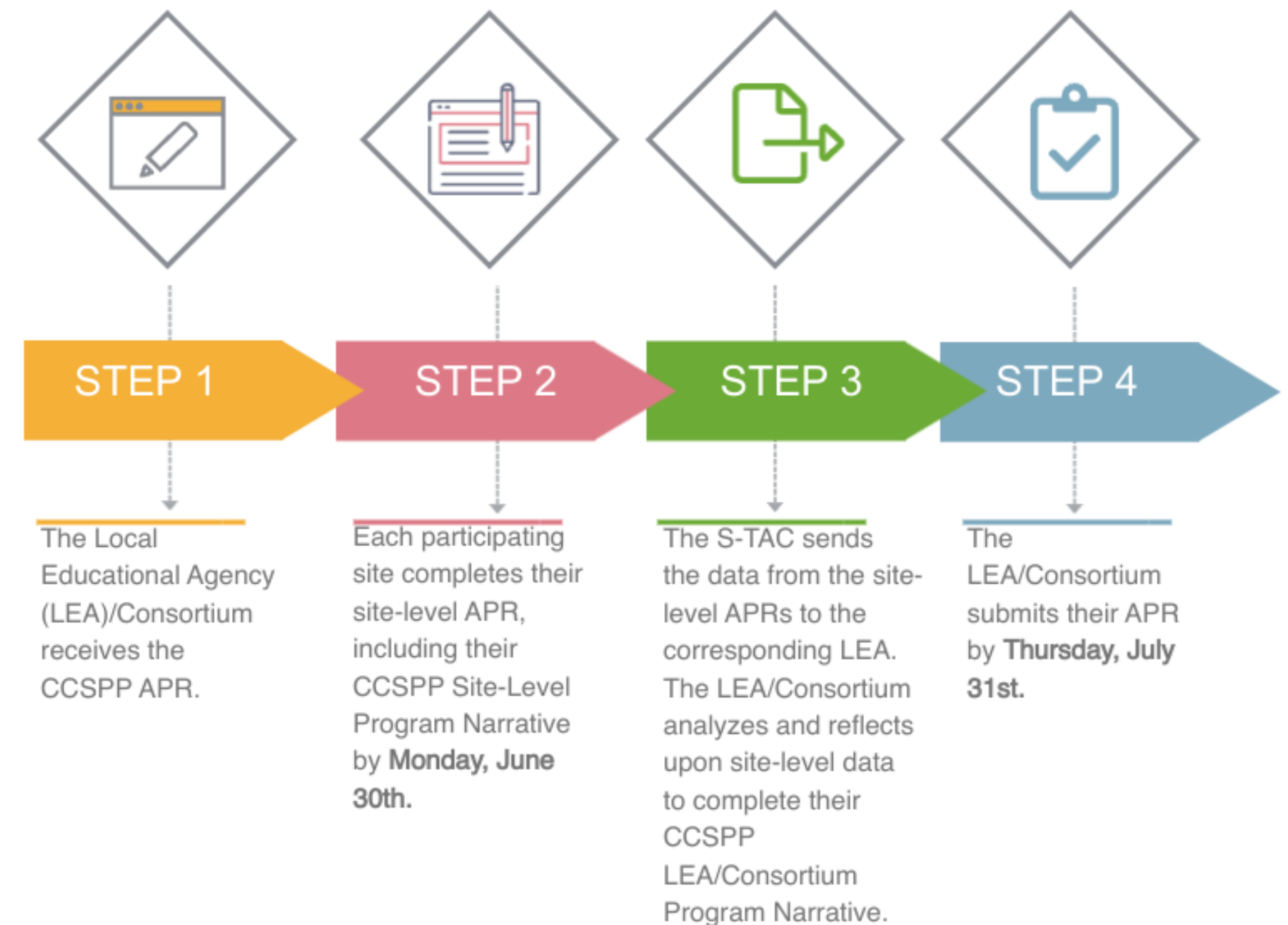
CCSPP Implementation Overview

- All Grantees are required to have a Community Schools Implementation Plan. In Oakland, the plan is embedded in the School Plan Student Achievement (SPSA). The plan:
 - Includes reflections on each of the grant priority areas
 - Includes planned actions and a description of the evidence that will be reviewed to assess progress.
 - Includes the budget allocations to support implementation of the strategic actions.
- Grantees are required to have a planning team. In OUSD that is the School Site Council (SSC). The SSC develops, reviews and approves the Community Schools Implementation Plan & budget. It also approves modifications to the plan throughout the year.
- Grantees submit a site specific Annual Progress Report (APR) to CDE.

CCSPP Reporting Requirements

The California Department of Education (CDE) requires that each CCSPP grantee submit an Annual Progress Report (APR).

The APR serves as a tool to assess implementation efforts, and to encourage reflection as part of an ongoing continuous improvement process. The information submitted will be reported to the CDE and incorporated into reporting about the CCSPP grant for the California State Legislature.

