

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Kinney High School (Continuation) 34-67330-3434792

Folsom Cordova Unified School District

Allen Sims, Principal asims@fcusd.org

Kate Hazarian, FCUSD Director of Strategic Initiatives khazarian@fcusd.org

Goals/Priorities

Included in the following description is an overview of district and site level goals, priority actions and how progress toward each goal will be measured. Detailed SMART goals, actions and outcomes can be found throughout the implementation plan.

Kinney High School (KHS) is a Title 1 Continuation School co-located on the same campus as Prospect Community Day School in Rancho Cordova. Kinney and Prospect share Administrative, Counseling, Mental Health and front office staff. At 2022 CBEDs Kinney had 88 students. As of March 2023, they have 119 scholars in 10th - 12th grade with an 84% Unduplicated Pupil Percentage. We have nearly a 90% transiency rate with students often transferring back to Cordova High School or other alternative education programs. Kinney's suspension rate was 11.4% last year. With a new Administrative team and a commitment to restorative discipline, we expect this rate will decline quickly. Adding Community Schools support to address root causes of academic disengagement, peer-to-peer challenges and build student resilience with hope for their future will further reduce behavior challenges and the use of exclusionary discipline.

Kinney High students are resilient and have faced a series of challenges that lead them to an alternative education setting. Each student is welcomed to KHS with a trauma-informed mindset. The team partners with families to meet individual needs and connect students to the Kinney community. We serve a disproportionate percentage of Special Education (24%), Hispanic (35%) and Black students (28%) compared to a districtwide average of 13% Special Education, 23.2% Hispanic and 4.7% Black. We had a 59% graduation rate in 2022-2023, despite a reduced credit requirement during the pandemic. The COVID-caused school disruptions disproportionately impacted our students and the Community Schools system of support will help to repair this harm and throughout will address the PK - high school pipeline that leads to disproportionality at KHS.

Students arrive at Kinney through three distinct pathways. Families can voluntarily enroll their teen if they are looking for a smaller high school environment or a path towards early graduation. Students can be referred to Kinney through any district high school program, though most come from Cordova High. Students are referred if they are credit deficient and will not graduate on time. Finally, they can be involuntarily transferred to Kinney through our Attendance and Due Process office (ADP) due to

extreme truancy or a behavior incident or series of behavior incidents at their home school. Students who enroll voluntarily, often hear about the Career Technical Education (CTE) courses and supports available at Kinney through siblings, friends or family.

As of this writing, the State Technical Assistance Center has not released the Implementation Growth Chart. FCUSD and Kinney are new to the CCSPP initiative and in the visioning phase of Community School development. Throughout the needs and assets assessment, the school community has embraced the Community Schools Framework as a school transformation initiative that will build on the strengths of our scholars, staff, families and community. We are committed to actively removing any barriers that keep students from being in class every day, physically and emotionally healthy, and actively engaged in grade level or above culturally responsive instruction. Prospect CDS is not eligible for funding due to its small size, but all CCSPP services and programs will be open to youth and families at Prospect.

Our main goals are below and will be reflected in our 2023-2024 SPSA

- Reduce in-school/home suspension rate from 11.4% to 6% and reduce Office Discipline Referrals (ODRs/Majors) by 50% due to improved classroom engagement and improved student behavior during unstructured times.
- Increase student SEL competencies from 56% to 70% “on-track” based on Panorama Spring assessment by strengthening schoolwide PBIS implementation and increasing trauma-informed and restorative discipline strategies.
- Increase daily attendance rate from 64.7% (2021-2022) to 85%, with specific focus on Hispanic, Black and/or youth with special education services who historically have had lower attendance.
- Reduce Chronic Absenteeism from 88% (2021-2022) to 40%
- Increase on-time graduation rate from 59% to 80% and support youth who need extra time to graduate as quickly as possible
- Increase family engagement and leadership on SSC, ELAC and district committees.
- Increase youth leadership on campus and in community
- Reduce staff transiency and increase staff diversity in our Title 1 schools

