

From Improvement Science to Impact!

Sustainable Change That Improves Student Outcomes



A Two-Part Session | Folsom Cordova Unified School District

Angi Carlomagno Andrade • Executive Director, Education Services

Sean Martin • Assistant Superintendent, Administrative Services



Hi, I'm Angi

Carlomagno Andrade | Executive Director, Educational Services

Folsom Cordova Unified School District



Role Leading instructional programs, curriculum, and site leaders with teaching and learning

Focus Ensuring supplemental funding translates to measurable outcomes for UPP students

The moment a district asks whether its spending is actually reaching the students who generated it...that is the moment transformation begins.

Meet Your Presenter

Career Highlights

- 12 years of experience as a site leader
- 5 + years of experience as a central office leader
- Homegrown in FCUSD

FCUSD Administration Experience

Executive Director, Educational Services | FCUSD, March 2025 – Current
Director, Curriculum & Instruction | FCUSD, July 2021 – March 2025
Elementary School Principal | Williamson Elementary, 2014 – 2021
Elementary School Principal | Mather Heights Elementary, 2010 – 2014

Credentials

Clear Administrative Credential
Multiple-Subject Teaching Credential | UNR, 2009

Affiliations

Member-at-Large | PAL Board, 2019 – 2020
Member-at-Large | Sacramento Area Reading Association, 2017 – 2020
VP of Membership | ACSA, 2013 – 2016

Professional Learning

High Reliability School trained • PLC trained
Transformative Professional Learning | *Bright Mornings*, October 2025

Hi, I'm Sean.

Assistant Superintendent

Administrative Services

Folsom Cordova Unified School District



CASBO Certified CBO

FCMAT CBO Mentor Program – Cohort 3
BS Business Administration Accountancy

“I don't see this as a job we have to do. It's a mission we get to be part of.” ~ Me quoting Me

May 9, 2026 • ACSA North State Conference

Meet Your Presenter

Career Highlights

20+ Years in Education

- Assistant Superintendent, Administrative Services | *FCUSD • 22,000 ADA*
- Assistant Superintendent, Business Services | *Rescue Union SD • 3,600 ADA*
- Chief Business Official | *Pollock Pines / Silver Fork ESD • 700 ADA / 6 ADA*
- Chief Fiscal Officer | *El Dorado County Office of Education • 15 Districts*

10+ Years in Finance – Vice-President of a Small Community Credit Union

Leadership & Recognition

- ACSA State Business Services Council Rep. | *2023–Present • Pres. 2025–Present*
- Sacramento County Treasury Oversight Committee | *2023–Present*
- Schools Insurance Authority Executive Board Member | *2018–Present • President 2023*
- ACSA Region 3 Executive Board Member | *2024–2025 • VP Finance 2024–25*
- ACSA Region 2 Executive Board Member | *2012–2021 • Treasurer 2014–21*
- ACSA El Dorado County Charter Board Member | *2009–2016 • President 2012–14*
- Placerville Union School District Board Member | *2009–2014 • President 2011–14*
- ACSA Region 3 Business Services Administrator of the Year 2024
- ACSA Region 2 Business Services Administrator of the Year 2011 & 2021



FBI



WARNING

Improvement science provides that this process will be messy, nonlinear, and deeply uncomfortable. The unauthorized assumption that systemic change is clean or easy is strictly prohibited. Hard conversations, moved cheese, broken walls, reset priorities, and killed sacred cows are not side effects... they are the work.

You will fail. You will miss something. You can always do it better. But **you will get to see our process in action, and the fact that we have so much more to do.**

As our Boss says ~ Kaizen: 1% Better Every Day.



What does it look like when a district takes improvement science seriously and keeps going?

LENS ONE

Improvement Science in Practice

Watch how a district applies PDSA cycles to a real resource equity problem; not in theory, but in budget decisions, December principal meetings, and January HR reviews.

- › Adopt, Adapt, Abandon as a living annual practice
- › A feedback loop built into every December cycle
- › A formula that has changed every year because of what the data said

LENS TWO

Equity Work in Action

Watch how funding formulas can quietly work against the students they were designed to serve; and how naming that clearly is the first act of equity leadership.

- › Averages that hide concentrated need
- › Dollars that didn't reach the students who generated them
- › Equity as revision, not rhetoric



What To Expect In This Session

The Problem Statement

\$4M of our supplemental funds were not principally directed to UPP students

Who the Formula Sees & Who It Misses

Averages can hide concentrated need. *Watch for where the formula had to be adjusted to see specific students and what happened to them before the adjustment was made.*

PDSA in Budget Cycles

Each November–June cycle is a structured learning loop. Allocations go out, sites plan, December meetings generate feedback, January locks decisions. *Watch how this structure creates learning, not only compliance.*

Autonomy, & Accountability Together

Sites now direct their own supplemental dollars. *Watch for how autonomy and accountability are held together, through the SPSA, Ed Services review, Site Council approval, and Board action.*

Iteration as Evidence of Learning

Growth becomes visible through revision, reflection, feedback, and continuous improvement.

The Gap the State Formula Doesn't See

FCUSD's 39.75% district UPP masks 12+ sites above the concentration grant threshold.



ABOUT OUR DISTRICT

Folsom Cordova Unified School District

[Our Team](#) · [Our Schools](#) · [Our Standards](#) · [Our Mission](#)

*To understand our story, you must
understand who we are.*



GILLIGAN & THE SKIPPER

WELCOME ABOARD THE S.S. FCUSD!

A TWO HOUR TOUR...
A TWO HOUR TOUR...
THE WEATHER STARTED...



SETTING SAIL: OUR WHY
Purpose, Vision & Goals



NAVIGATING TO SUCCESS
Strategies & Key Initiatives



ON COURSE TOGETHER
Collaboration & Systems of Support



SMOOTH SEAS AHEAD
What's Next & How You Can Help

*THANK YOU FOR BEING
PART OF OUR CREW!*



S.S. FCUSD



OUR ITINERARY:



9:00 AM
WELCOME & SETTING SAIL
Opening & District Vision



9:30 AM
CHARTING OUR COURSE
Strategic Priorities



10:15 AM
ISLAND INSIGHTS
Departments & Programs



11:00 AM
ALL HANDS ON DECK
Teamwork & Community



11:45 AM
SMOOTH SEAS AHEAD
Next Steps & Closing

*TOGETHER, WE'LL MAKE
THIS A VOYAGE TO REMEMBER!*

Folsom Cordova Unified School District Statistics: *Data, How We Drive Decisions*



FCUSD at a Glance

22,300

Students Enrolled

▲ +281 students projected 2026–2027

37

Schools & Programs

2,950

Staff (FTE)

\$380M

Annual GF Budget

Serving Folsom (~90k residents) & Rancho Cordova (~85k residents) — one of Sacramento County's fastest-growing districts (281 new students projected in 2026–2027)

36.5% White

23.6% Asian

23.1% Hispanic / Latino

4.4% Black

11.4% Two or More Races | 1% Other

39% Unduplicated Pupils (UPP)

