

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Mills Middle School 34-67330-60591

Folsom Cordova Unified School District

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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.

Mills Middle School is a 6th - 8th grade Title 1 school of 802 scholars, with an 84.72% (2022) Unduplicated Pupil Percentage (UPP). Mills is located around the corner from Cordova High School. 28.5% of Mills students are bilingual learners and there has been a 60% increase in newcomer/refugee youth this year.

The pandemic disproportionately impacted low income families in Rancho Cordova and exacerbated attendance, behavior and academic challenges. Since the pandemic, Mills has had a low attendance rate (91.2%) and Chronic Absenteeism has doubled to 38% last year. Mills has struggled with a very high suspension rate (12.4%) as well as the highest number of Class Suspensions of any FCUSD school. The Community Schools framework's focus on whole-child design, collaborative problem-solving, partnership with families and the community, and leveraging other state funding will provide the support our amazing scholars need to reverse these attendance and behavior trends in order to accelerate student learning outcomes.

As of this writing, the State Technical Assistance Center has not released the Implementation Growth Chart. FCUSD and Mills MS are new to the Community Schools initiative and are in the visioning phase of Community School development. Throughout the needs and assets assessment, the staff, families and youth have embraced the Community Schools Framework as a school transformation initiative that will build on the strengths of the Mills 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. We know the transition from elementary to middle school can be challenging, especially with COVID-caused missed learning, and this plan will reflect how the Community Schools focus will help repair some of the harm done and begin to accelerate learning outcomes so that students are prepared for success when they move to Cordova High School.

Our main goals are below and will be reflected in our 2023-2024 SPSA. By June 2028:

- Reduce in-school/home suspension rate from 12.4% to 5%, reduce classroom suspensions by 50%, and reduce Office Discipline Referrals (ODRs/Majors) by 60% due to improved classroom engagement and improved student behavior during unstructured times.
- Increase student SEL competencies from 49.5% to 75% “on-track” based on Panorama Spring assessment by strengthening schoolwide PBIS implementation, increasing trauma-informed and restorative discipline strategies, and creating more structured play opportunities.
- Increase daily attendance rate from 91% (2021-2022) to 95%, with specific focus on Hispanic and Black students who historically have had lower attendance.
- Reduce Chronic Absenteeism from 31.8% (2021-2022) to 19%
- Increase family engagement and youth leadership on SSC, ELAC and district committees.
- Reduce staff transiency and increase staff diversity in our Title 1 schools.

Current initiatives that are funded out of general fund, LCFF Supplemental, Title 1 or other state funding streams (i.e. ASES/ELOP, state and federal preschool, Head Start, TUPE) to create a solid foundation for Community Schools transformation are: MediCal billing for mental health therapist at Mills through the Sacramento County Office of Education, Districtwide PLC training for site leadership teams, PLC coaches at every school site, common planning time each week, weekly Transformative SEL Second Step lessons, 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, and a shift in Supplemental funding being allocated to school sites based on UPP percentage and enrollment starting in the 2023-2024 school year.

Priority 1: Needs and Assets Assessment: Collective Priorities

The following detailed School site plan is based on an extensive needs and asset assessment process that engaged a majority of students, staff, families and community members in identifying their top community school priorities and vision.

Interest-holders identified priority topics from needs and asset assessment and form working groups that utilized Improvement Science strategies to address root causes. The district supported this process, and developed structures to address system-level issues that span multiple school sites. Analysis of the Needs and Assets Assessment help us develop priorities, and identify areas for strategic collaboration with community partners on the core priorities that emerge.

