2019-21 Communication & Community Engagement
Strategic Action Plan

-Last updated: November 2019

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Strategic Plan Purpose

To define, prioritize, and measure communication objectives that:
- support student achievement
- inspire stakeholder confidence
- promote the Folsom Cordova Unified School District's strategic interests
- uphold the District's mission and vision

The School Communication Benchmarking Project by the National School Public Relations Association (NSPRA) defines a comprehensive communication program as one that "seeks to engage students, staff, and stakeholders in support of student achievement. Two-way communications foster student, staff, and stakeholder commitment, involvement, engagement, and support for student learning. The program fosters partnerships and shared responsibility for educating students among key constituents."
(p. 7, *Rubrics of Practice and Suggested Measures,* NSPRA, 2018)

Overarching Strategic Plan Goals:

Goal 1: Through clear, consistent messages and experiences, all stakeholders - staff, students, families, and community members - will understand their roles in supporting student achievement and be inspired to participate.

Goal 2: The District will have effective ways to listen to, understand, and consider the needs and desires of the stakeholders it serves as it makes decisions.

Goal 3: Students and families will be able to find and access the school and District programs and resources that best meet their educational needs.

Goal 4: The District will develop strategies that influence stakeholder mindsets and behaviors in ways that support positive change throughout the organization.

Core Functions: The Role of Public Relations in the Organization

Communication & Community Engagement is a direct function of the Superintendent's Office, which builds the capacity of the organization through clear channels of information flow and strategic advisement.

Core Public Relations Function	Examples (including but not limited to)
Counsel/Strategic Advisement	Situational analysis, incident management, strategy, talking points, speechwriting
Strategic Communication	Content marketing, proactive storytelling, social media management, informational/promotional campaigns
Stakeholder Outreach and Engagement	Public events/workshops, surveys, listening tools, partnership development, sponsorships
Internal Communication	Employee relations, leadership messaging, collection of feedback
Marketing	Identifying and fulfilling demand for services, schools, programs using multiple tactics and platforms such as paid advertising,sponsorships, earned media, owned media, special events, etc.
Issues and Reputation Management	Proactive communication planning for emerging issues that pose serious risk or potential disruption to the system
Crisis and Emergency Communication	Reactive communication designed to respond to unplanned emergencies or crisis situations, such as disasters, safety incidents, etc.
Media Relations	Proactively placing positive stories in news media outlets, evaluating and responding to news media inquiries
Communication Systems and Policies	Mass notification systems, e-newsletter and website management, flyer approval and distribution, mobile app management, communication policy development, public records requests, etc.
Professional Development	Training for employees on communication best practices, policies, etc.

Background, Research, & Analysis:

Mission and Vision Statements: Folsom Cordova's Mission and Vision statements are as follows:

> *__Mission Statement:__ Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.*

> *__Vision Statement__:*
> *Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.*

> *Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.*

> *Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.*

> *Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.*

> *Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged.*

> *School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.*

Audiences: Each strategy and tactic outlined throughout this strategic plan will have its own set of target audiences. For the purposes of illustrating connection to the plan's overarching goals, below is a snapshot of critical audiences:
- **Internal Audiences:** This audience is the most critical in achieving organizational goals. The perceptions, statements, and experiences created by internal audiences shape the brand promise of an organization. Using communication strategies to cultivate understanding and satisfaction first with internal audiences is vital to achieving this plan's goals.

- Board of Education
- Cabinet
- District leadership
- Classified staff
- Certificated staff
- Part-time employees

- **External Audiences:** How can we make our schools visible to our families and community members, and bridge gaps in understanding about how they work? How do our external audiences know how to support student learning, and ways that they can access programs? How do our stakeholders know if they are getting a return on their numerous and varied investments in public education?
  - Students
  - Parents, guardians and caregivers
  - Parent leadership organizations (Site Council, PTA/PTO, ELAC/DELAC, etc)
  - Community and business partners
  - Civic leaders
  - Taxpayers
  - News media

Local Control and Accountability Plan (LCAP): Folsom Cordova uses this annual, state-mandated plan as its guiding vision in which it can prioritize spending and actions intended to improve access and achievement for historically marginalized student groups.

Folsom Cordova's four overarching plan goals are:
1. All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness.
2. Increase parent and student engagement and provide a safe, healthy, and positive learning environment.
3. Provide students with high quality classroom instruction and access to a broad course of study.
4. Student progress and educational outcomes will be monitored for success using assessment results.