Current Kinney programs that create a solid foundation for this Community Schools initiative that are funded out of general fund, LCFF Supplemental, Title 1 or other state funding streams are (i.e. ASES/ELOP, state and federal preschool, Head Start, TUPE): 1.4 FTE of district funded Mental Health Specialist (MHS), a .15 FTE TUPE-funded Alcohol and Drug Counselor, Career Technical Education programs in Hospitality and Tourism, Manufacturing, and Welding. Other foundational supports

include districtwide PLC training for site leadership teams, PLC coaches at every school site, common planning time each week, districtwide Transformative SEL focus began in 2016 with weekly Base Education lessons at the secondary level, partnership with Turnaround for Children for a whole-child design approach to attendance improvement began in 2021, long-standing commitment to PBIS and training in Don't Suspend Me! and Behavior Rtl with Jessica and John Hannigan during the 2022-2023 school year. New for the 2023-2024 school year is that Supplemental funding will be allocated to school sites based on their Unduplicated Pupil Percentage (UPP) and enrollment.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Kinney High has undergone a **thorough needs and asset assessment** of a majority of staff, youth and families beginning in January 2022 as part of our School Based Health Center needs assessment. This empathy gathering has continued this year with the Rancho Cordova Community Schools Initiative. Building on school and community strengths and reassessing needs will be ongoing work. It is our goal to be responsive to current needs of our families and partner with them, non-profit and City partners and our neighboring schools to remove any barrier to regular attendance, emotional wellness, learning and on-time graduation.

We have leveraged **multiple data collection and analysis methods** to inform the development of our Collective Priorities:

<ul style="list-style-type: none"> ● Youth/Parent/family interviews and groups (13) ● Black Families United for Education Meeting (1) ● Panorama student SEL Survey (3) 	<ul style="list-style-type: none"> ● CDE Data Dashboard ● Rancho Cordova Community Schools Partnership Collaborative (2) ● California Healthy Kids Survey ● Multi-year Chronic Absence,
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<ul style="list-style-type: none"> ● FCUSD Student/Staff/Family Survey (1) ● Whole Child Design Inventory (1) ● Parent Summits (2) ● Staff surveys (1) 	<ul style="list-style-type: none"> ● Attendance and discipline data ● Guiding Coalition, SSC, ELAC ● Single Plan for Student Achievement (2022-2023)
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Kinney High School Community Strengths and Assets

Pillar 1 - Integrated Student Services	Pillar 2 - Family and Community Engagement	Pillar 3 - Collaborative Leadership Practices	Pillar 4 - Extended learning time and opportunities
<p>Clean & well maintained campus</p> <p>Non-judgemental environment</p> <p>Kinney has a flexible, warm environment that quickly puts students at ease</p> <p>Alcohol and Drug intervention services 1 day per week</p> <p>Restorative response to student behavior</p> <p>Full-time AP as a Title 1 support</p> <p>1.4 FTE MFTs to support all kids</p> <p>On-site relationship workshops through PRO Youth partnership</p>	<p>Positive family/office connections.</p> <p>Office helps to back families up and empower them to support kids.</p> <p>Families ask the office to guide them to some resources.</p> <p>Non-judgemental environment</p>	<p>Students can join 4th period leadership class, lead announcements and teaching of PBIS expectations, community circles and support assemblies and graduation.</p> <p>2 Kinney students serve on the Superintendent’s Student Advisory Board (SAB)</p> <p>Staff that collaborate, share ideas, have common goals, and shared responsibilities</p> <p>Common teacher prep time and goals</p> <p>Professional Learning Communities</p>	<p>Career Technical Education (CTE) programs in Culinary Arts, Welding and Manufacturing.</p> <p>Positive relationships between staff and students</p> <p>Staff go above and beyond for students</p> <p>Staff helping Prospect students build a growth mindset in their behavior and academics throughout their journey back to comprehensive schools</p> <p>916 Ink creative writing partnership</p>

