

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

Ánimo Florence-Firestone Charter Middle School - 19-64733-0134023

Principal: Josh Hartford

Email: jhartford@animo.org

Phone: (323) 565-3280

School Address:

8255 Beach St.

Los Angeles, CA 90001

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 (**Relationship Focus**)
2. Shared power (**Shared input**)
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:

Opening in 2016 Ánimo Florence-Firestone Charter Middle School is located in the Florence-Firestone neighborhood of South Los Angeles. Situated in a narrow piece of land between where the city of Los Angeles ends and where the city of South Gate begins, Florence-Firestone is named in part for Harvey Firestone who opened the Firestone Tire factory in 1928, providing thousands of manufacturing jobs until its closing in 1980. Ánimo Florence-Firestone MS is located next door to one of Green Dot Public Schools' award-winning high schools, Ánimo Pat Brown Charter High, which boasts a 100% college acceptance rate among graduating

seniors. Parents and community members saw the results of the high school and began requesting a high-quality middle school option for their students. Many Ánimo Florence-Firestone students attend the local Green Dot high school after they promote from middle school, offering them a seven-year pathway toward college success.

Ánimo Florence Firestone truly believes that every student, whatever their circumstances, holds the innate potential to achieve their goals and succeed in college, leadership, and life. Ánimo Florence Firestone is excelling at building a school culture that is **asset-driven and strengths-based**, by truly understanding and supporting the needs of all learners. The school celebrates success in the diverse culture and talents of all stakeholders. Ánimo Florence Firestone is a supportive campus that addresses each student's individual learning gaps and social-emotional needs while developing systems of support that adapt according to the evolving challenges of the current student body. The school promotes a school-going culture by incentivizing attendance.

Ánimo Florence-Firestone is one of the 18 Green Dot Public Schools in Los Angeles. While Green Dot's model and ethos centers around a whole child, community-based approach, a Community Schools designation increases our students' college and career readiness by expanding opportunities and access to current resources, and by tapping into critical partnerships and supports that we know our students need to support their health and wellness. It allows for further integration of community resources, mentorship programs, and real-world learning experiences tailored to the diverse backgrounds of students.

At Ánimo Florence-Firestone, we recognize that student success is heavily influenced not just by academics, but also by the surrounding community. Engaging and developing a shared vision with school site families, educators, students, and community members is critical to our whole school model of strengthening school and classroom connections. Ánimo Florence-Firestone's commitment to establishing a community school is deeply aligned with the California Community Schools Framework, specifically guided by its Overarching Values, which we recognize as essential for promoting equity, inclusivity, and academic success: Ánimo Florence-Firestone's teaching practices center on creating **racially-just relationship-centered spaces**.

In acknowledgment of the historical marginalization our community has faced, we are committed to rectifying systemic inequities. 98% of Ánimo Florence-Firestone's 400 students are considered socioeconomically disadvantaged, 24% are English Language Learners, and 1% are foster youth. The student body is almost entirely Hispanic/Latino (98%), with African Americans accounting for the other 2%. The school promotes a rigorous, college-going culture, modeling high expectations and instilling self-confidence and personal persistence while delivering a college-preparatory curriculum and a structured program of support to and through college. **The school incorporates literature, history, and perspectives that reflect the cultural richness of the community, creating an inclusive and affirming learning environment.** The school is committed to ongoing culturally responsive training for educators to enhance cultural competency and ensure that our school is a welcoming and affirming space for students from diverse backgrounds. We take responsibility in being culturally responsive educators who have engaged in professional development and personal work around racial equity. All Ánimo Florence-Firestone staff participate in annual training on anti-racism, including how to recognize and overcome implicit bias, how to create racially-just classroom environments, and how to utilize respectful, inclusive classroom management. Additionally, annually all staff participate in a Legacy Conference to engage in deep learning around particular diversity, equity, and inclusion topics.