3

High Schools

4

Middle Schools

22

Elementary

7

Alternative

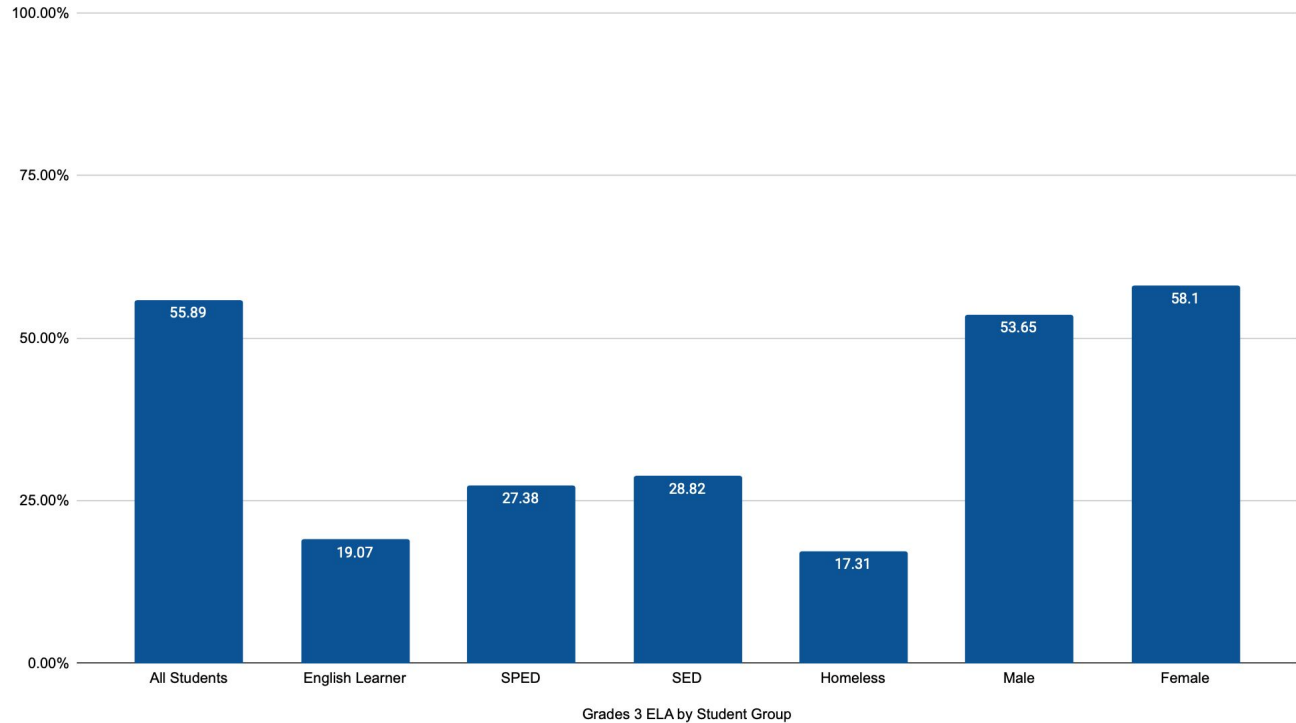
1

Charter



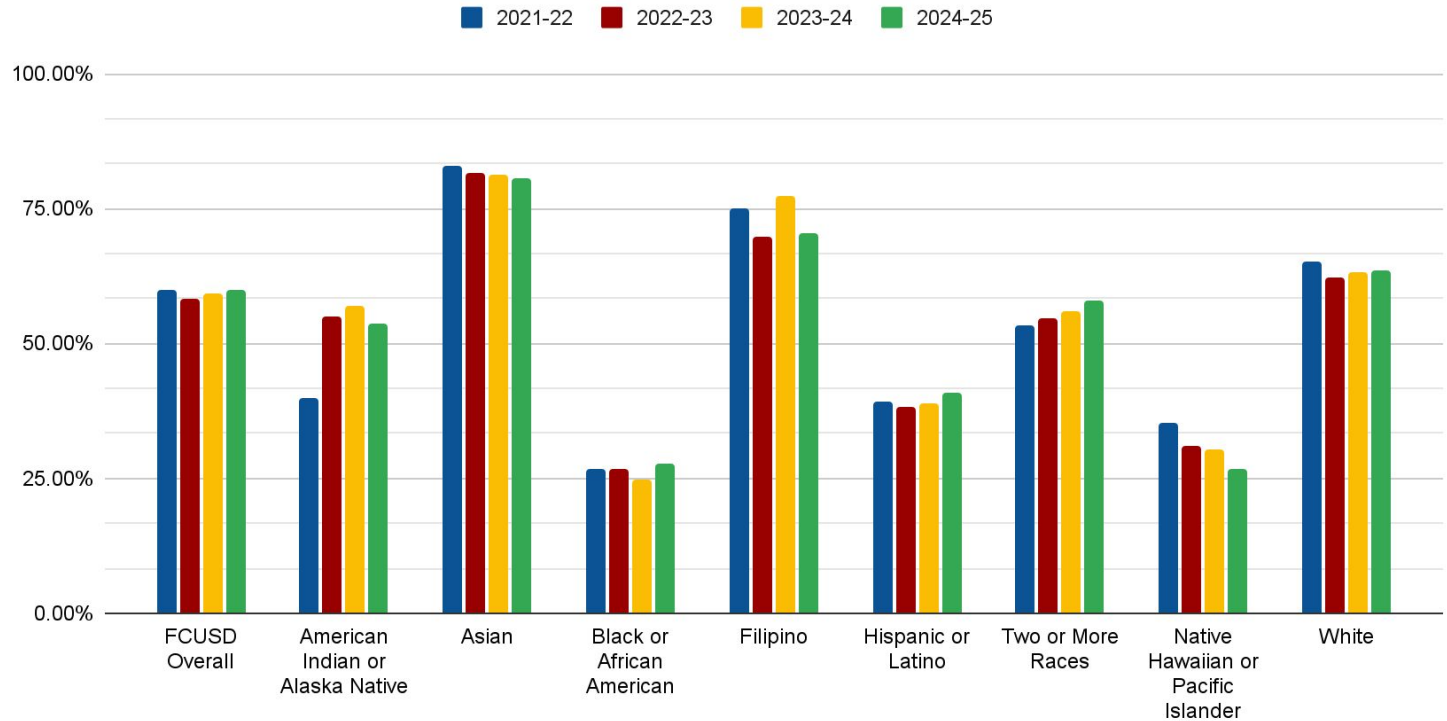
3rd Grade ELA Outcomes by Student Group

FCUSD Grade 3 ELA CAASPP % Proficient and Above (3rd grade literacy measure)



