

# DATA WALK 2024

## LCAP: Education Partner Engagement



Folsom Cordova Unified School District - February 2024

# Welcome and Introductions

Superintendent  
Dr. Sarah Koligian



Folsom Cordova Unified School District - February 2024

# FCUSD Superintendent and School Board



**Tim Hooley**  
President/Presidente



**Jennifer Laret**  
Vice President/Vicepresidenta



**David Reid**  
Clerk/el secretario



**Kara Lofthouse**  
Member/Miembra



**Chris Clark**  
Member/Miembro



**Dr. Sarah Koligian**  
Superintendent/Superintendenta

# Inclusive Welcome



That's at the core of equity:  
understanding who your kids are  
and how to meet their needs. You  
are still focused on outcomes, but  
the path to get there may not be the  
same for each one.

— *Pedro Noguera* —

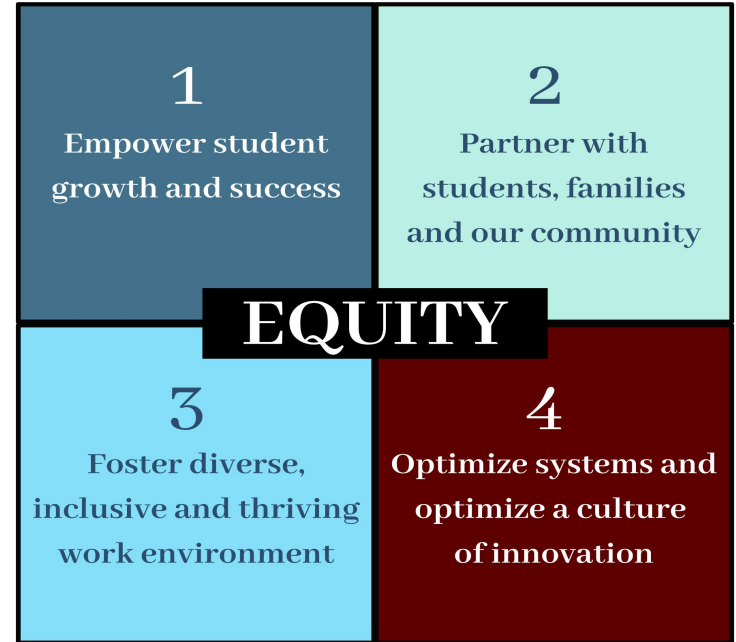


# Steps to Success

## 2023-24 Roadmap



## District Priorities





# Vision Statement:

*Empowering all students to thrive  
through educational excellence*



# 4 Equity Questions for Decision-Making

- Who are the specific student groups impacted by this decision, policy or practice?
- How have we engaged diverse community voice in specifying the problem that needs to be solved, success criteria for the program and barriers that need to be removed in order to positively impact student outcomes?
- 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?
- What steps do we need to take to make sure that underserved students benefit from this academic, enrichment and/or wellness resource?

# Today's Purpose: Our Why



- Overview: Why your feedback matters
- Interactive Data Walk
- School Data Dive



# Today's Agenda: Our What



- LCAP Process Review
- FCUSD Demographics
- DATA Overview
- Gather Feedback/Input

# Schedule and Time

- Inclusive Welcome
- Overview- Data Walk Plan
- Data Walk (Data review rotation)
- School Data - Deeper Dive
- Share Outs
- Closing

# LCAP as a two-way Communication Tool

1

Provides **districts** with opportunity to explain to students, parents, teachers, and community stakeholders how and why programs and services were selected

