CCSPP Cohort 4 - 2025-2030
Prospect Community Day School
Table of Contents
CDS Code 34 67330 3430667

Strategies, Priorities and Goals	**Strategy 1:** Shared Commitment, Understanding and Priorities	**Page 42**
	Strategy 2: Centering Community-Based Learning	**Page 48**
	Strategy 3: Collaborative Leadership	**Page 49**
	Strategy 4: Sustaining Staff and Resources	**Page 51**
	Strategy 5: Strategic Community Partnerships	**Page 56**

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Prospect Community Day School 34 67330 3430667
Folsom Cordova Unified School District
Allen Sims, Principal asims@fcusd.org
Suzanne Borth, Assistant Principal sborth@fcusd.org
Kate Hazarian, Director, Strategic Initiatives and Support Services khazarian@fcusd.org
Carla Davis, Community Schools Coordinator cgaymondavis@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 Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities 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 and possibility thinking

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

The Community Schools transformation is underway in Folsom Cordova Unified! FCUSD's Community Schools **listening campaign and resource mapping** began when we received a **Cohort 2 CCSPP Planning Grant** in May 2022. We are now applying for Prospect Community Day School in our final cohort of Community Schools. ***FCUSD's Community Schools vision:*** *to empower youth, families, school staff, and the community to transform schools into whole-child support systems that eliminate accelerated learning, improved wellness, and on-time graduation.*

Why a Community School for Prospect Community Day School (PCDS)?

Prospect is our highest need school in Folsom Cordova USD. We are committed to becoming a Community School because the **CCSPP model has a proven track record and long history of success** with scholars like those we serve. The focus on **trauma-informed integrated student supports**, providing expanded learning opportunities, providing on-site health and mental health services, **shared and transparent decision-making and deeping authentic family engagement**, all align with the wrap-around support a **Community Day School** provides.

Prospect is located near Kinney Continuation High School in CCSPP Cohort 2. The coordination of existing resources through a **Coordination of Services Team (COST)**, the addition of **school-based health and mental health services**, and the addition of a Community School Facilitator at Kinney have significantly impacted students and families. While Prospect students are included in some of these efforts, the intensive needs of Prospect scholars will be **better served with dedicated resources** for this community of learners.

Scholars at Prospect are the most marginalized and often most discouraged group of students in our district and require additional support to break long standing patterns of school disconnection. It is our goal to create an **engaging and supportive environment that "pulls"** students to develop their own hopes and dreams for the future, **instead of using a "push" approach** focused on compliance and behavior contracts. Community Schools funding, **braided with Equity Multiplier, LCFF supplemental and Title 1 funds** will bring much-needed support to these students and families. FCUSD **does not receive LCFF Concentration Grants**, making CCSPP funding even more critical to providing students the support they deserve.

Prospect is a unique program in Folsom Cordova USD, serving an average of f**orty-five (45) 7th - 12th grade scholars** at any one time who have been administratively transferred to the program due to ongoing or severe behavior challenges. The **majority of students are male and racially diverse**. Many receive special education services. Over the course of a school-year, an average of 75 students are served in this program.

Students, staff and families are excited about the changes they are already seeing on their campus as **Prospect transforms** from a place students go to for punishment, to a school that scholars go to for **connection, healing and hope**. Scholars are generally at Prospect for one or two semesters and have contract goals that must be met to return to a comprehensive or other alternative education program.

According to our **2024 CBEDS data,** Prospect is **88.24% UPP** and **12% emergent bilingual**. The **non-stability rate is 90%** and over **30% of scholars qualify for special education services.** Each scholar has a unique story that has led them to Prospect, but all scholars share trauma and instability in their home lives and unsuccessful educational experiences in common. The challenges with academics and social skills often mask young people with tremendous creativity, resiliency, hopes and dreams for their futures. Central to our Community Schools movement in FCUSD is the commitment to **become a more just system without this predictable disproportionality in our alternative education programs**.