ELA Outcomes by Racial Group

% of All FCUSD Students At or Above Standard for CAASPP - ELA

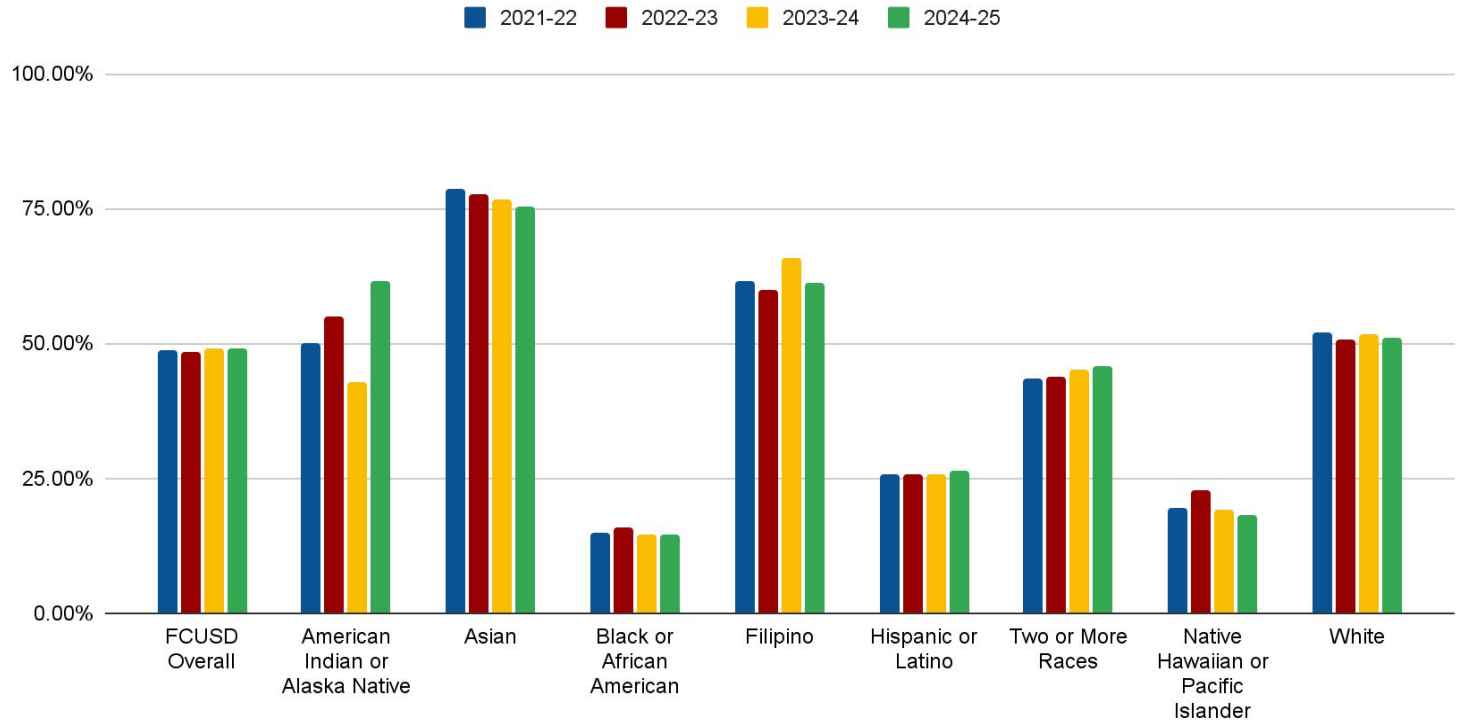


Over 4 Years



Math Outcomes by Racial Group

% of All FCUSD Students At or Above Standard for CAASPP - Math



Over 4 years





Students First • Teammates Always

FCUSD Performance and Process Targets



Empowering all students to thrive through educational excellence

Performance Targets

- 3rd Grade Literacy
- 5th-8th Grade Math
- College & Career Readiness/A-G
- Systemwide Connectedness



Process Targets

- PLC Process
- Continuous Improvement
- Coaching



FCUSD Leadership Collective Commitments

Leadership Collective Commitments

In order to achieve our Vision and Mission, with a specific focus on historically marginalized student groups, each Folsom Cordova USD leader commits to:



1. **Care for People:** Ensuring students, teachers, staff, and families receive the support, coaching, and professional development necessary to enhance student learning and wellness.
2. **Coach and Be Coachable:** Coaching and being coached with strategies that promote collective improvement, mutual respect, and shared accountability for results.
3. **Adapt, Adopt, Abandon Practices:** Leveraging time, financial resources, and data to adopt evidence-informed practices and eliminate ineffective ones. We will use resources to ensure student wellness and accelerate achievement.
4. **Be Curious:** Learning from staff closest to the work and actively partnering with students, staff, families, and the community in shared decision-making.
5. **Be Accountable:** Holding each other accountable to these commitments with respect, assuming best intentions, and maintaining high expectations with a standard of excellence.



FCUSD Welcoming School Standards

How we interact shapes the experiences and impressions of our schools and district



Welcoming School District Standards



Key Elements of a Welcoming School District:



Friendly



Responsive



Inclusive



Helpful



Student-Centered



Teamwork

All students, staff, and families deserve to feel seen, safe, connected, and included.

- **Welcoming Visitors:** The front office is the gateway to your school. Greet visitors warmly and assist promptly. Even if on the phone, acknowledge visitors right away to let them know you'll be with them. Ensure visitors sign in using Raptor if accessing areas beyond the office.
- **Offices and Public Spaces:** Protect confidentiality while showcasing school pride with student achievements and diverse, inclusive displays. All media requests go through the Communications and Community Engagement Department. Use multilingual signage and have key resources available in paper form. Keep spaces clean and welcoming.
- **Positive and Helpful Interactions:** Build strong relationships with students, families, and colleagues. Take a proactive approach to problem-solving, stay informed about campus events, and follow up on questions or concerns.
- **Phone Communication:** Answer calls professionally, announce your name, and provide helpful information. Prioritize visitors over phone calls, and return voicemails within two workdays. Use available tools to address questions and assist non-English speakers.
- **Emails:** Respond to emails within two workdays, keeping messages clear and concise. Proofread for accuracy and include a detailed email signature. Use "Reply All" and CC sparingly. Ensure your email signature includes your name, role, school/department, phone number, office hours, and school logo.
- **Website (Virtual Front Office):** Update weekly to ensure content is current, accurate, and engaging. Highlight events and success stories, and ensure contact and family information is accessible. Remind families the website can be translated. Contact Communications & Community Engagement Department for website support.
- **ParentSquare Communication:** Send warm, concise messages targeted to the right audience. Encourage app use for two-way communication and regularly update family contact information to ensure delivery. Use Posts for most communications, ideally sent weekly, and include early out schedules. Limit Smart Alerts and Urgent Alerts to time-sensitive matters.
- **Challenging People and Situations:** Assume positive intent and stay calm in difficult situations. Out of control visitor? Contact Safe Schools at (916) 294-9012 or School Resource Officer.

FCUSD

VICE



Our Education Outcomes:

- ▶ STUDENT ACHIEVEMENT.
- ▶ WELL-BEING.
- ▶ ENGAGEMENT.
- ▶ EQUITY.
- ▶ FUTURE READY.

Always Learning. Always Leading.





• TURN & TALK • 3 Minutes

What brought you here today?

Share with a partner: What is one challenge around supplemental funding in your district?



PART 1 — IMPROVEMENT
SCIENCE

The Framework for Sustainable Change



Improvement Science · Equitable Funding · Data-Driven Decisions



The Six Core Principles of Improvement

- 1. Make the work problem-specific and user-centered.** It starts with a single question: “What specifically is the problem we are trying to solve?” Engage key participants early and often to co-develop specific problem statements
- 2. Variation in performance is the core problem to address.** The critical issue is not what works, but rather what works, for whom and under what set of conditions.
- 3. See the system that produces the current outcomes.** Go and see how local conditions shape work processes. Make your hypothesis for change public and clear.
- 4. We cannot improve at scale what we cannot measure.** Embed measures of key outcomes and processes to track if change is an improvement. Anticipate unintended consequences and measure these too.
- 5. Anchor practice improvement in disciplined inquiry.** Engage in rapid PDSA cycles to learn fast, fail fast, and improve quickly. That failures may occur is not the problem; that we fail to learn from them is.
- 6. Accelerate improvements through networked communities.** Embrace the wisdom of crowds. We improve in community.



Improvement Science

A disciplined approach to identifying problems in education systems — learning fast, failing safely, and scaling what works.

At FCUSD, we applied this lens to ask:

"Are our supplemental resources actually reaching the students who generate them and are they moving the educational needle?"

