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## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

#### **Cordova Gardens Elementary School**

**34 3467330 6033153**

Folsom Cordova Unified School District

John Bliss, Principal [jbliss@fcusd.org](mailto:jbliss@fcusd.org)

Kate Hazarian, Director, Strategic Initiatives and Support Services

[khazarian@fcusd.org](mailto: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:

### Why a community school for Cordova Gardens Elementary?

Folsom Cordova Unified School District’s work over the last two years has strengthened our commitment to the importance of continuing to build an interconnected network of schools within our region. This commitment is further exemplified in our **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](#) and our focus on continuous improvement to move from “visioning” to the “engaging” phase of development during our first year of implementing the CCSPF Framework in six of our schools. Through this work we have demonstrated our commitment to 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 CCSPF Pillars - Integrated Student Supports, Family and Community Engagement, Shared Decision-Making, and Expanded Learning Opportunities. This is particularly important because the residents of Rancho Cordova, especially those that are low income, Emergent Bilingual learners, and/or receiving Special Education services, have been disproportionately impacted by the COVID pandemic and required school disruptions.

**Cordova Gardens Elementary** is a small school whose enrollment has fluctuated over the years from a high of 413 students in 2010-2011 to current enrollment of 271 preschool-6th grade scholars. Ninety-two percent of students qualified as Unduplicated in 2022 and the 2022-2023 non-stability rate was 29.46%. At Cordova Gardens, 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 Cordova Gardens** is “to empower each student, academically, emotionally, and socially through STEAM integration in order to prepare students to become lifelong learners in a dynamically changing world. This effort will be accomplished through a collaborative data driven approach to ensure that students have purposeful learning opportunities so that they develop critical thinking, collaboration, creativity, and communication skills.”

Through extensive engagement with students, staff, families and the community over the last 18 months, it has become clear that transforming Cordova Gardens into a Community School aligns with our vision for creating a more inclusive, equitable and supportive learning community with

improved outcomes for all student groups.

### **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 inclusive and culturally responsive curriculum. We aim to celebrate diversity, provide anti-bias training for staff, and establish partnerships with community organizations that specialize in promoting equity and inclusion.

Shared power:

- We recognize the importance of shared power in decision-making processes. To ensure authentic collaboration, our School Site Council, English Learner Advisory Committee and PTA includes representatives from diverse stakeholder groups, such as parents, teachers, and community members.

Classroom-community connections:

- Building strong connections between the classroom and the community is a priority. Current connections include teachers visible alongside admin at the front of the school at arrival and dismissal. We leverage local resources such as field trips to Soil Born gardens for outdoor science activities at an urban farm that's just around the corner from our school, 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.

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. This 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 funding, building partnerships and cultivating a culture of continuous improvement.

The decision to **transform Cordova Gardens 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.

Cordova Gardens Elementary was part of a regional **needs and asset assessment** that began 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 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 expanding current 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.

Engaging Stakeholder Groups:

Administrators, Certificated Staff, and Classified Staff:

- Along with 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 time 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. Cordova Gardens has an extremely active School Site Council that takes the time to genuinely understand the needs of our students and families to make decisions that support all stakeholders.

Community Members and Partners:

- Through our quarterly non-profit partnership meetings, we have been engaging in collaborative partnerships with local organizations, and conducting outreach events to gather input from the broader community and key stakeholders.

**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 academic improvement, especially 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 Cordova Gardens Elementary and the regional Rancho Cordova Community School initiative.