Developmental Plans - Moving from Visioning to Engaging

Prospect is in the **Visioning phase** of Community Schools transformation. We are in the initial stages of **raising the awareness** of staff, students and families on how to build on this community's strengths to better **organize our resources (time, people and money) and use data to inform instruction and intervention** to have the maximum positive impact on our scholars.

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

Professional Development:

- Shifting the **reputation of Prospect by teachers, counselors and administrators on our comprehensive campuses** is critical. Historically, Prospect has been used as a punishment or threat to scholars. While placement in a Community Day School may be done through a disciplinary hearing, we need sending schools to understand that **Prospect is an opportunity** for youth to get short-term intensive support and be prepared to welcome youth back to their campuses when contracts are fulfilled. We want all FCUSD staff to speak about the program in this light and build two-way communication with comprehensive campuses to improve continuation of services for our scholars.
- Part of our **budget match** is using LCFF Supplemental and Equity Multiplier funds to support teachers in more **Community Based Learning activities** to increase student engagement and respond to student requests to make learning applicable to "real life".
- We will implement ongoing professional development opportunities for staff to enhance their **trauma awareness**, communication skills, and ability to engage and build trust with diverse communities. Key focus areas have been creating **trauma-informed and social emotional learning-focused classrooms** with individualized instruction based on student needs and interests.

Data-Driven Decision Making:

- The Prospect Professional Learning Community will continue to collect and analyze **disaggregated formative data** related to student and community outcomes. This data, along with **qualitative input** from scholars, staff and families, will inform decision-making processes and guide adjustments to our programs.

Deepen Community Engagement Strategies:

- Prospect has a unique challenge and opportunity as they welcome families that have been administratively transferred to this program. Staff have begun **intentional relationship-building** upon enrollment to help youth and families during this transition and creating trust and a belief that, **as a team**, the scholar can get what they need to grow academically and increase their social emotional skills.

Sustainability Plan:

- FCUSD has created a Community Schools sustainability plan that outlines how the Community Schools mindset and staffing will be maintained and expanded over time. This includes securing and **reallocating LCFF Supplemental funding based on UPP** demographics, braiding funding sources like Title 1, Supplemental, ELOP and early childhood funding to support staff and programs, and cultivating a culture of continuous improvement. The Community Schools mindset is built into each school's **SPSA and our District LCAP.**
- Through our **Operation Graduation initiative**, we are thoroughly examining the district practices to adopt, adapt or abandon them and intentionally interrupt the pipeline that feeds Prospect CDS with diverse scholars who have not had their needs met on comprehensive campuses. The **decision to transform Prospect Community Day School into a Community School** is a manifestation of our commitment to providing an education that is grounded in **equity, collaboration, and continuous improvement**. We are committed to the Community Schools mindset and will leverage the resources from the CCSPP grant to accelerate the achievement and wellness of our scholars.
- It is critical that we **add Prospect to our Community Schools network** as we transform our preschool through the adult education pipeline to be racially just and relationship-centered, led in partnership with our community and ultimately graduating scholars on time, and prepared to pursue their college, career and life goals.

Part B: 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.

The needs and assets assessment began in 2022 during our **Planning Grant year**. As a small, specialized program, the **needs and assets assessment for Prospect** has largely been through individual and small group **empathy interviews** with staff, students and their families either on campus or on home visits. Historical data for the program has also been used. Prospect has embraced the Community Schools approach to welcoming new scholars to their program. This begins at orientation, where youth and families are welcomed by support staff with **dignity and respect.** Families **complete a survey** so school staff can get to know their scholar and staff immediately begin to build on the strengths and interests of each student.

Common themes for needs from our scholars include being **bored** with school, problems **managing anger**, use of **substances to manage** anxiety and depression, significant **family trauma**, and **little trust in or reliable support** from adults. Students want what they are **learning to apply to "real life"** and want to be able to **participate in** sports, field trips and other **extracurricular** activities.