Mills began a deep needs and asset assessment in January 2022 as part of our School Based Health Center needs assessment and 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"> ● Parent/family interviews/groups (14) ● Black Families United for Education forum (1) ● Panorama student SEL Surveys (3) ● FCUSD Student/Staff/Family Surveys (4) ● Whole Child Design Inventory (1) ● Parent Summits (2) ● Focus groups - Leadership, Admin, Office (4) 	<ul style="list-style-type: none"> ● Single Plan for Student Achievement ● CDE Data Dashboard ● Rancho Cordova Community Schools Partnership meetings (2) ● California Healthy Kids Survey ● Multi-year Chronic Absence, Attendance and discipline data ● Leadership Team, SSC, ELAC and PTA (1)
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Mills Middle 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
2 FTE licensed mental health clinicians 2 FTE School Counselors PBIS -Merit system: includes a success for all approach with merit recovery opportunities	Rancho Cordova has community pride Part-time Parent Coordinator Student/family diversity Rodeo 6th grade orientation day	Common planning time PLC districtwide Certificated and classified staff are a cohesive team Teacher-led instructional rounds Lots of great individual practices in classrooms	Tier 3 math support time ASES after school services for 30 students (6 students on waitlist) Begin a supportive pathway for Newcomer and Emergent Bilingual

<p>FAM (Family at Mills) lunch time engaging student activities</p> <p>Weekly SEL instruction</p>		<p>(student welcome, open doors, spin the wheel, room logistics, fist bumps etc)</p> <p>Math department PLC</p>	<p>Flex period for intervention, enrichment or acceleration was helpful for students when in place</p> <p>Athletics (helps hold kids accountable) and engage them in healthy activities.</p> <p>Library a safe learning space before and after school</p>
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Based on the information gathered from students, staff and families, the Community School PRIORITIES for Mills Middle School are:

<p>Mills Middle School Community Priorities</p>			
<p>Pillar 1 - Integrated Student Supports</p>	<p>Pillar 2 - Family and Community Engagement</p>	<p>Pillar 3 - Collaborative Leadership</p>	<p>Pillar 4 - Extended Learning Opportunities</p>
<p>In alignment with CCSPP Four Proven Practices: Mills will have a full-time Community Schools Facilitator to coordinate community school implementation, the School Site Council will serve as the site implementation team, we will create a Coordination of Services Team (COST) and we will create a Family Engagement Action Team. Mills will have a resource space with food, clothing, and school supplies.</p>			
<p>Increase daily attendance in order to increase access to first instruction and school connectedness.</p> <p>Operation Graduation: Outreach to youth struggling with</p>	<p>Explore times/days to support 6th grade Rodeo Day to increase participation (work with elementary)</p> <p>Explore online tools like PowerSchool Parent and Remind</p>	<p>Help families better connect with staff as partners supporting their scholars</p> <p>Improve staff cohesiveness and alignment on expectations</p>	<p>Expand ASES program with ELOP funds: Students need places to hang out and socialize after school.</p> <p>Students want more interactive and engaging</p>

<p>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 8th grade) - Kinney, Cordova High and Mills</p> <p>Additional 6th & 8th transitional support - Invite HR to attend back-to-school Rodeo Day event to fingerprint parent volunteers - More structured onboarding system for 6th graders in Fall semester</p> <p>Extend access to books through school library or neighborhood library</p> <p>Mills staff partner with RC community for resources to support basic needs (food/clothing, laundry, newcomer services etc)</p>	<p>to increase two-way communication with Families in primary language</p> <p>Create a welcoming and partnership-focused office space</p> <p>Collaborate more closely with existing partnerships like Improve Your Tomorrow and Earth Mama Healing</p> <p>Parent Education - raising adolescents, financial literacy, employment support, Adult Education, navigating justice system</p>	<p>Create opportunities for staff to share what is working instructionally and with behavior expectations.</p> <p>Increase diversity: staffing, volunteerism, and community partnerships so that youth see their cultures represented, respected and celebrated.</p> <p>Provide equity training in trauma informed care</p>	<p>learning opportunities that connect to their strengths, interests and to the community</p> <p>Revive FLEX intervention period to be learning accelerator for all students</p> <p>Create instructional pathway of support for newcomer students</p> <p>Offer math support for emergent bilingual students</p> <p>Maximize time in and clarify purpose of Advisory period</p> <p>Create a student onboarding process</p> <p>Innovative ways to support struggling students with more tutoring and homework help</p>
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<p>Physical and mental health services - sports physicals, immunizations, and more Mental Health services</p> <p>Expand PBIS team to include more staff, youth and parent leaders</p> <p>Build positive classroom community cultures with consistent teaching and reinforcing of behavior expectations</p> <p>Revamp campus Restorative Room to build student skills and repair harm so they can be successful in class</p>			<p>Improve positive student/staff relationships</p>
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The Mills Middle School **School Site Council (SSC) will be the lead accountability group** monitoring implementation of the grant. SSC and English Learner Advisory Committee (ELAC) members will inform the development of the Single Plan for Student Achievement (SPSA) and ensure the Community Schools Framework is integrated into school goals and use of time, staff and financial resources.