Core Principles Applied at FCUSD

01 Problem-Focused

Begin with a clear, specific problem statement. FCUSD's supplemental funds were not principally directed toward UPP students, failing state compliance.

02 User-Centered

Understand the people closest to the work. Site leaders and SPSA plans, not top-down mandates, drove redesign. Principal meetings became design sessions.

03 Test, Learn, and Iterate

Each annual budget cycle became a structured learning opportunity. Year-over-year refinements to the formula and process reflect lessons from prior cycles.



Local Control Funding Formula (LCFF): Understanding the Two Equity Grant Streams

California's Local Control Funding Formula (LCFF) allocates state education dollars through three per-pupil grants: **base, supplemental, and concentration**. Equity grants target students facing systemic barriers, distributed by need, not just attendance. Districts must document use through a three-year LCAP with community input.

*Both grants build on the **Adjusted Base Grant** and are recalculated annually for COLA, varying by grade span (K-3 and 9-12 include additional adjustments). FCUSD receives Supplemental only, but many of your districts receive both.*

Supplemental Grant

All districts with any UPP students

Who Qualifies as Unduplicated?

- English Learners (EL)
- Low-Income / Socioeconomically Disadvantaged
- Foster Youth & *Homeless Students* (Do to qualifying under FRPM)

Rate & Formula

- Adjusted Base Grant \times 20% \times UPP%
- UPP based on 3-year rolling average to stabilize funding
- “Principally directed” and “effective” for UPP students

FCUSD: ~39.75% UPP -- Supplemental grant only

Concentration Grant

Districts with >55% UPP enrollment

Trigger

- UPP exceeds 55% of total enrollment

Rate & Formula

- Adjusted Base Grant \times 65% \times (UPP% – 55%)
- Only students above the 55% threshold generate this funding
- Increased from 50% to 65% beginning 2021–22

Requirement

- Same standard: “principally directed” and “effective”
- The additional 15% (since 2021) must fund direct-service

If your district receives Concentration Grant, everything in this session applies to both streams -- same compliance standard, same site-based model logic, same equity questions.



Understanding the Challenge - \$\$ to Kids

~39.75%

District-Wide Unduplicated Pupil Percentage (UPP)

\$13.96M

Annual Supplemental Funding Generated by UPP

\$4M+

Expenditures Misaligned to Supplemental Fund

The Problem We Had to Solve

California law requires supplemental funds to be "**principally directed**" and "**effective**" for Unduplicated Pupils.

FCUSD's audit found that over \$4 million in expenditures funded district-wide programs benefiting all students — SROs, transportation shortfalls, general software — not specifically UPP students.

What This Funding Generates Per Student

- ~20% additional per-pupil funding above the base grant for each qualifying student
- Approximately \$2,800 extra per qualifying student annually
- Based on FCUSD's 39.75% UPP and Adjusted Base Grant formula
- Funds must flow back to the students who generated them — not to general programs



The Purpose of Changing How We Allocate Supplemental Funding

BEFORE: District-Directed Model

- Spending decisions made centrally by District
- Sites had no formula-based allocation — relied on ad hoc requests
- Funds drifted to general programs serving all students
- No clear line of sight from spending to UPP student outcomes
- Compliance risk: funds not "principally directed" to UPP students
- Inequitable: higher-need schools didn't necessarily receive proportionally more

AFTER: Tiered, Site-Based Model

- Formula-based allocation tied directly to each site's UPP percentage
- Sites direct their own supplemental funds within SPSA framework
- Higher-need schools receive proportionally greater resources
- Every spending decision linked to an identifiable UPP student outcome
- Compliance built in: all allocations reviewed against equity questions and LCAP goals
- Transparent: principals, Site Councils, Board, and community can all see the formula



The Framework for Change

The next slides walk through each pillar in sequence.

Adapt

Strengthen existing systems; integrating SPSA planning, equity questions, compliance.

Adopt

Implement new structures that empower sites to allocate resources to student need.

Abandon

Discontinue practices that don't serve UPP students or meet legal requirements.

Adapt
Modify to fit

Adopt
Embrace fully

Abandon
Let go entirely

What needs changing?

What's working well?

What's holding you back?



Identifying Appropriate Use of Supplemental Funding

The State Test: Funds must be both **Principally Directed, Effective**, AND for UPP students

Expenditures must be specifically targeted to English Learners, Low-Income, or Foster/Homeless Youth, not merely available to all students.

✓ Clearly Qualifies

Bilingual aides supporting EL students

Intervention teachers for struggling UPP students

Counselors/behavior specialists serving UPP students

Parent coordinators focused on UPP family engagement

ELD program support and translation services

✗ Does Not Qualify (What We Abandoned)

School Resource Officer contracts (general campus safety)

Transportation shortfalls (district-wide benefit)

General district-wide assessment software

Career guidance services without UPP targeting

Psychologists serving all students equally



ABANDON | Letting Go of Misaligned Practices

School Resource Officer Contracts

Costs moved 100% to unrestricted general fund, general campus safety benefit, not principally directed to UPP.

Transportation Shortfalls

General transportation deficits subsidized by supplemental funds. No specific UPP student targeting.

Centralized General Programs

District-wide programs (librarian, assessment software) providing equal benefit to all students realigned.

Career Guidance Clerks (100%)

Services not demonstrably directed to UPP students, fully shifted to general fund.

Ad Hoc Site Requests

Previous model allowed undocumented site requests without measurable UPP benefit or SPSA alignment.

From Audit to Action

\$4M+

**in supplemental expenditures shifted to
the unrestricted general fund**

District analysis compared actual expenditures against LCAP goals and state requirements. This freed resources to create a new, equitable site-based formula tied directly to UPP student need.



Stay Classy Reno.

CHANNEL  NEWS TEAM





• TURN & TALK • 5 Minutes

What would your district abandon?

Think about supplemental spending in your district. What programs or expenditures don't clearly serve your unduplicated pupils?



ADAPT | Strengthening Compliance & Equity Systems

SPSA Integration: Funding Follows the Plan

Single Plan for Student Achievement (SPSA) is now the vehicle for this funding. Funding decisions are not made separately from school plans. Every supplemental dollar must map to an identified need in the SPSA, traceable to a UPP student goal.

Allocations released to sites in November with SPSA planning guidance

Ed Services reviews all requests against SPSA goals and LCAP priorities

Spending tracked and reported in LCAP for compliance

Site Councils participate in approval of supplemental spending plans

Board reviews all SPSA plans by June for following year implementation

FCUSD

EQUITY QUESTIONS

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 and success criteria?

3

How will this action specifically accelerate outcomes for Black/AA, Hispanic, EL, SpEd, Foster, or Low-Income students?

4

What steps will ensure underrepresented students benefit from this academic, enrichment, or wellness resource?

Equity Across Sites: The Challenge of Varying UPP

FCUSD sites vary dramatically in UPP, from very low-need schools like Vista del Lago to high-need Cordova area schools. The formula must create an equitable, not equal, distribution.

LOW NEED

Vista del Lago High School

Tier 1 | Low UPP (< 50%)

\$170 / UPP student

- Receives base-tier supplemental allocation
- Base minimum guarantees at least \$20,000–\$50,000
- Focus: targeted EL and low-income support within a predominantly non-UPP population
- Smaller allocation reflects proportionally lower concentration of high-need students
- Title I funding unlikely, school poverty rate below threshold

HIGH NEED

Cordova Area Elementary Schools

Tier 3 | High UPP (> 70%)

\$850 / UPP student

- Receives 5× the base-tier rate, maximum allocation
- Enrollment of high-UPP students generates significantly larger site budget
- More resources for intervention teachers, bilingual aides, counselors, parent coordinators
- Likely Title I eligible, federal dollars combine with supplemental
- Ed Services review ensures all spending specifically serves UPP students

The formula is intentionally unequal — equity means allocating based on need, not sameness. Higher UPP = proportionally greater resources.



