

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

School Site Contact Information

Williamson Elementary School - 34 67330 6033286

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.

Williamson is a PK-5th grade Title 1 school of 506 students, with an 88% unduplicated student count. While the State Technical Assistance Center has not released the Implementation Growth Chart as of this writing, FCUSD and Williamson are new to the Community Schools initiative and are in the visioning phase of Community School development in most areas. 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 students, 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.

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

- Maintain a low suspension rate (1.2%) and reduce Office Discipline Referrals (ODRs/Majors) by 30% due to increased classroom engagement and improved student behavior during unstructured times.

- Increase student SEL competencies from 60% to 75% “on-track” based on Panorama Spring assessment by strengthening schoolwide PBIS implementation, increasing trauma-informed and restorative discipline strategies, and providing more structured play opportunities at recess.
- Increase daily attendance rate from 90.3% (2021-2022) to 95%, with specific focus on TK-2nd grade attendance.
- Reduce Chronic Absenteeism from 45% (2021-2022) to 20%.
- Increase family engagement and 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 Williamson 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, 2022-2023 transition from half day to full-day kindergarten, 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, 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 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.

Williamson Elementary 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"> • Student/Parent/family interviews groups (7) • Black Families United for Education (1) • Panorama student SEL Surveys (3) • FCUSD Student/Staff/Family Survey (2) • Whole Child Design Inventory (1) • Focus groups - Leadership, Admin, Office (9) 	<ul style="list-style-type: none"> • Parent Summits (2) • 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 • Guiding Coalition, SSC, ELAC and PTA (2)
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Williamson Elementary Community Strengths and Assets

Pillar 1 - Integrated Student Services	Pillar 2 - Family and Community Engagement	Pillar 3 - Collaborative Leadership Practices	Pillar 4 - Extended learning time and opportunities
<p>Every Student By Name (ESBN) meetings to connect students with interventions</p> <p>Academic Coach support with the PLC 15-day challenge (this approach improves student success)</p> <p>1.4 FTE Licensed Marriage and Family</p>	<p>Parent Education - raising adolescents, financial literacy, employment support, Adult Education, navigating justice system</p> <p>Assemblies provided by community partners</p> <p>.25 FTE Parent Coord.</p> <p>Community partnerships:</p> <ul style="list-style-type: none"> • Shoes for kids • Kiwanis Club • Blessings in a Backpack • UPS provides books 	<p>English Learner Advisory Committee</p> <p>School Site Council</p> <p>2022-2023 is the first year of grade level weekly PLC 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 program with SEL curriculum and arts opportunities for 47 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>Therapists on campus</p> <p>Asst. Principal</p>	<ul style="list-style-type: none"> ● Sacramento Blankets for Kids ● Christmas in Cordova program ● Public Library visits 	<p>Professional Learning Community</p> <p>15 day challenges positively impacting student learning outcomes</p>	
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Williamson has leveraged multiple data collection and analysis methods to inform the development of our Collective Priorities:

Williamson Elementary School Community Priorities

<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>
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In alignment with **CCSPP Four Proven Practices**: Williamson will have a **full-time** Community Schools Facilitator, the School Site Council will serve as the **site implementation team**, create a **Coordination of Services Team (COST)** and **Family Engagement Action Team**. Williamson will have a resource space with food, clothing, and school supplies.