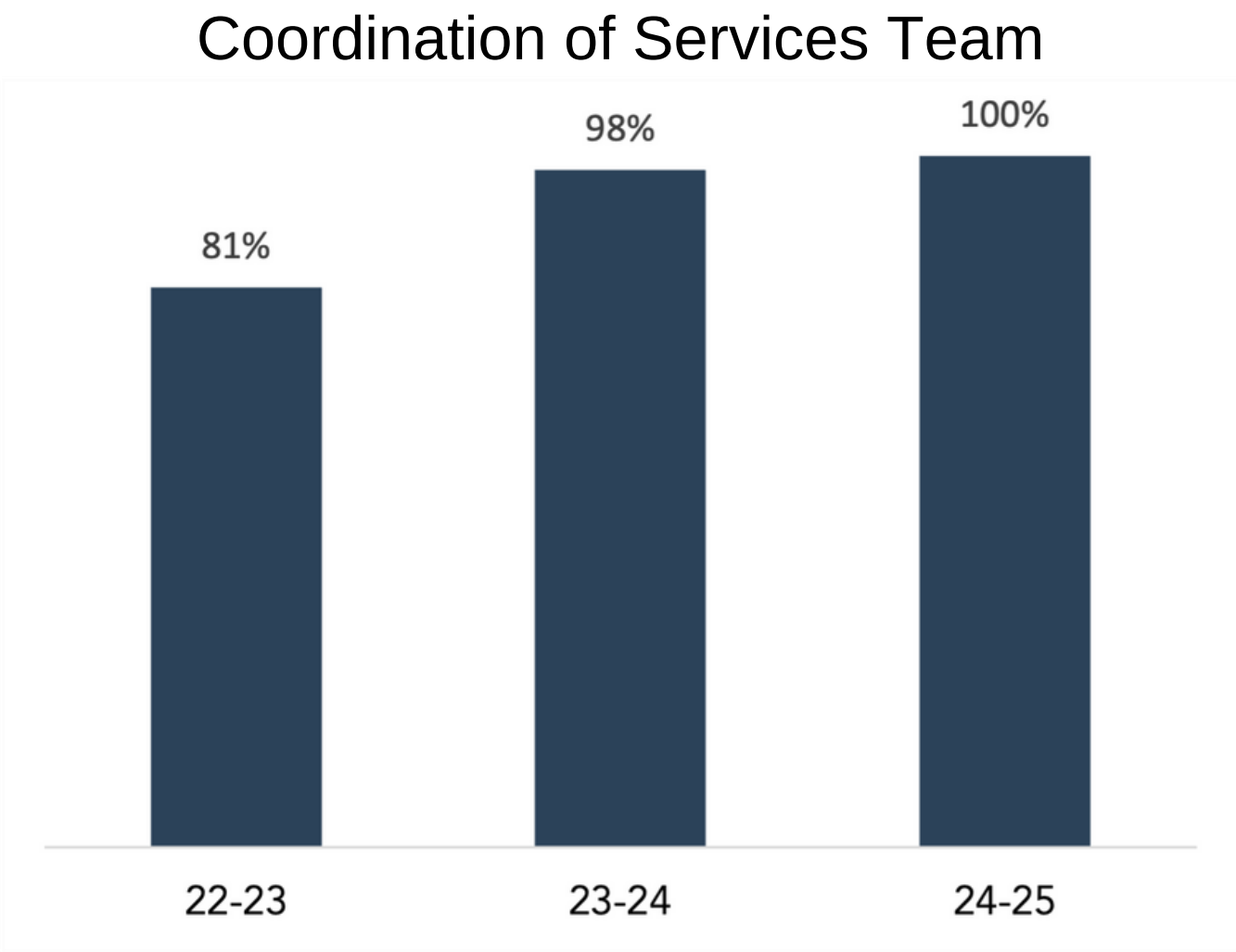


Community School Grantees Provided a Wide Range of Services

Community Schools provide a wide range of supports in service of whole child and family well being. Of the many supports provided, 10 are particularly important.

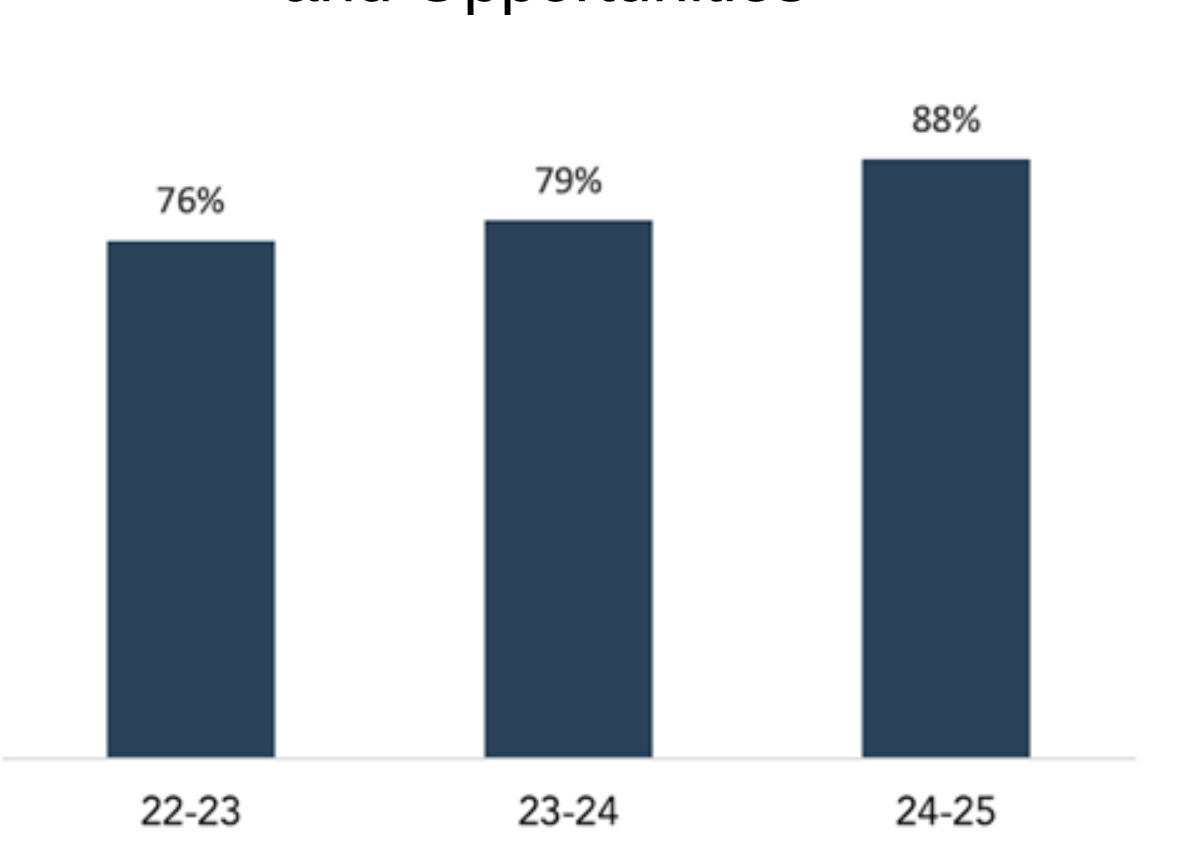
Notably, **100% of schools have a Coordination of Services Team as of 2024-25.**

The next three slides show the number of schools that provided the additional 9 services over three years.