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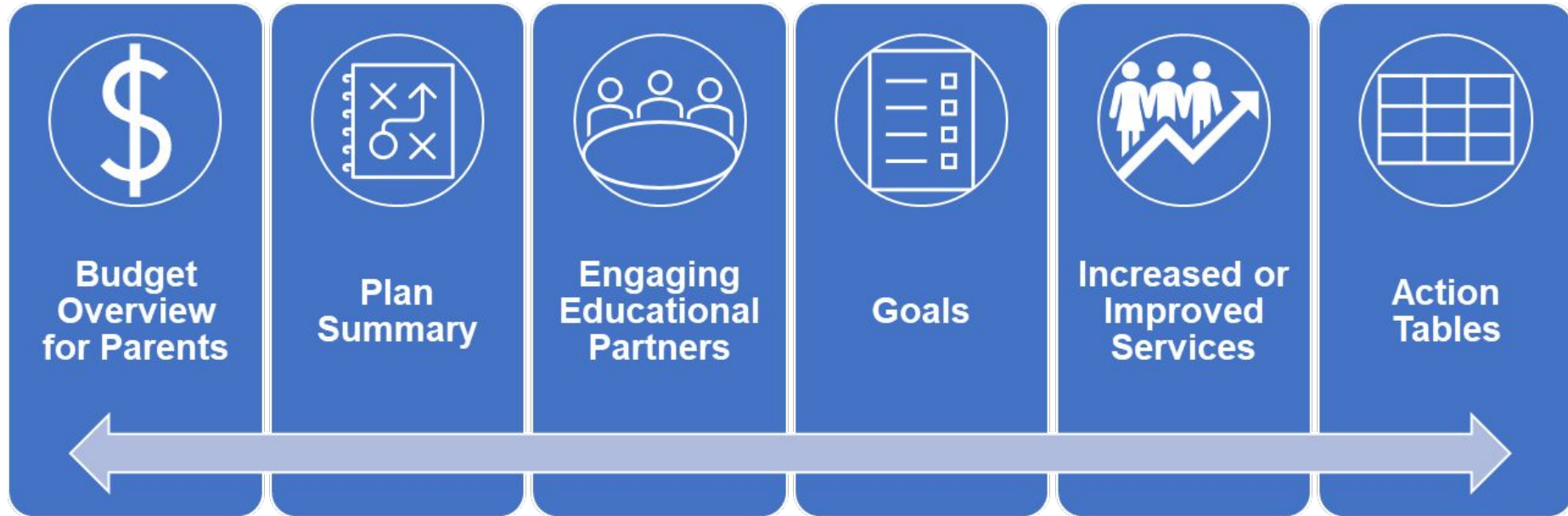
Provides **students, parents, teachers, and the community** with a voice in district planning to ensure that programs and services meet the unique needs of the community

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2



# LCAP Throughline Overview



# 2024-2027 LCAP Goals:

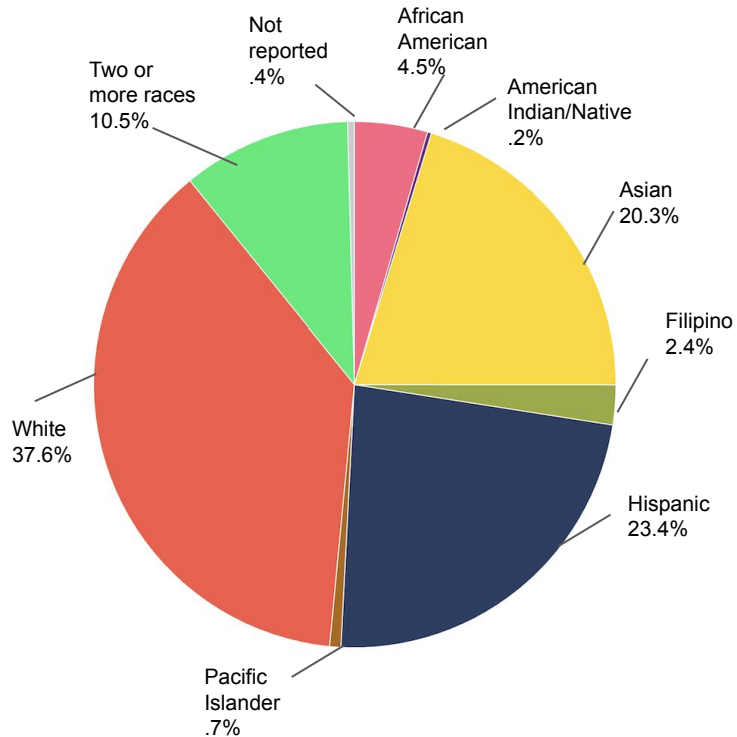
**Goal 1 - All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)**

**Goal 2 - Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)**

**Goal 3 - All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 1, 2, 4 and 7)**

**Goal 4 - Provide a safe, healthy and positive school environment where students feel connected and thrive (State Priority 1 and 6)**

