

Folsom Cordova Unified School District
Student & Family Services (SFS) Action Plan
2022-2023

Vision: Empowering all students to thrive through educational excellence

Mission: In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social-emotional learning, and engaging, culturally responsive instruction.

Rationale: In 2018, The California Department of Education (CDE) identified Folsom Cordova Unified School District (FCUSD) as significantly disproportionate based on race or ethnicity with respect to the over-identification 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, CA Assessment of Student Performance and Progress (CAASPP), English Language Arts (ELA) & math) continues to reflect the need to strategically address disproportionate suspensions, achievement, and opportunity gaps for marginalized student groups.

Students returned to full-time, classroom-based instruction in August 2021. Districtwide, our schools saw the impact of the pandemic on attendance (staff and student), SEL competency development, and academic perseverance. Summative and formative data show that our socioeconomically disadvantaged students with disabilities suffered disproportionately during the pandemic.

The need to align our student supports and recommit to a districtwide, tier 1 approach to rebuilding the school climate and habits of daily attendance through an equity lens was clear. As such, the Transformative SEL and Equity Action has shifted to a collaborative model between SEL/Equity and Attendance and Due Process depts, now Student & Family Services. The Student and Family Services Team works in collaboration with our instructional leadership team to create the conditions for educational excellence and closing of predictable and persistent gaps in academic, behavioral, and attendance data. In alignment with the FCUSD Local Control and Accountability Plan (LCAP), the following actions will be implemented in advance of 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. The Director of SEL/Equity will collaborate with Human Resources and Educational Services to recruit and retain classified and certificated staff that represent the diversity of FCUSD.
2. By June 2023, FCUSD will have implemented a guaranteed and viable Social Emotional Learning curriculum for all students, grades TK-12.
3. By June 2023, FCUSD will have attended at least 2 diverse educator recruitment events.

Strategies	Project Lead	Tasks	Timeframe	Status
SEL instruction	SEL & Equity	Second Step-Weekly lessons for Elem & MS	Ongoing	<input type="checkbox"/>
		Base-lessons per grade level	Ongoing	<input type="checkbox"/>
		Adult SEL-Select focus schools (3)	Ongoing	<input type="checkbox"/>
Infuse culturally responsive instruction strategies and classroom management into the teacher induction program	SEL&Equity/C&I	Support ongoing Teacher Induction with SEL professional learning opportunities	TBD-Coordinate with Teacher Induction	<input type="checkbox"/>
Diversify staffing	SEL&Equity/HR	Execute contract w/UCan <ul style="list-style-type: none"> ● Attend 2 recruitment events at HBCUs 	Tentatively: November and April	<input type="checkbox"/>

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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 priority 3, 5, and 6)

SMARTIE Goal:

- The SFS team will work collaboratively with our school sites to create safe and inclusive learning environments that remove systemic (district and community) barriers to daily on-time attendance, engagement in classroom instruction, and positive behavior with a specific focus on meeting the needs of African American students and students in LCAP accountability groups (students who receive Special Education, English Learners, homeless and foster youth, and/or low-income families).**

Strategies	Project Lead	Tasks	Timeframe	Status
Attendance (Goal 2.1)	All	20-day attendance challenge at all schools	August and January	<input type="checkbox"/>
	ADP	A2A-Distribute and analyze A2A data quarterly at AP and Principal Meetings	quarterly	<input type="checkbox"/>
		SARB-Increase SARB Meetings to 8 per month	monthly	<input type="checkbox"/>
		Home visits-will be conducted for all students before facilitating a SARB	monthly	<input type="checkbox"/>
		WEb & Link Crew-will conduct orientations and relationship building activities throughout the year for all incoming 6th and 9th graders	August	<input type="checkbox"/>
Safety (2.4)	ADP	Hire Community Safety Specialists	August	<input type="checkbox"/>
	ADP	Completed comprehensive school safety plans for all sites	12/1/22	<input type="checkbox"/>
	ADP	Provide 2 workshops for all campus monitors and yard supervisors annually	Fall and Spring	
		Facilitate 4 Safety Advisory Meetings	quarterly	<input type="checkbox"/>
8th-grade dropout Rates (2.3)	All	Reduce 8th-grade dropout rate by 2 percent. Focus on SEL, Attendance, behavior, and academic engagement.	monthly	<input type="checkbox"/>
Restorative Discipline (2.4)	Strategic Int (SIS)	Behavior RtI training with EdEquity Group (the Hannigans)	Mondays, 10/17, 1/9, 4/17	<input type="checkbox"/>