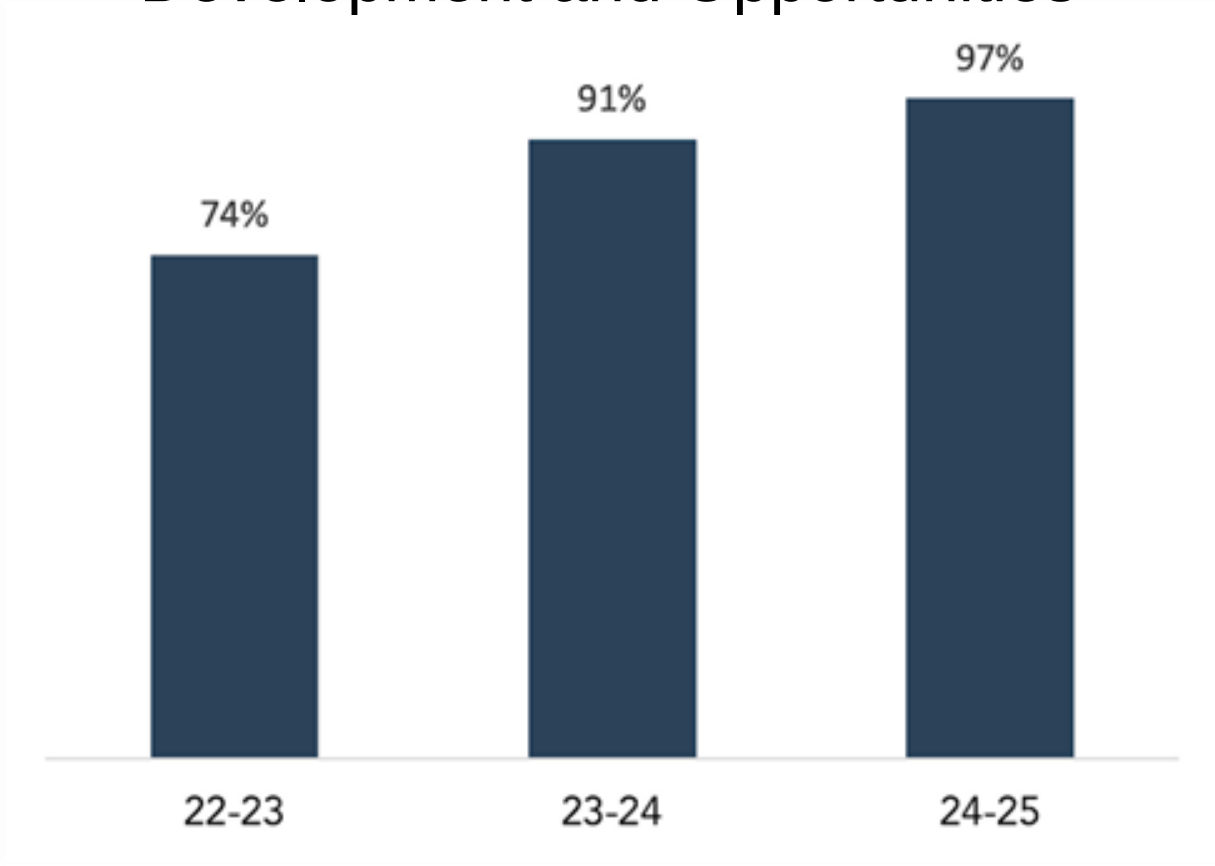


More Schools Provided Leadership and Development Opportunities

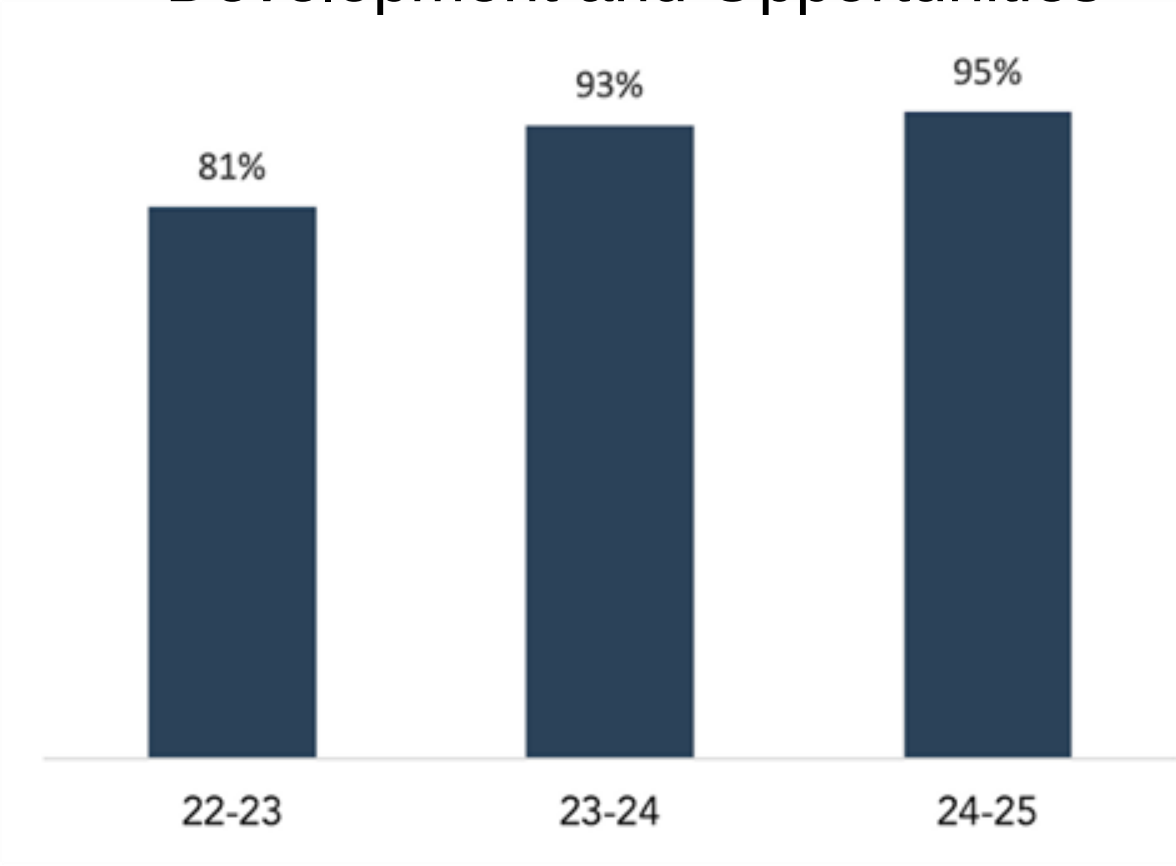
Parent Leadership Development and Opportunities