# Data: Demographics at a Glance



**36%**  
low income

**13%**  
English Learners

**0.1%**  
foster youth

**13%**  
students with disabilities

**3%**  
homeless



**20,985**  
students



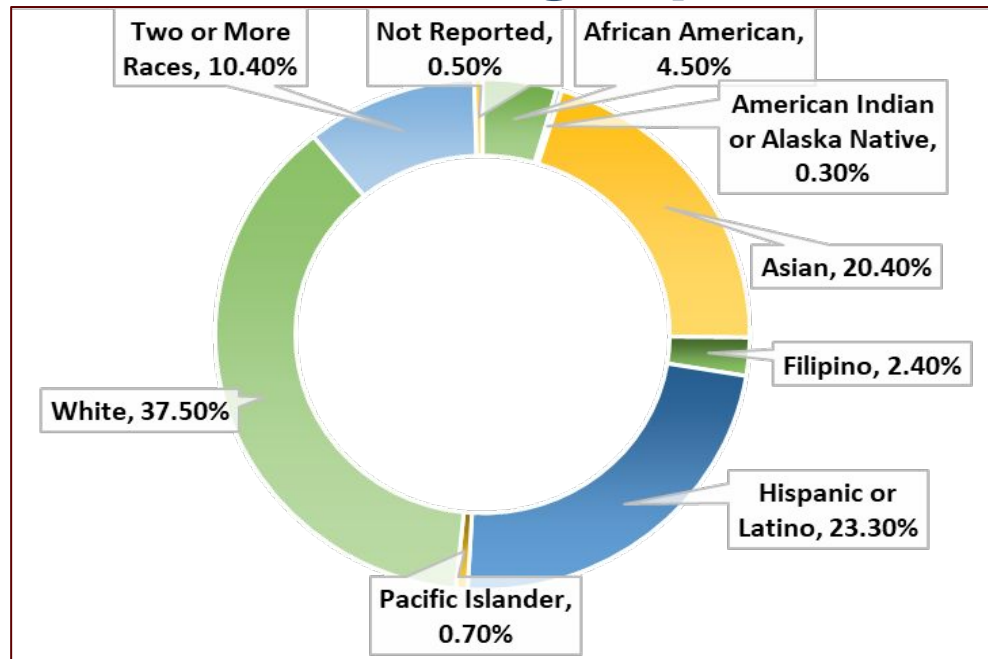
**2,800+**  
employees



**37**  
schools



# Data: Demographics at a Glance



13.2%	0.1%	36%	13%	3%
English Learners	Foster Youth	Low Income	Students w/ disabilities	Homeless



**20,985**  
students



**2,800+**  
employees



**37**  
schools



# Feedback matters



- Building understanding
- Sharing ideas
- Asking questions/reflecting
- Responding to feedback



# ThoughtExchange

What services to support student learning do we want to:

- maintain
- increase and improve
- add or develop



<http://bit.ly/42bYG1L>



# Data: Deeper Dive



[CA School DASHBOARD LINK](#)

# Data: Deeper Dive



- What do you wonder about the data you see?
- What questions come up for you?
- What further information would be helpful?
- What ideas can you think of to address the issues raised by the data?

# Collective Agreements:



- Listen to understand.
- Everyone has a voice; Share out.
- Hear, listen, understand shared experiences to inform next steps.
- Discuss data to inform equity, action, advocacy, and community.





# Academic Performance

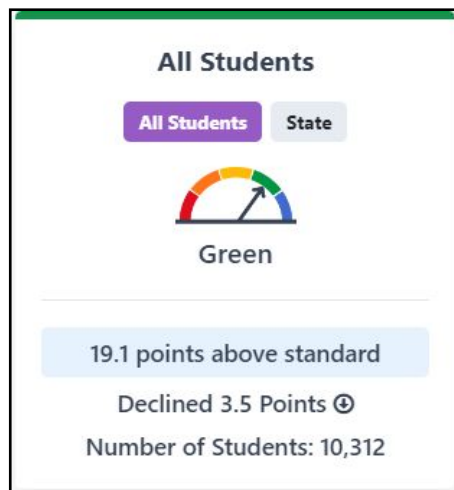
- English Language Arts (3-8, 11)
- Mathematics (3-8, 11)
- Graduation Rate
- English Learner Performance Indicator (ELPI)

