

RANCHO CORDOVA ELEMENTARY TABLE OF CONTENTS

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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Rancho Cordova Elementary School 34 3467330 6033229

Folsom Cordova Unified School District

Anna Chitwood, Principal achitwood@fcusd.org

Kate Hazarian, Director, Strategic Initiatives and Support Services khazarian@fcusd.org



Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site’s community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces

2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work.

Over the last two years, FCUSD has developed a shared understanding and commitment to a regional network of Community Schools that are supportive of each other and the students we serve in the City of Rancho Cordova. Our District Steering Committee thoroughly analyzed the regional needs and assets assessment and jointly developed our **FCUSD Community Schools Vision: *Build on the strengths of Rancho Cordova youth, families, school staff, and the community to transform each school to be a whole-child system of support that removes systemic barriers to learning, wellness, and on-time graduation.***

In support of this vision FCUSD has used the State Technical Assistance Center's [Capacity Building Strategies: A Developmental Rubric](#). to move from "visioning" to the "engaging" phase of development during our first year of implementing the CCSPP Framework in six of our schools. At the "engaging" stage we are focused on expanding our network of community schools and continuing to building the capacity of staff, students, families and community to jointly own the implementation of the four CCSPP Pillars - Integrated Student Supports, Family and Community Engagement, Shared Decision-Making, and Expanded Learning Opportunities.

Why a community school for Rancho Cordova Elementary?

Rancho Cordova Elementary (RCE) is the oldest elementary school in Rancho Cordova and serves 423 racially and linguistically diverse preschool-5th grade scholars. 84% of our students qualify as Unduplicated (low income, Emergent Bilingual and/or Foster Youth). RCE is a source of great community pride and shared history. The decision to establish a community school builds on our commitment to create an educational environment that not only imparts academic knowledge but also fosters holistic development and addresses the diverse needs of our students and their families. The **Vision at RCE** is to *"empower lifelong learners with skills essential to navigating a complex world."* It is the Mission of Rancho Cordova Elementary staff, students, family, and community members to "collaborate to provide a safe and healthy learning environment with high expectations. Students engage in daily social emotional learning to develop positive character traits and solve real world problems. With fostered confidence, students rise above academic and social challenges as inspired, compassionate, and creative individuals."

Through extensive engagement with students, staff, families and the community over the last 18 months, it became evident that transforming into a community school creates the conditions for our vision for creating a more inclusive, equitable, and supportive learning community with improved outcomes for all student interest groups to become our reality.

Alignment with CCSPP Overarching Values and Core Commitments:

Racially-just, relationship-centered spaces:

- Our commitment to a racially-just and relationship-centered space is reflected in our implementation of an inclusive and culturally responsive curriculum. We celebrate diversity, provide anti-bias training for staff, and establish partnerships with community organizations that promote equity and inclusion.

Shared power:

- We recognize that shared power in decision-making processes is critical to create and sustain significant improvements in academic outcomes for our scholars. To ensure authentic collaboration, our School Site Council, English Learner Advisory Committee and PTA includes parents, teachers, and community members who are active participants in analyzing qualitative and quantitative data to decide how resources are most effectively used.

Classroom-community connections:

- Building strong connections between the classroom and the community is a priority. Current connections include teachers at the doors each morning to greet students and the many walking families at our school site. Many teachers utilize online parent communication platforms to support home school communication. Classroom teachers promote the site's calendar of events, activities and meetings that take place on campus, in the community, and in our school district.
- Along with District-provided free breakfast and lunch, families often donate snacks to help hungry students during recess. We leverage local resources to enhance our academic offerings and provide real-world learning experiences.

A focus on Continuous Improvement:

- Continuous Improvement is at the core of our community school and Professional Learning Community commitment. We look at qualitative and quantitative data as grade level teams and as support staff, adjusting practices when results are not showing improvement for students in each of our LCAP interest groups.
- We are developing a robust data collection and analysis system to monitor the effectiveness of our programs. Regular feedback from students, parents, and staff will guide adjustments and enhancements, ensuring that our community school remains responsive to evolving needs.

Developmental Plans

To ensure the consistent integration of these values into our Community Schools work, we have outlined the following developmental plans:

Professional Development:

- Implement ongoing professional development opportunities for staff to enhance their cultural competence, communication skills, and ability to engage and build trust with diverse communities.
- Continue focus on Inclusion practices for students with disabilities through professional development with consultant Sam Drazin.

