

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 (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:

For over 14 years, the Ánimo Jefferson Charter Middle School (Ánimo Jefferson) "Bulldogs" have served the Downtown, Vernon, Central Alameda, and surrounding unincorporated communities of Los Angeles by preparing students with the skills needed to be successful in college, leadership, and life. Our educators have an unwavering belief in all students' potential, leading the way toward economic prosperity with college-preparatory coursework and career-accelerating academic opportunities. We prioritize a welcoming atmosphere and ambitious culture with safe learning environments, skilled teachers, academic counselors, and rigorous curriculum. At Ánimo Jefferson, our students define success for themselves, their families, and communities.

Ánimo Jefferson is one of the 18 Green Dot Public Schools in Los Angeles and one of its five schools applying for a 2024-2025 Community Schools Cohort III designation. While Green Dot's model and ethos centers around a whole-child, community-based approach, a Community Schools designation could assist our students' college and career readiness by expanding opportunities and access to resources, and by tapping into critical partnerships and supports that we know our students need to support social emotional learning

and growth. It will allow for further integration of community resources, mentorship programs, and real-world learning experiences tailored to the diverse backgrounds of students.

At Ánimo Jefferson, 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 Jefferson'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 Jefferson'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. 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. All Green Dot 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 diverse 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 including the Area Superintendent. Additionally, an Administrator and staff support decision-making for the Instructional Leadership Team (academics) and Coordination of Services Team (COST) (mental and social-emotional health). To elicit input from the community, a School Advisory Council, composed of students, parents, and staff, meets regularly to review school policies, partner relationships, school priorities / LCAP, and the school budget. As part of the grant, Ánimo Jefferson will establish a Community School Advisory Panel of parents and community members who will actively participate in decision-making related to curriculum development, school events, and resource allocation, ensuring diverse community perspectives are heard and valued. In addition, we will leverage 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. As part of the Community Schools grant cohort, we will forge partnerships with other local organizations and businesses to provide mentorship, internships, and additional resources that directly benefit our students and their families. For example, Ánimo Jefferson has an award-winning student newspaper, the "Bulldog Bugle", and will send student participants to the National Scholastic Press Association, a national journalism convention. Ánimo Jefferson also will partner with ARC Adventure to offer a camping tour for students.

Continuous improvement is at the core of our school philosophy. Ánimo Jefferson regularly collects and analyzes data on student academic performance, attendance, and social-emotional well-being. A Community Schools Coordinator, to be hired as part of the grant, will be plugged into Green Dot's existing data infrastructure. 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, Read 180, student and teacher retention, parent engagement, and many other indicators to help schools monitor performance. The Community Schools Coordinator will receive training on how to access and utilize these tools to monitor implementation metrics, 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 will support 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 engage all its 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 initiative.

A Critical Partnership. Critical to Ánimo Jefferson’s ability to implement services supporting the whole child will be aided significantly by its proposed partnership with the Children’s Institute, Inc. (CII). Founded in 1906, CII is one of Southern California’s largest multi-service organizations, serving 30,000 children and families annually. Using a whole family, two-generation approach, CII offers education, counseling services, parenting support, convening spaces, and enrichment programs in the community and at early education centers, K-12 schools, and neighborhood hubs. Anchored by a new office in Watts, over half (52%) of CII’s services are concentrated in South LA.

CII began providing school-based mental health services in Green Dot schools in 2018, and in 2019 began working with Green Dot on a Community Schools Initiative. CII is currently partnered with three Green Dot schools as part of the 2022-2023 CCSP Implementation Grant Program, with a staffing model and scope of work similar to what is proposed for Ánimo Jefferson. CII will provide Ánimo Jefferson with a full-time on-site Community Schools Coordinator, supported by a part-time Family Ambassador (this role will be split across Green Dot school sites) and robust partnership support. The Family Ambassador will support with identification, immediate enrollment, and service coordination for youth experiencing homelessness and youth in foster care in accordance with state and federal laws, specifically AB 490 and the McKinney-Vento Homeless Assistance Act.

Additionally, CII will provide robust mental health services for the school community. CII is regarded as a leader in trauma-informed care and has been contracted with the Los Angeles County Department of Mental Health for over 20 years – now providing over \$30 million in mental health services annually. CII will perform assessments of students’ assets and needs including the review of referral documentation and student records, consultation with students and families, and consultation with school-site stakeholders to develop a holistic individualized plan of action to address needs and support student success. This includes meetings for Best Interest Determinations and IEPs, as well as child welfare agency coordination.

CII provides a range of LACDMH-funded mental health services, including evidence-based practices for different populations and levels of need: Trauma-Focused Cognitive Behavioral Therapy, Functional Family Therapy, Problematic Sexual Behavior – Cognitive Behavioral Therapy for School-Age Children, Child Parent Psychotherapy, and Seeking Safety. CII’s team of professionals – many of whom are from South LA neighborhoods – support individuals overcoming challenges by providing psychoeducation, introducing coping skills, and increasing insight for the school community into behaviors and symptoms.

