

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

### White Rock Elementary School 34-67330-6033278

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.

White Rock Elementary is a diverse and community-focused PK-5th grade Title 1 school of 385 scholars. 92% of these young learners qualify for additional supports as Unduplicated students (2022), 42% are Emergent Bilingual (2021), and 14% qualify as homeless under McKinney-Vento legislation. Attendance has declined (88.6% last year) and Chronic Absenteeism has doubled since the pandemic.

As of this writing, the State Technical Assistance Center has not released the Implementation Growth Chart. FCUSD and White Rock Elementary are new to the Community Schools initiative and are 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 s, 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. The path to high school graduation starts in elementary school and we are keeping on-time graduation as the systemic goal we are working towards for each and every FCUSD student.

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

- Lower suspension rate (3.9%) to state average or lower (3.2%) and reduce Office Discipline Referrals (ODRs/Majors) by 25% due to improved behavior during classroom instruction and during unstructured times
- Increase student SEL competencies from 58% to 75% “on-track” based on Panorama Spring assessment
- Increase daily attendance rate from 88.5% (2021-2022) to 95% and reduce Chronic Absenteeism from 45% 20% with specific focus on TK-2nd grade attendance and LCAP accountability groups
- Reduce Chronic Absenteeism from 45% (2021-2022) to 20%

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) are districtwide PLC training for site leadership teams, PLC coaches and Climate Facilitators at every school site, common planning time each week, Mental Health Specialist support (1 FTE), transition from half-day to full-day kindergarten starting in the 2022-2023 school year, districtwide Transformative SEL focus began in 2016 with Second Step lessons taught weekly at the elementary 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 Solution Tree trainers Jessica and John Hannigan during the 2022-2023 school year, and a shift in Supplemental funding being allocated to school sites based on their Unduplicated Pupil Percentage (UPP) 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.

White Rock Elementary 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 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"> <li>● Focus groups - Leadership, Admin, Office (11)</li> <li>● Single Plan for Student Achievement</li> <li>● CDE Data Dashboard</li> <li>● Rancho Cordova Community Schools Partnership meetings (2)</li> <li>● California Healthy Kids Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership, SSC and ELAC (1)</li> <li>● Parent/family/Youth interviews (9)</li> <li>● Black Families United for Education forum (1)</li> <li>● Panorama student SEL Survey (3)</li> <li>● FCUSD Student/Staff/Family Survey (1)</li> </ul>
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<ul style="list-style-type: none"> <li>Multi-year Chronic Absence, Attendance and discipline data</li> </ul>	<ul style="list-style-type: none"> <li>Whole Child Design Inventory (1)</li> <li>Parent Summit (2)</li> <li>Staff surveys (1)</li> </ul>
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**White Rock Elementary Community Strengths and Assets**

<b>Pillar 1 - Integrated Student Services</b>	<b>Pillar 2 - Family and Community Engagement</b>	<b>Pillar 3 - Collaborative Leadership Practices</b>	<b>Pillar 4 - Extended learning time and opportunities</b>
<p>Every Student By Name meetings to connect students with interventions 1 FTE Licensed Marriage and Family Therapists on campus</p> <p>Full time Assistant Principal (Spanish Bilingual)</p> <p>.25 FTE Parent Coordinator</p> <p>PBIS team focused on trauma-informed and restorative response to student behavior</p> <p>Community partnerships: - Shoes for kids - Kiwanis Club - UPS provides books -Assistance League of Sacramento</p>	<p>Bilingual (Spanish) office staff Christmas in Cordova program and blankets for Kinder kids.</p> <p>Community Center and park across the street</p>	<p>Veteran and committed staff who work well together and stay student focused.</p> <p>English Learner Advisory Committee</p> <p>2022-2023 is the first year of grade level weekly PLC's Common Planning Time - True collaboration, listening, engaging, and solution oriented, actions that directly impact student learning. Focused agendas, and clear common goals, and outcomes.</p>	<p>ASES after school services for 51 students (58 students on waitlist)</p> <p>Preschool program on-site</p> <p>Guaranteed and Viable Curriculum for English, Math, Science and Social Emotional Learning</p> <p>ASES program with SEL curriculum and arts opportunities</p>

Second Step Tier 1 SEL instruction			
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**White Rock Elementary has leveraged multiple data collection and analysis methods to inform the development of our Collective Priorities:**

**White Rock Elementary Collective Priorities**

<b>Pillar 1 - Integrated Student Supports</b>	<b>Pillar 2 - Family and Community Engagement</b>	<b>Pillar 3 - Collaborative Leadership</b>	<b>Pillar 4 - Extended Learning Opportunities</b>
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In alignment with **CCSPP Four Proven Practices**: White Rock will have a **full-time** Student Support Specialist to coordinate community school implementation, the School Site Council will serve as the **site implementation team**, create a **Coordination of Services Team (COST)/ Family Engagement Action Team** and will have a resource space with food, clothing, and school supplies.