Student Leadership Development and Opportunities



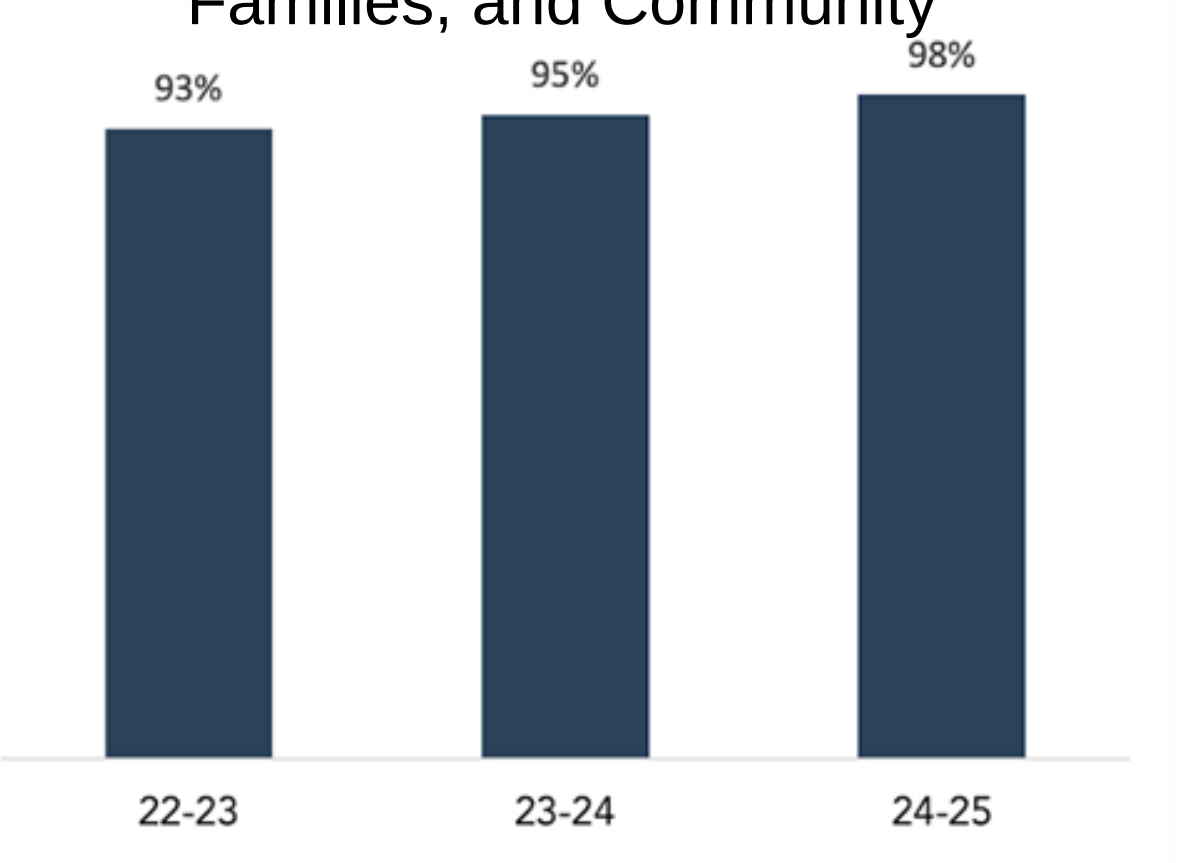
Teacher Leadership Development and Opportunities



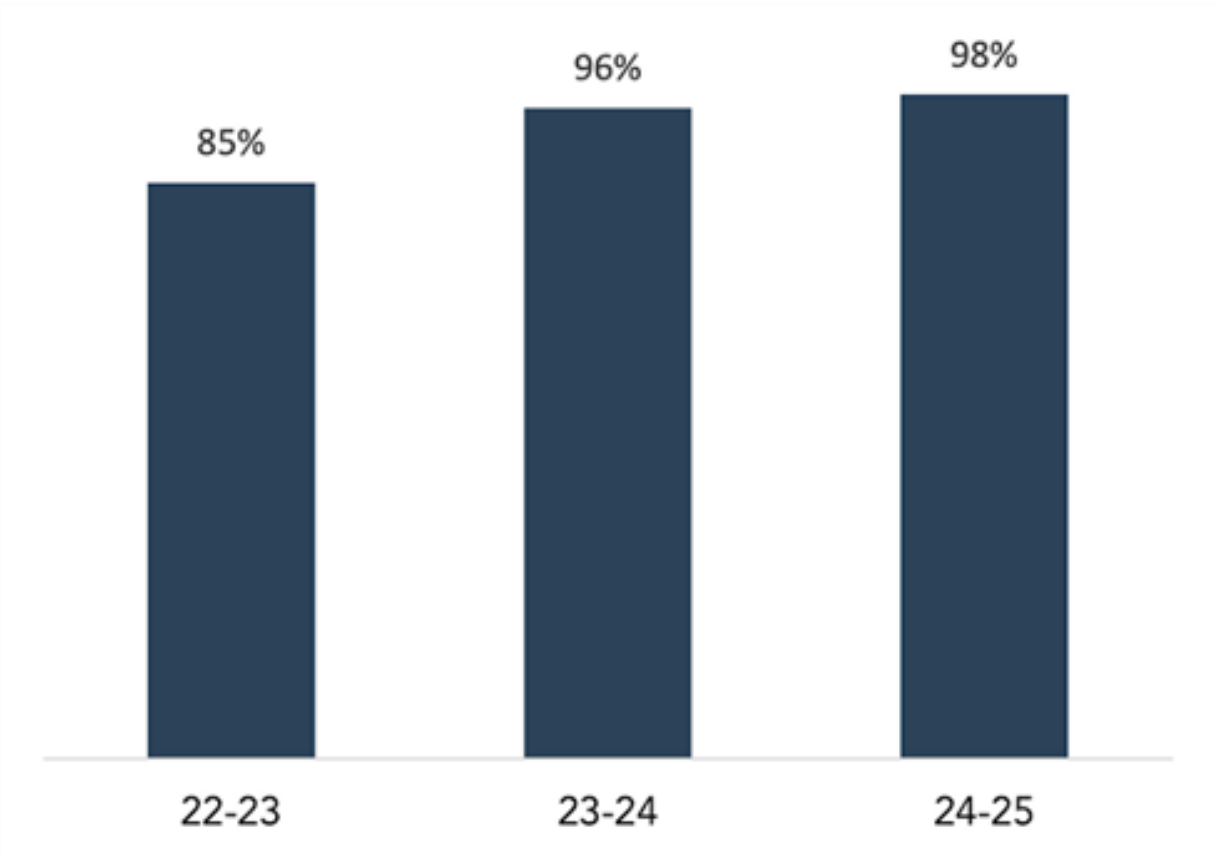
Source: 2024-25 CCSPP Grant Annual Performance Reporting responses by individual sites; n=59 sites.