Stakeholder Feedback: Folsom Cordova regularly collects stakeholder feedback through a variety of surveys and focus groups/committees. Among its most expansive efforts is through its annual Education Town Halls, a series of face-to-face meetings

in which 200-300 diverse stakeholders from throughout all schools review District goals, progress, metrics, and provide feedback to inform decisions. During 2019 Town Halls, in which 1,079 thoughts were collected, common themes emerged, including:

- Need for increased, targeted support for highest-need student groups
- Perception gaps and lack of awareness of programs that prepare students for success after school including Career Technical Education (CTE), AP/IB courses, and more.
- Desire for increased student and parent/guardian voice in District decision-making.
- Concerns about student behavioral support, discipline, counseling, and social-emotional wellness.
- Lack of awareness for various programs and resources available for students and families, and lack of understanding of investments made in student achievement.
- Concerns by parents of high-achieving students that their children may experience reduced services/programs available.

Annual communication survey: The District has not distributed a comprehensive communication survey to its stakeholders since 2013. We have included a recommendation in our 2019-21 Strategic Plan (Strategy 1).

Public attitudes regarding schools: National public opinion research (2018 PDK/Gallup Poll/Public Agenda) indicates attitudes and perceptions about public schools that mirror trends we see among stakeholders in Folsom Cordova's school communities.

Some highlights that directly impact major and ongoing Folsom Cordova initiatives include:
- 45% of Americans believe the main goal of public education is to prepare students academically. 25% say the goal is to prepare students for work, while 26% say public education's purpose is to prepare students to be good citizens.
- Trust in local public schools is high, while trust in public education as a whole is low.
- Fewer black Americans give their local public schools an "A" or "B" grade than their white or Latinx counterparts.
- Few Americans think their local public schools are doing well at what's important to them, including: developing good work habits (31%); providing factual information (39%); preparing students to be good citizens (33%); and preparing students to think critically across subject areas (29%)
- Americans have mixed opinions about the value of standardized tests, and only half of managers say college graduates are prepared to enter the workforce.
- More white parents/guardians (81%) than parents/guardians of color (58%) say children of color receive an education equal to that of white children.
- Support for increased school funding drops when people learn how much schools spend per student.

California School Climate, Health, and Learning Surveys (Cal-SCHL): In 2017 the District moved to an annual statewide, third-party survey for students, staff, and families to measure a variety of social-emotional indicators for student success. The District measures parent/guardian perceptions and attitudes by examining responses to certain survey question themes, including those that measure perceptions/feelings of:

- schools allowing and inviting input prior to important decisions
- schools encouraging parents to be active partners in education
- schools welcome parents to participate in child's school

Comparing year-to-year data is difficult due to changes in the wording of questions between each years' surveys. In general, the questions that align most with the goals written into the LCAP reflect a nominal increase - 1% - in areas of schools allowing input and welcoming contributions. The percent of parents reporting that they feel welcome to participate - 36% - did not change year over year. This communication plan makes recommendations for implementing a local, annual communication-focused survey (Strategy 1, page 14) to ensure the communication needs and preferences of our audiences evolve to meet their needs.

System Environmental Analysis:

Enrollment: Unlike other school districts, Folsom Cordova continues to grow its enrollment and accept more students than it loses to neighboring districts, private schools or charter schools. As of Sept. 27, 2019 the District's total preK-12 enrollment was 20,985, up nearly 1% in the last six months.

Major District initiatives: Below is a brief summary of major system initiatives in which stakeholder support is critical to their success in the short and long terms.

Attendance: The District's attendance goal for 2019-20 is 96%, and the District fell just shy of its goal in 2018-19. For every 1% increase in average daily attendance, the District could receive an additional $1.6 million in revenue. In the past year, the District has developed an Attendance Action Plan, purchased software (A2A) to intervene in attendance matters earlier, and increased training for school staff. The District also launched a back-to-school advertising campaign to mitigate routine drops in attendance during the first week of school (currently under evaluation).

Budget: Through Budget Study Sessions in 2018 and 2019, the District created Guiding Principles in collaboration with the Board, employee leadership, staff, and community that are intended to prioritize budget reductions. In the 2020-21 school year, the District projects an estimated $3.5 million budget shortfall, and an additional $5.5 million the following year. Bargaining groups are anticipating a compensation increase. The District is currently engaged in a comprehensive budget communication and engagement strategy intended to minimize disruption to system from proposed budget reduction recommendations.

Boundaries: With two similar-sized, large middle schools feeding into two, different-sized high schools, existing feeder patterns have created overcrowding issues at Vista del Lago High School. The District is currently engaged in a multi-faceted communication and engagement strategy intended to give families multiple opportunities for input and to foster productive, collaborative stakeholder participation.

Climate/Equity: Folsom Cordova has been identified as a district that disproportionately suspends its African American students, foster youth, and students with disabilities and disproportionately identifies African American students for special education services. The District has invested greatly in professional development and leadership to target this issue, with a renewed focus on building positive relationships with students, learning alternatives to suspension and restorative practices, and building capacity through a Social-Emotional Learning Guiding Coalition/Action Plan, creation of instructional Equity Leaders, and growing the reach and influence of its Equity Advisory Committee.