<p><b>Improve daily attendance</b> and reduce Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>- Enrollment has been declining</li> <li>- provide food to students who are late to school</li> </ul> <p>New <b>.5 FTE Behaviorist</b> to work with students, staff and families to develop and assist staff to implement behavior intervention plans</p> <p><b>Increase access</b> to health, social, food, housing and clothing resources</p> <ul style="list-style-type: none"> <li>-explore school based health service delivery</li> </ul>	<p>Continue to grow post-COVID family partnerships.</p> <ul style="list-style-type: none"> <li>- Active outreach to <b>build partnerships with parents, caregivers and extended families</b></li> <li>-Welcome them to campus</li> </ul> <p>Parents are asking for <b>workshops in primary language</b> to understand school system, community resources and adult ed opportunities</p> <ul style="list-style-type: none"> <li>- Parent workshop series (i.e. Parent University or PIQE parent education)</li> <li>- Partner with community agencies to provide</li> </ul>	<p>Build <b>PLC team capacity to quickly respond</b> when students are not proficient in skill(s) or in need of acceleration</p> <ul style="list-style-type: none"> <li>- <b>Establish COST team</b> to coordinate student supports and progress monitor interventions</li> <li>- COST team will regularly report back to teachers about this work</li> <li>- COST team will partner with families around student interventions</li> </ul> <p><b>Cycles of continuous improvement:</b></p>	<p>More targeted support for <b>newcomer students</b></p> <ul style="list-style-type: none"> <li>- Partner with refugee resettlement and immigrant-focused non-profits to bring supports to campus beyond school day/year</li> </ul> <p><b>After school and summer enrichment</b>, sports and learning programs</p> <p>Actively recruit more staffing to <b>reduce ASES waitlist</b></p>
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<p>– Welcome non-profit partners to campus</p> <p><b>Expand health care services</b> on site and address attendance challenges</p> <p><b>Strengthen PBIS and trauma-informed Restorative Practices</b> to address student behavior challenges</p> <ul style="list-style-type: none"> <li>- Focus on positively reinforcing behavior expectations in common areas</li> <li>- Reduce peer-to-peer aggression</li> </ul> <p><b>Add .6 FTE Mental Health Specialist</b></p> <ul style="list-style-type: none"> <li>- provide Zones of Regulation class lessons</li> </ul>	<p>primary language assistance to access community resources</p> <p>ESL Classes on site</p> <p><b>Increase family engagement</b> in learning at home and serving on PBIS, SSC, ELAC and site Family Engagement and Action Team</p> <ul style="list-style-type: none"> <li>- Zones of Regulation training for parents</li> <li>- More family nights</li> <li>- SSS and site Instructional Coach will provide training for parents</li> <li>- Parents will <b>recruit and train family leaders/ volunteers.</b></li> </ul> <p>Increase mental health and parent education resources for parents struggling with their child's behavior needs</p> <ul style="list-style-type: none"> <li>- PC-CARE program</li> </ul>	<p>Increase staff capacity to pull formative and summative data quickly to impact classroom instruction and MTSS interventions using a whole-child design focus</p> <ul style="list-style-type: none"> <li>- District staff will train teams in data access and use</li> <li>-Grade level PLC's will engage students in learning through personalized learning strategies to build student ownership and targeted instruction.</li> </ul> <p><b>Regional collaboration</b></p> <ul style="list-style-type: none"> <li>- District will create opportunities for staff to meet to Improve instructional alignment from preschool through adult education</li> </ul>	
<p>White Rock's <b>School Site Council (SSC)</b> will be the site accountability group monitoring implementation of the grant. SSC and 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.</p>			

The community school coordinator will lead the **Integration of Student Supports** through a multi-disciplinary Coordination of Services Team that will review individual students referred for services, monitor the progress of students currently in interventions, and identify gaps or redundancy in services. As a collaborative team, the COST will expedite student access to support, communicate regularly with referring teachers and seek community support to meet student and family needs.