		(PLCs) are deepening impact of staff collaboration	
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Based on the information gathered from a majority of students, staff and families, the current priorities for Kinney High are below. These added services and supports will address the root causes of attendance, behavior and learning challenges. This will be ongoing work over the five years of the grant and beyond. Starting in the Spring of 2023, working groups will be formed to plan for 2023-2024 implementation of the actions below:

Kinney High School Community Action Priorities

Pillar 1 - Integrated Student Supports	Pillar 2 - Family and Community Engagement	Pillar 3 - Collaborative Leadership	Pillar 4 - Extended Learning Opportunities
<p>Improve daily attendance and reduce Chronic Absenteeism - provide food to students who are late to school</p> <p>Strengthen PBIS and trauma-informed Restorative Practices to address student behavior challenges - Focus on positively reinforcing behavior expectations in common areas - Youth training in peer-to-peer mediation</p> <p>Increase access and availability of counseling, parent</p>	<p>Help families feel needed and involved in their teen’s education - Diversify staff - More community outreach - Parent leadership development workshops</p> <p>Build trust in school system: Getting families on campus for orientations, attendance meeting, registration</p> <p>Parent Portal Access: Make sure PowerSchool Parent can be accessed via older cell phones</p> <p>Parent Education -</p>	<p>- Establish COST team to coordinate student supports and progress monitor interventions - COST team will partner with families around student interventions</p> <p>Cycles of continuous improvement: Increase staff capacity to pull formative and summative data quickly to impact classroom instruction and MTSS interventions using a whole-child design focus</p> <p>Strengthen SSC/ELAC</p>	<p>More Enrichment: Parents and youth want more positive activities like sports, job training, the arts. - Offer free sports physicals on campus - Field trips (KHS has a van, so no addtl. \$) - Partner with nonprofits to bring enrichment opportunities to campus</p> <p>Begin Operation Graduation focused on youth outreach, expanding credit recovery options, removing barriers to graduation.</p>

<p>education, health, dental, social, food, housing and clothing resources -explore school based health service delivery – Welcome non-profit partners to campus - Peer-to-Peer counseling training and support</p> <p>Operation Graduation: Outreach to youth struggling with Chronic absenteeism and disengagement and their families to remove barriers to graduation (ex. coming to school, but not going to class and students with 2 or more Fs in freshman year) - Kinney, Cordova High and Kinney High</p> <p>Create wellness spaces throughout campus for youth to practice emotional regulation and resolve conflict</p>	<p>raising adolescents, financial literacy, employment support, Adult Education, navigating justice system</p>	<p>committees. Parents want to help support the school and collaborate more with staff. Actively recruit and train family leaders/volunteers to guide SPSA development and Community Schools implementation</p> <p>Begin Operation Graduation work group - Family, youth and Representatives from alternative education schools, Counseling, FCUSD CTE Coordinator, and SCOE programs meet at least quarterly to remove systems barriers to graduation. Continue to build collaborative data-analysis and decision-making through Guiding Coalition structure.</p>	<p>Through intentional student engagement, empower youth to take charge of their education and post-high school next steps</p> <p>Connect learning & career pathways: beginning in 2023-2024, KHS courses will be A-G approved to open doors to college.</p>
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Priority 2: Shared Understanding

Information about community school strategies will be continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community with a focus on the following core commitments.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP

Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Why a Community School for Kinney High? The CCSPP Core Commitments align with many district initiatives that have been underway for the last several years and are taking root at Kinney High. The Community Schools Focus will be an accelerator for growth for our scholars and help to address the harm that has been done during the COVID 19 pandemic. This is especially true in high poverty schools in FCUSD since we do not receive LCFF Concentration Grant funding.

District leadership and site staff have been trained by Epoch Education in the RIR protocol - Recognize, Interrupt and Repair - to own our responsibilities as educators to end practices that lead to predictable opportunity gaps based on race, class, ability, gender or sexual orientation. Kinney High staff have shown their commitment to restorative discipline by having one of the lowest suspension rates in our district.