Data is reported by performance levels. From highest to lowest, the five levels are:

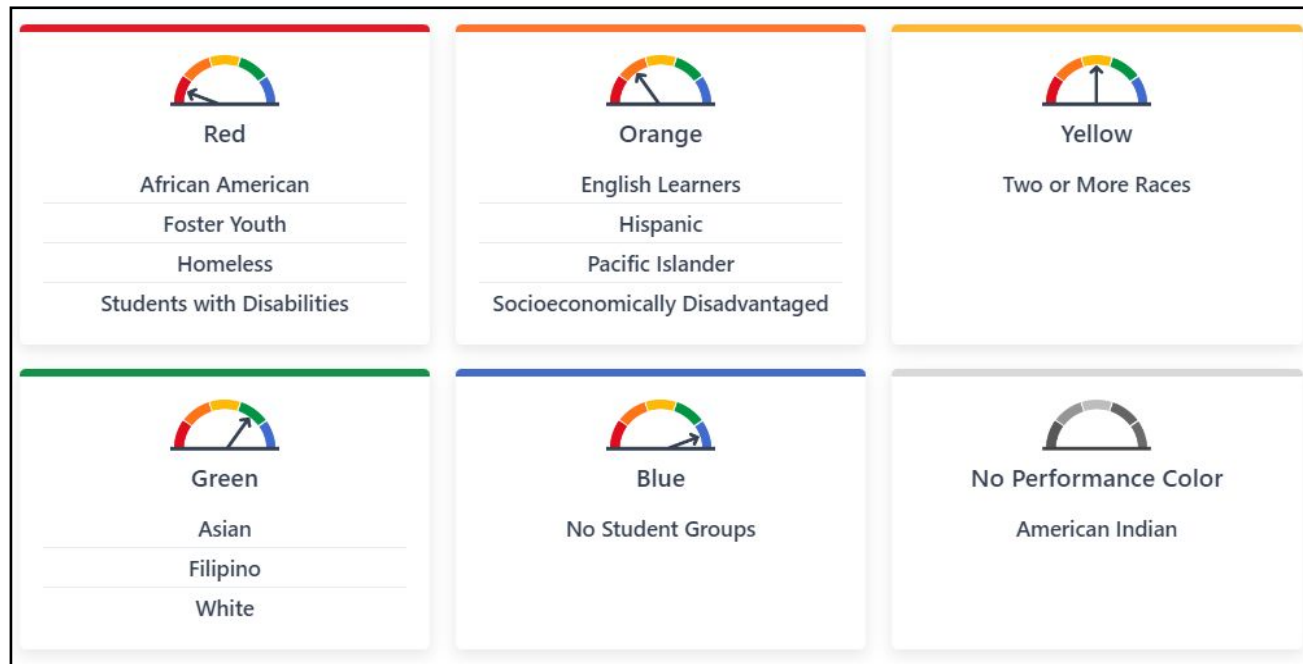
- Blue
- Green
- Yellow
- Orange
- Red



# Language Arts (3rd-8th grade)



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# Mathematics (3rd-8th grade)