Needs expressed by staff include the **need for more interesting activities** for the students and that **students need to be treated with respect** by those outside of Prospect. Because they are a small school, the demands are intense and the staff can feel overwhelmed. Staff want **more support** for their students as they **transitio**n back to their home schools so that the students are successful. Staff appreciate having a full-time **Sacramento County Office of Education (SCOE) mental health specialist** supporting their program this year and are eager to have more adult support through a Community School Facilitator and additional time for their **Behavior Support Assistants to increase connections** with families to support their students.

Families have faced years of strained relationships with school staff and their children, so they often are discouraged and lack hope that the situation will improve. Many parents are struggling with their own mental health or substance use, and most are struggling to meet the needs of their families. **Families want more counseling** support and **job training** opportunities for students. They appreciate being connected with community resources.

Key data points for improvement efforts at Prospect CDS:

- 70% attendance rate
- 45.1% suspension rate
- 84.6% chronic absenteeism rate
- 90.4% non-stability rate
- Academic disengagement
- Low family engagement

By adding a **Community School Facilitator (CSF)** committed to supporting adolescents in alt ed settings and the Community Schools Core Commitments and Values, we will deepen and expand our efforts to meet the needs of the students by transforming the classroom experience and having more regular contact with the families of our students. Our Community School Facilitator at Kinney High will partner with the Prospect CSF to leverage resources in order to benefit both school communities.

Our **District Community Schools Coordinator** is working with site administration and the Prospect staff to shape the program to be flexible and meet the many demands of the students. As we move into year 1 of CCSPP Cohort 4, we commit to investing time in a **visioning exercise with staff, students, families and community partners,** to build on strengths of students, staff and families. This visioning exercise will inform family engagement activities, day-to-day instruction, and expanding enrichment opportunities. This vision will also shape Prospect's **Single Plan for Student Achievement (SPSA)**.

Part C: 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.

Draft Collective Priority	Outcome/Indicators you aim to improve
1. Create an **integrated system of student supports** in partnership with other Rancho Cordova schools	• Create a **Coordination of Services Team (COST)** process with bi-monthly meetings • Collaborate with the COST lead at receiving school when students **transition** to or from their home school • Monitor student reporting on **feelings of connectedness** with a caring adult on campus via surveys (i.e. Cal SCHLS, Panorama) and interviews

2. **Focus on connection**: All students will identify at least one caring adult at Prospect who is helping them set and pursue their **ABC goals (Attendance, Behavior, Classwork)** so that they can return to a comprehensive or alternative education program with the skills and support needed for success.	• Within the first month of arrival, a staff person will attempt a 2 x 10 intervention. Staff and student will spend two minutes a day for 10 days in informal conversation about a high interest topic not connected to school or meeting ABC goals • Create engaging lessons for the beginning of the day that pull students to want to be at school every day and on-time, rather than a "push" mindset that is truancy-focused • Once student has established trust and rapport with an adult, that adult will support and coach them to reach their ABC Goals
3**. Increase community partnerships** to provide support to scholars and their families to remove barriers to daily school attendance	• **Attendance rates** for individual students and for school will reach **90%** • Recruit at least **three new community partners** with a focus on the **needs of diverse youth** to be present on campus and/or provide services in the community (i.e. Project Optimism)
4. **Increase family engagement** and empowerment through opportunities to volunteer on campus, family education and support groups	• Monitor participation in school events and leadership opportunities • Follow up on orientation surveys with intentional relationship-building outreach