In alignment with the CCSPP Four Cornerstone Commitments, we partner with our community through Parent Summits, family events and a newly created Black Families United for Education forum. Feedback from these meetings and parent interviews show that parents/caregivers see Kinney High as a welcoming school, with staff in the office who are helpful and supportive. There is community excitement about more resources becoming available to them and the scholars at Kinney High, increasing their partnership and communication with teachers to support learning, and more collaboration between the schools in Rancho Cordova.

1. **Assets-Driven and Strength-Based Practice:** A close look at data through the Whole-Child Design Inventory (WCDI), student and family surveys, and focus groups, has helped us determine our strengths and needs as a school community. Kinney High staff use the four PLC questions (What do we want students to know? How will we know if they've learned it? How will we respond if they haven't learned it? How will we extend their knowledge if they have learned it?) which recognize the strengths of every scholar and our responsibility to meet them where they are academically.
2. **Racially Just and Restorative School Climates:** Kinney youth are resilient, creative and eager to be in control of their own futures. They have usually been in many schools and most have faced significant adverse childhood experiences (ACEs) that have impacted their learning and peer relationships. Kinney High staff embraced a trauma-informed and restorative approach to student behavior during the 2022-2023 school year, which has lowered the use of suspension. Administration and mental health and counseling staff work closely together to have students problem-solve how to restore relationships on campus and get their needs met in better ways.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Strong classrooms are student-centered; meaning that students' interests, needs, and strengths are paramount in designing high-quality learning experiences. Likewise, we believe that by providing a personalized and student centered learning experience we can advance more equitable outcomes for students, promote student voice, and ensure relevance and rigor of their learning experience. To allow for this teaching and learning needs to be more learner centered and learner led, rather than traditional teaching that primarily centers the educator's role in instruction.
 - a. Builds self awareness of their unique strengths, interests, and learning modalities
 - b. Empowers them to advocate for themselves and their community
 - c. Develops self management skills that encourage personal and academic growth
 - d. Inspires them to become lifelong learners
4. **Shared Decision Making and Participatory Practices:** In order to increase shared decision making and participatory practices, we will strengthen ELAC, SSC, youth leadership and Guiding Coalition by training youth and parent leaders in collaborative problem-solving and consensus development, removing barriers to regular participation in meetings and build capacity to actively contribute in supporting student learning and emotional wellness. Administrators ensure that focus areas are addressed in depth with input, conversation, and agreement. We will stay aligned with our district office and develop a consensus model for key decisions utilizing a process like fist to 5 model to develop consensus and ensure all voices are heard.

The Community Schools transformation: Hiring a full time Community School Facilitator, expanding the counseling support for youth using drugs/alcohol/tobacco, starting the Operation Graduation initiative at Kinney High, Cordova High and Kinney High, infusing the CCSPP Framework into Professional Development, and increasing partnerships with families and the community, will help address root causes for the challenges we face. We recognize that we have an education and community pipeline starting in preschool that leads to a disproportionality in Kinney scholars being youth with Special Education services, Black, Hispanic and/or male students and that our 59% on-time graduation rate is the result of years of struggle. We are committed to addressing these barriers to success and opportunity.

School transformation at Kinney based on the Cornerstone Commitments and well-planned implementation of our action steps, requires a Rancho Cordova regional Community Schools effort starting in pre-school. We are ready to take on this challenge!