Data-Driven Decision Making:

- Our grade level and support staff Professional Learning Communities will continue to collect and analyze disaggregated data related to student and community outcomes. This data will inform decision-making processes and guide adjustments to our programs.

Community Engagement Strategies:

- Expand strategies for engaging and empowering parents, community members, and local organizations to support learning at home and create a year-round system of support for under-resourced families. We will ensure that the community's voice is heard and valued.

Sustainability Plan:

- Create a sustainability plan that outlines how the community school model will be maintained and expanded over time. This includes securing and reallocating funding, building partnerships, and cultivating a culture of continuous improvement.

The **decision to transform Rancho Cordova Elementary into a community school** is not just a strategic move; **it is a manifestation of our commitment to providing an education that is grounded in equity, collaboration, and continuous improvement.** We look forward to the positive impact our Community School will have on the lives of our students and the broader community.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Rancho Cordova Elementary began a **needs and asset assessment** in January 2022 as part of our district School Based Health Center exploration and has continued this year with the FCUSD Community Schools initiative. This comprehensive and inclusive needs and assets assessment process has been conducted within the larger context of strengths and areas of need within the City of Rancho Cordova. This endeavor has led to students, staff, community partners and families identifying top community school priorities and collectively shaping the vision for our educational community.

Our focus questions were along three themes: sense of belonging and trust, promoting high learning expectations and system of support. Examples of questions are below:

- What do you like most about your school?
- If you were the school Principal, what would you do to improve classroom learning so that ALL students were successful?
- What happens at school that helps or hurts mental health for students?

Deepening our needs and assets assessment will be done through resource mapping current services and teams at school, within the district, and within the community. Gathering summative as well as qualitative, also known as **street data**, learning from long-time staff and residents, as well as documenting readily available academic, school climate and student engagement will inform strengths to build on and gaps to address. How we **engage all interest groups**:

Administrators, Certificated Staff, and Classified Staff:

- Along with utilizing existing survey data, conducting informal one-on-one interviews and focus group sessions to gather insights on the unique perspectives and priorities of school administrators, teachers, and support staff.

Students:

- Utilizing existing student surveys and informal conversations with student groups to empower our students in expressing their needs and aspirations for a thriving educational environment.

Family Members:

- Implementing family surveys, hosting monthly parent coffee chats where families have the opportunity to learn about focus areas such as our SEL Second Step classroom lessons, and also gain ways to support their child at home that aligns with the program. RCE has an active School Site Council that takes the time to genuinely understand the needs of our students and families to make decisions that support all interest groups. Our 2023-2024 cohort of Community Schools staff visited RCE to talk with families for a listening campaign to determine the needs and assets of the school.

Community Members and Partners:

- Through our quarterly non-profit partnership meetings, we are learning about and listening to local organizations, developing our regional needs and assets assessment and collaborating at outreach events to gather input from the broader community and key interest groups.

Processes for Engagement:

The needs and strengths assessment process for the last 18 months includes qualitative and quantitative data gathered through individual interviews, surveys, summits, leadership meetings and summative data from the California Data Dashboard. As a PLC and Improvement Science-focused district, gathering data and adjusting how time and financial resources are used to accelerate the learning of our Hispanic, Emergent Bilingual, Homeless and Foster Youth, Black and low income students is **never finished**. Staying curious and using data as a flashlight to illuminate and grow successful practices and adjust, adapt or abandon ineffective practices is the expectation in FCUSD.

With the addition of a Community School Facilitator, we will continue to go deeper in our ongoing needs and strengths assessment for Rancho Cordova Elementary and the FCUSD Community Schools initiative.