How FCUSD Funds Site Staffing, Allocation Sheet

FCUSD's site staffing is built on a Board-approved formula reviewed and updated annually. It operates in two funding streams: a universal base funded by unrestricted general fund dollars, and targeted equity additions funded by supplemental (LCAP) dollars, triggered by each site's Unduplicated Pupil Percentage (UPP).

2025–2026 Site Staffing Formula (excerpt)

Stream 1 - Base Staffing *Funded by Unrestricted General Fund · Enrollment-based · Board-approved formula*

Every FCUSD school — regardless of student demographics — receives the same foundational staffing: a principal, teachers sized to enrollment ratios (TK–3 at 1:24, grades 4–6 at 1:34, secondary at 1:29.5), a school nurse, counselors, administrative and clerical staff, parent coordinator, library services, and custodial support. Per-pupil site discretionary fund allocations (\$59–\$66 by level) are also included. These positions are funded entirely from the unrestricted general fund and are not contingent on student need.

Stream 2 - UPP- Equity Additions *Funded by Supplemental (LCAP) Dollars · Triggered by site UPP · In excess of base formula*

The formula explicitly provides for additional staffing at sites with higher concentrations of high-need students, funded through supplemental dollars and principally directed to UPP students as required by law. Sites exceeding 50% UPP receive an additional assistant principal (MS/HS), a supplemental or intervention teacher (elementary), boosted site supervision, extra school clerk hours, health assistant add-on time, and a 75% music allocation increase (secondary). Sites exceeding 80% UPP receive a further assistant principal (elementary, if enrollment also exceeds 325) and additional high school AP support. Bilingual instructional aides are allocated district-wide by ELL enrollment, with hours doubled where more than half of ELL students score at ELPAC Level 2 or below. A tiered site monetary allocation — \$170, \$510, or \$850 per UPP student — runs in parallel, giving principals discretionary supplemental funds directed through their SPSA.

UPP > 50% THRESHOLD

- + Asst. Principal (MS/HS)
- + Intervention Teacher (Elem)
- + Site Supervision boost
- + Clerk & Health Asst. hours
- + Music allocation +75% (Secondary)

UPP > 80% THRESHOLD

- + Asst. Principal (Elem if enroll > 325)
- + Additional HS Assistant Principal FTE
- + Bilingual Aide doubling if ELPAC ≤ Level 2

Allocations For:	Elementary Formula	Middle School Formula	Comprehensive HS Formula	Cont./Alt. Education Formula
NOTE: Additional staffing and site allocations may occur through the Local Control Accountability Plan (Supplemental Funds) and other categorical funding that is in excess of these formulas based upon identified student population needs including special education, socio-economically disadvantaged, English language learners, and foster youth.				
Administration				
a. Principal	1 per school - 1.0 FTE	1 per school - 1.0 FTE	1 per school - 1.0 FTE	Based Upon Program Needs
b. Assistant Principal	Site UPP = 80% + Enrollment > 325 = 1.0 FTE (Supplemental Funded)	1.0 FTE = 1-900 pupils 2.0 FTE = 900-1,650 pupils 3.0 FTE = 1,651+ (+1.0 FTE if UPP is > 50% - Supplemental Funded)	1.0 FTE = 1-900 2.0 FTE = 900-1650 3.0 FTE = 1651+ Plus 1 additional FTE for every 500 pupils (+1.0 FTE if UPP is > 50% - Supplemental Funded) (+1.0 FTE if UPP is > 80% - Supplemental Funded)	Based Upon Program Needs
ELL Teachers				
a. TK-3	1.0 FTE per 24 pupils			
b. Grades 4-6	1.0 FTE per 34 pupils			
c. Elementary Prep	1.0 FTE per 24 classroom teacher FTE (inc. spcy)			
d. Secondary Teachers		1.0 FTE per 29.5 pupils	1.0 FTE per 29.5 pupils (17% student constants per FICA contract) + Adjustments based upon activities	1.0 FTE per 25 pupils
e. Opportunity Program	1 Districtwide class (Counselor Guided)	4 Districtwide CARE classes (operated in coordination with SCOE)		
f. Supplemental Teachers	1.0 FTE Supplemental Teacher if UPP > 50% (Supplemental funding)	One Section for every 30 ELL Students (Supplemental funding)	One Section for every 30 ELL Students (Supplemental funding)	Based Upon Program Needs
Other Certificated (Spends)				
a. Department Chair	1.0 per school			
b. Division Leaders		7.0 per school	9.50 per school	1.0 FTE per school (Minimum if no teacher required)
c. Activities Director		1 per school	1 per school	
d. Athletics Director		1 per school	1 per school	
e. Climate Facilitator	1 per school			
f. Climate Architects	2 per school > 500 pupils & no AP	2 per school	2 per school	1 per school
School Counselors				
a. School Counselors		1.0 FTE per 500 pupils	1.0 FTE per 450 pupils	
b. Student Support Specialist	.50 FTE per school if > 550 pupils			
c. School Nurse	4 FTE up to 500 pupils 6 FTE 501+ pupils (Adjustments made based on identified student needs) ECAT rates in excess of formula	.6 FTE (Adjustments made based on identified student needs)	1.0 FTE up to 2500 pupils 1.4 FTE 2500+ pupils (Adjustments made based on identified student needs)	Based Upon Program Needs
Clerical				
a. Administrative Assistant	8 hrs. per day/11 mo.	8 hrs. per day/11 mo.	8 hrs. per day/12 mo.	Based Upon Program Needs
b. Registrar (MS/HS/AR) /II		8 hrs. per day/11 mo.	8 hrs. per day/12 mo.	Based Upon Program Needs
c. Student Body Account Tech			8 hrs. per day/11 mo.	
d. Account Clerk I (MS)/ II (HS)		5 hrs. per day/10 mo.	5 hrs. per day/10.5 mo.	
e. School Clerk	4 hrs. per day/10 mo. up to 500 pupils* 6 hrs. per day/10 mo. 501+ pupils* (*Plus 2 hrs. per day - Supplemental Funding)	8 hrs. per day/10.25 mo. up to 1,000 pupils* + 1 hour for each 100 pupils over 1,000* (*Plus 4 hrs. per day - Supplemental Funding)	8 hrs. per day/10.25 mo. up to 1,000 pupils* + 1 hour for each 100 pupils over 1,000* (*Plus 6 hrs. per day - Supplemental Funding)	1 per school (CLC and Adult Education)
f. Clerk Typist III			8 hrs. per day/10.5 mo.	
g. Career Guidance Clerk			6 hrs. per day/10 mo.	
h. Athletic Clerk			6 hrs. per day/10 mo.	
Aides				
a. Elem Para (TK) - AM/PM	1.50 hrs./9.5 mo. per 1 TK Class			
b. Elem Para (TK) - Standalone	3.50 hrs./9.5 mo. per 1 TK Class			
c. Elem Para K-5	2 hrs./9.5 mo. per 1 K class			

UPP-Driven Staffing in Practice: Four Site Examples

The same formula produces dramatically different staffing packages based on site UPP, base positions funded by unrestricted dollars, additions by supplemental.