<ul style="list-style-type: none"> <li>● Student/Parent/family surveys (183)</li> <li>● Teacher survey (1)</li> <li>● Classroom walks (2)</li> <li>● Black Families United for Education gatherings (3)</li> <li>● Panorama student SEL Surveys (4)</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Summits (2)</li> <li>● Single Plan for Student Achievement</li> <li>● CDE Data Dashboard</li> <li>● Rancho Cordova Community Schools Partnership meetings (5)</li> <li>● California Healthy Kids Survey</li> </ul>
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<ul style="list-style-type: none"> <li>● FCUSD Student/Staff/Family Survey (3)</li> <li>● Whole Child Design Inventory (1)</li> <li>● Focus groups - Leadership, Admin, Office (10)</li> </ul>	<ul style="list-style-type: none"> <li>● Multi-year Chronic Absence, Attendance and discipline data</li> <li>● Guiding Coalition, SSC, ELAC and PTA (3)</li> </ul>
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**Cordova Gardens Elementary Strengths and Assets by Pillar**

<b>Pillar 1 - Integrated Student Services</b>	<b>Pillar 2 - Family and Community Engagement</b>	<b>Pillar 3 - Collaborative Leadership Practices</b>	<b>Pillar 4 - Extended Learning Time and Opportunities</b>
<p>Every Student By Name (ESBN) meetings to <b>connect students with interventions</b></p> <p><b>Academic Coach</b> support with the PLC 15-day challenge (this approach improves student success)</p> <p><b>.6 FTE Licensed School Social Worker</b> on campus supports tier 1 school climate, Opportunity Program, family resources, crisis response, individual and small group counseling.</p> <p>Asst. Principal began in 2023-2024 school year</p>	<p>Principal, AP and Social Worker are visible before and after school</p> <p>Home/School Communication</p> <p>School has a strong neighborhood/community feeling</p> <p>PTA puts on variety of family activities on campus</p> <p>.25 FTE Parent Coordinator</p> <p>Community partnerships:</p> <ul style="list-style-type: none"> <li>● Soil Born Farms</li> <li>● Special Friends mentorship Program</li> <li>● Clothes Closet</li> <li>● Blessings in a Backpack</li> <li>● Runnin' for Rhett</li> <li>● Christmas in Cordova</li> <li>● Public Library visits</li> </ul>	<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 <b>PLC Time</b> - Focused agendas, clear common goals, and shifts in instruction based on qualitative and quantitative data</p> <p>Professional Learning Community 15 day Cycles are aligning practices and improving academic outcomes</p>	<p>STEAM project based learning focus</p> <p>ASES program with SEL curriculum and arts opportunities for 40 students (1 student on waitlist)</p> <p>Preschool program on-site</p> <p>Guaranteed and Viable Curriculum for English, Math, Science and Social Emotional Learning (Second Step)</p>

## Cordova Gardens 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
<p>In alignment with <b>CCSPP Four Proven Practices</b>: Cordova Gardens Elementary will hire a <b>full-time</b> Community Schools Facilitator, the School Site Council will serve as the <b>site implementation team</b> and we will create a <b>Family Partnership Committee</b>. Cordova Gardens Elementary will have a resource space with food, clothing, and school supplies.</p>			
<p><b>Continue to improve daily attendance and reduce Chronic Absenteeism</b></p> <p><b>Increase enrollment</b> through transition to a STEAM-focused school</p> <p>Strengthen <b>PBIS and trauma-informed Restorative Practices</b> to address student behavior challenges</p> <ul style="list-style-type: none"> <li>- Provide structured recess activities</li> <li>- Focus on positively reinforcing behavior expectations in common areas</li> <li>- Reduce peer-to- peer aggression</li> </ul> <p><b>-Increase access</b> to health, social, food, housing and clothing resources</p> <ul style="list-style-type: none"> <li>- Welcome non-profit partners to campus</li> </ul> <p><b>Expand health care</b> services on site in order to address attendance challenges</p>	<p>Need consistent home-school communication app that all teachers/grade levels and families use</p> <p>Continue to grow and expand <b>family partnerships</b></p> <ul style="list-style-type: none"> <li>- As a small school, staff can struggle to provide all that parents are asking for</li> <li>- Active outreach to build partnerships with parents, caregivers and extended families</li> <li>-Welcome them to campus</li> <li>- Expand PTA membership</li> </ul> <p>Parents are asking for <b>workshops</b> to understand school system, strategies for literacy and numeracy at home, community resources and adult ed opportunities</p> <ul style="list-style-type: none"> <li>- ESL classes on site</li> <li>- Parent workshop series (i.e. Parent University or PIQE parent education)</li> </ul>	<p>Build PLC team capacity to <b>quickly respond</b> when students are not proficient in skill(s) or in need of acceleration</p> <p><b>Cycles of continuous improvement:</b></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><b>Regional collaboration</b></p> <ul style="list-style-type: none"> <li>- District will create opportunities for staff to meet to Improve instructional alignment from preschool through adult education</li> </ul> <p><b>Actively recruit and train family leaders/ volunteers.</b> Parents want to help support the school and collaborate more with staff</p>	<p>Provide fun and <b>structured activities at recess</b></p> <ul style="list-style-type: none"> <li>- wellness room, sports and organized games</li> <li>- ASES and yard duty/campus monitor staff training</li> </ul> <p>Culturally responsive summer academic and enrichment programs (i.e. Freedom School)</p> <p>Parents and students are asking for <b>more fun math/reading/ writing activities and enrichment programs</b></p> <ul style="list-style-type: none"> <li>- Partner with Rec and Park District and other non-profits to bring enrichment opportunities to campus</li> <li>-Grade level PLC's will engage students in learning through personalized learning strategies to build student ownership and targeted instruction.</li> </ul>