Schools Continued to Provide Systems of Support

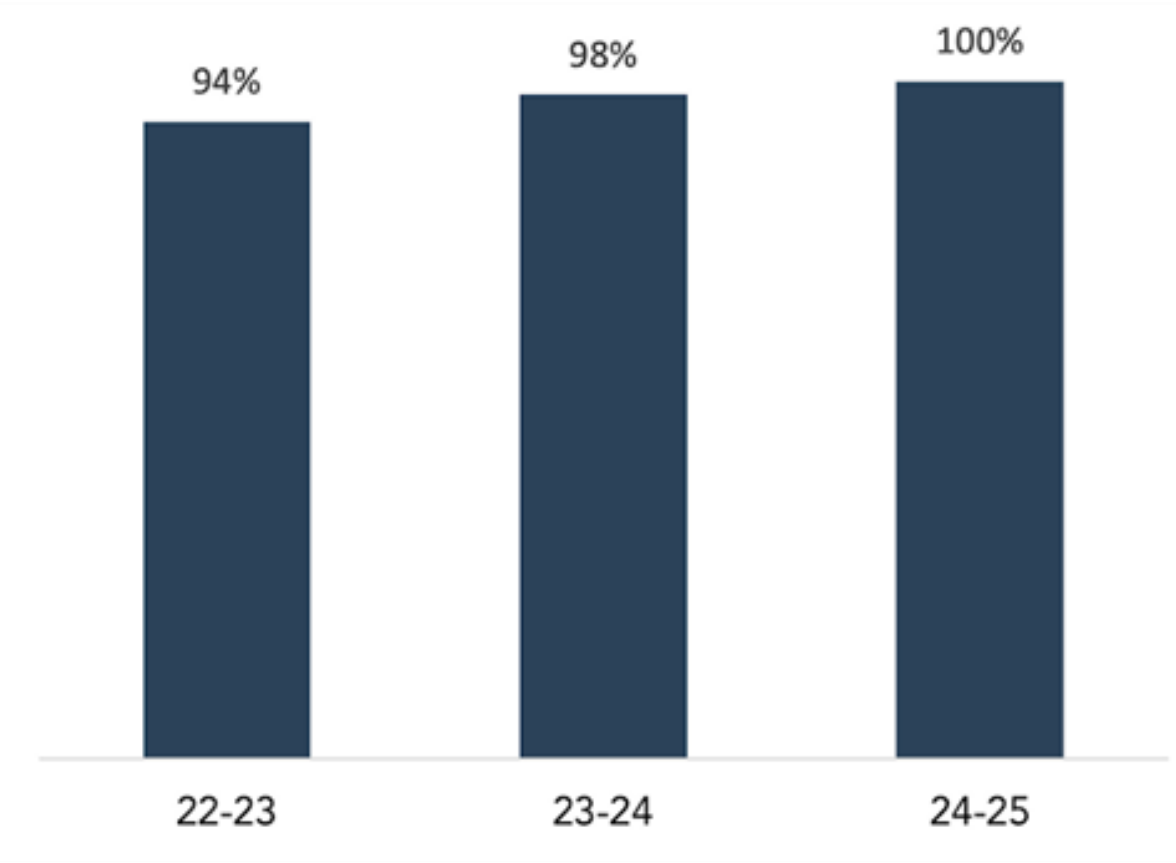
Shared Decision-Making Bodies that Center the Voices of Students, Families, and Community



Multiple Modes of Family Communication and Involvement

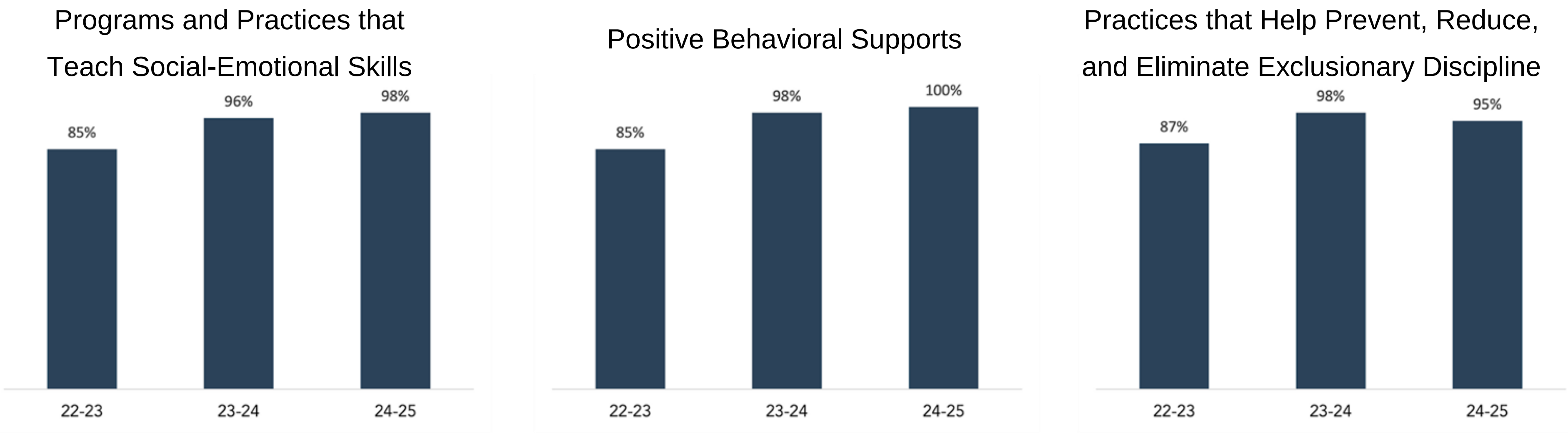


Multi-Tiered System of Support



Source: 2024-25 CCSP Grant Annual Performance Reporting responses by individual sites; n=59 sites.

Schools Saw an Increase in Supports and Programs for Youth



Source: 2024-25 CCSPG Grant Annual Performance Reporting responses by individual sites; n=59 sites.



Collaborative Leadership

Pillar 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Interest Holders. Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.