## All Students

All Students

State



Yellow

8.4 points below standard

Maintained -1.4 Points

Number of Students: 10,262



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Red

Foster Youth

Homeless

Pacific Islander

Students with Disabilities

African American



Orange

Hispanic

Socioeconomically Disadvantaged

English Learners



Yellow

Two or More Races

White



Green

Filipino



Blue

Asian

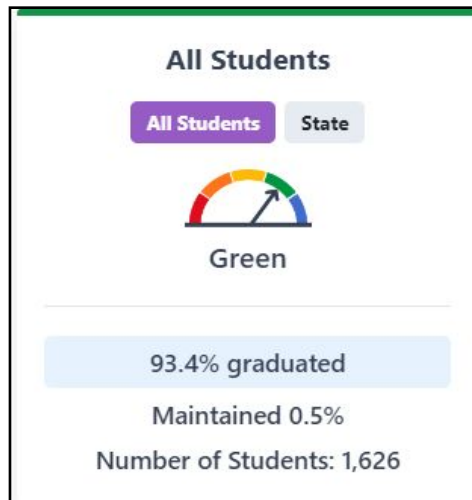


No Performance Color

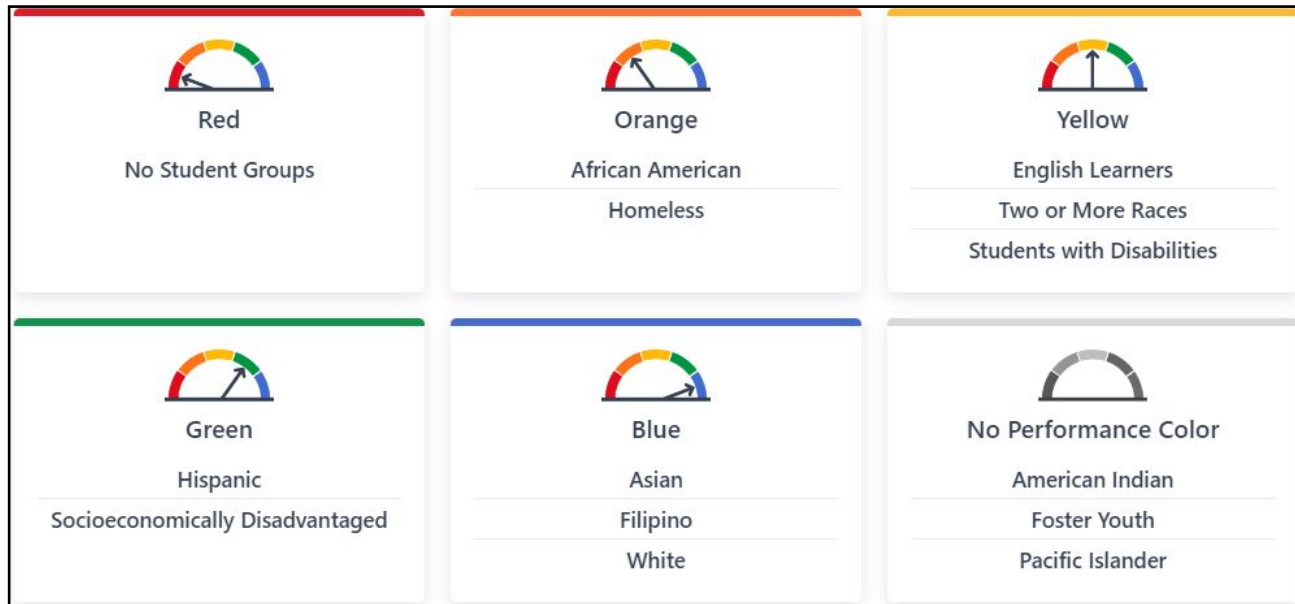
American Indian



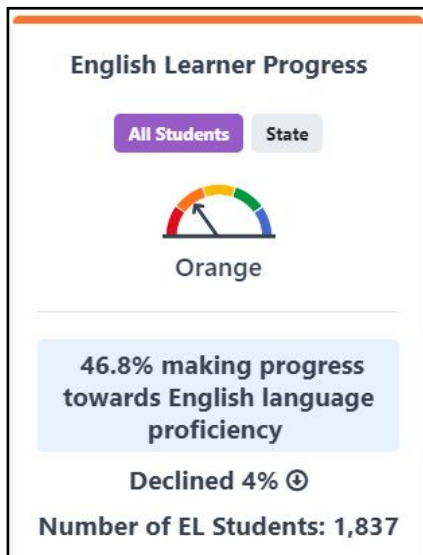
# Graduation Rate



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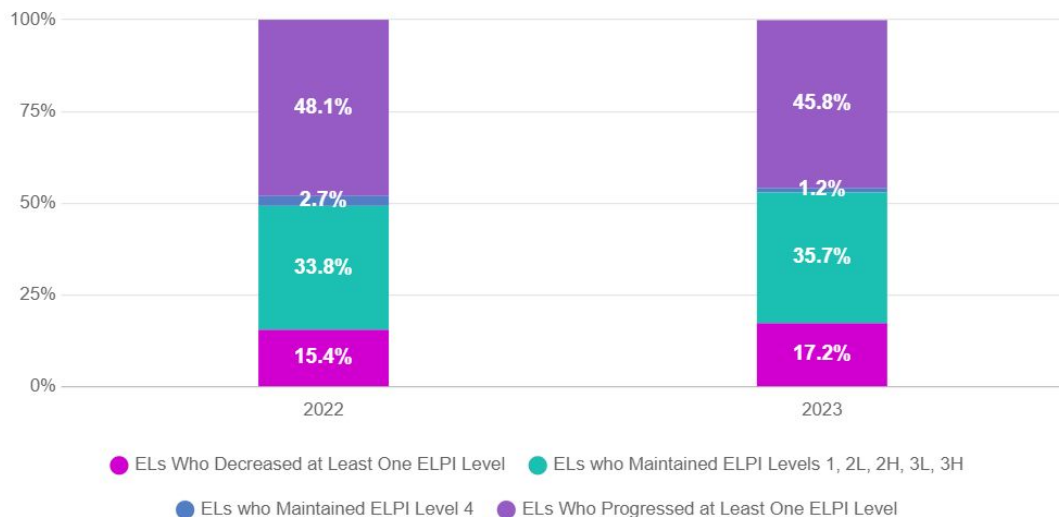
# English Learner Progress Indicator (ELPI)



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## Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



# Academic Engagement

- Chronic Absenteeism