The concept of **shared power** is crucial for our community school. We recognize the importance of including all stakeholders in decision-making processes. Currently, decisions are made collaboratively at the school by the School Leadership Team which includes the Principal, Assistant Principals, and others. Additionally, an Administrator and staff support decision-making for the Instructional Leadership Team (academics) and

Coordination of Services Team (mental health and social-emotional). A School Advisory Council, composed of students, parents, and staff, meets monthly to review school policies, partner relationships, school priorities, LCAP, and the school budget. As part of the grant, Animo Florence-Firestone has established a Community School Advisory Panel of parents and community members who actively participate in decision-making related to curriculum development, school events, and resource allocation, ensuring diverse community perspectives are heard and valued. In addition, the school leverages forums and platforms developed by the school to solicit student input.

We are committed to strengthening **connections between the classroom and the community** through real-world engagement. Animo Florence-Firestone serves a community in South Los Angeles historically impacted by low academic attainment, high levels of poverty, and other environmental risk factors that pose many non-academic barriers to learning. Because Animo Florence-Firestone serves a community of color that for generations has been underserved, the school understands and embraces the role and responsibility in providing access and opportunities to scholars and families. Animo Florence-Firestone is a supportive campus that addresses each student's individual learning gaps and socio-emotional needs while developing systems of support that adapt according to the changing challenges of the current student body. The school ensures that all students, no matter their needs, are able to access a rigorous academic curriculum.

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.

What are the needs and assets from last year with POG?

Animo Florence-Firestone Charter Middle School is part of Green Dot Public Schools, a non-profit charter management organization that operates 18 public middle and high schools in Los Angeles. Green Dot's mission is to help transform public education so all students graduate prepared for college, leadership, and life. Through a holistic approach — combining strong and empowered leadership, highly effective teaching, a college-going culture, extensive community engagement, and the provision of comprehensive wraparound services to address non-academic barriers to learning — Green Dot proves it is possible to eliminate gaps in access and opportunity for low-income students when compared to more affluent peers.

In advance of applying for the Community School grant, Green Dot's Home Office Innovation Team shared with staff, students, families, and the School Advisory Council a summary of what a Community School grant could mean to Animo Florence-Firestone Charter Middle School. Staff, students, and families provided input on school assets and related needs as well as thoughts on their vision for Animo Florence-Firestone as a community school, which were gathered as critical inputs as part of our planning period. A broader array of parents also provided input about their vision for the school during our "Coffee with the Principal" series of meetings in the fall. Student focus groups were held during lunch, while administrators, certificated staff, and classified staff shared feedback during an annual retreat. In addition, we administered a student, staff, and parent survey offered in both English and Spanish to ensure inclusivity and reduce participation barriers.

Informed by this stakeholder input, Animo Florence-Firestone continues to deepen school site engagement. Animo Florence-Firestone's Community School Coordinator works with the school site leaders to augment original CCSPP Asset Mapping to fully understand the resources and services available to students and families with a focus on the needed social, emotional, and mental health supports for students and families for historically marginalized and high needs students and families.

To assess the ongoing needs of the community, the school conducts annual back-to-school needs assessment surveys with results presented to the Community Schools Advisory Panel. Topics covered include services available to parents, student services, medical/health needs, and family needs. In addition, Animo Florence-Firestone hosts other informal feedback opportunities throughout the year such as parent engagement events, the Coordination of Services Team meetings, attendance team meetings, and other key intersection points of the school community. These are structured to provide data on school trends and emerging student and family needs, as well as opportunities for the Community School Coordinator to interact directly with stakeholders to learn about community resources or services that are being requested for the school community. The school also holds a community breakfast each semester to engage community partners in the work and to help support where partnerships and support is most needed.

Based on identified needs, the Community School Coordinator determines which existing programs are working well, assesses who is/is not being served in terms of populations of interest, and identifies any gaps in resources and services. This serves as the basis for Community Schools programming — tailored to the Community School infrastructure and personnel needs. Ongoing surveys and school-site discussions with students, families, teachers, and support staff ensure ongoing feedback and learning over the grant period to track student needs and school performance.