<p>Increase <b>mental health and parent education</b> resources for parents struggling with their child's behavior needs (i.e. PC-CARE)</p>	<p>Recruit more parents to serve on PBIS, SSC, ELAC and site Family Partnership Committee</p> <ul style="list-style-type: none"> <li>- More family input into family activities on campus</li> </ul> <p>Community School Facilitator will partner with instructional staff to provide parent workshops</p> <ul style="list-style-type: none"> <li>- Recruit and train parent volunteers</li> <li>- Parents will train other parents</li> </ul>		<p><b>More targeted support for Emergent Bilingual and Newcomer students</b></p> <ul style="list-style-type: none"> <li>- Partner with refugee resettlement and immigrant-focused non-profits to bring supports to campus beyond school day/year</li> <li>- provide more supports to emergent bilingual students to continue progress towards reclassification</li> </ul>
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**Engaging Historically Marginalized Groups:**

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

- Conducting outreach through our Parent Coordinator and School Social Worker.
- Partnering with local organizations specializing in supporting historically 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, Cordova Gardens 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.

<b>Draft Collective Priority</b>	<b>Outcome/Indicators you aim to improve</b>
<p>1. Expand trauma-informed supports and interventions for students struggling with academic engagement and acting out behaviors</p>	<p>Goals:</p> <ul style="list-style-type: none"> <li>● Ensure that all school staff receive comprehensive training in trauma-informed practices to create a supportive and empathetic environment</li> <li>● Establish a Coordination of Services Team (COST) to create a predictable intervention system and monitor student progress</li> <li>● Enhance Communication and Collaboration with Families to provide a holistic support system for students facing challenges</li> </ul> <p>Outcome Metrics:</p> <ul style="list-style-type: none"> <li>● Incorporate trauma-informed training into staff meetings and with Classified staff to build skills to recognize signs of chronic stress and tools for intervention</li> <li>● Achieve a 20% reduction in the number of Major referrals for behavioral incidents within the first semester of implementing trauma-informed interventions</li> </ul>
<p>2. Enhancing Communication and Language Support</p>	<p>Goals:</p> <ul style="list-style-type: none"> <li>● Select district wide two way communication app for staff and families to use in primary language</li> <li>● Improve communication strategies to bridge gaps between the school and families, focusing on clear expectations and consequences for behavior</li> <li>● Provide language support for Spanish-speaking families, ensuring that communication is accessible and inclusive</li> <li>● Empower families to take on projects and events, moving from participation to active engagement and leadership roles</li> </ul>

