

Folsom Cordova Unified School District
Transformative Social Emotional Learning and Equity Action Plan
2021-2022

Overall Goal:

Through an intentional, equitable, and culturally responsive focus on social, emotional, and academic learning, Folsom Cordova Unified School District (FCUSD) schools will create culturally literate and engaging learning environments where students, families, and staff feel cared for, connected, respected, and inspired.

Rationale: In 2018, The California Department of Education (CDE) identified FCUSD as significantly disproportionate based on race or ethnicity with respect to the overidentification of African American/Black children with disabilities in a specific disability category and disproportionate suspension of African American/Black students with disabilities. Further, FCUSD student outcome data (suspensions, chronic absenteeism, special education eligibility, graduation rates, CAASPP ELA & Math) reflects the need to strategically address disproportionate suspensions, achievement, and opportunity gaps for marginalized student groups. In alignment with the FCUSD Local Control and Accountability Plan (LCAP), the following actions will be implemented to advance educational equity in FCUSD.

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Action Plan:

LCAP GOAL 1: All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1).

SMARTIE Goals

1. **By May 2022, FCUSD administrators will complete 3 equity-focused modules in compassionate dialogue, racial consciousness, and implicit bias with support from Epoch Education. All site leaders will train the certificated and classified staff members at their site or department in this work throughout the school year which will help them apply their learning.**
2. **FCUSD will have attended various diverse staffing events in order to recruit staff that is more reflective of the student community.**

Strategies	Tasks	Timeframe	Status
Implement the Recognize, Interrupt, and Repair (RIR) protocol in order to work through conflict and “invite understanding, empathy, and connection.” (Epoch, 2021) (goal 1.3)	Principals will participate in 3 modules focused on Compassionate dialogue/RIR Protocol, Becoming Racially & Ethnically Conscious and Implicit Bias	October - May	
	Equity Leaders will support Principals in Community Labs	October - May	
	Principals to deliver content to site staff with support from district staff.	October - May	
Explore 3 in-person recruitment events with diverse candidates <ul style="list-style-type: none"> • San Jose, CSU East Bay, Sacramento State, HBCU, and CSU Long Beach Partner with SCOE to hire current classified staff as intern teachers.	Contact United College Action Network (UCAN)	December	
	Explore incentives for new hires that relocate	October	Postponed for 22-23 due to COVID

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<p>Diversify Staff - Goal - increase the racial diversity of staff by 10% for underrepresented groups.*</p>	<p>Support HR by participating in diverse recruitment events: Planned events include employment fairs at schools in the Bay Area, Southern California, and HBCUs. *</p>	<p>Various dates</p>	<p>Postponed for 22-23 due to COVID</p>
<p><u>Certificated Management: (77 total):</u> 3 Female Hispanic (4%) 1 Female Two or More (1%) 5 Female Black or African American (7%) 1 Female Asian Indian (1%) 40 Female White (52%) 50 Female Total (65%)</p> <p>1 Male Hispanic (1%) 1 Male Black or African American (1%) 1 Male Asian (1%) 2 Male Filipino (3%) 22 Male White (29%) 27 Male Total (35%)</p>	<p><u>Non-Management Data: (2,034 total employees-EEOC-5):</u> 149 Female Hispanic (7%) 29 Female Two or More (1%) 49 Female Black or African American (2%) 103 Female Asian Indian (5%) 1234 Female White (52%) 1,564 Female Total (77%)</p> <p>68 Male Hispanic (3%) 19 Male Black or African American (1%) 33 Male Asian Indian (2%) 345 Male White (17%) 465 Male Total (23%)</p>		
<p><u>Classified Management: (18 total):</u> 1 Female Black or African American (6%) 8 Female White (45%) 9 Female Total (50%)</p> <p>1 Male Black or African American (6%) 1 Male Japanese (6%) 7 Male White (39%) 9 Male Total (50%)</p>	<p><u>Teachers (1,034 Total)</u> 20 Male Hispanic (2.%)) 186 Male White (18%) 3 Male Black (.2%) 11 Male Asian (1%) 4 Male 2+ Races (.4%)</p> <p>50 Female Hispanic (5%) 688 Female White (67%) 17 Female Black (2%) 37 Female Asian (4%) 1 Female Filipino (<.1%) 5 Female American Indian (.5%) 12 Female 2+ Races (1%)</p>		

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Equity Advisory Committee	Redesign the Equity Advisory Committee to incorporate more community and various subcommittees such as Curriculum & Instruction, parent engagement, policy, etc.	October	
	Hold quarterly meetings	Oct, Dec, March, May	

*Retrieved from EEO-5 report (2020). FCUSD is currently working with SCOE to expand gender options.