Additionally, Animo Florence-Firestone has established a Community Schools Advisory Panel, which includes staff, students, family members, and other community partners. The Panel holds six meetings annually to discuss updates and progress on programs and partnerships aligned to the Community School's goals, including presentation and discussion of program data to identify and prioritize key actions to support program implementation. The Panel reviews data on student achievement, attendance, and behavior, as well as feedback from families, students, and staff. The Panel also reviews data to assess the effectiveness of the community partnerships in addressing the needs of students and families and improving the school environment. All of these processes, meetings, and events, including the completion of stakeholder surveys, will continue throughout the grant period and are led by a Community Schools Coordinator with support from Green Dot's Home Office and Animo Florence-Firestone's principal.

Continuous improvement is at the core of our school philosophy. Animo Florence-Firestone regularly collects and analyzes data on student academic performance, attendance, and social-emotional well-being. Green Dot's Data Analytics Team has created robust dashboards that provide easy access to all publicly available data and key internal metrics including iReady, student growth assessments, student and teacher retention, parent engagement, and many other indicators to help schools monitor performance. The Community Schools Coordinator is

trained on how to access and utilize these tools to monitor implementation metrics and continuously improve services and track performance measures established for the program, which align with the goals of the organization's five-year strategic plan and LCAP focus areas. This data infrastructure supports the development and implementation of targeted interventions, such as tutoring programs, mental health support, and after-school enrichment activities, to address specific needs and improve overall student outcomes. We can also tailor professional development opportunities based on school data to ensure educators are learning and incorporating best practices, evidence-based interventions, and innovative teaching methods that meet student needs. Green Dot Schools further engages all teachers and staff outside of the regular school year in summer professional development and during quarterly "All Green Dot Days." This training helps to

ensure that all staff members are aligned with the respective school's goals and are equipped to support the Community Schools initiative.

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.

Literacy Focus

1. Teacher training 3 priorities for literacy
2. PD -based on data
3. Teacher pulling data to determine how to pull small groups
4. From Community schools areas we will focus on
 - a. Academic Support
 - b. MTS Literacy
 - c. A continuous system of literacy support that is built over these 5 years

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.

Where is literacy based on our needs? Where are these schools, and is the desires of the ? Which families have been on the low end of reading

Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Expanded and Enriched Learning Time. Needs assessments reveal persistently low Math and English scores on SBAC proficiency tests. Animo FlorenceFirestone’s top priority is ensuring that students graduate high school with the skills, knowledge and mindset needed to be college and career-ready. Providing a range of specialized academic supports that position students well to improve achievement in standards-aligned Math and English curriculum will ensure all students who are behind grade-level proficiency can catch back up to trajectories reflective of their inherent high potential.</p>	<p>Increase extended learning opportunities for all students, offering a Spring Break intervention camp for students to receive intensive academic support.</p> <p>Expand high-value incentives to motivate and reward students’ academic growth, including a calendar of field trips, career exposure events, and college tours.</p> <p>Enhance instructional quality by providing professional development for teachers and administrators that leads to differentiated and unbiased teaching practices.</p> <p>We will know we have achieved success if we meet the Green Dot Public Schools “Power Goal” aligned with LCAP goal of: <u>Increasing the percentage of students on track to be “high school-ready” in math and English by the end of 8th grade.</u></p>
<p>Integrated Student Supports and Services. Animo Florence-Firestone serves students who face disproportionately high barriers to learning, including experiences of poverty, high rates of homelessness, and historic under-resourcing of their communities. More than one in ten Animo Jefferson students also qualify for special education services. The school will partner and coordinate with at least 8 community-based organizations to ensure students and families, especially those with behavioral health challenges, have access to the services and supports they need to succeed.</p>	<p>Increase the number of students who are referred to, and enroll in, mental health services as a result of comprehensive screening for behavioral health challenges using evidence-based practices and tools.</p> <p>Improve student and family mental wellness with the support of Children’s Institute and its partners, by equipping students with basic coping skills and increased access to support around alcohol/drug/vaping use, anxiety, stress, and bullying.</p> <p>Maintain physical health screenings available on our campus, including vision and hearing tests.</p> <p>We will know we have achieved success if: <u>75% of participants show an improvement in functioning as measured by the Pediatric Symptoms Checklist</u> after at least 6 therapy sessions.</p>

Community and Family Engagement.