	<p>Outcome Indicators:</p> <ul style="list-style-type: none"> <li>● Evaluation of communication effectiveness through surveys and feedback</li> <li>● Increased participation of non-English-speaking families in school activities</li> <li>● Number of family-led projects and events, showcasing growing empowerment and engagement</li> </ul>
<p>3. Provide additional support for student attendance, health, behavior, language acquisition, and academic achievement</p>	<p>Goal:</p> <ul style="list-style-type: none"> <li>● Proactively educate all staff and families (especially new Gardens families) on the importance of daily school attendance and strategies for positive attendance</li> <li>● Remove barriers to healthcare access</li> <li>● Create positive reinforcement strategies for students with 95% or better school attendance</li> <li>● Increase home visits and parent meetings to co-create improvement plans</li> </ul> <p>Outcome Indicators:</p> <ul style="list-style-type: none"> <li>● Gardens attendance will meet or surpass district goal of 95% daily attendance</li> <li>● Increase home visits and demonstrate positive impact of intervention</li> <li>● Decrease of student absences based on lack of healthcare access</li> </ul>

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

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 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 Cordova Gardens 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. Gardens 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
1. Hire Community School Facilitator (CSF) I to coordinate implementation	<ul style="list-style-type: none"> <li>● Active outreach in community to seek diverse applicants with roots in Rancho Cordova</li> <li>● Post, interview and hire as soon as grant award is announced</li> </ul>
2. Community School Orientation	<ul style="list-style-type: none"> <li>● Community School Facilitator will receive in-depth training in CCSP framework, whole-child design, data tracking, equity-focused restorative and trauma-informed school climate</li> </ul>
3. Increase diverse representation on campus through employees, volunteers and community partners	<ul style="list-style-type: none"> <li>● Recruit classified and certificated staff from diverse backgrounds and with connections to Rancho Cordova</li> <li>● Actively build staff connectedness with each other and between home and school to increase retention of diverse staff</li> <li>● Develop partnerships with organizations focused on diversity to be visible on campus</li> </ul>

## 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	Action Steps
1. Hire Community School Facilitator I to coordinate implementation	<ul style="list-style-type: none"> <li>● Job description has been written and is going through approval process</li> <li>● Active outreach in community to seek diverse applicants with roots in Rancho Cordova</li> <li>● Post, interview, and hire as soon as grant award is made</li> </ul>
2. Community School Orientation	<ul style="list-style-type: none"> <li>● Community School Facilitator will receive in-depth training in CCSP framework, whole-child design, data tracking, restorative and trauma-informed discipline</li> <li>● CSF will educate site staff on CCSP core principles and partner with them to successfully implement and progress-monitor this action plan.</li> <li>● Equity will be at center of all community schools work</li> </ul>

## Key Staff/Personnel

John Bliss, Principal	<ul style="list-style-type: none"> <li>● Champion CS mindset with youth, families, community partners and staff</li> <li>● Infuse CS Framework into all site initiatives and Single Plan for Student Achievement (SPSA)</li> <li>● 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.</li> <li>● Invite CS coordinator to serve on and attend site leadership team</li> <li>● Invite CS coordinators to School Site Council meetings.</li> <li>● Add Community Schools as a standing item on SSC and ELAC agendas.</li> </ul>
Africa Williams, Asst. Principal	<ul style="list-style-type: none"> <li>● Support Principal and Community School Facilitator in efforts above</li> <li>● Participate in quarterly district Community Schools meetings with Community School Facilitator</li> </ul>
Cordova Gardens Guiding Coalition	<ul style="list-style-type: none"> <li>● Work collaboratively with CS coordinator to implement CS vision based on CS Framework</li> </ul>
Jessica Biskner (.6 FTE)	<ul style="list-style-type: none"> <li>● Work in collaboration with CS coordinator to create an integrated MTSS system and provide 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</li> </ul>
Alyssa Tarr, Instructional Coach	<ul style="list-style-type: none"> <li>● Work in collaboration with CS coordinator to create integrated MTSS system and progress monitor student outcomes. Instructional Coach will support increasing student engagement in classrooms and increasing community and student-centered learning opportunities</li> </ul>
Brandeen Adams, Parent Coordinator (.25 FTE)	<ul style="list-style-type: none"> <li>● Manage and recruit parent volunteers and be link to community partners, parents and families in front office</li> </ul>