Mills began their **Coordination of Services Team** process during the 2022-2023 school year, co-facilitated by our two Mental Health clinicians. The Community School Facilitator will be added to the COST and will partner with Mills Parent Coordinator to lead a Family Engagement Action Team. These committees will regularly inform program implementation, participate in ongoing needs and assets assessment, and monitor the impact of student interventions. The Community School Facilitator will share family outreach, attendance, learning, SEL and discipline data through Panorama monthly with the School Site Council and ELAC to seek their feedback on active implementation of grant action steps.

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 Mills? The CCSPP Core Commitments align with many school and district initiatives that have been underway for the last several years. Mills teachers are all members of Professional Learning Communities (PLCs), an evidence-based shared decision-making process. Part of the PLC structure is ensuring that all students are taught using our district’s Guaranteed and Viable Curriculum in English, Math, Science and SEL. Mills staff has worked with Sharokky Hollie on Culturally and Linguistically Responsive Instruction for the last two years. Teachers implement our district’s core SEL curriculum, Second Step, and the school climate team has participated in Behavior Rtl training this year to develop a restorative response to student behavior needs.

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. Some staff have participated in Behavior Rtl and Don’t Suspend Me! training with Jessica and John Hannigan, but the volume of staffing challenges, student behaviors, academic gaps have made implementing a restorative

approach to student behavior minimally effective.

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 want more collaboration and communication with teachers, less punitive discipline, more diverse staff on campus and increased opportunity for sports and other enrichment activities.

1. **Assets-Driven and Strength-Based Practice:** A close look at data through the Whole-Child Design Inventory (WCDI), surveys, and focus groups, has helped us determine our strengths as a school site with accountability group input. Mills 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:** Mills youth are resilient, creative and have faced disproportionate challenges during the pandemic. While we strive to be racially just and restorative, we have a lot of work to do. Mills staff are learning how to implement trauma-informed and restorative approach to student behavior, but suspensions, especially classroom suspensions, are unusually high. Staffing vacancies and the volume of student needs has been overwhelming. Mills has seen a 60% increase in Newcomer and refugee youth from Central America and the Ukraine. Many have usually been in many schools and have faced adverse childhood experiences (ACEs) that have impacted academics and peer relationships.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Mills staff are a mix of veteran and new educators, sharing a common commitment to rebuild Mills to be a physically and psychologically safe, culturally responsive, learning environment for all youth. Academic growth has been impacted by student behavior and high suspension rates. Powerful and engaging instruction is critical to reach our goals of improved attendance and behavior so that our scholars are in class, ready to learn. We know that if youth are not getting their needs met in middle school, their odds of graduating on-time are slim.

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 Leadership Team 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, a full-time Behavior Specialist, adding counseling support for youth using drugs/alcohol/tobacco, starting the Operation Graduation initiative for Mills, 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. School transformation at Mills based on the Cornerstone Commitments and well-planned implementation will provide more support to youth, families, and our teaching staff, stabilize our staffing, and will lead to accelerated growth in attendance, behavior and learning outcomes.