Priority 3: Collaborative Leadership

At the system level, the district will 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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
CCSPP District Leadership Team will guide and support implementation of Framework throughout Rancho Cordova	<p>Meet at least 6 times a year with Community School Facilitator and parent/youth rep from each school</p> <p>Subcommittees will work on specific needs as they arise</p> <p>Keep Superintendent and Board of Trustees updated on progress and challenges</p>	<p>Regional system of care available to all Rancho youth and families</p> <p>Focus on sustainability post CCSPP funding</p> <p>Agendas, minutes and sign ins</p>
Rancho Cordova Community	Meet at least quarterly to create and maintain community supports available at or near Community School campuses	Remove silos between agencies and improve access to services

Partnership committee	Develop partnerships to provide food, clothing, and health resources on campus	Agendas, minutes and sign-ins
School Site Council (SSC)	Active implementation of 5 year CCSPP plan CCSPP will be a standing item on SSC/ELAC agendas CCSPP action steps will be incorporated into SPSA	CCSPP framework is the lens SSC uses to allocate resources SSC and ELAC Agendas, minutes, and sign-ins SPSA
Continue and refine COST (Coord. of Services Team) to monitor and coordinate Interventions.	Kinney High support staff will begin the COST process in 2023-2024. The COST process will continue to be refined to develop a predictable response system to common Kinney High challenges like homelessness, welcoming newcomer families, students with substance abuse issues, reading, math and/or writing skill gaps, and mental health needs. COST will focus on specific, measurable actions and analyze data to make adjustments quickly to deepen the impact of interventions.	Create predictable intervention system that is accessed based on data and progress monitored Expedite access to supports for youth and their families COST minutes including key data points and sign ins
Create Family Engagement Action Team	SSC subcommittee Student Support Specialist and Parent Coordinator will meet at least 5x per year with administrator and rep. from PTA, SSC and ELAC and parent leaders to coordinate parent outreach and support.	Agendas, minutes and sign-ins

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):

Our **Community Schools District Leadership Team** includes representatives from our Certificated and Classified labor partners, department leads from preschool, after

school, Equity/SEL/ Homeless/Foster Youth, health services and community partners. They have been driving this work in the Rancho Cordova region during our Planning Grant year. Presentations have been done to our Student Advisory Board, our Board of Trustees, and key district parent committees to educate staff and community members on the CCSPP framework and seek their input during this process. This team will expand during the 2023-2024 school year to become a steering committee that includes youth and parent representatives from our Community Schools.

Our Community Schools Specialist has worked with the Kinney High leadership team, youth, and office staff throughout the planning process. As we pivot to implementation, we will provide training for Guiding Coalition, School Site Council and ELAC members in the CCSPP framework and their role in implementing the plan. The Kinney High School Site Council will be our shared governance structure at the site level as we transition into the Implementation Phase of this initiative. The SSC has youth, parent, classified and certificated staff representation and provides direct input into use of site LCFF Supplemental and Title 1 funds. The SSC can ensure that the Community Schools mindset is embedded in the SPSA and that funding is braided and sustainable as we move towards full implementation.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
CCSPP Framework and Core Commitments will be the lens that Site Leadership Team, PTA, SSC, ELAC and grade level PLCs use to improve outcomes for youth	Train these groups in the CCSPP Framework and Core Commitments	<ul style="list-style-type: none"> - Language in meetings will shift from “what is wrong with this student?” to “what barriers do we need to remove to help students succeed?” - SPSA and Agendas/ Minutes from site meetings reflect shift in focus
CCSPP Framework and Core Commitments will be reflected in the SPSA	Principal will keep focus on Framework while jointly developing SPSA with SSC and staff	<ul style="list-style-type: none"> - Sustainability of Community School services is prioritized in site budget allocations - CCSPP Framework language in SPSA

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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	Outcome/Indicators
Hire Community Facilitator to support CCSPP implementation	<p>Job description has been written and is going through approval process</p> <p>Active outreach in community to seek diverse applicants with roots in Rancho Cordova and relational skills with youth and families</p> <p>Post, recruit, interview, and hire as soon as grant award is made</p>	<p>Job description will be on FCUSD website</p> <p>Postings on EdJoin and TeamTailor</p>
Community School Orientation	<p>Community School Facilitator will receive in-depth training in CCSPP framework, whole-child design, data tracking, restorative and trauma-informed discipline</p> <p>Equity will be at center of all Community Schools work</p>	<p>Agendas and sign ins CCSPP Handbook</p> <p>Staff feedback</p>
Hire School Social Worker to lead Operation Graduation	<p>Operation Graduation is a multi-disciplinary team focused on improving graduation rates and reducing predictable disproportionality of drop outs based on income level, race, gender or disability.</p>	<p>Improved overall graduation rates</p> <p>Accelerated growth in graduation rates for Black, Hispanic, EL, males, and youth with special education services</p>