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| <ul style="list-style-type: none"> ● Student/parent/family interviews groups (74) ● Teacher survey (1) ● Classroom walks (2) ● Black Families United for Education gatherings (2) ● Panorama student SEL surveys (4) ● FCUSD student/staff/family Survey (3) ● 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 Partnership mtgs (5) ● California Healthy Kids Survey ● Multi-year Chronic Absence, Attendance and discipline data ● Guiding Coalition, SSC, ELAC and PTA (3) |
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Rancho Cordova Elementary Strengths and Assets by Pillar

| Pillar 1 - Integrated Student Services | Pillar 2 - Family and Community Engagement | Pillar 3 - Collaborative Leadership Practices | Pillar 4 - Extended Learning Time and Opportunities |
|---|---|---|--|
| <p>Special Friends program for students struggling to adjust to school</p> <p>Cross classroom sharing of students to meet needs of all students</p> <p>Every Student By Name (ESBN) meetings to connect students with interventions</p> <p>Instructional Coach support the PLC 15-day challenge</p> <p>Focus on inclusive instructional practices through coaching and PD with consultant Sam Drazin. Staff practicing classroom and recess strategies to support students with special needs</p> <p>Licensed Marriage and Family Therapists (1 FTE) provide Zones of Regulation training, crisis response, individual and small group counseling. (increased from .6 FTE in 2022-2023)</p> <p>Asst. Principal began in 2023-2024 school year</p> <p>Coordination of Services Team (COST) began in the</p> | <p>Principal and support staff are visible before and after school</p> <p>Ongoing home/school communication</p> <p>School has a strong neighborhood/ community feeling</p> <p>PTA hosts many family activities on campus</p> <p>Families respond to requests for donations (snacks, supplies)</p> <p>Bilingual Administration (Spanish and Greek)</p> <p>.25 FTE Parent Coordinator</p> <p>Community partnerships:</p> <ul style="list-style-type: none"> ● Birth & Beyond (FCCP) ● Christmas in Cordova ● Raising a Reader book bags ● Sacramento Food Bank and Family Services (diapers and wipes) ● Public Library visits | <p>English Learner Advisory Committee, School Site Council, Guiding Coalition/Site Leadership Team demonstrates shared leadership</p> <p>2022-2023 was the first year of grade level weekly PLC Time - Focused agendas, clear common goals, and shifts in instruction based on qualitative and quantitative data</p> <p>Professional Learning Community 15 day Challenges are aligning practices and improving academic outcomes</p> | <p>Classrooms are positive and lively spaces</p> <p>Expanded Learning program with SEL curriculum and arts opportunities for 59 students (11 students on waitlist)</p> <p>United Way literacy tutoring</p> <p>Preschool program on-site</p> <p>Guaranteed and Viable Curriculum for English, Math, Science and Social Emotional Learning (Second Step)</p> <p>Learning foundations focus with activities for parents to do at home with children</p> |

Rancho Cordova Elementary Needs by Pillar

| Pillar 1 - Integrated Student Services | Pillar 2 - Family and Community Engagement | Pillar 3 - Collaborative Leadership Practices | Pillar 4 - Extended Learning Time and Opportunities |
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| <p>In alignment with CCSPP Four Proven Practices, Rancho Cordova Elementary will have a full-time Community Schools Facilitator, the School Site Council will serve as the site implementation team and we will create a Family Partnership Committee. Rancho Cordova Elementary will have a resource space with food, clothing, and school supplies.</p> | | | |
| <p>Improve daily attendance and reduce Chronic Absenteeism</p> <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 - Reduce peer-to- peer aggression <p>Provide fun and structured activities at recess</p> <ul style="list-style-type: none"> - wellness room, sports and organized games - Expanded Learning and yard duty/campus monitor staff training <p>Increase access to health, social, food, housing and clothing resources</p> | <p>Continue to grow and expand family partnerships</p> <ul style="list-style-type: none"> - Active outreach to build partnerships with parents, caregivers and extended families -Welcome them to campus - Build connections between families - Increase PTA membership & parent leadership <p>Parents are asking for workshops in their primary language to understand school system, strategies for literacy and numeracy at home, 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 University or PIQE parent education) <p>Recruit more parents to serve on PBIS, SSC, ELAC and site</p> | <p>Build PLC team capacity to quickly respond when students are not proficient in skill(s) or in need of acceleration</p> <p>Cycles of Continuous Improvement:</p> <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> <p>Regional collaboration</p> <ul style="list-style-type: none"> - District will create opportunities for staff to meet to Improve instructional alignment from preschool through adult education <p>Actively recruit and train family leaders/ volunteers. Teachers and support staff want to partner with parents and caregivers to</p> | <p>Culturally responsive summer academic and enrichment programs (i.e. Freedom School)</p> <p>Welcome community partnerships on our campus</p> <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 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>More targeted support for Emergent Bilingual & Newcomer students</p> <ul style="list-style-type: none"> - Push-in for small group ELD intervention |