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to 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 about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
1. Increase **relationship-centered, project-based Community Based Learning (CBL) instruction** for all students that foster agency and self-determination	● Community Schools Coordinator will arrange PD to staff about the theoretical roots of CBL and how to incorporate tenets into instruction ● Students will help plan **off campus expanded learning opportunities for hands on science experiences** based on their interests ● Provide reflective community circles for **verbal expression and coaching support** for youth to build their confidence as scholars through a partnership with Project Optimism and other community organizations.
2. Teachers will **incorporate student interests into instruction and school climate efforts** to increase relevance and student engagement	● Prospect's Community School Facilitator will interview each entering student to determine areas of interest. Data will be shared with teachers to inform their instruction. ● Schoolwide and classroom PBIS practices will include input from scholars and intentionally build opportunities to learn and practice SEL skills ● Students will be given opportunities to pursue learning about subjects that interest them
3. Design opportunities for students to experience and interact with real-world concepts through **trips into the community and out of the area** (i.e. nature hikes, visit to local colleges and trade schools, participation in spoken word events)	● Ensure students understand the learning targets and can apply their knowledge ● Increase engagement, and deepen the understanding of learning concepts. ● Incorporate critical thinking skills, reflection, and feedback into each activity

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. Increase **student voice** and **ownership over classroom learning** experience through getting their feedback on classroom practices and enrichment opportunities.	● Teach staff and scholars the **Fist to Five consensus model for shared decision-making** and **shared accountability** for campus climate and culture ● Incorporate classroom **listening and community-building circles** at least twice a month to seek student feedback on how to build and sustain positive school climate and make instruction meaningful ● Provide professional development and support to incorporate **community building circles** into daily classroom routines.
2. Increase **parent/caregiver involvement in SSC and ELAC**, with a focus on building their confidence to actively participate in these leadership opportunities.	● Intentionally onboard new families to Prospect to build trust and learn about their scholar's needs and their hopes and dreams for their child. ● Community School Facilitators will make additional contact with every new family within two weeks of orientation to foster trust and mutual respect ● Increase access to participation by providing transportation through the school's van and/or allowing virtual participation ● CSF will support Prospect family involvement in the Rancho Cordova Parent leadership Academy
3. **District CCSPP Steering Committee** will model collaborative leadership through monitoring implementation of Community School network activities and providing input on resource allocation	● District Steering Committee includes parent and student leaders, labor group leaders, district leaders overseeing health, academic and expanded learning programs ● Meetings are held quarterly and include school updates, implementation planning and budget oversight ● The **Fist to Five Consensus model** is used for decision-making

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):

The **shared governance and site-level leadership** include shared administration and support services for Prospect CDS and Kinney High School. The campuses operate on different bell schedules due to requirements for a longer school day for Prospect and requirements that students from the two schools are not allowed to intermix due to California Education Code.

The Prospect staff participates in professional development with Kinney High staff and also independently. Shared decision-making on the campus is done through PLC **Guiding Coalition meetings** and **site leadership team meetings**. The two schools share a common **School Site Council and English Learner Advisory Committee**. FCUSD has a commitment to Professional Learning Communities and Prospect teachers **participate in PLCs weekly** to review student attendance and behavior data, formative instructional data and adjust practices to meet student needs.

An area of growth for Prospect is **incorporating youth voice** into decision-making. With a highly mobile student population that struggles with attendance, a history of mistrust of the school system, behavior and emotional health challenges, student voice and ownership of the program can be slow to develop. By intentionally building mutually respectful relationships with scholars and families upon enrollment, incorporating CBL into daily instruction, and seeking student voice, **we will build trust and respond to ideas** that scholars bring to campus.

Strategy 4: Sustaining Staff and Resources

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 to coordinate Community Schools implementation	● District CS Coordinator will provide active outreach in community to seek diverse applicants with roots in Rancho Cordova ● Post, and interview and hire as soon as grant award is announced ● Active outreach to families - parent meetings, home visits, parent calls - to improve attendance and school success ● CSF will partner with Kinney High CSF to provide primary outreach to families of emergent bilingual students and families of students with special needs and support to homeless, foster youth and other vulnerable populations of students ● Create partnerships and connect families to resources
2. Community Schools Orientation	● Community School Facilitator and Behavior Support Assistants will receive in-depth training in CCSPP framework, whole-child design, data tracking, equity-focused restorative and trauma-informed school climate practices ● Community School Facilitator will partner with Kinney Community School Facilitator to educate site staff on CCSPP core principles and partner with them to successfully implement and progress-monitor this action plan ● Equity is the center of all Community Schools work
3. Increase diverse representation on campus through employees, volunteers and community partners	● Recruit diverse classified and certificated staff 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 (i.e. Project Optimism, Easely Done & Co.)