<p>Improve daily attendance and reduce Chronic Absenteeism</p> <ul style="list-style-type: none"> - provide food to students who are late to school <p>Strengthen PBIS and trauma-informed Restorative Practices to address student behavior challenges</p> <ul style="list-style-type: none"> - Provide structured recess activities - Focus on positively reinforcing behavior expectations in common areas 	<p>Continue to grow post-COVID family partnerships.</p> <ul style="list-style-type: none"> - Active outreach to build partnerships with parents, caregivers and extended families -Welcome them to campus <p>Parents are asking for workshops in primary language to understand school system, community resources and adult ed opportunities</p> <ul style="list-style-type: none"> - ESL classes on site - Financial literacy - Parent workshop series (i.e. Parent 	<p>Build PLC team capacity to quickly respond when students are not proficient in skill(s) or in need of acceleration</p> <ul style="list-style-type: none"> - Establish COST to coordinate student supports and progress monitor interventions - COST team will regularly report back to teachers about this work - COST team will partner with families about student interventions 	<p>Provide fun and structured activities at recess</p> <ul style="list-style-type: none"> - wellness room, sports and organized games - ASES and yard duty/campus monitor staff training - Diverse coaches provide structured recess activities <p>Parents and students are asking for more fun math/reading/ writing activities and enrichment programs</p> <ul style="list-style-type: none"> - Partner with Rec and Park District and other
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<p>- Reduce peer-to-peer aggression</p> <p>- Mental Health Specialist will provide Zones of Regulation class lessons</p> <p>Hire .5 FTE Behaviorist to work with students, staff and families to develop behavior intervention plans.</p> <p>-Increase access to health, social, food, housing and clothing resources -explore school based health service delivery – Welcome non-profit partners to campus</p> <p>Expand health care services on site in order to address attendance challenges</p> <p>Increase mental health and parent education resources for parents struggling with their child’s behavior needs - PC-CARE program</p>	<p>University or PIQE parent education) - Partner with community agencies to provide primary language assistance to access community resources</p> <p>Help parents to know how to support literacy at home</p> <p>Recruit more parents to serve on PBIS, SSC, ELAC and site Family Engagement and Action Team - Zones of Regulation training for parents - More family nights</p> <p>Community School Facilitator will partner with staff to provide training for parents to be volunteers - Parents will train other parents</p>	<p>Cycles of continuous improvement: Increase staff capacity to pull formative and summative data quickly to impact classroom instruction and MTSS interventions using a whole-child design focus - District staff will train teams in data access and use</p> <p>Regional collaboration - District will create opportunities for staff to meet to Improve instructional alignment from preschool through adult education</p> <p>Actively recruit and train family leaders/ volunteers. Parents want to help support the school and collaborate more with staff.</p>	<p>non-profits to bring enrichment opportunities to campus -Grade level PLC’s will engage students in learning through personalized learning strategies to build student ownership and targeted instruction.</p> <p>More targeted support for Newcomer students - Partner with refugee resettlement and immigrant-focused non-profits to bring supports to campus beyond school day/year</p> <p>After school and summer enrichment, sports and learning programs</p>
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Williamson’s **School Site Council (SSC)** will be the lead 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.

The Community School Facilitator will support the Integration of Student Supports through facilitating 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, collaborate regularly with referring teachers to monitor growth, and seek community support to meet student and family needs.

The Facilitator will also lead the **Family Engagement Action Team** along with the site Parent Coordinator, parent leaders and an Administrator. They will design and evaluate the impact of family engagement activities and respond to parents' requests for workshops or services.

The Community School Facilitator 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 adjust 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 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 operation

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

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

Williamson 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 many site members 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. Williamson 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 4.7% 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 Williamson 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 Williamson students, 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. Williamson 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.

1. **Racially Just and Restorative School Climates:** Williamson has a very low suspension rate due to their efforts to use a restorative response to student behavior in the classroom and in the office. Williamson has an active PBIS team, mental health clinicians on campus and intentional relationship building with youth and families.

2. **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 in 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

3. **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 consensus. We will stay aligned with our district office and develop a consensus model for key

decisions utilizing a strategy like the fist to 5 model to develop consensus and ensure all voices are heard.

Priority 3: Collaborative Leadership

At the system level, the district will establish a system-level steering committee 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"> - District Leadership Team includes representatives from our Labor partners, key district departments and next year will expand to include parent leaders from each school and a youth leader from our secondary schools. - DLT will participate in professional development in CCSPP Framework and Implementation Science. - Progress data in attendance, grades, and behavior will be shared - Subcommittees will work on specific needs and report back to the District Leadership Team. - Keep Superintendent and Board of Trustees updated on progress and challenges 	Regional system of support available to all Rancho youth and families Focus on sustainability post CCSPP funding Agendas, minutes and sign ins
Rancho Cordova Community Schools	<ul style="list-style-type: none"> - Meet at least quarterly to create and maintain community supports available at or near Community School campuses 	Remove silos between

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

	leaders to coordinate parent outreach and support.	
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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 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 District Community Schools Specialist has worked with the Williamson 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 Williamson **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 shared with the 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"> - 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 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	<ul style="list-style-type: none"> - Sustainability of Community School services is prioritized in site budget allocations - CCSPP Framework language in SPSA

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Hire Community School Facilitator to coordinate implementation	Job description has been written and is going through approval process	<ul style="list-style-type: none"> Job description will be on FCUSD website Postings on EdJoin and TeamTailor