Vista del Lago HS

Comp. High School

1,861 enrolled · 174 UPP · 9.3% · Tier 1

BASE — Unrestricted

- Principal 1.0 FTE
- 2 Asst. Principals (enrollment)
- ~63 Teacher FTE (1:29.5)
- 1.0 FTE Nurse
- ~4.1 FTE Counselors
- School Clerk 8 hrs/day
- Site Disc. \$66/pupil

+ SUPPLEMENTAL (UPP)

- ⊕ No UPP positions
- ⊕ \$50k site allocation (Tier 1 floor)

W.E. Mitchell MS

Middle School

719 enrolled · 467 UPP · 65.0% · Tier 2

BASE — Unrestricted

- Principal 1.0 FTE
- 1.0 FTE Asst. Principal
- ~24 Teacher FTE (1:29.5)
- 0.6 FTE Nurse / 1.0 FTE Counselor
- School Clerk 8 hrs/day

+ SUPPLEMENTAL (UPP)

- ⊕ +1.0 FTE AP (UPP >50%)
- ⊕ ELL sections / Bilingual Aides
- ⊕ Site Supervision +275%
- ⊕ Clerk +4h / Health Asst +2.5h
- ⊕ Music allocation +75%
- ⊕ \$238,170 site allocation (Tier 2)

Cordova Meadows Elem.

Elementary School

419 enrolled · 376 UPP · 89.7% · Tier 3

BASE — Unrestricted

- Principal 1.0 FTE
- ~17 Teacher FTE (1:24/1:34)
- 0.6 FTE Nurse
- School Clerk 4–6 hrs/day
- Site Disc. \$59/pupil

+ SUPPLEMENTAL (UPP)

- ⊕ 1.0 FTE AP (UPP >80%)
- ⊕ 1.0 FTE Supp. Teacher
- ⊕ Bilingual Aides (ELPAC scale)
- ⊕ Site Supervision +25%
- ⊕ Clerk +2h / Health Asst +1h
- ⊕ \$319,600 site allocation (Tier 3)

Cordova High School

Comp. High School

2,043 enrolled · 1,436 UPP · 70.3% · Tier 3

BASE — Unrestricted

- Principal 1.0 FTE / 3.0 FTE AP
- ~69 Teacher FTE (1:29.5)
- 1.0 FTE Nurse / ~4.5 FTE Counselor
- School Clerk 8 hrs/day

+ SUPPLEMENTAL (UPP)

- ⊕ +1.0 FTE AP / ELL sections
- ⊕ Bilingual Aides (ELPAC)
- ⊕ Site Supervision +275%
- ⊕ Clerk +6h / Health Asst +2.5h
- ⊕ Music allocation +75%
- ⊕ \$732,360 site allocation (Tier 3)



ADOPT | Tiered, Site-Based Supplemental Funding Model

Sites receive discretionary Supplemental Funds allocated by formula, based on prior year CalPADS UPP, to be directed according to SPSA priorities. Increased 3% for 2025-2026.

Tier 1

UPP < 50%

\$170

per Unduplicated Pupil

Sites with lower UPP still receive guaranteed supplemental support. Base minimum ensures access for all schools.

Tier 2

UPP 50%–70%

\$510

per Unduplicated Pupil (3×)

Higher-need sites receive triple the base allocation, recognizing the greater intensity of support required for their students.

Tier 3

UPP > 70%

\$850

per Unduplicated Pupil (5×)

Highest-need sites receive a 5× multiplier, maximum allocation to drive intensive, targeted interventions.

Base Minimums: \$50,000 for sites with 45+ UPP students | \$20,000 for sites with fewer than 45 UPP students, every school has access.



Site Funding Formula: Supplemental + Title I Combined

Sites use their supplemental allocation together with Title I funding, site discretionary, community schools funding, and equity multiplier to comprehensively target UPP student needs.

Supplemental Site Allocation

UPP-based tiered formula
(\$170 / \$510 / \$850)



Title I Funding

Federal poverty-based
(40%+ low-income schools)



Other Categorical Funds

Community schools,
equity multiplier, CSI, etc.

**Total
Equity
Funding**

What is Title I?

Federal funding for high-poverty schools. Schools with 40%+ low-income students may qualify for schoolwide Title I funding, allowing them to blend federal dollars into a comprehensive equity program for all students at the school.

Why Combine Them?

Supplemental (state, UPP-based) and Title I (federal, poverty-based) serve overlapping populations. When site leaders plan in SPSA with both funding streams in mind, resources are coordinated, not duplicated, for maximum impact.

District Guidance on Title I

Per district policy, a salary scattergram through HR position control identifies median teacher salary costs, ensuring Title I programs meet equitable-pay requirements before allocations are finalized.



Updated Staffing Ratios & the Site Supplemental Allocation

Critical distinction: the district's updated staffing ratios already incorporate supplemental funding for site-level staffing. The site supplemental allocation is SEPARATE and IN ADDITION. (Returning to the two funding streams introduced in the Site Staffing formula.)

Stream 1: Staffing Ratios (District-Managed Supplemental)

~\$8.2M

Supplemental \$\$\$ in Staffing Ratios

Annually approved by the Board, staffing ratio formulas embed supplemental funding to provide site-level staff. These positions are district-allocated and include:

- Intervention teachers (all sites)
- Additional bilingual aide hours
- Assistant principals (qualifying sites)
- Additional school clerk hours
- Instructional coaches (qualifying sites)
- Health assistant hours
- Parent coordinator hours

Stream 2: Site Supplemental Allocation (Site-Directed)

\$5.3M

Site Discretionary Supplemental

Separate from staffing ratios — this is the tiered, UPP-based discretionary allocation sites receive directly. Sites spend according to their SPSA priorities, subject to Ed Services review:

- Additional intervention/ELD teachers
- Behavior specialists and counselors
- Paraeducator hours beyond ratio
- SEL and parent engagement support
- Instructional supplies and technology
- Professional development for UPP-focused staff

Together: \$13.5M+ in supplemental funding flows to sites — \$8.2M through staffing ratios + \$5.3M in site discretionary + \$700K in department staffing directly serving sites. (Total LCFF-generated: \$13.96M; difference reflects central LCAP-directed reserves not distributed to sites.)

Presentation Resources

[Supplemental Funding Directions & Timeline 26/27](#)

- ❖ This instruction document is the first touch with principals to start this shared with principals in November.

[MASTER Site Data Review & Spending Summary 26-28](#)

- ❖ This document walks a site leader and their guiding coalition through a deep data dive and goal setting activity.

[TK-8 Supplemental Purchases LOOK!](#)

- ❖ After conducting a root cause analysis with sites we compiled a list of evidence based interventions and ideas for supplemental monies.

[Tiered Support 26-27 Position Estimates](#) *staffing calculator*

- ❖ A staffing calculator to estimate position costs with benefits



PLAY ▶

STOP COLLABORATE AND LISTEN



PM 4:20
MAY 20 1991



PART 2

Implementation & Impact



The Annual Timeline • Collaboration • HR & Fiscal • Data • Results





SMILES
→ EVERYONE ←
SMILES

Presentation Resources

[Supplemental Funding Directions & Timeline 26/27](#)

- ❖ This instruction document is the first touch with principals to start this shared with principals in November.

[MASTER Site Data Review & Spending Summary 26-28](#)

- ❖ This document walks a site leader and their guiding coalition through a deep data dive and goal setting activity.