CII has deep connections within the South LA community, with over 80 community partners utilizing their Watts Campus and 19 agencies currently supporting the existing three Green Dot Community School sites. This network of partners will be leveraged to support the proposed new Community Schools locations.

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?

In 2023, we shared with staff, students, families, and the School Advisory Council a summary of what a Community School grant could mean to Ánimo Jefferson. Staff, students, and families provided input on school assets and related needs as well as thoughts on their vision for Ánimo Jefferson as a community school, which were gathered as critical inputs as part of our planning period. 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 a January 2024 retreat (Competitive Priority 3). In addition, we administered a survey to identify top site needs and assets, in which we received a total of 291 responses — 247 from students, 19 from parents, and 25 from Ánimo staff. The survey was offered in both English and Spanish to ensure inclusivity and reduce participation barriers.

Informed by this stakeholder input, and by leveraging the **CCSPP infrastructure developed through Green Dot’s first two cohorts of Community Schools grants (2022 and 2023), Ánimo Jefferson will deepen school site engagement as part of the grant.** Upon launching the Community School site, the Children’s Institute, Inc. (CII) Community School Coordinator at Ánimo Jefferson will work with the school site leaders to augment the CCSPP Asset Mapping Template (Attachment IV-a), to fully understand the resources and services available to high needs students and families with a focus on the needed social, emotional and mental health supports for students and families. Our student body is 96% Latino and 1% African American/Black, and reflects local community demographics. In the surrounding area, 28% of residents live in poverty and 56% of residents have less than a high school diploma. More than 46% of local residents speak English “less than very well” (American Community Survey). At Ánimo Jefferson, 98% of students are considered socioeconomically disadvantaged and 14% experienced homelessness in 2022-23. Additionally, 35% are English learners and 12% are students who have been identified as having a disability. In total, 98.0% of students are unduplicated pupils.

To assess the ongoing needs of the community, the school will conduct annual back-to-school needs assessment surveys (starting in Year 1) with results presented to the Community Schools Advisory Panel. Topics covered will include services available to parents, student services, medical/health needs, and family needs. In addition, Ánimo Jefferson will host other informal feedback opportunities throughout the year such as parent engagement events (such as the monthly Coffee with the Principal), the Coordination of Services Team (COST) meetings, attendance team meetings, and other key intersection points of the school community. These will be 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. CII maintains a list of active partner organizations they can leverage to help support emerging needs, such as drug intervention and prevention, legal workshops, nutrition classes, college readiness, gang intervention, medical and dental services, yoga and wellness classes, and financial literacy, among others. The school will also hold 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 will determine which existing programs are working well, assess who is/is not being served in terms of populations of interest, and identify any gaps in resources and services. This will serve as the basis for Community Schools programming, which will be tailored to Community Schools infrastructure and personnel needs. Ongoing surveys, and school-site discussions with students, families, teachers, support staff will be organized to ensure ongoing feedback and learning over the grant period to track students need and school performance.

Additionally, Ánimo Jefferson will establish a Community Schools Advisory Panel, which will include staff, students, family members, and other community partners. The Panel will hold at least six meetings annually over the five-year grant period 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 will review data on student achievement, attendance, and behavior, as well as feedback from families, students, and staff. The Panel will also assess the effectiveness of the community partnerships (through data) 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 will be led by a Community Schools Coordinator with support from Green Dot's Home Office and Ánimo Jefferson's principal.

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
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Expanded and Enriched Learning Time. Needs assessments reveal persistently low Math and English scores on SBAC proficiency tests. Ánimo Jefferson'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.	Increase extended learning opportunities for all students, offering a Spring Break intervention camp for students to receive intensive academic support. Expand high-value incentives to motivate and reward students' academic growth, including a calendar of field trips, career exposure events, and college tours. Enhance instructional quality by providing professional development for teachers and administrators that leads to differentiated and unbiased teaching practices. Increase student participation in Early College/Dual Enrollment programming provided in partnership with Los Angeles Community College. 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>
Integrated Student Supports and Services. Ánimo Jefferson 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.	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. 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. Maintain physical health screenings available on our campus, including vision and hearing tests. 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.

Community and Family Engagement. Ánimo Jefferson 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. However, these were mainly for information-disseminating purposes like parent conferences and Coffee with the Principal sessions. Ánimo Jefferson 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
By 2025, the school-based curriculum will reflect the rich, diverse cultural and linguistic backgrounds of students and families in Downtown and unincorporated Los Angeles.	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. Leverage the School 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. 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. 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. 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.
Increase extended learning opportunities to special populations, including students with IEPs, EBs, and students nearly meeting proficiency.	After-school programs that allow students to find their voice and feel part of the larger school community, through meetings, events, and celebrations throughout the school year. The school will host Saturday boot camps for students who need additional math and English skills practice More robust Winter Break, Spring Break and summer opportunities including participation in camps/programs off campus. This will include an ARC Adventure camping trip for students showing growth toward proficiency.