Collaborative Leadership

2022-23

In 22-23, many schools hired staff and created structures, systems, and policies to establish and enhance collaborative site leadership.

2023-24

In 23-24, many schools created professional learning communities and strengthened their SSCs. Many schools also continued to establish systems and policies in support of collaborative leadership.

2024-25

In 24-25, schools leveraged existing groups such as the ILT, SSC, Climate and Culture, and parent affinity groups to gather input from teachers, families, and other stakeholders. Many schools highlighted the success of Coffee with the Principal events.

Collaborative Leadership

Majority of schools said their school was in **Engaging** phase.



Visioning

3%

The whole school community is finding new ways to work together as leaders. You might be learning how decisions are made, meeting people who can help, and talking with families, students, and teachers to share ideas.



Engaging

71%

School teams make sure everyone has a voice. You might join meetings where decisions are made and lift up the perspectives of students and families. Leaders are creating ways for teams to learn from each other and build leadership skills across the community.



Transforming

25%

The school is changing how decisions are made. You incorporate students' and families' perspectives, ensure decisions are clear, and show how working together improves the school.

Academic Innovation and Acceleration

Pillar 4: Increasing Opportunities for Academic Innovation and Acceleration. Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready.



Academic Innovation and Acceleration

2022-23

Community Schools strive to create multiple opportunities to provide academically enriching and innovative opportunities within and outside the classroom. In 22-23, schools hired tutors and staff to improve academic achievement across grade levels.

2023-24

In 23-24, the use of tutors continued. In addition, elementary schools piloted Universal Extended Day (UED).

2024-25

In 24-25, many schools offered teachers extended contracts to allow for tutoring before and after school. They also expanded the use of small-group instruction and provided professional development for both teachers and tutors.

Academic Innovation and Acceleration

Several schools implemented literacy interventions, small-group instruction, STEAM activities, and cultural celebrations to engage students and support learning. These efforts created more inclusive, joyful environments while addressing achievement gaps.

Source: 2024-25 CCSPP Grant Annual Performance Reporting responses by individual sites; n=59. Quotes have been edited for clarity.

“

We funded an **Academic Mentor to support SIPPS and early literacy intervention groups**, ensuring focal students, particularly African American learners, received direct classroom support. Additionally, external consultants supported targeted acceleration and intervention planning.”

–East Oakland Pride

What Support Do Sites Still Need?

Area for Technical Assistance	Percent of Sites Requesting Support
Family and Community Engagement	50%
Collaborative Leadership Practices for Educators and Administrators	28%
Student Learning Supports and Environment	25%
Strategic Partnerships and Cross-Systems Coordination	22%
Integrated Student Supports and Services	20%
Community School Planning and Implementation	15%

Source: 2024–25 CCSPG Grant Annual Performance Reporting responses by individual sites; n=59 sites.

Questions and Feedback

- Please ask any questions about the Sojourner Truth Program and provide feedback on our progress to date.



Additional Slides

Not part of presentation

For additional information and/or in
response to Board member questions

Community Schools Growth in Oakland Since 2010

K-12 Schools with...	in 2010-11	in 2023-24	in 2024-25
After-school Programs	72	78	78
COST and Attendance Teams	36	76	76
Community School Managers (CSM)	36	76	77
Health & Wellness Centers	16	16	16

Source: OUSD Department of Community Schools and Student Services.

CSMs Deepened Their Practices in 2024–25

For the 2024–25 school year, the OUSD CS team decided to focus on and better understand best practices for **Collaborative Leadership** and **Student Engagement**.

Schools across the district reported meaningful improvements in school climate driven by expanded systems, deeper relationships, and more inclusive practices. Additionally, they increased engagement and supports available to all youth.



OUSD's CCSPP Grant Priorities



OUSD has 5 Community Schools Grant priorities:

- **Collaborative Leadership** 
- **Joyful Schools**
- **Student Engagement**
- **Family Engagement**
- **Academic Innovation and Acceleration** 

Grants require a coordination role, in Oakland this role is held by the Community School Manager (CSM). CSMs help meet grant priorities and liaise with after-school programs and numerous other partners within and beyond the District, including health centers, restorative justice partners, food banks, and more.

CSMs lead site level attendance team and the Coordination of Service Teams (COST), advancing the District's goals to reduce chronic absence and strengthen school-community partnerships.

Collaborative Leadership

In Spring 2025, The Public Profit team facilitated one hour **focus groups with Community School Managers (CSMs)** before and after the April and May CSM Professional Learning Community meetings. The series included 4 focus groups and 19 participants in total.

100%

of participants strongly agreed that Collaborative Leadership is an **important aspect** of a community school

100%

of participants agreed that they have colleagues at their school or across the district who **inspire them** to deepen their CL practices

95%

of participants agreed that building or implementing CL is a **core component** of their role at school