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| <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 (i.e. PC CARE)</p> | <p>Family Partnership Team</p> <ul style="list-style-type: none"> - Zones of Regulation training for parents to align with site roll out. - Seek family input on what family night activities would be most helpful | <p>support learning at home and at school</p> | <p>with ELPAC Level 1 students</p> <ul style="list-style-type: none"> - Partner with refugee resettlement and immigrant-focused non-profits to bring supports to campus beyond school day/year |
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Engaging Historically Marginalized Groups:

We implement targeted strategies to ensure historically marginalized student and family groups are actively engaged in the needs and assets assessment process. For Rancho Cordova Elementary, specific groups whose voice we want to amplify include families of Emergent Bilingual, Black, biracial, Special Needs and Hispanic families. This includes:

- Conducting outreach through our Parent Coordinator and Mental Health Specialists.
- Partnering with local organizations specializing in supporting marginalized communities.
- Implementing language-accessible surveys and translation services.
- Hosting culturally sensitive forums and meetings to create a safe space for open dialogue.

Through these multifaceted approaches, Rancho Cordova Elementary aims to cultivate a shared vision that is reflective of the diverse perspectives within our community. We are committed to fostering an inclusive and participatory process that will lay the foundation for our community school's success and sustainability over time.

Part B: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Collective Priority

Outcome/Indicators you Aim to Improve

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| <p>1. Strengthening family connections and engagement</p> | <p>Goals:</p> <ul style="list-style-type: none">● Increase family engagement activities that build connections between families● Offer strategies to families so they can encourage the academic achievement and emotional wellness of their children at home● Establish a comprehensive family support network with language support, snacks and networking opportunities <p>Outcome Indicators:</p> <ul style="list-style-type: none">● Measure the percentage increase in attendance at family engagement events.● Increase attendance at Parent Conferences and other parent meetings |
| <p>2. Implementing Student-Centered Teaching and Learning Practices</p> | <p>Goals:</p> <ul style="list-style-type: none">● Invest in staff or community partners to provide structured recess activities to focus on students learning self-management and social awareness skills● Provide professional development for teachers on student-centered teaching and learning practices, emphasizing differentiated instruction and collaborative learning● Foster classroom environments that actively engage Emergent Bilingual students through creative teaching methods, group activities and differentiated instruction● Increase student participation and enthusiasm in learning activities, reducing disconnection and off-task behavior <p>Outcome Indicators:</p> <ul style="list-style-type: none">● Observation-based assessment of student engagement and participation.● Reduction in office referrals and use of suspensions and increased student involvement in classroom activities● Track the number of teachers participating in professional development sessions |

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| <p>3. Enhancing Communication and Language Support</p> | <p>Goals:</p> <ul style="list-style-type: none"> ● Improve communication strategies to bridge gaps between the school and families, focusing on clear expectations, consequences and 4:1 positive reinforcements for behavior ● Provide language support for Spanish-speaking families, ensuring that communication is accessible and inclusive ● Empower families to take on projects and events, moving from participation to active engagement and leadership roles ● Select districtwide, two-way communication app that allows parents to communicate in their home language <p>Outcome Indicators:</p> <ul style="list-style-type: none"> ● Evaluation of communication effectiveness through surveys and feedback ● Increased participation of other than English-speaking families in school activities ● More family-led projects and events, showcasing growing empowerment and engagement |
| <p>4. Provide additional support for student attendance, health, behavior, language acquisition and academic achievement</p> | <p>Goal:</p> <ul style="list-style-type: none"> ● Proactively educate all staff and families (especially new RCE families) on the importance of daily school attendance and strategies for positive attendance ● Remove barriers to healthcare access ● Create positive reinforcement strategies for students with 95% or better school attendance ● Increase home visits and parent meetings to co-create improvement plans <p>Outcome Indicators:</p> <ul style="list-style-type: none"> ● RCE attendance will meet or surpass district goal of 95% ● Increase home visits and demonstrate positive impact of intervention ● Decrease of student absences based on lack of healthcare access |