Denise Lopez, Office Admin. Asst.	<ul style="list-style-type: none"> <li>● Work in collaboration with CS coordinator to create welcoming office atmosphere for all focused on partnerships with family and the community</li> </ul>
TBD, Community School Facilitator I (1.0 FTE)	<ul style="list-style-type: none"> <li>● Hire, train and support Community School Facilitator to lead implementation of CCSPP grant.</li> <li>● Collaborate with District Directors to create partnership agreement process to bring community supports onto campuses</li> <li>● Write annual reports for CS Implementation grants</li> <li>● Monitor budget expenditures to insure compliance with grant guidelines</li> </ul>
TBD, Restorative Specialist (1.0 FTE)	<ul style="list-style-type: none"> <li>● Support trauma-informed response to student behavior</li> <li>● Build capacity within staff to help students learn skills for conflict resolution</li> <li>● Facilitate mediation of conflict and repairing of harm</li> <li>● Partner with Community Schools Facilitator on COST implementation and trust-building with community</li> </ul>
Carla Davis, District Community School Coordinator	<ul style="list-style-type: none"> <li>● Point person for implementation of Community Schools grant(s).</li> <li>● 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</li> </ul>
Kate Hazarian, Director of Strategic Initiatives and Support Services	<ul style="list-style-type: none"> <li>● Lead districtwide Community Schools initiative and ensure that CS Framework is integrated into the district LCAP and strategic planning</li> <li>● Ensure communication with the Superintendent, Board of Trustees, and Cabinet and collaboration with other district departments</li> <li>● Maintain budget and coordinate CDE reporting</li> </ul>

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.

## Site Level Goals and Measures of Progress

Goals	Action Steps
1. Expand community partnerships in alignment with needs/assets assessment	<ul style="list-style-type: none"> <li>Community partners will engage in the planning, development and continuous improvement of the Community Schools initiative at Cordova Gardens</li> <li>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</li> <li>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</li> </ul>
2. The Rancho Cordova Community School committee will meet quarterly so they can give input as part of Cycle of Continuous Improvement	<ul style="list-style-type: none"> <li>Community School Facilitator will attend regional collaboration meeting with community partners</li> <li>Progress data will be shared quarterly.</li> </ul>

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 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 Cordova Garden's current [community partnerships](#) are: Cordova Gardens PTA, Blessings in a Backpack (provide 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 (Measure H) has supported many projects and activities that have benefited our school site. In addition, we partner with Soil Born Farms to support our STEAM program, CHS Student mentorship, Runnin' for Rhett, Special Friends mentoring program, and Christmas in Cordova to support families with Christmas gifts for the holidays.

**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 (Sorooptimists). 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
1. Create and provide consistent Tier 1 behavior system and restorative response to student behavior needs	<ul style="list-style-type: none"><li>● Cordova Gardens Administration, leadership team and Climate Facilitator participate in Behavior Rtl working trainings</li><li>● Behavior Rtl is foundation for Tier I PBIS work</li></ul>
2. Develop a culture of adult learning and sharing decision-making based on qualitative and quantitative data	<ul style="list-style-type: none"><li>● Professional Learning Community structure is being deepened as data is becoming more visible and actionable</li><li>● Training in shared decision-making will be offered to all staff and parent leaders from throughout Rancho Cordova</li></ul>
3. Build the capacity of educators to provide more student-centered, student-led instruction	<ul style="list-style-type: none"><li>● A small team of Cordova Gardens 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</li></ul>