Animo Florence-Firestone values active family participation and engagement as a key contributor to our overall success, and understands that engagement is earned by being responsive to community needs. School Year 2023-24 data shows that 37% of parents have already attended two or more school events this year, exceeding Green Dot’s goal of 30% participation annually. Animo Florence-Firestone would like to evolve why parents are attending events to more thoroughly involve them in dialogue and directly address stated needs and topics of interest among families.

Evolve parent interest inventory tools and needs

assessment surveys to elicit more comprehensive feedback about ongoing, past, and future-desired engagement activities and topics.

Increase relevance of parent engagement events,

ensuring workshops and engagement opportunities are aligned to stated parent needs and interests — for example, parenting classes, vaping/alcohol abuse/drug intervention, English language skills, how to help students prepare for high school, and understanding the value of Dual Enrollment.

Expand the opportunities available for parents to

participate in their student’s education, for example involving parents in celebrations of academic progress and achievement.

Provide ample parent engagement training to the

Community Schools Coordinator, so that they can support the Parent Coordinator in creating more opportunities and events to drive parent participation on campus.

We will know we have achieved success if we meet the Green Dot Public Schools “Power” and LCAP Goal of: More than 30% of parents/guardians participate in two or more events each year.

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
<p>By the end of grant year 1, the school-based curriculum will reflect the rich, diverse cultural and linguistic backgrounds of students and families in South Central Los Angeles.</p>	<p>Incorporate lessons learned from the school and community needs assessment related to the specific educational needs, cultural backgrounds, and aspirations of the community and our students.</p> <p>Leverage Animo Florence-Firestone’s Community Schools Advisory Panel and other regular forums and meetings to gather input from students, parents, teachers, and community members to ensure their voices are heard in shaping the curriculum.</p> <p>Collaborate with school staff, community members, and experts to incorporate stories and cases and use examples that are culturally relevant, inclusive, and reflective of the community's history, values, and traditions.</p> <p>Provide ongoing professional development opportunities for teachers to enhance their cultural competence, understanding of diverse learning styles, and proficiency in implementing community-based pedagogical approaches.</p> <p>Forge partnerships with local community organizations, businesses, and cultural institutions to bring real-world experiences into the classroom and provide students with practical learning opportunities.</p>
<p>Increase student access to real-world learning opportunities that provide Animo Florence-Firestone’s primarily first generation college-going students access to college.</p>	<p>Increase the frequency of events such as career day, alumni day, or college fairs. Increase the number of college tours to the East Coast, Northern California, and HBCUs.</p>

Focus on Real-life experiences and Riasec and Careers and Beable Create personalized engaging lessons; utilize Ecadence - create activities based on real life experiences

How can we support our families to help our families support literacy at home?

Link to LCAP Goals

Pull in POG and Raisec

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.

District-wide - System-level steering committee and give crucial guidance about decision-making - Include the attorney to help create this group - Agenda to learn and give guidance to the schools and using Brian to gather school data from families.

1. This is why this issue literacy
2. This is what families want to happen
3. This group gives feedback on principal plans
4. We adjust accordingly

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase parent engagement, and provide parents with many opportunities to participate in school activities and connect to resources.	Host 6 events annually for parents and family members to engage with the school community, including a Mother’s Day Tea, a Girls on the Run family 5k, Black History Month Movie Night, and more.
By grant year 2, parents, in partnership with administrators and staff, will inform decision-making at Animo Florence-Firestone that reflects community needs, aspirations and vision.	Form a Community Schools Advisory Panel comprised of students, parents, and school staff.