	<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>	
Community School Orientation	<p>Community School Facilitator will receive in-depth training in CCSPP framework, whole-child design, data tracking, restorative and trauma-informed discipline</p> <p>Equity will be at center of all Community Schools work</p>	<p>Agendas and sign ins CCSPP Handbook</p> <p>Staff feedback</p>
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 better reflects student diversity</p> <p>Actively seek partnerships that bring diverse staff onto campus</p>

Key Staff/Personnel

Name	Role	Community School (CS) Responsibilities
Leslee Cottrell	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> <p>Invite CS coordinator to serve on and attend site leadership team</p> <p>Invite CS coordinators to School Site Council meetings.</p> <p>Add Community Schools as a standing item on SSC</p>

CCSPP: Implementation Plan Template

		and ELAC agendas.
Lynn Blodgett	Asst. Principal	Support Principal and Community School Facilitator in efforts above Participate in quarterly district Community Schools meetings with Community School Facilitator
	Williamson Guiding Coalition	Work collaboratively with CS coordinator to implement CS vision based on CS Framework
Larissa Austin	Marriage and Family Therapist (.4 FTE)	Work in collaboration with CS coordinator to create integrated MTSS system
Gabby Gardner	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
Darsie Dupree	Instructional Coach	Work in collaboration with CS coordinator to create integrated MTSS system
Amber Harvey	Parent Coordinator (.25 FTE)	Amber will be link to community partners, parents and families in front office
Corina Pimentel	Office Admin. Asst. (Spanish bilingual)	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 (serves as CS coordinator)	Hire, train and support Community School Facilitator to lead implementation of CCSPP grant. Collaborate with District Directors to create partnership agreement process to bring community supports onto campuses Write annual reports for CS Implementation grants Monitor budget expenditures to insure compliance with grant guidelines
TBD	District Community School Facilitator	Point person for implementation of CS grant actions. Works in collaboration with families, youth, community partners and staff to create a year-round, integrated system of supports (pillar 1), increase family engagement at school and ability to support learning at home (pillar 2), encourage and support

		diverse voice in shared leadership model (pillar 3) and partner with preschool and extended day staff to create seamless system of support
Kate Hazarian	Director of Strategic Initiatives and Support Services	Lead districtwide Community Schools initiative and ensure that CS Framework is reflected in district LCAP and strategic planning. Create systems for data collection and progress monitoring Oversee Rancho Cordova Community Schools Partnership collaborative meetings

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

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

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

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

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

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/ Indicators
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 Williamson.</p> <p>Community School Facilitator 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>Work with scholars and their families to reinforce habits of daily attendance through positive relationships with adults on campus, engaging instruction and fun enrichment activities.</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>
The Rancho Cordova Community School committee will meet quarterly so they can give input as part of Cycle of Continuous Improvement	<p>Community School Facilitator will attend regional collaboration meeting with community partners</p> <p>Progress data will be shared quarterly.</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 Williamson's current community partnerships are: Blessings in a Backpack (provide food for students over weekends and holiday breaks), immunization clinics once a month, and the ASES program to provide after-school classes for students in chess, building, art, and coding. The Sacramento County Office of Education who provides a full-time, on campus Mental Health Clinician and the Northern California School of the Arts who provided ten Social Emotional Learning lessons for every class as well as an after school theatre program, culminating in a production of Lion King Jr. The Story Pirates, who have partnered with our third-grade classes over 12 weeks to produce both a group story and individual stories about heroes, the program paired Williamson with a school in Southern California and they swap their group stories each week to build on their ideas, plot, and dialogue. The Rancho Cordova Kiwanis Club, UPS Store of Gold River both provided books for our book vending machine, Rancho Cordova Rotary Club provides dictionaries for every third grader each school year and partners with B Street Theatre in Sacramento, CA to bring writing workshops to all fourth grade classes. The Sacramento Assistance League provides books to our primary classes, clothing for all grade levels, potty kits for kinder classes. The Rancho Cordova Safeway has provided us with attendance rewards, and the Rancho Cordova Community Enhancement & Investment Fund has supported many projects and activities that have benefited our school site.