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
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CCSPP: Implementation Plan Template

<p>CCSPP District Leadership Team will guide and support implementation of Framework throughout Rancho Cordova</p>	<p>Meet at least 8 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>
<p>Rancho Cordova Community Partnership committee</p>	<p>Meet at least quarterly to create and maintain community supports available at or near Community School campuses</p> <p>Develop partnerships to provide food, clothing, and health resources on campus</p>	<p>Remove silos between agencies and improve access to services</p> <p>Agendas, minutes and sign-ins</p>
<p>School Site Council (SSC)</p>	<p>Active implementation of 5 year CCSPP plan</p> <p>CCSPP will be a standing item on SSC/ELAC agendas</p> <p>CCSPP action steps will be incorporated into SPSA</p>	<p>CCSPP framework is the lens SSC uses to allocate resources</p> <p>SSC and ELAC Agendas, minutes, and sign-ins</p> <p>SPSA</p>
<p>Continue and refine COST Team (Coord. of Services Team) to monitor and coordinate Interventions.</p>	<p>Mills support staff began the COST process during the 2022-2023 school year.</p> <p>The COST process will continue to be refined to develop a predictable response system to common Mills challenges like homelessness, welcoming newcomer families, students with substance abuse issues, reading, math and/or writing skill gaps, and mental health needs.</p> <p>COST will focus on specific, measurable actions and analyze data to make adjustments quickly to deepen the impact of interventions.</p>	<p>Create predictable intervention system that is accessed based on data and progress monitored</p> <p>Expedite access to supports for youth and their families</p> <p>COST minutes including key data points and sign ins</p>
<p>Create Family Engagement Action Team</p>	<p>SSC subcommittee</p>	<p>Agendas, minutes and sign-ins</p>

	<p>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.</p>	
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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 Mills MS staff, youth and families throughout the planning process. As we pivot to implementation, we will provide training for School Site Council and ELAC members in the CCSPP framework and their role in implementing the plan. The Mills School Site Council will be our shared governance structure at the site level as we transition into the Implementation Phase of this initiative. As the elected body of parents, youth (Secondary schools), Classified and Certificated staff that inform the development of the SPSA, the SSC is an important leadership collaborative to move the Community Schools work forward. The SSC can ensure that funding for this work is braided using multiple funding sources and sustainable over time.

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 lens that Site Leadership Team/Guiding Coalition, SSC, ELAC and grade level PLCs use to improve outcomes for youth	Train these groups in the CCSPP Framework and Core Commitments	Language in meetings will shift from “what is wrong with this student?” to “what barriers do we need to remove to help this student succeed?” SPSA and Agendas/minutes/sign-ins from site meetings reflect shift in focus
CCSPP Framework and Core Commitments will be reflected in SPSA	Principal will keep focus on Framework while jointly developing SPSA with SSC and staff	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
Diversify and retain classified, certificated and administration staffing	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	CHS staffing will better reflect students and community
Hire Community School Facilitator II to serve as Community School coordinator	Job description written and approved Active outreach in community to see applicants Post, interview hire as soon as grant award is made	Job description will be on FCUSD website Postings on EdJoin and TeamTailor
Community School Orientation	Our Community School Facilitator will train in CCSPP framework, whole tracking, restorative and trauma-informed disc Equity will be at center of all Community Schools work	Agendas and sign ins CCSPP Handbook Staff feedback

Key Staff/Personnel

Name	Role	CS Responsibilities
Dana Carrigan	Principal	Champion CS mindset with youth, families, community partners and staff Infuse CS Framework into all site initiatives and 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.
Keith Fields TBD	Asst. Principal	Support Principal and community school coordinator in efforts above Participate in quarterly district Community Schools