The Student Support Specialist along with the site Parent Coordinator, parent leaders and an Administrator will hold at least 6 Family Engagement Action Team meetings per year. They will design and evaluate the impact of family engagement activities and respond to parents' requests for workshops or services.

The Student Support Specialist will share family outreach, attendance, learning, SEL and discipline data through Panorama monthly with the School Site Council, COST, and Family Engagement Action Team to seek their feedback on active implementation of grant action steps. We will educate our teams in Implementation Science best practices for key initiatives.

Using a continuous improvement approach (Plan, Do, Study, Act) as part of our Professional Learning Community (PLC) work, our goal will be to learn from actions that are having an impact and quickly revise plans when there is evidence that we are not achieving desired results.

## 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 White Rock?*** The CCSPP Core Commitments align with many district initiatives that have been underway for the last several years and are taking root at White Rock. There is staff and community memory of when White Rock had a community health clinic on-site and access to those resources are greatly missed. White Rock is home to our Counseling Enriched Programs for special needs students. The additional community partnerships, behavioral and mental health support will be a tremendous asset for these young scholars and their families. 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.

White Rock teachers are all members of Professional Learning Communities (PLCs), an evidence based shared decision-making process. Professional learning communities (PLCs) are schools that empower educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. 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. 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 Respond - to own our responsibilities as educators to end practices that lead to predictable opportunity gaps based on race, class, ability, gender or sexual orientation. White Rock staff have shown their commitment to restorative discipline by having one of the lowest suspension rates in our district. Beginning in the 2022-2023 school year, we have extended kindergarten to a full-day program and are expanding extended day programming. Attendance has improved in Kindergarten by 3.8% year-over-year and the longer school-day has allowed more enrichment and literacy activities for our youngest scholars.

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 White Rock as a welcoming school, with bilingual staff in the office who are helpful and supportive. There is community excitement about more resources becoming available to them and their children at White Rock, 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), surveys, and focus groups, has helped us determine our strengths as a school site with accountability group input. White Rock 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:** White Rock has a trauma-informed and restorative response to student behavior including an active PBIS team, mental health clinicians on campus and intentional relationship building with youth and families.

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, PTA, and Guiding Coalition by training Parent Leaders, removing barriers to their regular participation in meetings and build their capacity to actively contribute in supporting student learning and emotional wellness. The Principal serves as a facilitator of the information to 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 fist to 5 model to develop consensus and ensure all voices are heard.

**The Community Schools transformation:** Hiring a full time Student Support Specialist, a part-time Mental Health Specialist, 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. On-time high school graduation starts in elementary school and we are committed to leaning into the Core Commitments to improve the outcomes for our amazing scholars.



### 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 (DLT) will guide and support implementation of Framework throughout Rancho Cordova through a democratic decision-making process	<ul style="list-style-type: none"> <li>- District Leadership Team includes representatives from our Labor Groups, key district departments and next year will expand to include parent leaders from each school and a youth leader from our secondary schools.</li> <li>- DLT will participate in professional development in CCSPP Framework and Implementation Science.</li> <li>- Progress data in attendance, grades, and behavior will be shared</li> <li>- Subcommittees will work on specific needs and report back to the District Leadership Team.</li> <li>- Keep Superintendent and Board of Trustees updated on progress and challenges</li> </ul>	<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 School Partnership committee	<ul style="list-style-type: none"> <li>- Meet at least quarterly to create and maintain community supports available at or near Community School campuses</li> </ul>	<p>Remove silos between agencies and improve access to services</p> <p>Agendas, minutes and sign-ins</p>

<p>School Site Council (SSC)</p>	<ul style="list-style-type: none"> <li>- Active implementation of 5 year CCSPP plan</li> <li>-CCSPP will be a standing item on SSC/ ELAC agendas</li> <li>-CCSPP action steps will be incorporated into the SPSA</li> </ul>	<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>Create multidisciplinary COST (Coord. of Services Team) to coordinate Interventions and progress monitor impact on students</p>	<ul style="list-style-type: none"> <li>- COST team will include support staff and site admin</li> <li>- Develop referral process</li> <li>-Meet two times per month to review individual student needs and progress</li> <li>-Design, coordinate and monitor impact of tiered interventions</li> </ul>	<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>	<ul style="list-style-type: none"> <li>- SSC subcommittee</li> <li>- SSS and Parent Coordinator will meet at least 6x per year with administrator and rep. from PTA, SSC and ELAC and parent leaders to coordinate parent outreach and support.</li> </ul>	<p>Agendas, minutes and sign-ins</p>