Outward Mindset and Change Management: The District has partnered with the Arbinger Institute to facilitate ongoing, critical conversations centered on employee relations and the concept of practicing an "outward mindset" - a concept that encourages individuals to think about how their behaviors advance a collective result and an organization's desired outcomes. These trainings have been embraced by every bargaining group in the District and continue to foster increased collaboration.

Crisis and reputation management: Folsom Cordova has made strides in recent years to reduce the frequency and intensity of large-scale news media incidents that threaten trust in the system. In the 2018-19 school year, however, an incident involving a student injury and disciplinary matter at a middle school demonstrated that issues surrounding race, bullying, and equity remain major vulnerabilities for the District. Proactively and transparently sharing the District's work, progress, and challenges in these areas - as well as building partnerships to participate in improvements, such as through our Equity Advisory Committee - will help build, maintain, and rebuild trust in our schools moving forward.

Content marketing & audience engagement analytics: To track engagement and trends among target audiences across communication platforms, the Communication & Community Engagement team monitors a variety of analytics. Here are some key measurements from the 2018-19 school year:

Mobile app: Mobile app downloads rose 126%, to 8,513, increasing parent access to student and school information.

Social media engagement: Followers on all platforms (Facebook, Twitter, Instagram and YouTube) increased 20.5% to 9,505. Facebook is the most active social media platform, where posts had:
- 3,113 average organic reach
- 5,157 average impressions
- 10.9 average shares
- 134.9 average post reactions
- 27.7 average comments

*Peachjar e-flyers***:** Average open rate for electronic flyers in 2017-18, the most recent data available, was 34.1%. Peachjar is overhauling its reporting mechanisms, and more detailed data is expected in 2019-20.

District Digest (e-newsletter): In 2018-19, the District continued e-newsletter growth that exceeded industry standards:
- Contacts maintained at an estimated 3,248 (internal and external combined)
- Average open rate increased to 42.5%. (industry average: 24%)
- Click-thru rate dropped slightly to 7.5%. (industry average: 8%)

District Digest content areas: In addition to engagement analytics, the Communication & Community Engagement Team also tracks trends in content engagement and focus areas (full data can be found here).

In 2018-19:
- Out of 159 positive news stories, announcements, or other newsletter items, 34.6% of items focused on Rancho Cordova schools; 53.5% focused on Folsom schools; and 10.6% focused on both Folsom and Rancho Cordova schools.
- There are wide disparities between the frequency of coverage for some schools in our District.

- Job postings, social media photo galleries, videos, and FAQs on controversial topics are consistently the most-clicked types of newsletter items

News media coverage: Folsom Cordova does not have the resources to purchase a professional media monitoring service with access to industry insights such as average impressions and ratings based on various news media outlets. However, the District does manually track (in-house) news media mentions in order to to see a baseline measure of (unweighted) positive, negative, and neutral news media placements.

According to 2018-19 data ([full data can be found here](#)), the District continues to place a greater share of positive and neutral (informational) news stories despite occasional negative coverage. Out of 106 news media mentions in 2018-19:
- 51 were positive (48%)
- 24 were neutral (22.6%)
- 29 were negative (27.4%)

Partnership growth: Through sustained, proactive relationship building, community partnerships among the corporate, nonprofit, and faith-based sectors have increased to an estimated 128 organizations, an estimated 51% increase in documented partnership activity since Communication & Community Engagement began overseeing strategic partnership development. Additionally, the office secured its first formal sponsorships - $3,000 from SAFE Credit Union and $15,000 from Intel - to support a variety of needs within the District including employee recognitions, marketing giveaways, attendance incentives and more.

2019-21 SMART* Objectives:

The following objectives are used as indicators of the District's overall communication growth and health. (Objectives for each tactic outlined later in this plan will be established.) *The SMART objectives, below, are pulled directly from the District's Local Control and Accountability Plan (LCAP).* **Note:** *Some strategies and tactics outlined in the following pages of this strategic plan may also support other actions/goals of the LCAP not listed below.*

O1: Increase by 3% annually the percentage of stakeholders who agree or strongly agree that their school values their input in the decision-making process.

O2: Increase by 3% annually the percentage of stakeholders who agree or strongly agree that their school welcomes their contributions.

O3: Increase by 3% annually the percentage of stakeholders who agree or strongly agree that their school encourages them to be a partner in education their child.

O4: Community partnerships with nonprofits, businesses, and faith-based entities will increase at least 1% annually.