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level,

schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
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| <p>1. CCSPP District Steering Committee will guide and support implementation of Framework throughout Rancho Cordova through a fist-to-five consensus decision-making process</p> | <ul style="list-style-type: none"> ● District Steering Committee 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. ● Folsom Cordova Educators Association approved Community Schools MOU outlining shared responsibility, accountability and hiring practices for CCSPP. ● The District Steering Committee will participate in professional development in CCSPP Framework and Improvement Science. ● Budget update and progress data in attendance, grades, and behavior will be shared ● Subcommittees will work on specific needs and report back to the District Leadership Team. ● Superintendent and Board of Trustees will be updated regularly on progress and challenges |
| <p>2. Rancho Cordova Community Schools Partnership committee</p> | <ul style="list-style-type: none"> ● Meet at least three times per year to create and maintain community supports available at or near Community School campuses ● Discuss strategies for long-term sustainability |
| <p>3. School Site Council (SSC)</p> | <ul style="list-style-type: none"> ● Active implementation of 5 year CCSPP plan, with revisions based on data ● CCSPP will be a standing item on SSC/ ELAC agendas ● CCSPP action steps will be incorporated into SPSA |
| <p>4. Create Family Partnership Team</p> | <ul style="list-style-type: none"> ● The Community Schools Facilitator and Parent Coordinator will meet regularly with parent leaders to coordinate parent outreach and support |

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

Our **Community Schools District Steering Committee** includes representatives from our Certificated and Classified labor partners, department leads from preschool, after school, health services, Curriculum and Instruction, mental health, 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 expanded 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 Coordinator has worked with the Rancho Cordova staff throughout the planning process. In the Spring of 2023, we negotiated a MOU with the Folsom Cordova Educators Association to write the certificated job description, share accountability for implementation of the CCSPP framework, hiring of staff and operation of our District Steering Committee.

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. Rancho Cordova Elementary will create a Community Schools Family Partnership Committee that will meet regularly and will report to the School Site Council about Community Schools family engagement activities. The goal of this committee is for the community schools site leader, the site Parent Coordinator, administration, and parent leaders to work together to support family engagement activities on campus. **School Site Council is 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.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
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| 1. CCSPP Framework and Core Commitments will be shared with the Guiding Coalition, PTA, SSC, ELAC and grade level PLCs to improve outcomes for youth | <ul style="list-style-type: none"> • Train these groups in the CCSPP Framework and Core Commitments • Foster cross-committee collaboration to di-silo site and district initiatives |
| 2. CCSPP Framework and Core Commitments will be reflected in SPSA | <ul style="list-style-type: none"> • In order to have one comprehensive school plan, the Principal will include the CCSPP Framework in the jointly-developed SPSA |

Strategy 5: Staffing and Sustainability

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals

Actions

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| 1. Hire Community School Facilitator (CSF) I to coordinate implementation | <ul style="list-style-type: none"> ● Active outreach in community to seek diverse applicants with roots in Rancho Cordova ● Post, interview and hire as soon as grant award is announced |
| 2. Community School Orientation | <ul style="list-style-type: none"> ● Community School Facilitator will receive in-depth training in CCSPP framework, whole-child design, data tracking, equity-focused restorative and trauma-informed school climate ● CSF will educate site staff on CCSPP core principles and partner with them to successfully implement and progress-monitor this action plan. ● Equity will be at center of all Community Schools work |
| 3. Increase diverse representation on campus through employees, volunteers and community partners | <ul style="list-style-type: none"> ● Recruit classified and certificated staff from diverse backgrounds and with connections to Rancho Cordova ● Actively build staff connectedness with each other and between home and school to increase retention of diverse staff ● Develop partnerships with organizations focused on diversity to be visible on campus |

Key Staff/Personnel

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| Anna Chitwood, Principal | <ul style="list-style-type: none"> ● Champion community schools (CS) mindset with youth, families, community partners and staff ● Infuse CS Framework into all site initiatives and Single Plan for Student Achievement (SPSA) ● Ensure CS grant is implemented as written and follow procedures to change actions in collaboration with District CS Coordinator when interest groups and data indicate a change is warranted. ● Invite CS Facilitator to attend site leadership team ● Invite CS Facilitator to attend ELAC and SSC meetings. ● Add Community Schools as a standing item on SSC and ELAC agendas. |
| Carmelita Goldsby, Asst. | <ul style="list-style-type: none"> ● Support Principal and Community School Facilitator in efforts above |