CCSPP: Implementation Plan Template

		meetings with CS coordinator.
	Mills Leadership Team	Work collaboratively with Community School Facilitator and Student Support Specialist to incorporate the CCSPP Framework into CHS decision-making and the SPSA
Stephanie Cecil	Student Support Specialist (will begin Aug 2023)	Organize and coordinate tiered intervention systems to improve attendance, behavior, and academic outcomes.
TBD	Community School Facilitator	Work collaboratively with site leadership team to implement actions in CCSPP grant Collect data to inform COST, SSC, ELAC and site Leadership Team and seek their input to continually move towards stated goals Write annual reports for CS Implementation grants Monitor budget expenditures to insure compliance with grant guidelines
Aya Handler	Marriage and Family Therapist	Work in collaboration with CS coordinator to create integrated MTSS system
Naima Bryant	SCOE Marriage and Family Therapist (1.0FTE)	Provides mental health services to youth with Tier 2 or Tier 3 needs Actively supports families to connect with resources and support youth at home Member of PBIS team
Brooke Hoppe	Instructional Coach	Work in collaboration with Student Support Specialist to create integrated MTSS system
Eric Mejia Elizabeth Romero	Counselors	Participate in COST team Use Community Schools mindset to build relationships with youth and families
Dolores Gaxiola	Parent Coordinator (.25 FTE)	Dolores will be link to community partners, parents and families in front office (Spanish bilingual)
Shelley Raffaelli	Office Admin. Asst.	Work in collaboration with CS coordinator to create welcoming office atmosphere for all focused on partnerships with family and the community
TBD	Community School Facilitator	Lead implementation of CS grant. Collaborate with District Directors to create partnership agreement process to bring community

		<p>supports onto campuses Write annual reports for CS Implementation grants Monitor budget expenditures to insure compliance with grant guidelines</p>
TBD	District Community School Coordinator	<p>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</p>
Kate Hazarian	Director of Strategic Initiatives and Support Services	<p>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</p>

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 2 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 implemented.

Our district CCSPP 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, FCUSD has a dormant Educational Foundation with 501 c 3 status. 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
Bring free sports physicals and other health services onto Mills campus	Expand partnership with UC Davis medical interns and add time onto current nursing staff to provide free sports physicals and medical services for families	Dates and attendance at events
Offer drug/alcohol counseling to youth as alternative to suspension	Drug and alcohol intervention by trained counselors will be available weekly.	Track student and family contacts and reduction in discipline incidents
Newcomer family supports	Increase partnership with Rancho Cordova Food Locker (next to Mills) to reduce stigma for use of Food Locker and Housing navigator services Create family resource area on campus with adult ESL and newcomer workshops available at Mills or at feeder elementary school	Track class attendance and use of resources

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

Rancho Cordova schools have many non-profit and faith-based partners that support specific projects and families during the holidays. We haven't had an ongoing collaborative in Rancho until the Community Schools initiative brought everyone together. 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.

Current partnerships at Mills include Improve Your Tomorrow male mentoring program, Earth Mama Healing female mentoring program, Sacramento County Office of Education (SCOE) school based mental health program has 1 FTE licensed clinician, SCOE CARE program provides sheltered instruction for select youth, UCD RIVER Clinic offers health instruction and will offer free Sports Physicals this spring, Folsom Cordova Community Partnership Restorative Youth Justice program, Rancho Cordova Kiwanis Club, City of Rancho Cordova supports drumline and PBIS programs.

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
Create staff alignment to whole-child and trauma-informed response	Building on Mills current peer-to-peer Instructional Walk focus, the Student Support	PD slides/agendas, sign-ins

to student learning and behavior needs via student engagement	Specialist will partner with instructional staff to create a series of staff PD to focus on engaging students in classroom discussions, problem solving, and critical thinking models to support all classrooms.	Students deeper engagement in learning, will reduce use of <u>class</u> suspensions by 50%
Implement student centered/ engagement strategies to create students ownership of learning.	Student Support Specialist will lead focus groups with youth to get their voice on how to increase interest in learning activities Instructional Coach PD Visit model schools One department of teachers to begin PD to learn new strategies and support fellow teachers growth	Engaged students, Learning walks
Advisory teachers, MFT, partner with UC Davis medical interns to engage students in mental and physical health lessons.	UCDavis 6th interns will continue teaching mental/physical health lessons to 7th graders and begin a new cohort with incoming 6th grade students.	Students have practical strategies to support Mental Health

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.

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, Leadership Rancho Cordova. This program engages leaders that are committed to making a difference in our city through community engagement. We have also partnered with the city of RC to collaborate about the new youth center, we attend the state of the city each year,

RC community activities such as the yearly tree lighting to interface with families

Engaging in the Second Step curriculum in the classroom promotes self and social awareness, relationship, and responsible decision-making skills for our students, and improves 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. We are continuing to shift our mindset and strengthen our Second step implementation as we implement this tier 1 classroom support. In addition to the Second Step program, our site participates in district events such as kindness week, and SEL day where students engage in school site activities to promote relationships, and display their artistic expression through writing and artwork. We utilize Panorama Education to collect SEL data, target areas of strength and need, and celebrate student growth and progress.