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

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
By 2025, more than 30% of parents/guardians will participate in two or more school events each year.	Engage more parents through the School Advisory Council (SAC), District English Learner Advisory Committee (DELAC), Coffee with the Principal, Parent Conferences, and Back to School Night. Leverage multiple modes of family communication including Parent Square, a schoolwide unified communications tool, and social media platforms such as Facebook and Instagram, to encourage parent involvement in meetings, school and community events and other school offerings. Utilize written letters and phone banking (in some instances) to engage targeted/special populations, including families of emerging bilingual students, African American students, and other marginalized populations to invite those families to meetings and/or events designed specifically for these members of our community. Partner with United Parents and Students to offer community organizing workshops.
By 2025, parents, in partnership with administrators and staff, will inform decision- making at Ánimo Jefferson that better reflects community needs, aspirations and vision.	The Community School Coordinator and Home Office partners will help the Principal form a Community Schools Advisory Panel consisting of students, parents, and school staff, which will meet six times during the School Year. Jefferson school leaders will routinely collect data from students to make decisions about school programs and initiatives. Students will be surveyed for their interest in athletics, extracurricular activities, AP and elective course offerings, field trip options, and other things related to their experience at school and will provide input through focus groups.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

As a school working to fortify collaborative leadership under the California Community Schools framework, Ánimo Jefferson'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:

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 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.

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. The COST meets twice a month to review data including: Attendance, chronic absenteeism, student retention, suspensions, expulsions, referrals for mental health services, and service provider caseloads. The team uses the data to determine appropriate Tier I and Tier II services, progress monitor the effectiveness of services and interventions offered, and determine whether additional student-level services need to be adjusted. The COST is supported by a Green Dot-wide COST that sets organizational-level interventions and professional development.

Green Dot Public Schools, as our charter management organization, maintains a home office-level steering committee to manage the implementation of the 10 Green Dot schools with active CCSPP grants. The steering committee conducts exploratory activities and provides crucial direction and support to schools undertaking the implementation of the California Community Schools program, and will be pivotal to the success of Ánimo Jefferson. 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, Ánimo Jefferson, which already has a School Advisory Council, will create a Community Schools Advisory Panel comprising representatives from diverse backgrounds and co-facilitated by the Community Schools Coordinator and the Principal, ensuring that the decision-making body reflects the community's racial, cultural, and socioeconomic diversity. This committee will be comprised of administrators, staff, and parents, and will meet six times each year to provide input on partnerships, programs, and spending to ensure that the community schools 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 will be organized to 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 will adopt inclusive decision-making processes that prioritize consensus. Transparent communication channels will be established to convey decisions, and ongoing feedback mechanisms will be implemented to address concerns and ensure a shared understanding among stakeholders. Parents and guardians are encouraged to attend monthly "Coffee with the Principal" events which have been 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. A partnership with Parent Institute for Quality Education and United Parents & Students equips parents with the tools to advocate for what issues are foremost affecting their daily lives.

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
By 2025 , diverse and qualified staff have been hired and on boarded at the school site and district level to lead and support Community School work.	Green Dot will assign one Home Office Innovation Specialist to Ánimo Jefferson to manage and support the Community Schools staff and programming from the district level. CII will hire/assign a bilingual (English and Spanish) Community Schools Coordinator position to overall site-level coordination and management at Ánimo Jefferson. CII will hire/assign a Community School Partnership Manager to oversee CSC and a dedicated Behavioral Health and Wellness team members to provide mental health support to the school. Green Dot will on-board all new staff members including three full days of Green Dot home office onboarding sessions. Green Dot will provide ongoing training and professional development of CS staff hired, including twice monthly professional development work and individualized mentorship.
By 2029 , when CDE funding ends, maintain the Community Schools Coordinator and related programming	Once partnerships are established and running, identify which CCSP roles may be transitioned to existing staff roles and responsibilities Develop a communications and outreach strategy that highlights Community School programming and supports school-wide efforts to increase average daily attendance and school-wide enrollment With the support of Green Dot Home Office, develop a realistic sustainability plan that ensures core program pillars of CCSP remain Work with community partners to identify alternative revenue sources to sustain critical partnerships.