Key Staff/Personnel

Name	Role	CS Responsibilities
Allen Sims	Principal	<p>Champion CS mindset with youth, families, community partners and staff</p> <p>Infuse CS Framework into all site initiatives and</p>

CCSPP: Implementation Plan Template

		<p>Single Plan for Student Achievement (SPSA) Ensure CS grant is implemented as written and follow procedures to change actions in collaboration with District CS Coordinator when stakeholders and data indicate a change is warranted. Invite CS coordinator to serve on and attend site leadership team Invite CS coordinators to School Site Council meetings. Add Community Schools as a standing item on SSC agendas.</p>
Suzanne Borth	Asst. Principal	<p>Support Principal and community school coordinator in efforts above Participate in quarterly district Community Schools meetings with CS coordinator.</p>
Christopher Stankeivicz, Coryn Herring, Kitty White, Faye Pachonas, Ayumi Yamada	Kinney High Leadership Team	<p>Work collaboratively with CS coordinator to implement CS vision based on CS Framework</p>
Ayumi Yamada (1.0 FTE)	Mental Health Specialist (KHS)	<p>Work in collaboration with CS coordinator to create integrated MTSS system, including school-wide focus on mental health</p>
Elizabeth Lee (.4 FTE)	Mental Health Specialist (Prospect CDS)	<p>Work in collaboration with CS coordinator to create integrated MTSS system, including school-wide focus on mental health</p>
Ellen Chrismer	Instructional Coach	<p>Work in collaboration with CS coordinator to create integrated MTSS system</p>
Melissa Robledo	Office Admin. Asst.	<p>Work in collaboration with CS coordinator to create welcoming office atmosphere for all focused on partnerships with family and the community</p>
TBD	Community School Facilitator I	<p>Support implementation of CCSPP grant. Active outreach to the community to bring resources onto campus Partner with youth and family to reach goal of graduation</p>

TBD	District Community School Coordinator	Point person for implementation of CS grant actions. Works in collaboration with families, youth, community partners and staff to create a year-round, integrated system of supports (pillar 1), increase family engagement at school and ability to support learning at home (pillar 2), encourage and support diverse voice in shared leadership model (pillar 3) and partner with preschool and extended day staff to create seamless system of support
Kate Hazarian	Director of Strategic Initiatives and Support Services	Lead districtwide Community Schools initiative and ensure that CS Framework is reflected in district LCAP and strategic planning. Create systems for data collection and progress monitoring. Oversee Rancho Cordova Community Partnership collaborative meetings

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

As demonstrated through our District CCSPP Leadership Team structure, our implementation grant budget and our history of community partnerships, we started the planning process with an eye on future sustainability. Starting in year 1 of grant implementation, we are braiding funding sources and will take a closer look at the impact of current resource allocation. Impact on attendance, behavior and academic performance will be closely monitored through a Continuous Improvement lens and understanding that new programs can take 2+ years to be fully-implemented with impact on summative data points.

Our district CCSPP District Leadership Team represents our health services, extended learning and early childhood education leaders so that we can leverage other state investments in creating a system of support for families. Improving attendance is a primary goal in our CCSPP initiative in order to reduce the need for academic interventions and increase ADA funding to sustain this system of care.

Prior to 2023-2024, budgeting of supplemental funds to support unduplicated pupils at sites was generated by the District LCAP goals and cabinet direction. This upcoming year will be the first time that our schools will receive site-directed LCFF Supplemental dollars based on their Unduplicated Pupil Percentage and enrollment.