  - Students were absent for 10 percent or more of the total instructional school days each student was expected to attend.

Data is reported by performance levels. From highest to lowest, the five performance levels are:

- Blue
- Green
- Yellow
- Orange
- Red





# Chronic Absenteeism

## All Students

All Students

State



Yellow

15.4% chronically absent

Declined 6.2% ↴

Number of Students: 14,171



Red

No Student Groups



Orange

Foster Youth  
Pacific Islander



Yellow

African American  
English Learners  
Hispanic  
Homeless  
Two or More Races  
Socioeconomically Disadvantaged  
Students with Disabilities  
White



Green

Asian  
Filipino



Blue

No Student Groups



No Performance Color

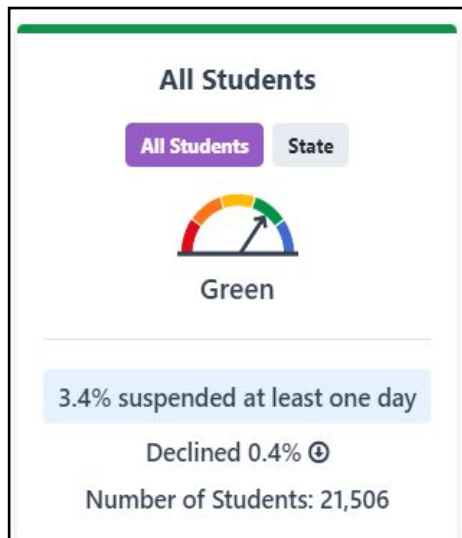
American Indian



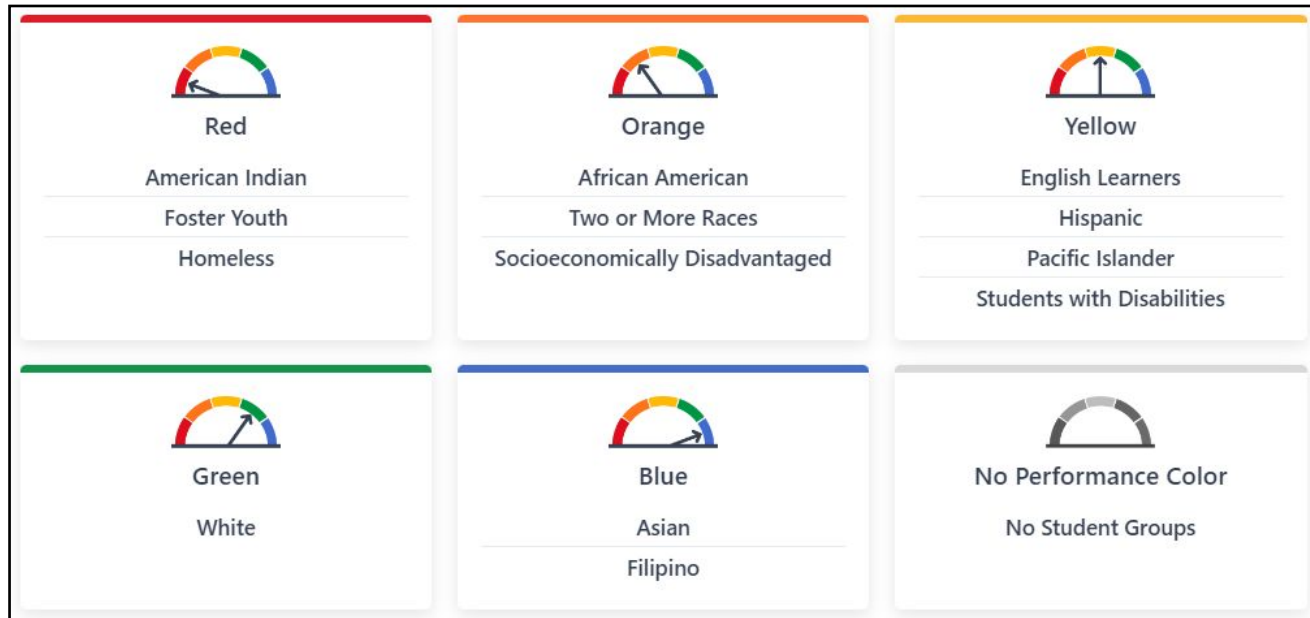
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# Suspension Rate