Specifically at Mills, we are currently rebuilding our community partnerships, programming, events, and supports as we continue to navigate the “new normal” post COVID-required distance learning. As we identify our student and school community, we are working to grow our offerings, striving to reconnect previously established relationships, and nurture new relationships that will bring new or renewed opportunities to students and foster a desire in our students to be college and career bound starting with their elementary school experience. Our students currently benefit from multiple community partnerships, collaborative programs and activities between the school and the ASES after-school program, and enriching experiences through field trips, workshops, assemblies, and clubs that aim to connect our student population to our neighborhood as well as help students to see themselves as having opportunities in and with our community.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Introduce CBL instruction to Department Chairs to infuse into department PLC work	Instructional Coach and Student Support Specialist will infuse CBL into staff PD and coaching support	Agendas and sign ins from trainings Improved student engagement as measured by Panorama SEL surveys and/or local student survey
Increase opportunities for youth to participate in Service Learning activities where students assume responsibility, others, and build decision-making skills	Student Support Specialist and Community School Facilitator will work with community partners on youth leadership opportunities	Student survey/feedback data to measure their growth in confidence, belief in self, and their personal values.

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
<p>Improve daily attendance from 91% to 95% and reduce Chronic Absenteeism from 38.1% to 19%</p>	<p>Operation Graduation School Social Worker will be hired to work with Mills, Kinney/Prospect, and Cordova High youth and their families to remove barriers to attendance, engagement and learning</p>	<p>A2A attendance data monitoring</p> <p>Tracking caseload and impact of interventions</p>
<p>Reduce home and in-school suspension rate from 12.4% to 5% or lower.</p> <p>Reduce Class Suspensions by 50% and reduce Office Discipline Referrals (ODRs/Majors) by 60% due to improved engagement and behavior during classroom instruction and during unstructured times</p>	<p>Hire Behaviorist to provide direct support to youth and deepen implementation of tiered interventions</p> <p>Provide counseling supports by addiction specialist for youth using drugs/alcohol</p> <p>Continue training in Behavior Rtl and provide options for teachers who are frustrated with student disengagement other than class removal</p> <p>Strengthening school wide PBIS implementation of team-initiated problem solving (TIPS)</p> <p>Add parent/youth to PBIS team</p>	<p>PowerSchool data tracking</p> <p>Agendas, TIPS minutes, sign ins from PBIS meetings</p>

<p>Increase student SEL self-assessment from 49% on track to 70% “on-track” based on Panorama Spring assessment</p>	<p>Increase trauma-informed and restorative discipline strategies</p> <p>Infuse SEL skill-building in classroom instruction</p> <p>Train campus monitors to create more structured play opportunities during lunch recess</p>	<p>Panorama Winter/Spring survey results</p>
<p>Increase resources for homeless and newcomer families</p>	<p>Create family resource center on campus</p> <p>Increase community partnerships to meet needs for food, clothing, housing, job training, etc</p>	<p>Community School Facilitator will track resource delivery</p>
<p>Reduce staff turnover and diversify staffing</p>	<p>Intentionally create opportunities for classified, certificated and administrative staff to develop trusting relationships with each other, youth and community around a shared vision and common expectations.</p> <p>Encourage staff stability and wellness.</p> <ul style="list-style-type: none"> - Provide intentional onboarding and training for new teachers to understand PBIS/COST processes and how to access resources for students with academic, attendance or behavior needs 	<p>2022-2023 will be baseline year for these measures</p>
<p>Reduce number of students receiving two or more Ds or Fs at semester by 35%</p>	<p>Deepen use of FLEX in-school time for student’s to own their own learning goals and complete assignments, get assistance to learn concepts and deepen their awareness of themselves as learners.</p>	<p>Report Card checks at each quarter and semester</p>

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