## 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.

## Site Level Goals and Measures of Progress

Goals	Action Steps
1. Cordova Gardens students will see their culture, history and lived experience reflected in academic and SEL instruction	<ul style="list-style-type: none"> <li>● Our educators will design lessons and direct instruction to explicitly value the cultures and lived experiences of our diverse students</li> </ul>
2. Cordova Gardens staff will provide enrichment opportunities on and off campus to deepen learning about their community.	<ul style="list-style-type: none"> <li>● As part of Cordova Gardens' 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</li> </ul>
3. Cordova Gardens utilizes the FCUSD equity questions in their resource allocation decision making .	<ul style="list-style-type: none"> <li>● Adopt the FCUSD equity questions to actively use in Guided Coalition, SSC and ELAC meetings as a part of the decisions making process:               <ul style="list-style-type: none"> <li>○ Who are the specific student groups impacted by this decision, policy or practice?</li> <li>○ How have we engaged diverse community voice in specifying the problem that needs to be solved, success criteria for the program, and barriers that need to be removed in order to positively impact student outcomes?</li> <li>○ How will this action specifically accelerate and/or improve outcomes for Black or African American, Hispanic, English Learner, Special Education, foster, homeless and/or low income students?</li> <li>○ What steps do we need to take to make sure that underserved students benefit from this academic, enrichment and/or wellness resource?</li> </ul> </li> </ul>
4. Cordova Gardens students will see their culture, history and lived experience reflected in academic and Transformative SEL instruction	<ul style="list-style-type: none"> <li>● Our educators will design lessons and direct instruction to explicitly value the cultures and lived experiences of our diverse students</li> </ul>

## 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
1. Lower suspension rate from 3% to 2% and reduce Office Discipline Referrals (ODRs/Majors) by 20%.	<ul style="list-style-type: none"> <li>Continue training in Behavior Rtl</li> <li>Add a parent representative to the PBIS team</li> <li>Organize alternative recess options for students to self-select quiet play or supported play during unstructured time</li> </ul>	<p>SWIS data</p> <p>CA Data Dashboard</p>
2. Increase student SEL competencies from 43% to 75% reporting significant SEL strengths in all competencies on Panorama Spring assessment compared to Fall 2023	<ul style="list-style-type: none"> <li>Strengthening school wide PBIS Tier 1 and Tier 2 implementation</li> <li>Provide opportunities for Tier 2 and Tier 3 re-teaching of SEL skills and behavior expectations</li> <li>Training to increase staff use of trauma-informed and restorative discipline strategies</li> </ul>	<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 91% (2022-2023) to 95%	<ul style="list-style-type: none"> <li>Upon enrollment and in communication with families emphasize the “why” of great (not perfect) school attendance</li> <li>Increase support of bilingual staff working with families on attendance</li> <li>Community School Facilitator will connect with families to provide support and remove barriers to attendance</li> </ul>	<p>Agendas and sign-ins from attendance engagement events and staff training</p> <p>A2A attendance data</p>
4. Reduce Chronic Absenteeism from 37.1% (2022-2023) to 15%	<ul style="list-style-type: none"> <li>Partner with families at risk of chronic absenteeism to build schools connections and patterns of daily attendance</li> <li>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</li> </ul>	<p>A2A attendance data</p> <p>CA Data Dashboard</p> <p>SSC/Guiding Coalition/COST/Family Partnership 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"> <li>Parent University classes</li> <li>Family nights to support learning at home strategies</li> <li>Parent leaders mentor other parent leaders to move into leadership roles</li> </ul>	<p>Agendas and sign ins</p> <p>Flyers and sign ins</p>

<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"> <li>● Identify and remove barriers for families to volunteer at school</li> <li>● Provide training for volunteers and increase volunteer opportunities at the school site</li> <li>● 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</li> <li>● Provide employment recruitment information at school activities to inform families of employment opportunities at our school and in our school district</li> <li>● Provide staff support to increase overall employment satisfaction</li> </ul>	<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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