Key Staff/Personnel

Allen Sims, Principal	● Champion CS mindset with youth, families, community partners and staff ● Infuse CS Framework into all site initiatives and Single Plan for Student Achievement (SPSA) ● Ensure CS grant is implemented as written and follow procedures to change actions in collaboration with District CS Coordinator when interest group input and data indicate a change is warranted.

	• Invite Prospect Community School Facilitator to serve on and attend site leadership team • Invite Prospect Community School Facilitator to School Site Council and ELAC meetings.
Suzanne Borth, Assistant Principal	• Lead restorative practices approach to student discipline • Support professional development for Community Based Learning • Include professional development on Community Based Learning into staff PD • Support family and community engagement efforts
TBD, Community School Facilitator (.5 FTE)	• Create momentum around Community Schools transformation • Partner with Kinney High's Community School Facilitator to build trusting and mutually respectful relationships with scholars and their families • Active outreach to all Prospect families - parent meetings, home visits, parent calls - to improve attendance and school success • Member of COST and PBIS teams • Attend and encourage parent participation in site leadership team, SSC and ELAC meetings • Create partnerships and connect families to resources
Ellen Chrismer, Instructional Coach	• 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
Latoia Whitiker, Jason Jareol, Behavior Support Assistants	• Added time to current work day to participate in home visits and parent outreach to increase student and family engagement, connect families with resources • Providing consistent support to students with challenging behaviors in the classroom, de-escalating situations when needed, and communicating effectively to ensure a positive learning environment for all students.
LaKisha Parham-Davis, SCOE Mental Health	• Work with Prospect staff 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
Ayumi Yamada, Mental Health Specialist	• Work with staff 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

Amy Vergie, contracted Drug and Alcohol Treatment Counselor	● Provides 1:1 counseling to students with identified substance abuse challenges
Emma Falcon, Kinney High School Community Schools Facilitator	● Partner with Prospect Community School Facilitator to create Coordination of Services Team (COST) ● Lead Family Partnership Team committee ● Link with community resources and partners ● Go on relationship-focused home visits with Prospect staff ● Member of PBIS team
Carla Davis, FCUSD Community School Coordinator	● 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 ● Maintain budget and coordinate CDE reporting
Kate Hazarian, FCUSD Director of Strategic Initiatives and Support Services	● Connect Community Schools mindset into district Tier 1 family engagement, school climate and mental health programs ● 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

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

We began the community schools planning process in 2022 with an eye on **long-term sustainability**. We **co-created job descriptions** with our labor partners, jointly developed a **MOU for our Community Schools team with the Folsom Cordova Educators Association**, and have included key **district leaders, school board members and labor leaders** on our **Community Schools District Steering Committee**. Labor partners participate on hiring committees and our District Steering Committee is committed to **diversify our staff** by gender, race, age and language. Among our current Community Schools Team of 13 staff, 11 out of 13 staff members (85%) are from diverse racial backgrounds and 5 are Spanish bilingual.

Our **district LCAP** shows how we are **braiding funding sources** like **Title 1, LCFF Supplemental and Equity Multiplier funds** for positions and programs. We are measuring and monitoring improvements on attendance, behavior and academic performance through a continuous improvement lens in order to document the accelerated improvements in our Community Schools. Each **school's SPSA** includes the Community Schools pillars and our Community Schools staff share an update on Implementation Plan progress at **site Leadership Team, School Site Council and English Learner Advisory Committee meetings** to deepen understanding and seek their feedback on how to prioritize time and resources to achieve implementation goals.