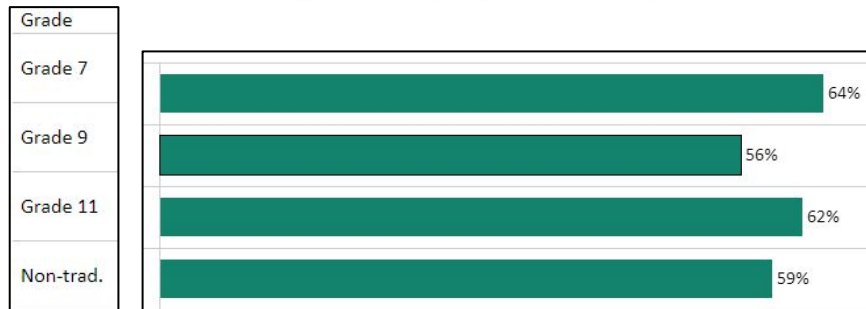
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# CaISCHLS 2023-2024

## Secondary Student Survey: Key Indicators

### Caring Adult Relationships Scale | Average percent of respondents reporting 'Very Much True' or 'Pretty Much True'



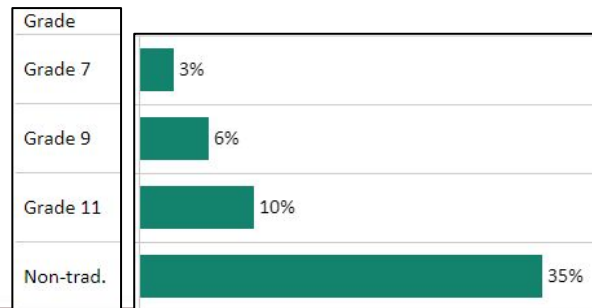
### School Connectedness Scale (In-School) | Average percent of respondents reporting 'Strongly Agree' or 'Agree'



### Perceived Safety at School | Average percent of respondents reporting 'Very Safe' or 'Safe'



### Current Alcohol or Drug Use | One or more days in the past 30 days



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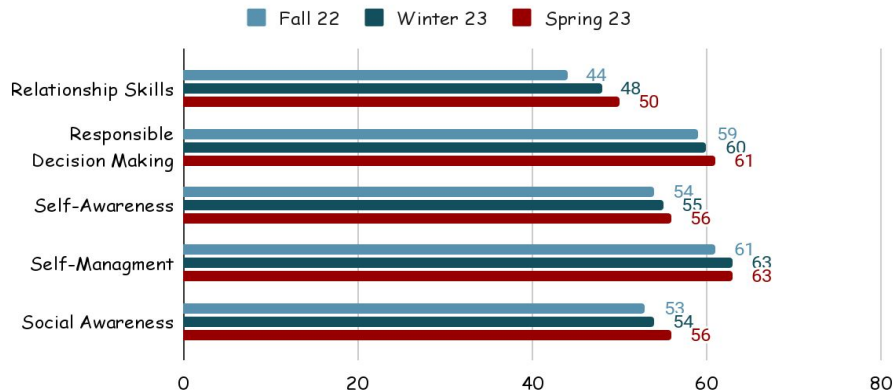
To see your school site's data (student, staff, and parent), please contact the Principal