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LCAP GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations (state priorities 3, 5, and 6)

SMARTIE Goal:

- 1. Develop Family Leadership Academy model to build the capacity of parents/guardians representing LCAP focus groups to advocate for their children at the school, district, and community levels and to amplify their voice to close persistent opportunity gaps.**
- 2. Host 3 parent summits incorporating racial affinity groups to collectively share educational experiences and advocacy.**
- 3. Student Advisory Board (SAB) representatives to be a reflection of their school community.**

Strategies	Tasks	Timeframe	Status
Parent Summits (goal 2.6)	Continue to partner with the Categorical/Grants Dept. to offer 3 Parents Summits for all parents and incorporate racial affinity groups	11/2/21, 2/5/22, and 4/8/22	
Host a Student Forum (goal 2.6)	In collaboration with SAB, host a student forum to amplify student’s voices and develop leadership capacity	Spring 2021	
Restorative Practices (RP) Training (goal 2.3)	Community Matters/Schools Insurance Authority will provide in-person and virtual training in RP implementation. Create, distribute and train administrators in Restorative Response to Behavior Guide.	August 4th (elementary) August 5th (secondary) October 2nd (Saturday) October 13th/14th (virtual) Feb. 26 (Saturday) - RP 201	
Family Leadership Academy (FLA) (goal 2.6)	Partner with parent leaders and Categorical/Grants Dept. to offer virtual training at times convenient to parents/guardians.	Model drafted for Director of Categorical Programs by Dec 1st.	
Trauma-Informed Schools Workshops	Partner with Creative Behavior Systems and Schools Insurance Authority to provide 4 workshops on recognizing how trauma/chronic stress impacts learning and behavior. Support school teams in developing behavior supports that de-escalate students and support them in learning needed SEL skills.	September 27, Climate Facilitators, special education support staff, and Equity Leaders October 5 - Teacher Induction January 18th April 19th	

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LCAP GOAL 3: Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

SMARTIE Goal

1. Provide SEL/DEI (Diversity, Equity, and Inclusion) books for all school site libraries.
2. In collaboration with C&I, provide Social Emotional Learning and culturally relevant professional development on instructional strategies and essential standards.

Strategies	Tasks	Timeframe	Status
Cultural Responsiveness Training	Partner with Sacramento LGBT Center to train Climate Facilitators, Equity Leaders, C & I team, and MHS/SSW in how to support LGBTQIA youth and their families.	October 18th February 8th February 15th	
Districtwide SEL Curriculum implementation	Second Step Digital licenses for K-8 <ul style="list-style-type: none"> ● 1 lesson per week Base Education (9th-12th grade) <ul style="list-style-type: none"> ● 1 lesson per week 	Year-round	
Monitor districtwide SEL progress	Administer 3 SEL surveys through Panorama	October, February, and May	
Provide each school with SEL/DEI books	Coordinate deliveries with school librarians and consider book displays	November 2021	
Provide PD in SEL, Trauma-Informed Care, Restorative Discipline, Ed. Equity to new teachers.	Present at Teacher Induction sessions	10/6 - Trauma-Informed Care (Creative Behavior Systems) 11/9 & 1/19-SEL 101, 201 workshop - 4/19/22	

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LCAP GOAL 4: Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

SMARTIE Goals

We will partner with other FCUSD departments and community-based organizations to use the Equity Lens questions below when making decisions about the allocation of time, money, and resources.

- 1. Who are the specific student groups impacted by this decision, policy, or practice?**
- 2. How have we engaged diverse community voices in specifying the problem that needs to be solved, success criteria for the program, and barriers that need to be removed in order to positively impact student outcomes?**
- 3. How will this action specifically accelerate and/or improve outcomes for Black or African American, Hispanic, English Learner, Special Education, foster and homeless, and/or low-income students?**
- 4. What steps do we need to take to make sure that underrepresented students benefit from this academic, enrichment, and/or wellness resource?**

Strategies	Tasks	Timeframe	Status
Monitor student progress	Utilizing Panorama Education <ul style="list-style-type: none"> ● Academics - Monthly ● Attendance - Weekly ● Behavior - Weekly 	Ongoing	
Implement usage of the Panorama Education Student Success platform	<ul style="list-style-type: none"> ● Integrations with SIS ● Training ● Rollout 	September-May	
Refine Equity Lens questions with input from district and site level communities.	Director will submit questions to the Executive and Extended Cabinet for feedback.	September 2021	