We share a **budget update with the CCSPP District Steering Committee** at least twice a year and with our Board of Trustees annually. We seek their input on how to **streamline access** to programs for our historically marginalized students and when spending decisions need to be made. Our health services and extended learning and early childhood education leaders partner with us to leverage **ELOP and LEA BOP** funding to support Community Schools activities. We also closely monitor **attendance improvement** and share accelerated improvement with our Business Office and Superintendent to document the **increased ADA** as a result of the Community Schools transformation happening in our schools.

The **Children and Youth Behavioral Health Initiative (CYBHI)** is another component of our long-term sustainability. We are actively working to expand our MediCal reimbursement process and joined the **CYBHI initiative** in Cohort 3 in January 2025. We are getting our Community Schools staff certified as **Wellness Coaches**. 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 and CYBHI Regional Technical Assistance Center (RTAC) for our area, they will guide us through this process.

We are pursuing **grant opportunities** as well. The **City of Rancho Cordova** is a valued and long-standing partner with Rancho schools and our district as a whole. Measure H is a parcel tax 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 has been tackling IRS paperwork to resurrect the Foundation as another vehicle for fundraising to support the Community Schools initiative.

FCUSD has a focus on sustainability that ensures we will have widespread support for this work and a demonstrated track record of continuous improvement.

Strategy 5: 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. Create Prospect community resource map for youth and families	● Community School Facilitator will work with students and parents to create a community resource map for Prospect ● Students and families will assist Prospect staff to develop new partnerships based on identified gaps in services.
2. **Expand strategic and mutually supportive community partnerships** in alignment with needs/assets assessment	● Community School Facilitator will be primary bridge between home and school for Prospect families and will have 1:1 meetings with community partners to explore mutually beneficial partnership relationships ● Community partners will engage in the planning, development and continuous improvement of the Community Schools initiative at Prospect ● 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.
3. The **Rancho Cordova Community School Partnership Collaborative** will meet at least three times a year so they can give input on Community Schools transformation as part of continuous improvement	● Community School Facilitator co-facilitates this regional collaboration meeting with community partners ● The Collaborative will discuss referral systems and explore a “no wrong door” approach to streamlining access to support. ● Progress data on implementation goals will be shared at each meeting ● Collaborative will strategize about how billing through CYBHI for school-linked services can expand services such as drug and alcohol counseling

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 at Prospect. A few of **Prospect's current community partners** include: Rancho Cordova Food Locker, Folsom Cordova Community Partnership for family and job training services, Sacramento County Office of Education Mental Health Specialist, Dr. Babb at Thrive Family Care for sports physicals on campus, District immunization clinics once a month, Sacramento County Food Bank provides monthly pantry food boxes to families, and PRO Youth workshops. The City of Rancho Cordova Community Enhancement & Investment Fund (Measure H) has supported many projects and activities that have benefited our school site.

Two years ago, we created a non-profit collaborative in Rancho Cordova through the Community Schools initiative. We have agreed upon regular meetings and our group is growing each time we meet. We share CCSPP impact data with this group regularly and leverage our group to **streamline access to services** and seek ongoing funding for programs available on our school sites. This Collaborative is now co-facilitated by our Coordinator of Community Schools and Folsom Cordova Community Partnership Director and supports the Community Schools initiative.

In conclusion, the Prospect community is excited to become a Cohort 4 Community School. Our consistent needs and assets listening campaign since **FCUSD was awarded a Planning Grant** in 2022, our project abstract, artifacts, budget and implementation plan show a clear and convincing vision for Community Schools transformation by building a preschool through high school pipeline of support and empowerment. We have tremendous support from our families, site staff, labor partners, district leadership, our Superintendent, Board of Trustees and numerous community partners. We are confident that this investment by the State of California will be evident through improved outcomes for our diverse scholars.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.