We are actively working to expand our MediCal reimbursement process. Currently, we partner with the Sacramento County Office of Education to provide mental health clinicians on 4 of our Rancho Cordova campuses using MediCal billing. SCOE staff are statewide experts in MediCal reimbursement and as the CCSPP TA Center for our area, they will guide us through this process.

The City of Rancho Cordova is a valued and long-standing partner with Rancho schools and our district as a whole. There is a parcel tax called Measure H that provides funding for enrichment programs through a grant process. We will continue to partner with the City on this initiative and consider how Measure H could support this work in future years.

Lastly, the Folsom Cordova Educational Foundation non-profit has been dormant for several years. A small committee will begin working on resurrecting the Foundation as another vehicle for fundraising to support the Community Schools initiative.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/ Indicators
Meet quarterly with community partners to share data as part of Cycle of Continuous Improvement	Community school coordinator will attend regional collaboration meeting with community partners	Agendas, minutes, sign ins
Expand community partnerships in alignment with needs/assets assessment	Community School Facilitator will deepen and expand partnerships that remove barriers to attendance and graduation. Partners will engage in the planning, development and continuous improvement of the Community Schools initiative at Kinney High. Community school coordinator will seek more support for newcomer families including English as a second language	Expanding partnerships in alignment with needs/assets assessment Improved attendance

	(ESL) courses, support accessing district and community resources and citizenship exam preparation.	
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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:

Collaboration: Our Community Partners

Kinney High school currently partners with FCCP for job fairs and student job workshops, Action Medical for sports physicals, FCUSD departments to meet the basic needs (food, clothing, counseling) and build on the resiliency of each of our scholars. Other partnerships include Vergie Inc. provides Alcohol and Drug Counseling services through our TUPE grant, FCCP Restorative Youth Justice Program - mentoring and case management for our students and families at risk of entering the criminal justice system or are in the probation system. PRO Youth offers Love Notes program focused on healthy relationship skills,

FCUSD hasn't had an ongoing non-profit partnership collaborative in Rancho until the Community Schools initiative brought everyone together this year. We have agreed upon quarterly meetings and our group is growing each time we meet. We will share CCSPP impact data with this group regularly and leverage our group to seek ongoing funding for programs available on our school sites.

Rancho Cordova Community Partnership Collaborative: Our partners include the Folsom Cordova Community Partnership (FCCP), the Rancho Cordova Food Locker, the City of Rancho Cordova, PRO Youth Services, the Police Activities League (PAL), Blessings in a Backpack, the Rancho Cordova Library, a Sacramento County Homeless Navigator, UC Davis PC-CARE Program, Sacramento State School of Nursing and School of Social Work, and Project 680 (Soroptimists). District departments include our preschool, after school, homeless and foster youth, adolescent parent program, our Teacher’s Union (FCEA) and our Classified Union (CSEA).

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Provide restorative response to student behavior needs and reduce punitive discipline (suspensions)	Kinney High Administration, leadership team and Climate Facilitator participate in Behavior Rtl working trainings Behavior Rtl is foundation for PBIS team work	Low suspension rate
Build the capacity of educators to provide more student-centered, student-led instruction	PLCs will include Student exploration in their planning, create strategic questions to guide themselves in the classroom, and agree on a minimum of 2 cooperative learning structures to add to classrooms regularly across campus.	Measured by Professional Learning Community attendance, survey data, and learning walk data

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

As a school district, we will provide direct services to meet the needs of our students and families, connect theory with student learning and actionable experiences, support students’ SEL learning to create giving, empathetic, helpful youth with healthier relationships, and ensure students graduate as independent young people ready to thrive in their community.