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, Sacramento County Homeless Navigator assigned to Rancho Cordova, 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	Williamson Administration, leadership team and Climate Facilitator participate in Behavior Rtl working trainings Behavior Rtl is foundation for Tier I PBIS work	Low suspension rate
Develop a culture of adult learning and sharing	Professional Learning Community structure is being rebuilt	Professional Learning Community goals, actions, and progress toward goals
Build the capacity of educators to provide more student-centered, student-led instruction	A small team of Williamson 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

Priority 8: Centering Community-Based Curriculum and Pedagogy

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/ Indicators
Williamson students will see their culture, history and lived experience	Our educators will design lessons and direct	SPSA will reflect investment in

<p>reflected in academic and SEL instruction</p>	<p>instruction to explicitly value the cultures and lived experiences of our diverse students.</p>	<p>CBL opportunities.</p>
<p>Williamson staff will provide enrichment opportunities on and off campus to deepen learning about their community.</p>	<p>As part of Williamson’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 provide highly impactful, highly valuable, and highly engaging instruction that celebrates community strengths, and diversity in our classrooms.</p>	<p>Roster of activities and student participation</p>
<p>Williamson will utilize the FCUSD equity questions in their decision making</p>	<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"> 1. Who are the specific student groups impacted by this decision, policy or practice? 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? 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? 4. What steps do we need to take to make sure that underserved students benefit from this academic, enrichment and/or wellness resource? 	<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>

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, Kids Day in the Park, RC community activities such as the yearly tree lighting to interface with families

Engaging in the Second Step curriculum in the classroom promotes self-awareness, social- awareness, self-management, relationship skills, and responsible decision-making skills for our students, and improves attitudes and beliefs about self, others and school. Those ideas create the conditions for learning, 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 Williamson, we are currently rebuilding our community partnerships, programming, events post-COVID to identify our student and school community needs. 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 self-confidence as learners. 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.

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

The overall project goals that either are currently in Williamson’s SPSA or will be for the 2023-2024 school year are below. By June 2028:

Goals	Action Steps	Outcome/ Indicators
Maintain a low suspension rate (1.2%) and reduce Office Discipline Referrals (ODRs/Majors) by 30%.	Continue training in Behavior Rtl Provide structured lunch recess activities to reduce conflict and practice social skills. Add a parent representative to the PBIS team. Organize alternative recess options for students to self-select quiet play or supported play during unstructured time.	SWIS data
Increase student SEL competencies from 60% to 75% “on-track” based on Panorama Spring assessment	Strengthening school wide PBIS Tier I and Tier 2 implementation Provide opportunities for Tier 2 and Tier 3 re-teaching of SEL skills and behavior expectations. Training to increase staff use of trauma-informed and restorative discipline strategies	Panorama Winter/Spring survey results Behavior Academy Lesson Plans, SWIS Data Agendas, sign ins Participation records
Increase daily attendance rate from 90.3% (2021-2022) to 95%	Upon enrollment and in communication with families emphasize the “why” of great (not perfect) school attendance Increase support of bilingual staff working with families on attendance Community School Facilitator will connect with families to provide support and remove barriers to attendance	Agendas and sign-ins from attendance engagement events and staff training A2A attendance data

<p>Reduce Chronic Absenteeism from 45% (2021-2022) to 20%</p>	<p>Partner with historically chronically absent families to rebuild patterns of daily attendance</p> <p>Nurse/Health Asst. will connect with families where health is barrier and be bridge between primary care and school in order to connect with resources</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>
<p>Increase family engagement at school, supporting learning at home and participation in SSC/PTA/ELAC</p>	<p>Parent University classes</p> <p>Family nights to support learning at home strategies</p> <p>Parent leaders mentor other parent leaders to move into leadership roles</p>	<p>Agendas and sign ins</p> <p>Flyers and sign ins</p>
<p>Increase diversity in employees, volunteers and community partners so that our scholars see themselves represented in the adults on their campus.</p>	<p>Identify and remove barriers for families to volunteer at school.</p> <p>Provide training for volunteers and increase volunteer opportunities at the school site.</p> <p>Partner with FCUSD Adult Education School and local higher education providers to support parents in navigating higher education opportunities, programs, and pathways that would lead to working in education.</p> <p>Provide employment recruitment information at school activities to inform families of employment opportunities at our school and in our school district.</p> <p>Provide staff support to increase overall employment satisfaction.</p>	<p>Number of approved volunteers</p> <p>Agendas and sign ins, school-wide Volunteer hours</p> <p>Flyers, Agendas, sign ins</p> <p>Staff surveys</p>