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

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 White Rock leadership team and office staff 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 White Rock 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, 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"> <li>- 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?”</li> <li>- SPSA and Agendas/ Minutes from site meetings reflect shift in focus</li> </ul>
CCSPP Framework and Core Commitments will be reflected in SPSA	Principal will keep focus on Framework while jointly developing SPSA with SSC and staff	<ul style="list-style-type: none"> <li>- Sustainability of Community School services is prioritized in site budget allocations</li> <li>- CCSPP Framework language in SPSA</li> </ul>

### 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 Student Support Specialist (SSS) to serve as Community School coordinator	<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</p> <p>Post, 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>SSS 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>
Increase diverse representation on campus through employees, volunteers and community partners	<p>Actively build staff connectedness with each other and between home and school.</p>	<p>Develop instructional and school climate coherence</p> <p>Staff reflects student diversity</p> <p>Actively seek partnerships that bring diverse staff onto campus</p>

### Key Staff/Personnel

Name	Role	CS Responsibilities
Kimberly Christiersen	Principal	<p>Champion CS mindset with youth, families, community partners and staff</p> <p>Infuse CS Framework into all site initiatives and Single Plan for Student Achievement (SPSA)</p> <p>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.</p>

CCSPP: Implementation Plan Template

		<p>Invite Student Support Specialist serve on and attend site leadership team</p> <p>Invite Student Support Specialist to School Site Council meetings.</p> <p>Add Community Schools as a standing item on SSC agendas.</p>
Nereida Cabrera	Asst. Principal	<p>Support Principal and community school coordinator in efforts above</p> <p>Participate in quarterly district Community Schools meetings with Student Support Specialist</p>
	White Rock Elementary Guiding Coalition	Work collaboratively with Student Support Specialist to implement CS vision based on CS Framework
Mike Phillips	Marriage and Family Therapist (1 FTE)	Work in collaboration with Student Support Specialist to create integrated MTSS system
Sara McMinn	Instructional Coach	Work in collaboration with Student Support Specialist to create integrated MTSS system
Joanna Muniz	Parent Coordinator (.25 FTE)	Amber will be link to community partners, parents and families in front office
Concha Luengo	Office Admin. Asst. (Spanish bilingual)	Work in collaboration with Student Support Specialist to create welcoming office atmosphere for all focused on partnerships with family and the community
TBD	Student Support Specialist (serves as CS coordinator)	<p>Hire, train and support Student Support Specialist to lead implementation of CCSPP grant.</p> <p>Collaborate with District Directors to create partnership agreement process to bring community supports onto campuses</p> <p>Write annual reports for CS Implementation grants</p> <p>Monitor budget expenditures to insure compliance with grant guidelines</p>
TBD	District Community School Coordinator	<p>Point person for implementation of CS grant actions.</p> <p>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</p>

		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.

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.

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 Education Foundation has been the District’s non-profit partner over the years, but recently went dormant. 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
Expand community partnerships in alignment with needs/assets assessment	<p>Community partners will engage in the planning, development and continuous improvement of the Community Schools initiative at White Rock.</p> <p>Community school coordinator will seek more support for newcomer families including English as a second language (ESL) courses, support accessing district and community resources and citizenship exam preparation.</p> <p>Remove barriers to daily attendance</p> <p>Hire .5 FTE behaviorist to intervene with students with Tier 2 or Tier 3 behavior concerns.</p> <p>Behaviorist will join PBIS team and strengthen school wide instruction and reinforcement of behavior expectations.</p>	<p>Expanding partnerships in alignment with needs/assets assessment</p> <p>Improved attendance</p>
Meet quarterly with community partners to share data as part of Cycle of Continuous Improvement	<p>Community school coordinator will attend regional collaboration meeting with community partners</p>	<p>Agendas, minutes, sign ins</p>

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.

A few of White Rock Elementary's current community partnerships are: Blessings in a Backpack who provide food for students over weekends and holiday breaks, Girls on the Run, Assistance League provides shoes and clothing for students, Rancho Cordova Kiwanis Club provides books for students, Christmas gift partners with Mangini Ranch and Carl Sundahl Elementary Schools, Sacramento Blankets provides blankets and stuffed animals for kinder kids at Christmas, and the Rotary Club, Orangevale Grange, and Costco supply dictionaries and supplies for students.