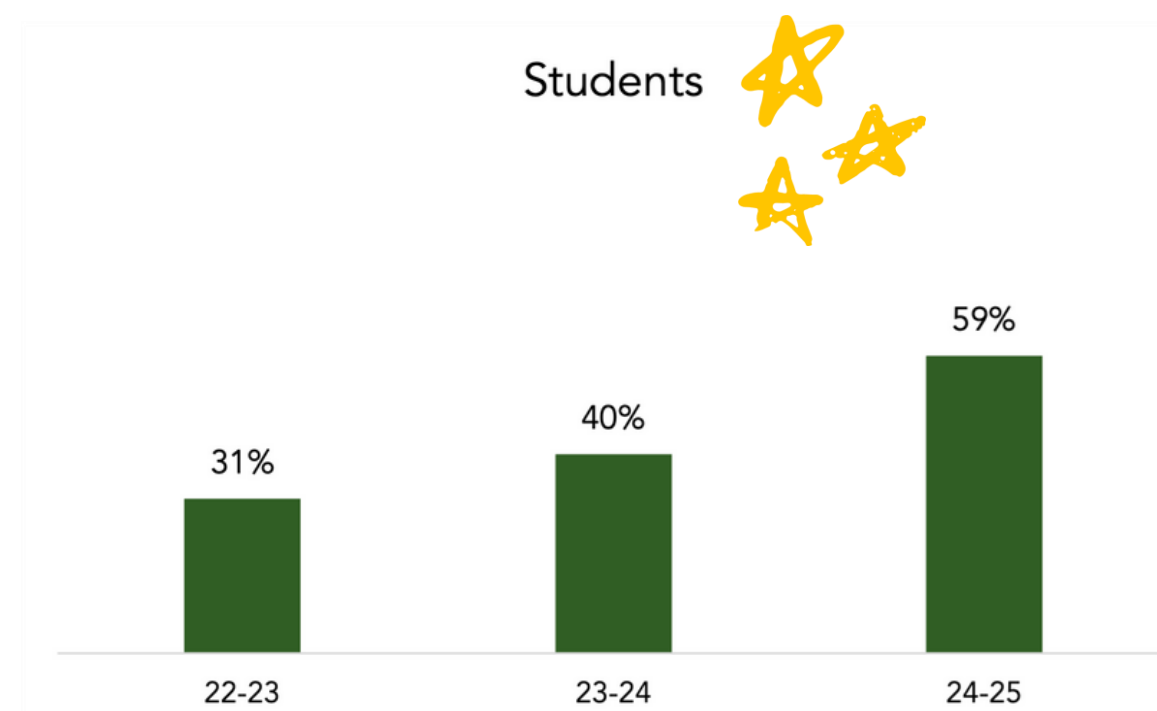
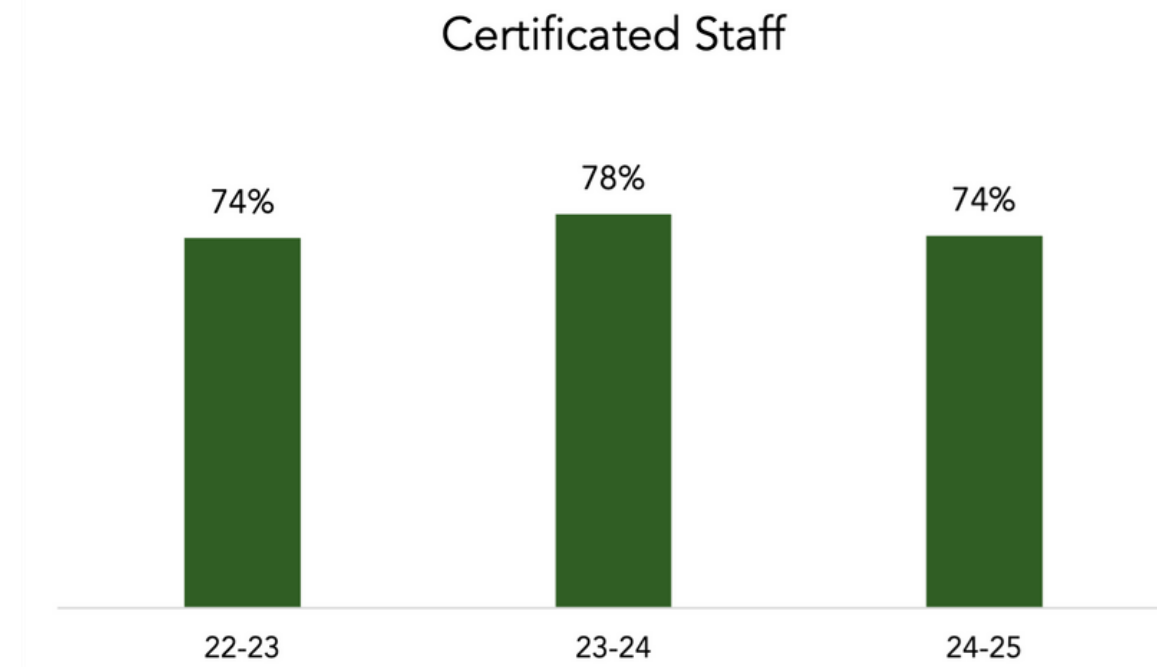
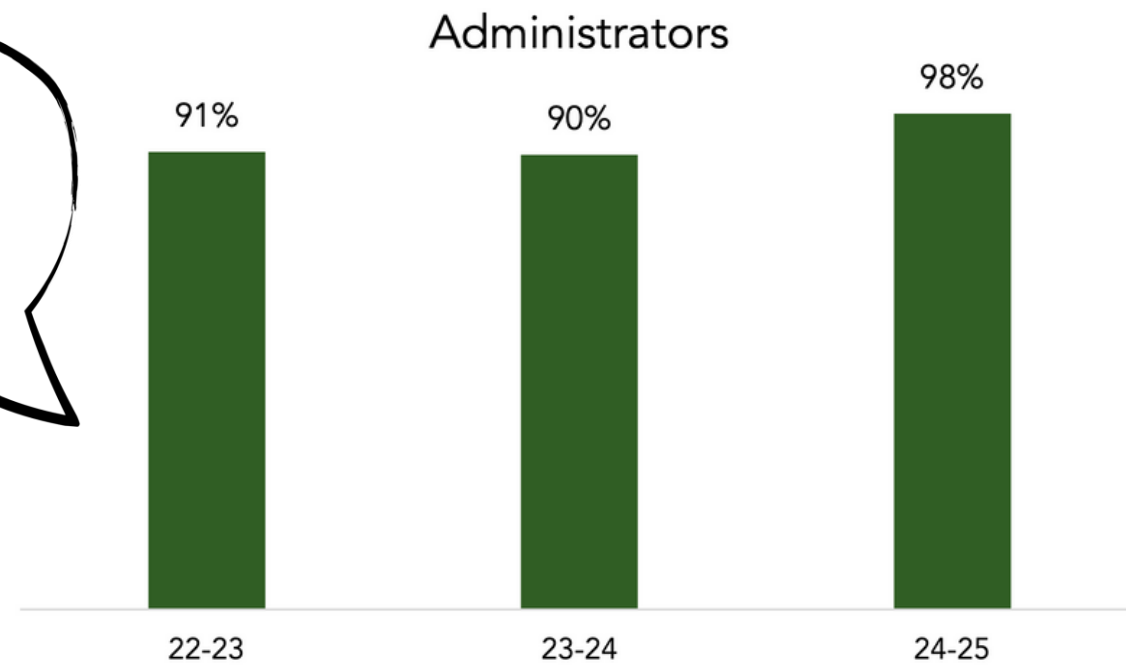


Learnings from CSMs

- CSMs noted **advisory groups, clear and frequent communication, and working with committed partners as effective practices for building or implementing Collaborative Leadership.**
 - Many participants shared the importance of different staff – Principals, Family Liaisons, etc. - reaching out and listening to interest holder's feedback and ideas.
 - Advisory groups include parent volunteer groups, affinity groups, School Site Council, Black Advisory Council, Faculty Council, Instructional Leadership Team, and paraprofessional groups.
- **CSMs have a strong peer network.**
 - Several participants shared their immense gratitude for the other CSMs and the support they provide.
 - One participant underscored that although this work can be emotional and people do not always agree, everyone is grounded in the value of being student and family-centered.