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	SIS	Districtwide PBIS/SWIS support	Ongoing	<input type="checkbox"/>
SAB	SEL & Equity	Support annual project	TBD	<input type="checkbox"/>
SAB	SEL & Equity	Utilize Youth Participatory Action Research (YPAR) to identify areas of need and advocacy	TBD	<input type="checkbox"/>
Community Schools Planning	SIS	Hire Community Schools Specialist to lead planning work for 2022-2023 school year	July 2022	<input type="checkbox"/>
	SIS	Listening campaign to determine community and school strengths, areas of need and gaps in resources in Rancho Cordova, with a specific focus on Title 1 schools.	September to February	<input type="checkbox"/>
	SIS	Whole Child Design training for site admin and Climate Facilitators	November 17	<input type="checkbox"/>
	SIS	Development of vision of a Community Schools approach in the City of Rancho Cordova.	October - February	<input type="checkbox"/>
	SIS/SEL & Equity	Partner with SCOE to create pathways for sustaining School-Based Health Center/Community Schools model through EPSDT and Medi-Cal funds	Fall 2022	<input type="checkbox"/>
Climate Facilitator Support	SEL & Equity/SIS	Meet regularly with Climate Facilitators (36) to build their capacity to support school climate, including social-emotional learning, restorative practices/PBIS, and attendance improvement.	September 6, December 6,	<input type="checkbox"/>
Trauma Informed Schools	SIS/ADP	CRI Resilient trained 44 counselors, psychologists, mental health specialists, Equity Leaders, School Social Workers and Climate Facilitators in Trauma TOT model.	June -August	<input type="checkbox"/>
Behavior Rtl restorative discipline professional development and coaching support.	SEL & Equity	Develop & implement Inclusive Behavioral Instruction & Support Services (iBISS)	October	<input type="checkbox"/>
	SIS	Coaching by Hannigans/Ed Equity Group for Sutter, Mills, Mitchell, and CHS.	August to March	<input type="checkbox"/>
	SIS	Behavior Rtl workshops for site teams to structure their tiered interventions	October 17, January 9, April 17	<input type="checkbox"/>
Student Wellness Team	SIS/ADP	Supervision, professional development and alignment of work of 17 Mental Health Specialists (MHS), 4 School Social	Monthly meetings	<input type="checkbox"/>

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		Workers. 4 SCOE clinicians, and Sac State and Cal Northstate Interns.		
Develop Comprehensive Wellness Plan	ALL	Create a subcommittee of Student Wellness Team, Secondary Counselors, Health Services and Special Education supports to align mental wellness work and leverage each group's strengths using a Whole Child Design framework.	October 2022	<input type="checkbox"/>
	ALL	Articulate tiered interventions for students, including schoolwide (Tier 1) mental wellness instruction, opportunities to learn and practice SEL competencies (self-awareness, social awareness, responsible decision-making, problem-solving, and relationship skills), and developing clear pathways to access tier 2 and tier 3 mental wellness supports.	Spring 2023	<input type="checkbox"/>
Safe School Ambassador Program	SEL & Equity	Identify and support identified schools (3 min.)	October	<input type="checkbox"/>
Equity/ SEL Professional Learning	SEL & Equity	Mgmt-complete 3 equity trainings & Community Labs	10/10, 1/23, & 3/13	<input type="checkbox"/>
		ELIAS training series-Certificated	Sept-March	<input type="checkbox"/>
		Convo Starter Library trainings-Cert./Classified	TBD	
		Partner w/ LGBT Sacramento for training	TBD	<input type="checkbox"/>

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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

- The SFS team will work collaboratively with the C&I team to support the use of Transformative Social Emotional Learning (TSEL) competencies and Equity Lens questions in professional development, instructional decisions, and building the capacity of all staff to increase access to programs and rigorous courses of study for traditionally under-represented student groups.**

Strategies	Project Lead	Tasks	Timeframe	Status
Monitor student progress	ALL	Utilization of Panorama Education <ul style="list-style-type: none"> ● Academics - Monthly ● Attendance - Weekly ● Behavior - Weekly ● SEL-3x per year (fall, winter, & spring) 	Ongoing	<input type="checkbox"/>
Districtwide SEL Curriculum	SEL & Equity	<ul style="list-style-type: none"> ● Elem-20 lessons ● MS-6th/7th=26 lessons, 8th=27 lessons ● Base-8 lessons per grade level 	Year-long	<input type="checkbox"/>
Implement usage of Panorama's <i>Student Success</i>	SEL & Equity	<ul style="list-style-type: none"> ● Ongoing training for roles 	Ongoing	<input type="checkbox"/>
Support schools and departments to use the four equity questions when making decisions about resource allocation.	SIS	Attend select school budget meetings with Business Office staff to assist schools in creating MTSS structures that meet the needs of LCAP accountability groups.		<input type="checkbox"/>
We will make disaggregated attendance, behavior, SEL	SIS	Student Data Analyst will work with district staff to develop a data		<input type="checkbox"/>

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and academic data visible for site staff, district leadership and Board of education on a set schedule.		protocol for analyzing site, regional and district-wide data. Data will be provided that is reliable, easily accessible and actionable.		
Mental Health Curriculum/Health Classes	SIS	Partner with secondary C&I team re: implementation of mandatory mental health education in high school health classes (SB 224)	March 2023	<input type="checkbox"/>

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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

The Student and Family Services team 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 impact student outcomes positively?
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 ensure that underrepresented students benefit from this academic, enrichment, and/or wellness resource?

Strategies	Project Lead	Tasks	Timeframe	Status
Dropout Prevention	ADP		Ongoing	<input type="checkbox"/>
Data/Intervention	ALL	Continue “Don’t Suspend Me” workshops. Founders of “Don’t Suspend Me” Dr. Jessica and John Hannigan will work specifically with CHS, Mills, Mitchell, and SMS to reduce suspension and suspension disproportionality. Data (PowerSchool, Panorama) will be analyzed and utilized to guide decisions at leadership and site admin meetings.	Ongoing	<input type="checkbox"/>
Monitor SEL progress	SEL& Equity	Review completion rates and support school sites	Ongoing	<input type="checkbox"/>

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AntiBias Educator Grant Program	SEL & Equity	Submit Grant Application Develop Annual Timeline	August 19, 2022	<input type="checkbox"/>
Data Visibility	SIS	Hire Student Data Analyst to support Educational Services to develop data culture in FCUSD	August 2022	<input type="checkbox"/>
	SIS	Data Analyst will partner with ETIS and Testing/Assessment to implement recommendations from SCOE's analysis of our data culture and practices.	2022-2023 school year	<input type="checkbox"/>