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):

As a school working to fortify collaborative leadership under the California Community Schools framework, Animo Florence-Firestone’s overarching goals encompass the establishment of equitable decision-making processes, enhanced coordination of services, cultivation of supportive relationships, widespread acceptance and implementation of decisions, and the long-term sustainability of efforts. To achieve these objectives, the school encourages equitable participation in decision-making and fosters inclusive structures that involve students, staff, families, and community members. The school provides structured opportunities for shared decision-making.

Animo Florence-Firestone is partnering with Children’s Institute, Inc. (CII) to lead the implementation of community schools services. CII’s approach mitigates the root causes of poverty, trauma, and social isolation by addressing multiple risk and protective factors throughout life. CII began partnering with Green Dot in 2019

on a Community Schools initiative, growing from one school to three sites that won Cohort 2 Implementation grants. At these sites, the Community Schools Coordinator is a CII employee, and works in close partnership with the school leadership, while also integrating CII's wide range of services available to students and families.

The campus has an Instructional Leadership Team (ILT) made up of school administrators and teacher leads. The ILT makes curricular decisions and sets the professional development agenda for the campus. Teachers on the ILT meet regularly with the other members of their academic discipline not only to assist in their professional development but also to collect input and feedback to be brought to the administration and the rest of the Instructional Leadership Team.

The school also has Grade Level Leads. These teachers collaborate with school administrators to address the social-emotional and extracurricular needs of students. Grade Level Leads facilitate meetings with the teachers of their grade level to organize events and celebrations, as well as plan the curriculum for the Advisory and College Readiness course. A major data set analyzed by this group is Green Dot's social-emotional survey which all students take multiple times a year. This survey guides how students are supported using a whole-child approach and serves as a critical tool for the Community Schools Coordinator.

The School Advisory Council (SAC) includes administrators, teachers, staff, students, and parents to ensure that all stakeholder voices are heard and valued in decision-making. The SAC meets monthly to aid school decision-making, provide feedback, and learn crucial details about how the school functions. The SAC reviews student performance data and can recommend changes to pedagogy, advises on updates to the school's strategic plan, and provides input on school budget decisions. The committee reviews SPED and EL programs to ensure all students have equitable access to high-quality education.

The Coordination of Services Team (COST) includes administrators, staff, and school-based mental health professionals. CII's Community School Coordinator is embedded in the school leadership team, attending the twice monthly COST meetings to review the needs of individual students as well as the overall school culture and climate. Through these meetings, as well as staff surveys and weekly meetings with the principal, CII tailors professional development opportunities to staff based on their interests and emerging needs. This includes training on trauma-informed care, cultural competency and anti-bias, youth mental health first aid, and more. CII hosts a Wellness center Open House once a year for school staff to learn more about programs and services coordinated and provided directly by CII.

Green Dot Public Schools maintains a home office-level steering committee to manage the implementation of the 10 Green Dot schools with active CCSP grants. The steering committee conducts exploratory activities and provides crucial direction and support to schools undertaking the implementation of the California Community School program, and is pivotal to the success of Animo Florence-Firestone. The committee includes Green Dot support staff and every Community Schools Coordinator, and meets monthly at the home office. At these meetings, the schools engage in data-driven decision-making.

To establish equitable decision-making processes, Animo Florence-Firestone, has established a Community Schools Advisory Panel comprised of representatives from diverse backgrounds that reflect the community's racial, cultural, and socioeconomic diversity. The Panel is co-facilitated by the Community Schools Coordinator and the Principal and includes administrators, staff, and parents. The Panel meets six times each year to provide input on partnerships, programs, and spending to ensure that community school services are meeting the highest priority needs of stakeholders. The Panel will collaborate to streamline and improve the delivery of essential services, ensuring a cohesive and comprehensive approach to addressing the unique, multifaceted, needs of students and families in this low-income community.