# Social Emotional Learning

## Aprendizaje Socioemocional

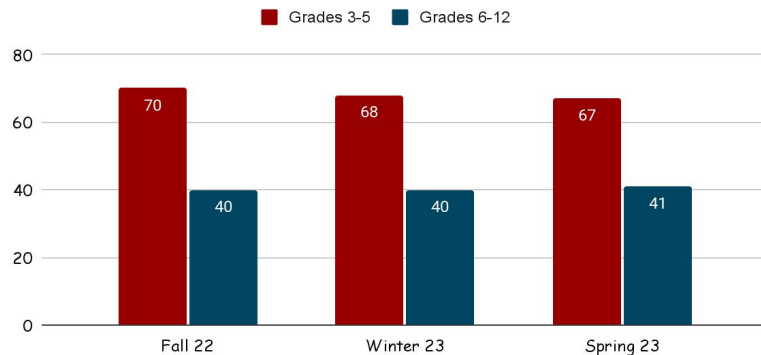
### FCUSD SEL Survey Results 22-23

CASEL Core Competencies



### Sense of Belonging

How much students feel that they are valued members of the school community?



### 22-23 SY District Student Survey Response Rates

- **Fall 2022:** 90% completion
- **Winter 2023:** 82.3% completion
- **Spring 2023:** 79% completion



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# ThoughtExchange

What services to support student learning do we want to:

- maintain
- increase and improve
- add or develop

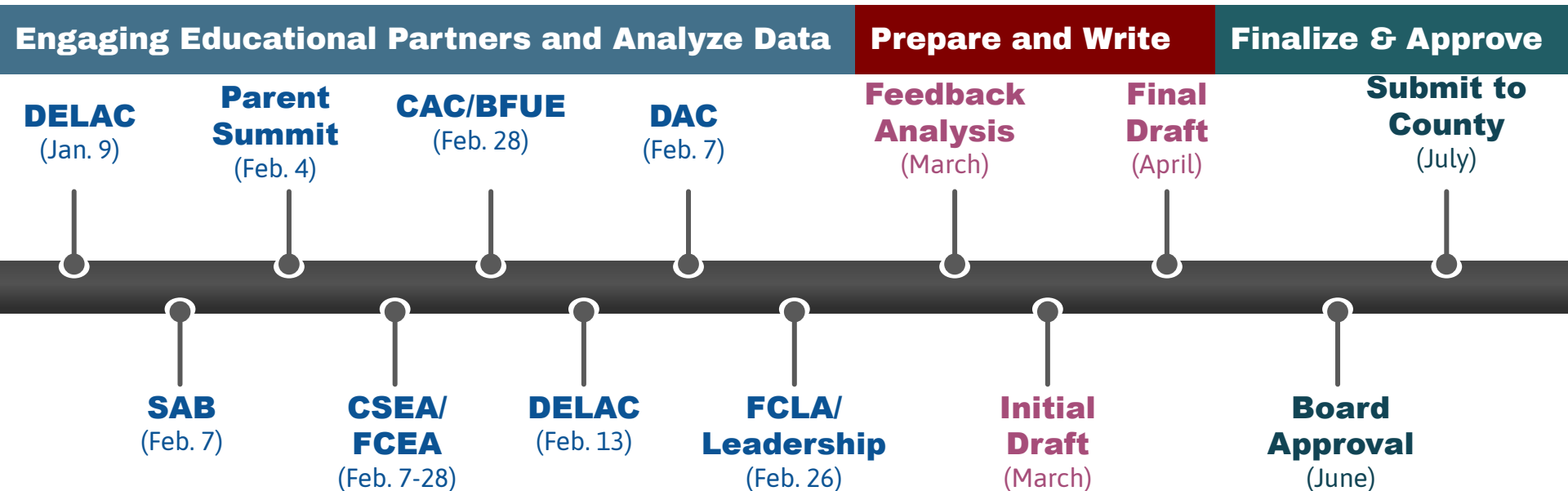


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# Timeline for 2023-2024 LCAP Activities



# THANK YOU!