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| Principal | <ul style="list-style-type: none"> ● Participate in quarterly district Community Schools meetings with Community School Facilitator |
| RCE Guiding Coalition | <ul style="list-style-type: none"> ● Work collaboratively with CS Coordinator to implement CS vision based on CS Framework |
| Scarlett Stoppa and Jeffrey Steer, Mental Health Specialists (1.0 FTE) | <ul style="list-style-type: none"> ● Work in collaboration with CS coordinator to create an integrated MTSS system ● Provide mental health services to youth with Tier 2 or Tier 3 needs ● Actively support families to connect with resources and support youth at home ● Member of PBIS and COST team |
| Helena Burns, Instructional Coach | <ul style="list-style-type: none"> ● Work in collaboration with CS coordinator to create integrated MTSS system and progress monitor student outcomes ● Support increasing student engagement in classrooms ● Increase community and student-centered learning opportunities |
| Claudia Vargas, Spanish Bilingual Parent Coordinator (.25 FTE) | <ul style="list-style-type: none"> ● Manage and recruit parent volunteers ● Support CSF with community partnerships ● Create welcoming environment in office |
| Hilsa Ponce, Office Admin. Asst. | <ul style="list-style-type: none"> ● Primary support for Admin team and school systems ● Create welcoming office atmosphere for all ● Support mutually beneficial partnerships with family and the community |
| Victoria Goulet, Office Clerk | <ul style="list-style-type: none"> ● First contact with students and families to improve attendance ● Member of Coordination of Services Team ● Supports Check-in/Check-out process ● Welcoming school office environment |
| TBD, Community School Facilitator I (1.0 FTE) | <ul style="list-style-type: none"> ● Monitor budget expenditures to insure compliance with grant guidelines ● Works in collaboration with families, youth, community partners and staff to create a year-round, integrated system of supports ● 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 |
| TBD, Intervention Teacher - ELD (.75 FTE) | <ul style="list-style-type: none"> ● Provide expanded learning opportunities by providing additional 1:1 support and/or small group instruction beyond the integrated and designated instruction received in the classroom especially for newcomers and students who are not making growth on their ELPAC scores. ● Help plan lessons at students' English proficiency levels ● Provide additional opportunities for students to develop their listening and speaking skills which helps make the crossover to |

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| | <p>reading and writing levels.</p> <ul style="list-style-type: none"> ● Push into the classroom to work alongside the classroom teacher to support our EL learners across all curriculum areas ● Monitor assessments/data and help with the planning of additional support for students who are struggling or not making sufficient growth ● Provide social groups for newcomers to help them integrate into the RCE community ● Provide Professional Development or support for teachers to strengthen their current ELD instruction ● Work with families of Emergent Bilingual students to integrate into the community and connect with other families of our emergent bilingual students. |
| Carla Davis, District Community School Coordinator | <ul style="list-style-type: none"> ● Lead implementation of CCSPP system of care ● Hire, train and evaluate Community Schools site leads ● Collaborate with District Directors to create process to bring community supports onto campuses ● Write annual reports for CS Implementation grants. ● Expand and evaluate community partnerships |
| Kate Hazarian, Director of Strategic Initiatives and Support Services | <ul style="list-style-type: none"> ● Lead districtwide Community Schools initiative and ensure that CS Framework is integrated into the district LCAP and strategic planning ● Ensure communication with the Superintendent, Board of Trustees, and Cabinet and collaboration with other district departments ● Maintain budget and coordinate CDE reporting. ● Support hiring and evaluating Community Schools staff |

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

As demonstrated through our district CCSPP Steering Committee structure, our MOU with the Folsom Cordova Educators Association, 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 may take 2+ years to be fully implemented.

Our CCSPP District Steering Committee 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. The 2023-2024 school year is 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 6 of our Rancho Cordova campuses using MediCal billing. SCOE staff are statewide experts in MediCal reimbursement and as the CCSPP Regional Technical Assistance Center (RTAC) 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 is a non-profit that 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.

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Goal

Action Steps

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| <p>1. Expand community partnerships in alignment with needs/assets assessment</p> | <ul style="list-style-type: none">• Community partners are actively engaged in the planning, development and continuous improvement of the district Community Schools initiative and will help inform Community Schools development at Rancho Cordova Elementary• 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• 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 |
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2. The Rancho Cordova Community School committee will meet at least three times a year as part of Cycle of Continuous Improvement

- Community School Facilitator will attend regional collaboration meeting with community partners
- Progress data will be shared at each meeting

Site Level Goals and Measures of Progress

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:

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 meeting three times per year and our group is growing each time we meet. We will share CCSP impact data with this group regularly and leverage our group to seek ongoing funding for programs available on our school sites.