O5: Engagement levels across content marketing platforms (website, newsletter, social media, and other collateral) will increase by 1% annually, with an emphasis on engagement with topics of strategic priority. *SMART: Specific, Measurable, Attainable, Relevant, Timely*

Overarching Key Messages:

Individual tactics outlined later in this plan will utilize messaging specific to the purpose and objectives of each. However, throughout implementation of all strategies and tactics in 2019-21, messaging will align with the following system themes:

1. Relationships - with our students, with each other, and with ourselves - are at the center of student achievement.
2. Folsom Cordova is committed to equity by fostering the safety, success, and wellness of all students and creating a positive school culture that celebrates the power of diversity and differences.
3. Practicing a growth mindset equips Folsom Cordova's staff, families, and community to best support evolving student needs.
4. Proactively engaging diverse stakeholder voices in the decision-making process produces better outcomes for students.
5. Innovation and growth create personal educational pathways for every student to achieve the futures they choose.

Strategies and Tactics

Individually, the following strategies and tactics have their own communication plans and metrics for success. Cumulatively, they work together to support our comprehensive 2019-21 Strategic Plan Objectives.

Timeline Key: Y = Year and Q = Quarter. Y1Q1 = Year 1, Quarter 1. Fiscal year quarters are aligned with the school year: **Quarter 1** (July 1-Sept. 30); **Quarter 2** (Oct. 1-Dec. 31); **Quarter 3** (Jan. 1-March 31); **Quarter 4** (April 1-June 30)

Strategy 1: Engage stakeholders to foster understanding of major initiatives, provide transparency, and increase voices represented in decision-making process.

Tactic	Summary	Timeline	Evaluation
Support budget visioning/reductions process	Create comprehensive communication plan to minimize disruption to system and support collaborative decision-making	**Y1Q1**: Draft plan **Y1Q2**: Implement plan **Y1Q3**: Evaluate	Public speakers at Board meetings Board/social media/news media escalations Relationships/participation with employee groups Engagement analytics with content (website, news articles, etc.) Board decisions connected to Guiding Principles and sustainable savings achieved
Folsom Attendance Boundaries comprehensive stakeholder engagement plan Work with Folsom High School to attract students and help alleviate enrollment pressure on Vista del Lago	Create stakeholder engagement plan that minimizes disruption to system, provides multiple opportunities and supports decisions that alleviate capacity issues in Folsom secondary schools. Per Board's direction, implement marketing strategies to fulfill untapped demand for Folsom High School's educational offerings	**Y1Q1**: Create plan **Y1Q2**: Implement plan/Board decision **Y1Q3**:Create engagement plan for transition to new boundaries **Y1Q4**: Evaluate	Participation in surveys/feedback received Attendance at public meetings Social media/news media escalations Inquiries (email, phone, petitions) Board decision Engagement analytics with content (website, news articles, maps, etc.)
LCAP Stakeholder Engagement Plan	Overhaul Education Town Hall and LCAP Stakeholder Engagement	**Y1Q2**: Planning	Participation by target stakeholders in planned activities

	strategies to engage stakeholders in solutions for student achievement	**Y1Q3:** Implementation **Y1Q4:** Evaluation	Engagement analytics with content (website, news articles, maps, etc.)
Support family engagement efforts to collect feedback for Health Education Curriculum Update	Support Instruction and Health Services in the development of stakeholder engagement strategies through consistent and strategic messaging, communication collateral, listening tools (surveys), participation in public forums, and strategic counsel	**Y1Q1:** Planning and Implementation **Y1Q2:** Implementation and Evaluation	Participation by target stakeholders in planned activities and public meetings Participation in surveys and other listening tools Engagement analytics with content (website, news articles, maps, etc.) Social media/news media escalations Inquiries (email, phone, petitions)
Continue participation in Equity Advisory Committee and SEL Guiding Coalition	Participation from Communication & Community Engagement in these groups supports Overarching Strategic Plan Goals 1 & 2 (pg. 3)	**Ongoing**	
Implement ThoughtExchange tool	ThoughtExchange is a qualitative analysis tool that provides more robust, actionable insights into stakeholder perceptions, desires, and behaviors in ways that can better inform decision-making.	**Y1Q1:** Negotiate contract and acquire tool **Y1Q2-3:** Implement exchanges for major initiatives **Y1Q4:** Evaluate effectiveness	Number of exchanges Participation in each exchange Nexus between system decisions/actions and feedback received Anecdotal user feedback
Support efforts to connect with hard-to-engage students and populations	Proactively seek student voice through listening circles, surveys, and other means.	**Ongoing**	
2020 Annual Communication Survey	The District has not distributed a comprehensive communication survey	**Y1Q2:** Research and planning	Survey participation rates