[TK-8 Supplemental Purchases LOOK!](#)

- ❖ After conducting a root cause analysis with sites we compiled a list of evidence based interventions and ideas for supplemental monies.

[Tiered Support 26-27 Position Estimates](#) *staffing calculator*

- ❖ A staffing calculator to estimate position costs with benefits



The Annual Planning & Budget Timeline: November → June

[Supp Funding Directions & Timeline 26/27](#)

NOV

Allocations Released

Site supplemental allocations calculated from prior year CalPADS UPP and released to principals with planning guidance and the Excel calculator tool.

DEC

Principal Collaboration Meetings

Collaborative meetings with principals to review draft SPSA plans. Ensure coordination with district LCAP goals, verify UPP targeting, and align site requests with available funding.

JAN

HR & Fiscal Review

Site staffing change requests reviewed with HR and Fiscal. Identify hiring needs and any potential reductions for the following year, all in advance of the March 15 certificated layoff notice deadline.

MAR 15

Certificated Deadline

All certificated staffing decisions must be finalized. The January process ensures sites and HR are fully aligned before this hard state deadline.

SPRING

Ed Services & Site Council Review

Ed Services reviews all funding requests and SPSA plans for compliance with state supplemental requirements and coordination with district priorities. Site Councils formally approve SPSA plans.

JUNE

Board Approval

SPSA plans presented to the Board by June for approval. Plans are fully in place for the following school year, with funding decisions visible to the community.



December: Principal Collaboration Meetings

These meetings are the cornerstone of the annual cycle. It's the moment where district goals, site autonomy, and student need all come together. [MASTER Site Data Review & Spending Summary 26-28](#)

01 Review Allocation Amounts

Each principal reviews their site's UPP-based supplemental allocation and how it combines with Title I and other categorical funds.



03 Coordination with District Goals

Side-by-side review of site SPSA and district LCAP goals ensures there is no duplication and that supplemental dollars are additive to, not replacing, general fund services.



05 Staffing Decisions Signaled Early

Principals signal anticipated staffing changes so HR and Fiscal can begin planning. This early signal is critical for meeting the March 15 certificated deadline.



02 Draft SPSA Plan Review

Draft plans are reviewed to ensure site goals align with district LCAP priorities. Ed Services flags any requests that don't demonstrably target UPP students.

04 Verify UPP Targeting

Each proposed expenditure is checked against the 4 Equity Questions. Can we identify which UPP students benefit? How will impact be measured?

06 Feedback Loop into Next Year

Principals share what worked, what didn't, and what student outcome data suggests about adjusting the formula or services for the following year.



January: HR & Fiscal Review

The March 15 Deadline

January: Staffing Change Review Process

1

Compile Site Staffing Signals

HR and Fiscal aggregate the early signals from December principal meetings — which sites anticipate adding or reducing positions for the following year.

2

Model Budget Impacts

Fiscal models the cost impact of all proposed staffing changes against available supplemental and general fund resources, including multi-year projections.

3

Identify Reductions Early

Any sites facing potential reductions due to enrollment changes, UPP shifts, or budget constraints are identified — giving maximum lead time before March 15.

4

Plan Hiring for Following Year

New positions identified in SPSA plans are cross-referenced with HR to begin recruitment planning, ensuring positions can be filled by start of school.

Verify Position Control

5

All positions funded through supplemental allocation are entered into position control, ensuring accurate budget tracking through the fiscal year.

March 15

Certificated Layoff Notice Deadline

California law requires districts to notify certificated employees of potential layoffs by March 15 for the following school year.

The January process exists specifically to ensure every site and HR are fully aligned BEFORE this hard deadline — eliminating surprises, protecting positions where possible, and ensuring compliance.

Missing this deadline creates legal and financial risk.



Spring: Ed Services Review, Site Councils & Board Approval

Ed Services Review

January - April

Reviews all site funding requests against SPSA goals

Checks compliance with state supplemental requirements

Ensures all spending is "principally directed" to UPP students

Coordinates with district LCAP priorities to avoid duplication

Provides written guidance back to sites for any adjustments needed

Final approval gates funding release for the following year

Site Council (SSC) Review

Spring

Each school's Site Council reviews and approves supplemental spending

Community voice: parents, students, and staff participate

SSC approval is required before SPSA is finalized

Gathers stakeholder input on program priorities

Formal vote documented for compliance record

Ensures local transparency and community ownership of the plan

Board Approval

By June

All SPSA plans submitted to the Board for approval

Plans in place before summer — ready for July 1 implementation

Board action provides formal public record of UPP spending

Aligned with LCAP adoption (typically June Board meeting)

Enables sites to hire, procure, and plan over summer

Closes the annual cycle and opens the next planning year





• TURN & TALK • 7 Minutes

Where does your district struggle in the annual cycle?

Think about your district's November-to-June budget cycle. Which stage creates the most friction? What's underneath that struggle? Is it a process gap, a data problem, misaligned priorities, or something structural that keeps coming back year after year? What would it take to genuinely improve it?"



Using Data to Drive Decisions

CalPADS UPP Data

October (prior year)

The foundation of all allocations. Prior year UPP by site determines each school's tier and per-pupil allocation for the coming year. Updated annually to reflect enrollment shifts.

LCAP Goal Alignment

Ongoing

Every spending decision mapped against LCAP goals 1-4. Ensures funds increase or improve services for the student groups that generated them.

SPSA Program Data

Annual review

Sites track outcomes of supplemental-funded programs in their SPSA. Data on attendance, grades, ELD reclassification, behavior, and assessment used to evaluate impact.

Student Outcome Metrics

Used in December meetings

Academic progress, attendance, reclassification rates, and behavior data for UPP students presented at December principal meetings to inform following year planning.

Expenditure Audit

Fiscal year review

Annual comparison of actual supplemental expenditures against LCAP goals, the process that originally identified the \$4M+ in misaligned spending and triggered the redesign.

Enrollment & UPP Trends

Informs staffing ratios

Shifts in enrollment and UPP percentage at each site (upward or downward) trigger review of staffing ratios and supplemental allocations each annual cycle.



Measurable Impact

From Realignment to Results: What Changed for FCUSD Students

\$13.5M

Allocated Directly to School Sites

total supplemental to sites

37 FTE

**Purchased with Site
Discretionary Funds**

positions tied to UPP student support

100%

**Transparency in Fiscal
Accountability**

formula-based, public, and documented

Breakdown:

\$8.2M

Student services purchased:
behavior support, bilingual
aides, counselors, intervention
teachers, parent coordinators

District Staffing Ratios

\$5.3M

Site Discretionary

\$700K

Department Staffing for Sites



What Should You Spend On? High-Leverage Investments

The Supplemental Spending Menu is aligned to root cause analysis and student achievement data. [TK-8 Supplemental Purchases](#)
[LOOK!](#)



Strengthen Tier 1 Instruction

- Instructional coaching & coaching cycles
- Writing Across the Curriculum (Mystery Writing)



Skill-Based Intervention Systems

- WIN block redesign & regrouping time
- SIPPS / UFLI literacy materials



English Learner Achievement

- Sub time for designated ELD planning
- ELPAC data analysis time



Conditions for Learning

- PBIS Tier 1 refresh (signage, incentives)
- Behavior Intervention Aide
- Family outreach stipends / attendance incentives
- Second Step behavior coaching



Staff Capacity & Leadership

- New teacher model lessons / TOSA support
- Demo classroom release time
- PLT Lead, Intervention Lead stipends
- Curriculum Lead distributed leadership



**HANG IN
THERE!**



The Principal's Staffing Cost Calculator

To support principals in planning their supplemental allocation, FCUSD created an Excel-based staffing cost calculator, giving site leaders a transparent, easy-to-use tool to model purchasing decisions before committing in their SPSA.