**Rancho Cordova Community Schools 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 and provide consistent Tier 1 behavior system and restorative response to student behavior needs and reduce removals and punitive discipline (suspensions)	White Rock Administration, leadership team and Climate Facilitator participate in Behavior Rtl working trainings  Behavior Rtl is foundation for Tier I PBIS work	Lower suspension rate
Build the capacity of educators to provide more student-centered, student-led instruction	A small team of White Rock teachers will work with an instructional coach to add student ownership into their teaching practices. Teachers will work vertically with their colleagues to bring the same elements into their classrooms.	Measured by Professional Learning Community participation , site survey data, and learning walk data
Develop a culture of adult learning and sharing	Professional Learning Community structure is being rebuilt	Professional Learning Community goals, actions, and progress toward goals

## 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 White Rock, we are currently rebuilding our community partnerships, programming, events, and supports as we continue to navigate a return to full service after school closures and program interruptions. 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 around our community.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
White Rock students will see their culture, history and lived experience reflected in academic and SEL instruction	Our educators will design lessons and direct instruction to explicitly value the cultures and lived experiences of our diverse students.	SPSA will reflect investment in CBL opportunities.
White Rock staff will provide enrichment opportunities on and off campus to deepen learning about community.	As part of White Rock’s Continuous Improvement focus, staff will use both their Professional Learning Community (PLC) systems and structures as well as the Plan, Do, Study, Act cycle to seek to provide highly impactful, highly valuable, and highly engaging instruction that celebrates community strengths, and diversity in our classrooms.	Roster of activities and student participation
White Rock will utilize the district 4 equity questions in their decision making	<p>Adopt the 4 equity questions to actively use in Guided Coalition, SSC and ELAC meetings as a part of the decisions making process.</p> <ol style="list-style-type: none"> <li>1. Who are the specific student groups impacted by this decision, policy or practice?</li> <li>2. How have we engaged diverse community voice in specifying the problem that needs to be solved, success criteria for the program, and barriers that need to be removed in order to positively impact student outcomes?</li> <li>3. How will this action specifically accelerate and/or improve outcomes for Black or African American, Hispanic, English Learner, Special Education, foster, homeless and/or low income students?</li> <li>4. What steps do we need to take to make sure that underserved students benefit from this academic, enrichment and/or wellness resource?</li> </ol>	<p>Decisions will be well thought out, with specific focus on our most marginalized communities. Evidence will be noted in the site's meeting notes and decision making process.</p>

## 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 (3.9%) to state average or lower (3.2%) and reduce Office Discipline Referrals (ODRs/Majors) by 25% due to improved behavior during classroom instruction and during unstructured times	Continue training in Behavior Rtl  Organize alternative recess options for students to self-select quiet play or supported play during unstructured time.	SWIS data
Increase student SEL competencies from 58% to 75% “on-track” based on Panorama Spring assessment	Strengthening school wide PBIS Tier I and Tier 2 implementation  Provide a selection of “Behavior Academies” that address identified student needs around unsafe and/or disruptive behaviors.  Training to increase staff use of trauma-informed and restorative discipline strategies  Create alternative and structured play opportunities during recess	Panorama Winter/Spring survey results  Behavior Academy Lesson Plans, SWIS Data  Agendas, sign ins  Participation records

<p>Increase daily attendance rate from 88.5% (2021-2022) to 95%</p>	<p>Upon enrollment and in communication with families emphasize the “why” of great (not perfect) school attendance</p> <p>Increase support of bilingual staff working with families on attendance</p> <p>SSS will connect with families to provide support and remove barriers to attendance</p>	<p>Agendas and sign-ins from attendance engagement events and staff training</p> <p>A2A attendance data</p>
<p>Reduce Chronic Absenteeism from 45% (2021-2022) to 20%</p>	<p>Upon enrollment and in communication with families emphasize the “why” of great (not perfect) school attendance</p> <p>Increase support of bilingual staff working with families on attendance</p> <p>Student Support Specialist will connect with families to provide support and remove barriers to attendance</p>	<p>A2A attendance data</p> <p>SSC/Guiding Coalition/COST/Family Engagement Action Team minutes addressing Chronic Absenteeism and adding resources to address challenges</p>

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