		to its stakeholders since 2013 and needs better local data to ensure the communication needs and preferences of our audiences evolve to meet their needs.	**Y1Q3:** Distribution **Y2Q1:** Evaluation and recommendations	Insights
Overhaul annual Parent Handbook	The annual parent handbook is an underutilized resource that can be better used to influence understanding of resources, programs, and policies.	**Y1Q2:** Support Instruction in compliance updates to current handbook and merger with other annual documents **Y2Q1:** Draft new handbook template. Determine metrics for evaluating success. **Y2Q2:** Finalize new 2021-22 handbook for distribution	Metrics will be determined to evaluate user satisfaction, understanding, and other desired outcomes.
Continue communicating system mission and vision as needs evolve	Support Superintendent and Board in communicating system mission and vision through various channels (quarterly messaging, keynote speeches, public appearances, etc.)	**Ongoing**	
Absorb various Family Engagement responsibilities after collapsing director position	Work with Categorical Programs and Superintendent to define family engagement objectives and tactics for the coming school years, including focus of Parent Coordinators. Work with team members to evaluate ongoing family engagement efforts and develop strategies to meet needs.	**Y1Q2:** Meet with Categorical Programs to outlined mandated and past family engagement activities **Y1Q3:** Make recommendations for next steps	Metrics will be determined once desired outcomes are clarified.

Expand and formalize Key Communicator Networks and ambassador programs/events	Folsom Cordova has a network of informal relationships with stakeholders and influencers across school communities. Influencers can include Realtors, civic leaders, parent/family leaders, and others. By formalizing the relationship, providing trainings, consistent channels of targeted communication, and events/experiences, the District will be better positioned to meet Overarching Strategic Action Plan Goals (p. 3), improve perceptions, and minimize disruptions due to controversy.	**Y1Q3:** Inventory existing relationships and identify potential influencers. Identify target audiences missing from list. **Y1Q4:** Develop Key Communicators Communication & Engagement Plan **Y2Q1:** Begin launching plan	Metrics will be determined once desired outcomes are clarified.
Continue to increase mobile app usage	The Folsom Cordova Mobile App gives families increased access to student schedules, school news, meal balances, and attendance/grades. Staff heavily promotes mobile app usage at the beginning of each school year and troubleshoots/provides customer service throughout the year.	**Ongoing**	Annual increase of at least 3% in downloads Analytics that identify user behavior inside app
Support District efforts to explore potential impacts of Census-based election districts per California Voting Rights Act	Many school districts across California, either proactively or under threat of litigation, have moved to district-based school board elections vs. "at-large" elections. At least one Board member has expressed a desire for FCUSD to begin exploring the impacts of such a move.	**Y1Q4**: Monitor 2020 Census and work with staff to research development of issue	
Support ETIS in its implementation of Board of Education meeting live-streaming	In the 2019-20 school year ETIS began phasing in live-streaming and video recording of Board of Education meetings. Communication will continue to support this effort through	**Y1Q3**: Develop policies and professional learning opportunity regarding meeting norms in a media environment.	

	professional development and policy development regarding meeting norms in a media environment. The Communication office also will support other needs in collaboration with ETIS as necessary		

Strategy 2: Develop or support short- and medium-term informational campaigns that build understanding of and participation in issues that impact student learning and wellness.

Tactic	Details	Timeline	Evaluation
Collaborate on SEL communication strategies	Work with SEL office to develop communication strategies that increase knowledge of student emotional wellness challenges, best practices in SEL instruction, and success stories.	**Y1Q1:** Develop "Filming SEL Best Practices Action Plan" **Y1Q2-3:** Begin filming series of SEL best practices opportunities **Y1Q4:** Evaluate work to date and recommend new communication strategies	Produce 5-6 videos total, for all audiences, in 2019-20 school year Track video engagement analytics Compare against SEL Action Plan metrics Track volume of schools/staff asking to adopt strategies Track volume of schools/staff asking to access video resources Monitor (external) public discourse for indications of SEL perception, demand, and understanding
Create informational campaigns that increase attendance throughout the school year	Use combination of Paid Media (billboards, radio, digital display) Owned Media (FCUSD website), Shared Media (Facebook, Twitter) and Earned Media (news media segments) including bilingual platforms, to	**Y1Q1:** Implementation of Back-to-School Attendance Informational Campaign **Y1Q2:** Campaign	Attendance rates during the first week of school Impressions and click-thru rates on paid, owned, and shared media platforms to measure awareness of the first day of

	increase attendance during the first week of school. Evaluate effectiveness and recommend next steps.	evaluation and recommendation of next steps	school A2A analytics
Support departments such as ETIS and school sites in the development of strategies that encourage digital citizenship and reductions in screen time for adolescents	Feedback from families, staff, the Board of Education, and students indicate the increasing usage of smartphones is contributing to declining emotional wellness, behavior management challenges, and other issues. The Communication office can support schools and departments, either through resources or communication platforms, in multi-faceted informational campaigns or the collection of feedback.	**Y1Q2:** To be determined as departments/schools indicate need.	Metrics for success will be determined depending on specific activities developed.

Strategy 3: Strengthen internal communication systems and strategies.