One of our first steps in this process is to have depth of knowledge for ourselves of the community that our students live and attend school in. We do this through partnership with the RC Chamber of Commerce program and the Leadership Rancho Cordova program. This program engages leaders that are committed to making a difference in our city through community engagement. Our Superintendent and Board Members have monthly meetings with City leaders to cooperatively solve challenges that impact our youth and their families. Staff have also partnered with the city of RC to collaborate about the new youth center, we attend the state of the city each year, Kids Day in the Park, and other RC community activities such as the yearly tree lighting to interface with families

Kinney is enthusiastic about becoming a Community School. They have data now to respond to students and families needs quickly. As a result, they created partnership with district departments to hold their first resource fair for families (see Artifacts). In addition they partnered with Folsom Cordova Community Partnership last month to offer their first resume writing workshop for students to support their request for help to get jobs in the community. applications and interviews.

Kinney, teachers engage students in the Base Education, a trauma-informed SEL curriculum, weekly to support self and social awareness, relationship, and responsible decision-making skills for our students in order to improve attitudes and beliefs about self, others and school. Those ideas support positive peer relationships, decrease behavior challenges, increase emotional self-regulation in addition to increases in progress toward mastery of grade level standards and summative test scores.

Kinney also offers programs for hands-on learning for students such as culinary classes. Students cook for events and the culinary classes offer opportunities for students to explore, and experience learning about cooking and food preparation to support actionable learning. The class helps students realistically envision themselves, owning a food truck, growing healthy foods, attending future culinary school, and future career possibilities.

Goals	Action Steps	Outcome/Indicators
Continue to partner with FCCP to increase resume workshops to 2-3 times per year, in addition to mock interviews.	- Meet with FCCP to calendar 2-3 resume workshops and interview dates.	Improved students' self identity. Readiness for students to apply for jobs and have interview skills.
Utilize feedback/data to improve the resource fair to focus on specific needs for for students and families.	-Review family data/feedback -Use CS facilitator/parent coordinator to connect with families to determine additional needs. -Connect and invite local partners to join the fair.	Increased family attendance. Families receiving the specific resources they are needing/asking for. Sign in sheets, feedback data.
Engage with students on local community college campuses.	- Organize trimester field trips for students to engage in activities on the local campuses.	Student feedback on experiences.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Lower suspension rate (11.4%) to 5% and reduce Office Discipline Referrals (ODRs/Majors) by 50% due to improved behavior during classroom instruction and during unstructured times	Continue training in Behavior Rtl Reduce lunch-time conflict by providing contract for structured and organized games during lunch recess	SWIS data
Increase student SEL competencies from 56% to 70% “on-track” based on Panorama Spring assessment by	Strengthening school wide PBIS implementation and trauma-informed and restorative discipline strategies Create structured play opportunities during recess	Panorama Winter/Spring survey results
Increase daily attendance rate from 64.7% (2021-2022) to 85%, with specific focus on LCAP accountability groups	Upon enrollment and in communication with families emphasize the “why” of great (not perfect) school attendance Increase support of bilingual staff working with families on attendance Community School Facilitator will connect with families to provide support and remove barriers to attendance	Agendas and sign-ins from staff training A2A attendance data

<p>Reduce Chronic Absenteeism from 88% (2021-2022) to 40%</p>	<p>Partner with youth and families to remove barriers to daily attendance.</p> <p>We are changing the bell schedule for 2023-2024 to match the comprehensive high school to use the FCUSD buses to bring students to Kinney.</p>	<p>A2A attendance data</p> <p>SSC/Leadership Team/COST/Family Engagement Action Team minutes addressing Chronic Absenteeism and adding resources to address challenges</p>
<p>Increase family engagement to support learning at home and participation in SSC/ELAC</p>	<p>Family outreach events and workshops in person or virtually</p> <p>Parent leaders mentor other parent leaders to move into leadership roles</p>	<p>Agendas and sign ins</p> <p>Flyers and sign ins</p>
<p>Diversify and retain classified, certificated and administration staffing</p>	<p>FCUSD is increasing outreach to Historically Black Colleges and Universities, developing an internal pipeline for advancement and shifting from EdJoin as only hiring platform to TeamTailor to expand outreach</p>	<p>Kinney staffing will better reflect students and community</p>

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