Regular community-building events and forums strengthen relationships and establish open lines of communication, creating a supportive school culture. To ensure that decisions are widely accepted and effectively implemented, the school incorporates inclusive decision-making processes that prioritize consensus. Transparent communication channels such as Parent Square convey decisions and ongoing feedback mechanisms through regular surveys, address concerns and ensure a shared understanding among stakeholders. Parents and guardians are encouraged to attend monthly “Coffee with the Principal” events which are scheduled on dates and times that are most convenient for families. Parents are encouraged to ask questions and identify ways to best support student success. Partnerships with Parent Engagement Bridge for Student Achievement Foundation and United Parents & Students further equip parents with the tools to advocate for what issues are affecting their daily lives, including strategies to address issues in the school community.

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
<p>By grant year 1, diverse and qualified staff have been hired and on boarded at the school site and district level to lead and support Community School work.</p>	<p>Assign one Home Office Innovation Specialist to Animo Florence-Firestone to manage and support the Community Schools staff and programming from the district level.</p> <p>Under partnership with Children’s Institute (CII) Hire a bilingual (English and Spanish) Community School Coordinator position for overall site-level coordination and management at Animo Florence-Firestone.</p>
<p>By grant year 5, when CDE funding ends, Animo Florence-Firestone will maintain the Community Schools Coordinator and related programming.</p>	<p>Once partnerships are established and running, identify which CCSPP roles may be transitioned to existing staff roles and responsibilities.</p> <p>With the support of Green Dot Home Office, develop a realistic sustainability plan that ensures core program pillars of CCSPP remain.</p> <p>Work with community partners to identify alternative revenue sources to sustain critical partnerships.</p>

Key Staff/Personnel

<p>Wendy Gomez, Community School Coordinator - Children's Institute Staff</p>	<p>Children's Institute assigned the bilingual English/Spanish Community School Coordinator (CSC) to Ánimo Florence-Firestone in July 2023. The CSC is an integral member of the school leadership team who identifies and organizes existing services on campus and acts as the liaison between school administration, key stakeholders, staff, students, and the community to facilitate the services to the benefit of the entire school community. The Coordinator integrates effective education, college preparation, family engagement, prevention/intervention programming, and enrichment services into the existing school community in order to positively affect student achievement and ensure a successful community school model. These activities are designed to support the holistic development of students and caregivers. The CSC also supports school staff through coordinating trauma-informed trainings and other professional development opportunities. In partnership with Green Dot's Home Office, the CSC analyzes performance measures, school results data, and program quality to determine the appropriate necessary changes to the program or implementation strategies to meet program outcomes. The CSC also ensures that transformative progress is made toward meeting grant indicators and objectives while the grant supports the academic, post-secondary, and enrichment goals of students.</p>
<p>Grizelda Vigil/Nat Pickering/Julia Fisher, Innovation Specialist</p>	<p>Ánimo Florence-Firestone is assigned a specialist from the Green Dot Home Office Innovation Department. The Specialist helps design, implement, and monitor Community School Coordinator efforts. The Specialist collaborates with school administrators and the Community School Coordinator to ensure the Community Schools pillars are well established on the campus. The Innovation Specialist also provides initial onboarding sessions and professional development twice a month for the Community School Coordinator to ensure that they are guiding sustainable community school work and that spending is in line with grant requirements. The Innovation Specialist supports the Coordinator's work by providing clear processes and templates for everything from Advisory Panel meetings, to strategic plan templates, to stakeholder surveys. Additionally, the Innovation Specialist helps the Coordinator and Principal develop a sustainability plan.</p>
<p>Parent Coordinator</p>	<p>The Ánimo Florence-Firestone School Parent Coordinator supports parent and community engagement activities, including by facilitating parent workshops. The Parent</p>

Coordinator works closely with the Community School Coordinator to build an infrastructure for community schools services, so that once the grant concludes, the Parent Coordinator can continue to implement services and develop/maintain high-quality partnerships.