Our current partners include the Blessings in a Backpack, the Rancho Cordova Library, and A Touch of Understanding, Blessings in a Backpack (provides food for students over weekends and holiday breaks), immunization clinics once a month, and the Expanded Learning program to provide after-school classes for students in chess, building, art, and coding. 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).

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider

how 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 |
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| 1. Create and provide consistent Tier 1 behavior system and restorative response to student behavior needs | <ul style="list-style-type: none"> ● RCE Administration, leadership team and Climate Facilitator participate in Behavior Rtl working trainings ● Behavior Rtl is foundation for Tier I PBIS work |
| 2. Deepen a culture of adult learning, shared decision-making and PLCs based on data | <ul style="list-style-type: none"> ● Professional Learning Community structure is being deepened as data is becoming more visible and actionable ● Training in shared decision-making will be offered to all staff and parent leaders from throughout Rancho Cordova |
| 3. Build the capacity of educators to provide engaging and student-led instruction | <ul style="list-style-type: none"> ● A small team of Rancho Cordova Elementary 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 ● Targeted focus on needs of students with special needs and Emergent Bilingual students by deepening staff understanding and use of Universal Design for Learning (UDL) and English Language Development best practices |

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

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 deepen our first hand knowledge 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 Rancho Cordova Elementary, 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.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
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| 1. RCE students will see their culture, history and lived experience reflected in academic and SEL instruction | 1. Our educators will design lessons and direct instruction to explicitly value the cultures and lived experiences of our diverse students. |
| 2. RCE staff will provide enrichment opportunities on and off campus to deepen learning about their community. | 2. As part of RCE’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. |
| 3. RCE utilizes the FCUSD equity questions in their resource allocation decision-making . | 3. Use the FCUSD equity questions in Guided Coalition, SSC and ELAC meetings as a part of the decisions making process. <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? |
| 4. RCE 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. |

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

| Goals | Action Steps | Outcome/Indicators |
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| 1. Maintain a low suspension rate (1.7%) and reduce Office Discipline Referrals (ODRs/Majors) by 10%. | <ul style="list-style-type: none"> 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 | <p>SWIS data CA Data Dashboard</p> |
| 2. Increase student SEL competencies from 54% to 75% reporting significant SEL strengths in all competencies on Panorama Spring assessment compared to Fall 2023 | <ul style="list-style-type: none"> Strengthening school wide PBIS Tier 1 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 | <p>Panorama Winter/Spring survey results</p> <p>Behavior Academy Lesson Plans, SWIS Data</p> <p>Agendas, sign ins</p> <p>Participation records</p> |
| 3. Increase daily attendance rate from 92% (2022-2023) to 95% | <ul style="list-style-type: none"> 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 | <p>Agendas and sign-ins from attendance engagement events and staff training</p> <p>A2A attendance data</p> |
| 4. Reduce Chronic Absenteeism from 30.2% (2022-2023) to 15% | <ul style="list-style-type: none"> Partner with chronically absent families to rebuild patterns of daily attendance 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>A2A attendance data CA Data Dashboard</p> <p>SSC/Guiding Coalition/COST/Family Engagement Action Team minutes addressing Chronic Absenteeism and adding resources to address challenges</p> |
| 5. Increase family engagement at school, supporting learning at home and participation in SSC/PTA/ELAC | <ul style="list-style-type: none"> Parent University classes Family nights to support learning at home strategies Parent leaders mentor other parent leaders to move into leadership roles | <p>Agendas and sign ins</p> <p>Flyers and sign ins</p> |

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| <p>6. Increase diversity in employees, volunteers and community partners so that our scholars see themselves represented in the adults on their campus.</p> | <ul style="list-style-type: none"> ● Identify and remove barriers for families to volunteer at school. ● Provide training for volunteers and increase volunteer opportunities at the school site. ● 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. ● Provide employment recruitment information at school activities to inform families of employment opportunities at our school and in our school district ● Provide staff support to increase overall employment satisfaction | <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> |
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Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.