Key Staff/Personnel

Liliana Garcia/ Community School Coordinator - CII Staff	The Community School Coordinator (CSC) has been hired/ assigned by Children's Institute following the grant award
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	notification. The CSC serves as an integral member of the school leadership team, identifying and organizing existing services on campus and acting as the liaison between school administration, key stakeholders, staff, students, and the community to facilitate services that benefit the entire school community. The Coordinator integrates effective education, college preparation, family engagement, prevention/intervention programming, and enrichment services into the existing school environment to positively impact student achievement and ensure a successful community school model. These activities support the holistic development of students and caregivers. The CSC also supports school staff by coordinating trauma-informed trainings and other professional development opportunities. The CSC analyzes performance measures, school data, and program quality to ensure successful program implementation and achievement of program outcomes. Additionally, the CSC ensures transformative progress toward meeting grant indicators and objectives, aligning with the academic, post-secondary, and enrichment goals of students.
Grizelda Vigil/Nat Pickering/Julia Fisher, Innovation Specialist	The Community School is assigned a Specialist from Green Dot Public Schools' Innovation Department. The Specialist collaborates with school administrators and the Community School Coordinator to ensure that the Community School pillars are well established on campus. The Innovation Specialist provides initial onboarding and bi-monthly professional development sessions for the Community School Coordinator to ensure that they are leading sustainable community school efforts and that spending aligns with grant requirements. To support the Coordinator's work, the Innovation Specialist offers clear processes and templates for key activities, including Advisory Panel meetings, strategic plans, and stakeholder surveys. Additionally, the Innovation Specialist assists the Coordinator and Principal in developing a long-term sustainability plan.
Maria Zavala/ Parent Coordinator	The Parent Coordinator supports parent and community engagement activities, including facilitating parent workshops. They work closely with the Community School Coordinator to build a strong infrastructure for community school services. This ensures that once the grant concludes, the Parent Coordinator can continue implementing services and developing and maintaining high-quality partnerships.

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

In Year 1 Ánimo Jefferson and the Home Office, will develop a long-term funding plan for CCSPP. Currently, Ánimo Jefferson works with partners to provide mental health services and will further explore the possibilities of incorporating Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, or reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program. As part of the grant, we will seek all 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. For example, Ánimo Jefferson currently has an in-kind partnership with the Los Angeles Trade-Technical College to offer dual enrollment courses at no cost to students, aligned with our extended and expanded learning services. Ánimo Jefferson will continue cultivating highly beneficial partnerships to carry forward the spirit and practices of Community Schools programming.

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 (ADA) 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 Jefferson 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 Advisory Panel meetings each year	CSCs will share the goals of the Community Schools program with program partners. CSCs will invite program partners to Advisory Panel meetings.
At least four community partners will attend Community Partner Breakfasts held once a semester.	The school will hold regular (at least 2 annually) Community Partner Breakfasts attended by current and potential partners along with the community at large. These events will be used to inform and seek feedback about community school work.

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.

As shown in Attachment IV-a, Ánimo Jefferson has identified twenty-four different partnerships (new and existing) that will play distinct roles in our proposed 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:

Fourteen are **student-focused partnerships** offering a range of services, including afterschool enrichment and leadership development (e.g. National Scholastic Press Association), health and wellness supports (e.g., hearing and vision screenings and mental health care), student-friendly instructional software, special education programming, academic remediation support, and Dual Enrollment courses. Two new student-focused programs that would result from a Community Schools designation are those by arcAdventure and the National Scholastic Press Association — offering students enrichment opportunities like camping outdoors, attending a journalism convention, and/or visiting local universities as a reward or motivator for increased academic achievement.

Five are **staff-focused partnerships** with a focus on professional development in science instruction, trauma-informed classroom management, sexual health, differentiated instruction, and proper use of assessment platforms. New with a Community Schools designation, a partnership with the Standards Institute will allow Ánimo Jefferson educators to undergo a five-day, in-person learning experience to examine bias in instruction and learning and commit to adaptive change.

Five additional partnerships seek to address broader **school-wide community needs**. Two of these partnerships leverage modern software to make it easier for families to enroll their students in the school.

Another reflects plans to continue working with a long-time Green Dot partner, United Parents and Students, to meaningfully engage families and communities via training programs and civic action. Working with In Class Today will provide personalized attendance reports to parents to involve them actively in reducing their child's absenteeism. Lastly, the Children's Institute, as previously discussed, will lead the targeted effort to provide much-needed behavioral health, family strengthening, and case management services to students and their families in our high-needs school environment.

Additionally, the CII Family Ambassador will provide access to Enhanced Care Management and housing-related Community Supports (such as housing navigation). The Family Ambassador will work one-on-one to link students and families with appropriate resources and services, leveraging CII's extensive network of providers in the region. The Family Ambassador will also identify and secure new community partners to expand the resources/services available through the Community School, providing warm hand-offs for students and families. A primary focus will be supporting students' social-emotional and behavioral wellbeing, linking to CII's therapists.

Site Level Goals and Measures of Progress

Goals

Action Steps