Tactic	Details	Timeline	Evaluation
Collaborate with ETIS to create comprehensive internal communication analysis and recommendations for solutions	By evaluating various internal communication needs and feedback from staff, develop a multi-faceted plan to improve internal communication structure throughout system. Components could include: ● Reports/summaries of Cabinet meetings for select audiences ● Targeted staff newsletter ● Targeted leadership newsletter to reduce emails ● A dedicated intranet system ● Visual management directory for staff	**Y1Q3:** Research **Y1Q4:** Presentation of findings to Cabinet **Y2Q1:** Develop plan **Y2Q2-4:** Implementation	Metrics for success will be determined depending on specific activities developed.
Continue working with	In recent years, the office has	**Ongoing**	Each video will have its own set of

| Instruction and classified departments to produce professional development videos as needs arise. | contributed to the [creation of a library of professional development videos](#) targeting various staff needs. This work would continue as called out in our LCAP, and will be continually evaluated to ensure prioritization and effectiveness. | | metrics for success, including views among target audiences, engagement analytics, and learning outcomes. |

Strategy 4: Build relationships that increase community partnerships and sponsorships that support student learning.

Tactic	Details	Timeline	Evaluation
Continue development of relationships that provide resources for students	Through proactive targeting, and assessing specific needs in the system, in recent years the office has succeeded in growing and securing partnerships that support students. Recent examples include: ● The First Tee is providing PE and mentoring in five Title 1 schools ● SAFE Credit Union is close to approving a student bank branch at Cordova High School	**Ongoing** **Y2Q2:** Launch formal needs assessment	Number of formalized partnerships Needs assessment
Support growth of Folsom Cordova Education Foundation (FCEF)	The FCEF is a small and struggling education foundation with high turnover in volunteer board members. Efforts to raise money and allocate grants to teachers have been inconsistent. The Communication & Community Engagement office can support the FCEF's growth by providing strategic advisement and	**Ongoing**	Increased FCEF board representation from FCUSD corporate partners Other metrics for success will be determined depending on FCEF desired outcomes.

	connecting relationships that encourage increased participation and representation from corporate partners.		
Continue serving on community boards and steering committees that build positive, supportive relationships with schools and provide resources for students.	Communication & Community Engagement has increased its presence on a variety of boards and committees that steer resources and partnerships to FCUSD schools. Examples include the city 2x2 committees, CTE Business Advisory Council, Friends of the Cordova Recreation and Parks District, Folsom Community Service Day, and more.	**Ongoing**	Metrics vary depending on participation on each committee and as District needs evolve.
Expand annual sponsorship package and opportunities available.	In 2019 the office secured two sponsors - Intel ($15,000) and SAFE Credit Union ($3,000) - that will support a variety of District efforts that otherwise might not be appropriate for the general fund (employee appreciation, attendance incentives, etc.) By formalizing the sponsorship recruitment process with an annual list of opportunities, and a year-end report to partners, the District can grow its efforts.	**Y1Q2:** Evaluate existing sponsorships and opportunities **Y1Q3:** Launch 2020 sponsorship outreach plan **Y2Q2:** Create and distribute annual report to sponsors & community	Volume and dollar amount of sponsorships
Continue to steer partner donations to strategic needs in schools/system	During peak periods of the school year (primarily back-to-school), various partners and organizations approach the District or its schools with offers to donate supplies and resources to students, families, and educators. By being a central point of contact, the office can best ensure those resources are directed to the	**Ongoing**	

	highest or most strategic areas of need within the system.		
Continue Community Readers volunteer literacy program	Community Readers (www.fcusd.org/communityreaders) is an in-house, volunteer reading program that consistently improves literacy outcomes for struggling students and creates formal opportunities for community volunteer involvement. Tasks include training of volunteers, oversight of student selections, school operations, and more.	**Ongoing**	Student sight word recognition Number of students served Number of volunteers participating Volunteer, student, and staff satisfaction survey results Number of community partnerships created through program
Lead efforts to maximize Measure H grant opportunities by serving as District point of contact for evaluation, review, and implementation	Measure H is a grant program of the City of Rancho Cordova that provides supplemental resources serving schools, families, and students.	**Y1Q2:** Execute contracts and track progress of projects for reporting **Y1Q3:** Track progress of projects for reporting **Y1Q4:** Recruit/write/review grant requests **Y2Q1:** Begin executing contracts, turnover for new school year.	Amount of grants received/approved Individual grant allocations have their own metrics for success

Strategy 5: Proactively share positive news and stories that build understanding and support for FCUSD schools, improve trust and perceptions, and increase awareness of and access to programs.