Community Schools gathered input from a wide range of interest holders

How to read this chart: “In 2024-25, 98% of OUSD schools engaged most of their administrators”



A huge increase in the number of schools that engaged most of their students!

Source: 2024-25 CCSPG Grant Annual Performance Reporting responses by individual sites; n=59 sites. These charts present the percentage of schools that engaged 50% or more of each group.



Student and Family Engagement

Pillars 3 and 4: Strengthening Student and Family Engagement. Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy.



Student and Family Engagement

2022-23

In 22-23, creating joyful schools for youth and families was a core strategy for schools to enhance student and family engagement above and beyond parent/teacher conferences. Many schools provided fun and engaging student events and field trips.

2023-24

This trend continued in 23-24 and was enhanced by the creation of unique opportunities for families and for students. Schools continued to plan field trips, provide incentives and awards to students, and host family engagement nights

2024-25

In 24-25, many schools relied on staff members such as noon supervisors, PE teachers, and social workers to help create a safe and engaging environment for students throughout the school day. In addition, many schools are now incorporating designated family liaisons to strengthen communication between families and schools.

Student and Family

Engagement

Many schools prioritized family and community engagement by building trust through regular communication, family events, and culturally responsive practices.

“

This Winter, **93 families participated in a parent leadership course with 6 online workshops and a graduation ceremony.**

Families learned important information about how they can get involved more in their child's education and advocating for quality education...

We also **employed three family members to be a daily member of our safety and supervision team** to increase family presence on campus and improve student safety and sense of belonging.”

-Urban Promise Academy

Student and Family Engagement

Several schools prioritized student voice and leadership by launching or revitalizing student government, leadership clubs, and opportunities for students to plan events, speak publicly, and shape school culture. These strategies promoted student agency and built stronger peer and adult relationships.

Source: 2024-25 CCSPP Grant Annual Performance Reporting responses by individual sites; n=59. Quotes have been edited for clarity.



The **11 student Senate (elected by their peers)** meet with our school site leadership monthly and lead our school site focus groups (serving K-5 grades), with the support from leadership. This **student Senate then reports the findings of the focus groups back to the joint CCSPP-SSC team** so the teams can build to the design of the greatest shared needs of all parties students, parents, partners, and staff).”

- Burckhalter Elementary

Joyful Schools

Pillar 2: Creating Joyful Schools. Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates.



Joyful Schools

2022-23

In 22-23, schools used a variety of fun activities across grade levels to create joyful schools. Many schools incorporated fun events such as spirit weeks, field trips, and assemblies. Several schools highlighted the benefits of their student stores, after school programs, and Positive Behavioral Interventions and Supports (PBIS).

2023-24

In 23-24, elementary schools primarily relied on field trips and assemblies, while high schools had more varied approaches including mental health services and student internships. Additionally, more schools were able to offer incentives and prizes to celebrate student achievements.

2024-25

In 24-25, schools hired designated Restorative Justice coordinators and increased the frequency of therapeutic groups. They also provided additional play equipment for students and continued to receive positive feedback about the student store.

Joyful Schools

Schools prepared events and experiences for students and families to celebrate and learn about different cultures and subject areas.

“

Student engagement was bolstered through **joyful, cultural, and experiential field trips with an emphasis on the arts and STEAM.** These experiences enriched students connection to learning and broadened their perspectives.

Cultural celebrations and school-wide events such as Lights Out, the Fall Festival, Talent Show, and Family Math Night celebrated student identity and talents, fostering a sense of pride and belonging.”
-Bella Vista Elementary

Source: 2024-25 CCSPP Grant Annual Performance
Reporting responses by individual sites; n=59. Quotes
have been edited for clarity.

Looking Ahead



IN THE COMING YEAR, COMMUNITY SCHOOLS WILL...

Expand staff and family groups such as the Instructional Leadership Team and parent affinity spaces

Continue to celebrate student achievements

Fund family engagement focused positions

Extend teacher contracts

Cohort 1 CCSPP Schools - 2022-2027				
Very Small: 25-150 students \$135,000 / year	Small: 151-400 students \$225,000 / year		Medium: 401-1,000 students \$270,000 / year	Medium/Large: 1,001-2,000 students \$360,000 / year
Prescott Ralph J. Bunche High	ACORN Woodland Brookfield Elementary Burckhalter Elementary Dewey Academy East Oakland Pride EnCompass Academy Esperanza Elementary Fred T. Korematsu Discovery Academy Frick United Academy of Language Fruitvale Elementary Grass Valley Elementary Hoover Elementary Horace Mann Elementary International Community La Escuelita Elementary Madison Park Acad TK-5	Markham Elementary Martin Luther King, Jr. Elementary McClymonds High MetWest High Highland Community School OAK / Howard Elementary Oakland International High Reach Academy Rudsdale Continuation Sankofa United Think College Now United for Success Academy Urban Promise Academy West Oakland Middle Westlake Middle	Allendale Elementary Bella Vista Elementary Bret Harte Middle Bridges Academy Castlemont High Coliseum College Prep Academy Elmhurst United Middle Franklin Elementary Garfield Elementary Global Family Greenleaf Elementary Laurel Elementary LIFE Academy Lincoln Elementary Lockwood STEAM Madison Park Acad 6-12 Manzanita Community Roosevelt Middle	Oakland High Fremont High
Cohort 2 CCSPP Schools - 2023-2028				
	Carl B. Munck Emerson Piedmont		Manzanita SEED Sojourner Truth	Skyline
Cohort 3 CCSPP Schools - 2024-2029				
Young Adult Program				

About This Slide Deck

This slide deck was prepared by Public Profit, an independent evaluation firm based in Oakland.

To create this report, Public Profit consolidated data from Site-Level Annual Performance Reports for the California Community Schools Partnership Program (CCSPP) grants, the Single Plan for Student Achievement (SPSAs) Community School Reflections and Planning tab, the Community Schools' partnerships database, and other information shared by Oakland Unified School District's Community Schools Student Services staff.



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Acknowledgements

We express our greatest appreciation for the **Community School Managers** who work hard at each school site to enact the Community Schools vision. We also appreciate ...



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Community Schools, Thriving Students



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