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

Ánimo Florence-Firestone and the Home Office are working together to develop a long-term funding plan for CCSPP. Currently, Ánimo Florence-Firestone works with partners to provide mental health services and CII is incorporating Enhanced Care Management program under California Advancing and Innovating Medi-Cal (CalAIM), a five-year plan to integrate primary care and social services, with the intention of ensuring more equitable, coordinated, and person-centered care. As part of CalAIM, CII is contracted with six managed care plans to provide Enhanced Care Management and housing-related supports, such as housing navigation. As part of the grant, Ánimo Florence-Firestone pursues opportunities to blend and braid existing or new resources to sustain the implementation of community school practices with adequate resources and support systems after the grant period ends.

The CSC will integrate practices, and/or transition practices to be sustainable on public and private revenue, with a key focus on increasing and sustaining Average Daily Attendance to support CCSPP-funded programs. Our Community School work will be featured prominently in all recruiting campaigns. By offering dynamic programs that meet the needs of the local community we aim to increase enrollment and thus fund this work after the grant period ends. Ánimo Florence-Firestone will work closely with Green Dot's home office to identify and leverage community partnerships and in-kind funding to sustain its programs and partnerships. Green Dot will further strategize with community partners on approaches to continue providing services over the long-term at a reduced price and/or cost-free.

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
At least two community partners will attend four Advisory Panel meetings each year.	The CSC invites program partners to to Advisory Panel meetings.
At least four community partners will attend Community Partner Breakfasts held once a semester.	The CSC will hold twice yearly Community Partner Breakfasts

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:

Green Dot Public schools has a long history of partnering with the community to provide high-quality programming to members of the school community. Animo Florence-Firestone has a range of partnerships which respond to the needs identified during the needs and asset mapping process. The ongoing partnerships play distinct roles in our Community Schools Program. These partnerships touch each part of the four Community Schools pillars and are designed to meet the needs of students, staff, and the community:

Animo Florence-Firestone offers a range of **Student-focused partnerships**. CII provides comprehensive support of students’ physical and mental health through on-campus mobile health clinics that offer vision, dental, hearing, and wellness exams to students and their families at least once each year. CII supplements in-school mental health service providers with expanded support to provide clinical therapy, group therapy, and connect family members to mental health services. CII’s two-generation wraparound services assist the highest-need children and families. This includes behavioral health services with numerous evidence-based practices (leveraged through CII’s contract with the Department of Mental Health), parent-focused programs (Project Fatherhood, employment support, etc.), early childhood education for younger siblings (through CII’s center and home-based programs), and crisis interventions (such as intensive wraparound services for foster youth).

Children’s Institute provides Student-focused partnerships through enrichment activities including sports and physical activities; leadership and life skills, such as CII’s Therapeutic Soccer Program; therapeutic arts classes for both children and adults; as well as HeART Beats, a youth leadership and social justice initiative that uses performing and visual arts to allow young people to express themselves and begin to heal from trauma. CII also coordinates youth leadership and sports programs facilitated by Girls on the Run, skill-building and afterschool activities. The school offers escorted HBCU, Northern California, East Coast, and local college tours through On a Mission Travel.

Animo Florence-Firestone provides **staff-focused partnerships** with a focus on professional development and building a strong school community. Relay Graduate School of Education is focused on providing teachers and school leaders with personalized coaching; Overcoming Racism provides staff professional development coaching focused on building a just school environment; CCEJ provides experiential, and interactive staff professional development focused on anti-oppression education and building restorative practices. CII trains teachers and school staff on recognizing the effects of trauma, and how to facilitate referrals to mental health and wellness supports. Other training topics include toxic stress, function of behaviors, mindfulness, and mental health first aid/youth mental health first aid. CII provides an average of 10-12 training sessions annually per school, with at least 10 participants in each training.

To address broader school-wide community needs, CII provides parent trainings based on wants and needs, on topics including college readiness, financial aid, advocacy, financial literacy, homework assistance strategies, English as a Second Language, bullying prevention, voter registration, and wellness. The CSC is building relationships with families to support school engagement/attendance, connect families to a web of available resources such as direct services, mental and physical health supports, and as appropriate, conduct home visits to support individual family goals.

Site Level Goals and Measures of Progress

Goals	Action Steps

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