Tactic	Details	Timeline	Evaluation
Overhaul Editorial Calendar to	By proactive seeking stories that	**Y1Q2:** Brainstorm	Engagement with content across

ensure communication resources are prioritized for content that highlights items of strategic interest including equity, CTE, SEL, bond-funded projects, and other system priorities.	communicate system priorities, the office can more strategically support Overarching Strategic Plan Goals 1 & 3 (p. 3)	possible content focus areas, begin outreach, add to calendar **Y1Q3-4:** Produce/publish stories	platforms (social media analytics, video stats, impressions, click-thru rates, website traffic, etc.)
Improve equitable representation of schools and student groups in District Digest	Increase number of District Digest stories that highlight underrepresented schools (with focus on Rancho Cordova) and improve representation of historically marginalized student groups including LGBTQ students, African American students, and students with disabilities.	**Y1Q2:** Establish internal inventory and set goals **Ongoing:** Implementation	Internal District Digest tracking and reporting
Increase submissions of positive news from school sites and departments	By creating a new formal and uniform mechanism for schools and departments to share positive news stories, the office can better curate and highlight positive news without adding significant workload	**Y1Q2:** Develop new uniform submission process **Y1Q3:** Announce and implement new submission process **Y1Q4:** Evaluate effectiveness	Submission process usage Volume and types of content shared
Implement newsletter solutions that increase reach and engagement across internal and external stakeholders	District families and community members currently "opt-in" to District Digest, and subscribers hover around approximately 1,300. Internally, all 2,100 employees receive Digest, but due to technological barriers in the existing platform, open rates, click thru	**Y1Q4:** Evaluate solutions, recommend next steps **Y2Q1:** Implement solutions and launch at beginning of school year **Y2Q2:** Evaluate	Metrics for success will be determined once solutions are identified.

Tactic	Details	Timeline	Evaluation
	rates, and other analytics are not available for this key target audience.	effectiveness	
Evaluate structure of Communication Internship Program	The Communication Internship Program provides FCUSD high school students with hands-on career experience and provides the office with extra public relations support, primarily in positive storytelling. However, high school student schedules and varied experience levels create inconsistencies and inefficiencies in the office's workflow. Solutions, and potential changes - such as consideration of a college intern, or partnerships with school media programs - would be explored.	**Y1Q3:** Review production from interns with department needs, research other models, and propose solutions **Y1Q4:** Begin implementing changes, if necessary, and recruiting for intern(s).	Metrics for success will be determined once solutions are identified.
Continue building positive relationships with news media organizations and proactively pitching stories for coverage	According to 2018-19 data (full data can be found here), the District continues to place a greater share of positive and neutral (informational) news stories despite occasional negative coverage. Out of 106 news media mentions in 2018-19: ● 51 were positive (48%) ● 24 were neutral (22.6%) ● 29 were negative (27.4%)	**Ongoing**, driven by Editorial Calendar	Improve percentage of positive and neutral news media mentions to **80**% by **Y2Q4.**

Strategy 6: Implement marketing campaigns that identify and fulfill demand for services and programs.

Tactic	Details	Timeline	Evaluation

Cordova Gardens enrollment marketing campaign	Cordova Gardens Elementary is experiencing declining enrollment. It also is shifting its focus from a Spanish-language magnet program to a school that infuses STEAM into its instruction and student experience. This focus was developed by staff and families in the last two years. The school is now ready to identify and fulfill demand for what it offers.	**Y1Q2:** Research, including SWOT analysis, market dynamics, and target audiences Development of draft marketing plan **Y1Q3-4:** Implementation of initial marketing strategies **Y2Q1:** Evaluation of initial marketing strategies and recommended next steps	Enrollment goals as established in collaboration with Superintendent and Instruction Impressions and engagement across chosen marketing platforms (to be determined)
CTE Programs/College Readiness	Stakeholder feedback and a review of research indicates families and community members lack awareness of programs that prepare students for college and career, in particular CTE pathways. A coordinated marketing campaign will be developed to support understanding and increase access to such programs.	**Y1Q2:** Development of marketing plan, including video series, drafted **Y1Q3-4:** Implementation of initial marketing strategies **Y2Q1:** Evaluation of initial marketing strategies and recommended next steps	Impressions and engagement across chosen marketing platforms (to be determined)
Support Big Red Revival - Cordova High Athletic Marketing	Through a partnership with the City of Rancho Cordova (Measure H), Cordova High School and FCUSD's Athletic Director, multiple strategies have been proposed to increase positive experiences and community excitement for Cordova High School athletics, a key source of pride among students and families. The Communication office	**Y1Q2:** Review proposed marketing strategies to date and provide support and strategic advisement. **Ongoing:** Evaluation and additional support as needed.	Impressions and engagement across chosen marketing platforms (to be determined) Participation/attendance at athletic events Family participation in school events Student participation in athletics

	has been asked to provide support and strategic advisement.		Attendance School enrollments and transfers
Work with City of Rancho Cordova on development of mutual strategic interests and public relations resource-sharing.	The City of Rancho Cordova and Folsom Cordova share a mutual interest in improving outcomes for students and increasing positive perceptions of schools. Both desired outcomes will contribute to the economic prosperity of existing and potential residents of the community. Joint strategies can be developed to combine resources and target specific outcomes.	**Y1Q2:** Research and planning.	Metrics for success will be determined once specific strategies are identified.
Complete print marketing collateral materials that can be used in a variety of community settings	Whether for job fairs, community events, or corporate requests, Folsom Cordova lacks consistently branded marketing collateral materials (folders, handouts, etc) with strategic messaging. An uncompleted project from 2017-18 should be reactivated and completed for future usage.	**Y1Q3:** Review uncompleted materials from 2017-18 and identify needs. **Y1Q4:** Begin completing design/translation of materials **Y2Q1:** Print and begin distribution of materials **Y2Q3:** Evaluation	Links to programs and other items of strategic interest will be embedded into collateral material to measure engagement. Inquiries into programs/resources/job opportunities received after distribution of materials.
Homeschool Program marketing (Folsom Cordova K-8 Community Charter School)	In 2018-19, the office partnered with the District's homeschool program on a marketing campaign that restored enrollment to healthy levels (approx. 146 students). Marketing support will be provided on an ongoing basis to continue	**Ongoing**	Enrollment Inquiries/scheduled tours Impressions and engagement across chosen marketing platforms.

| | sustainable enrollment. | | |

Strategy 7: Update policies and systems, and expand professional development.

Tactic	Details	Timeline	Evaluation
Redesign District website to improve ADA compliance and mobile responsiveness	Collaborate with ETIS to review and implement options for new website template (either from existing vendor, or new vendor) that brings FCUSD into ADA compliance and improves access to information. Stakeholder focus groups were conducted in 2017-18 and initial planning completed in 2018-19.	**Y1Q2:** Restart and revise project planning -Make recommendation to Cabinet **Y1Q3-4:** Implement redesign, migration, and staff training; develop communication plan for stakeholders **Y2Q1:** Continue training and communication Continue trainings for staff	Participation in trainings Survey feedback Inquiries to District Website analytics
Update social media Board Policies/Administrative Regulations	FCUSD's social media policies have not been updated since 2013. Usage among employees has rapidly increased as social platforms have evolved.	**Y2Q3:** Research social media policies **Y2Q4:** Recommendation to Cabinet and Board	
Expand professional development offerings from office to support communicate best practices at schools and departments.	Potential focus areas could include -social media usage -marketing your school/program -emergency communication protocols Opportunity would be considered to leverage ZOOM license for webinars.	**Y1Q3:** Research: survey sites and departments on professional development needs **Y1Q4:** Develop yearlong training schedule for 2020-21	Survey data/exit tickets Training attendance/registrations

		Y2Q1: Launch professional development calendar for 2020-21	
Continue operationalizing Safety Action Plan	Supplement Incident Response plan by improving emergency communication materials (scripts), protocols, and cross-training of department staff (Catapult, Blackboard Connect, etc.)	**Y1Q2:** Continued Catapult support

Y1Q3: Development of emergency communication scripts, dormant safety website

Y1Q4: Update draft emergency communication protocols for parents

Y2Q1: Distribute updated emergency communication protocols for parents | |

Strategy 8: Coordinate special events that engage audiences around strategic interests

Tactic	Details	Timeline	Evaluation
Produce annual State of our Schools event for community partners	The first State of our Schools event was held in the fall of 2018, attracting more than 100 representatives from community partners across the District. The annual event showcases student achievement, provides information about District programs and initiatives, nurtures partnerships, and communicates the strategic vision of the District to a broader audience.	**Y1Q2:** Plan for 2020 event, secure date and begin advertising

Y1Q3: Execute 2020 event

Y1Q4: Evaluate effectiveness, secure date for 2021 | Growth in attendance

Survey data

Engagement with collateral materials

New partnership leads |

Produce annual Employee Recognition	The District's annual Employee Recognition Event continues to grow in popularity and in ambition, hosting more than 600 employees a year, showcasing student talent, attracting sponsors and celebrity emcees.	**Y1Q2:** Set and communicate date and location **Y1Q3:** Planning and implementation	Growth in attendance Survey data Engagement with collateral
School modernization and construction milestone events	As school modernization/construction projects reach milestones (groundbreaking, opening, etc.) the Communication office will create events and experiences to build understanding for taxpayer and community investment in educational resources.	**Y1Q2:** -CTE building (FHS) community event -Mills Middle softball community event (partner with City of Rancho Cordova) **Y1Q3:** -Mangini Ranch groundbreaking -Sutter Middle progress update/tour	Attendance Engagement with collateral materials

Reporting and Evaluation:

The creation of a two-year plan allows for setting short, medium, and long-term goals that are flexible as the District's strategic interests evolve. This plan will be posted on the Communication & Community Engagement website as a public document.

Quarterly reporting: Progress on select strategies and tactics will be measured and reported to the Superintendent, Cabinet and the Board of Education on a quarterly basis.

Annual updates: This plan will be evaluated, updated each June. An annual overview will be provided to the Superintendent, Cabinet and the Board of Education.