[Tiered Support 26-27 Position Estimates](#)

FCUSD Staffing Cost Calculator Site Supplemental Planning Tool				
Position Type	FTE	Est. Salary	Benefits	TOTAL COST
Intervention Teacher	1.0	\$72,000	\$28,000	\$100,000
Bilingual Aide	1.0	\$32,000	\$12,500	\$44,500
Paraeducator (0.5 FTE)	0.5	\$18,000	\$7,000	\$25,000
Counselor (0.25 FTE)	0.25	\$22,500	\$8,750	\$31,250
TOTAL				\$200,750

Inputs

Select position type from a dropdown list of all classified and certificated positions; enter desired FTE amount.

Calculations

Automatically calculates estimated salary based on current step/column, adds employer-paid benefits (STRS/PERS, health & welfare).

Budget Tracking

Running total of purchased positions vs. available allocation. Prevents over-spending before SPSA submission.

Purpose

Empowers principals to plan confidently, see real costs, and make informed staffing decisions tied to their SPSA and UPP goals, before committing.



Step 4: Approval & SPSA Alignment


All proposed expenditures must go through an approval chain and align to your School Plan.



District SPSA Actions

ELEMENTARY 2026–27

*All 22 elementary
sites share the same
7 aligned actions.*

1	ACTION ITEMS	Overall Literacy Metric: Third grade students reading at grade level.
2	1	Implement an effective instructional delivery mode, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbooks and curriculum materials aligned to essential standards and the essential 5 pillars of literacy (phonemic awareness, phonics, vocabulary, fluency and comprehension).
3	2	Teachers use the required Universal Screeners and IAB Assessments to progress monitor student reading achievement three times a year.
4	3	Based upon data from UFLI Portal and mCLASS , provide intervention opportunities, in the classroom and from the MTSS Specialists/Intervention teacher , for those students performing below grade level standard in reading.
5	4	Students will show growth on CFA assessments. Teachers create CFAs based on ELA essential standards as grade level teams. Teachers are crafting rigorous CFAs that show which students are in need of remediation.
6	5	K-2 teachers are trained and implementing UFLI strategies and UFLI's weekly progress monitoring
7	6	3-5 grade teachers are trained and implementing SIPP's Challenge as a Tier 1 on-grade level phonics curriculum to all students.
8	7	Based upon the essential standards for writing, teachers will deliver instruction on three genres of writing (informational, opinion and narrative).  Copy of District Writing Toolkit
9		
10	new!	



Key Takeaways & Practical Insights

ABANDON What No Longer Aligns

Conduct a funding audit against your LCAP and equity goals. Discontinuing misaligned programs is not failure, it is the discipline to redirect to what matters.

ADAPT to Strengthen Compliance

Embed supplemental spending in SPSA cycles. Apply the 4 Equity Questions to every decision. Compliance builds better practice — treat it as a floor, not a ceiling.

ADOPT Equitable, Transparent Structures

A formula-based, tiered allocation model published to all stakeholders shifts power to site leaders while maintaining accountability and makes equity visible.

Trust the Timeline

The Nov → June cycle is not bureaucracy, it is the learning engine. Early signals in December, January staffing review, and June Board approval are all connected.

Data Drives Every Decision

UPP data, student outcomes, and annual expenditure audits are not compliance exercises. They are how you know if the work is actually improving equity.

Improvement is Iterative

No formula is perfect in year one. Structured principal feedback each December is what makes the model sustainable. Build in the feedback loop from the start.



What We Learned Along The Way...

2023–24 was the first year sites received a formula-based discretionary supplemental allocation.

What We Discovered

- **No allocation floor** — some sites received as little as \$6,000. Not enough to hire, not enough to act.
- **Position vacancies** left funds unspent. Sites planned staffing that couldn't be filled mid-year.
- **Judah's UPP distortion** — academy program formula over-counted neighborhood UPP students.
- **Aide threshold gap** — 40 ELL student minimum excluded small but growing populations.

→ What It Triggered

- **Minimum floors (25–26)** — \$50,000 for sites with 45+ UPP; \$20,000 for smaller sites.
- **Cost calculator** — Excel tool with real salary + benefits costs for accurate planning.
- **Judah formula adjusted** — now based on non-academy neighborhood students.
- **Aide access expanded** — eliminated 40-student minimum, ensuring support for all sites.



FCUSD PI

SOLVING CASES.
SUPPORTING SCHOOLS.
ALWAYS IN STYLE.



Iterative Improvement: Adopt, Adapt, Abandon Across Years

Each December principal meeting generated structured feedback that drove the following year's refinements. No formula is perfect in year one — the feedback loop is by design.

Category	2023–24 Year 1	2024–25 Year 2	2025–26 Year 3	2026–27 Year 4
Site \$\$ Total	\$3.5M discretionary	\$4.7M (+10% COLA)	\$5.3M (+3% COLA)	\$5.5M (No COLA/ Growth ADA)
Per-Pupil Rate (Tier 1 / 2 / 3)	\$150 / \$450 / \$750	\$165 / \$495 / \$825	\$170 / \$510 / \$850	\$170 / \$510 / \$850
Top Tier Threshold	UPP > 75%	UPP > 75%	UPP ≥ 70% (lowered)	UPP ≥ 70%
Minimum Allocation	None	\$25K (45+ UPP) \$15K (<45 UPP) ADOPTED	\$50K (45+ UPP) \$20K (<45 UPP) UPDATED	\$50K / \$20K
Bilingual Aide Formula	Min. 40 ELL students required	Min. 40 ELL students required	1Hr/day per 20 ELL -Minimum ELIMINATED	—
Special Adjustments	—	Theodore Judah adjusted based upon neighborhood UPP	Elem. AP min. enrollment (325) added for Supplemental UPP over 80%	Elem. AP over 550 enrollment - 0.50 FTE ✨

Theodore Judah: A Microcosm of the FCUSD Funding Paradox

Theodore Judah Elementary hosts both a neighborhood population and a district academy program. The combined enrollment masks a fundamental inequity — one that the district had to solve, and that mirrors FCUSD’s district-level funding gap.

The Problem: Blended Population

The TJ neighborhood includes a high concentration of low income rental housing. The area experiences disproportionately higher levels of socioeconomic disadvantage compared to other parts of the community.

Academy students are drawn from across the district and have a much lower UPP rate.

Blended result: overall site UPP ~35%, which looks like a low-need school and would place TJ in Tier 1 under the formula.

The Funding Impact

WITHOUT adjustment

~35%

Tier 1 — \$170/student

~\$36,210

WITH adjustment (24–25 onward)

51%

Tier 2 — \$510/student

\$108,630

The Fix — and the Lesson

Starting in 2024–25, FCUSD now calculates TJ’s supplemental allocation using **only the non-academy neighborhood students**, ensuring the funding reflects actual community need.

\$72,420 more now flows to the children who actually generated it.

The lesson: averages lie. When a blended population masks concentrated need, the formula must look past the average to reach the students.

⚠ This is the same problem FCUSD faces at the district level. FCUSD’s 39.75% district-wide UPP average masks 12+ individual sites above 55%, the concentration grant threshold, yet the district receives zero concentration funding. See next slide.



FCUSD's Hidden Concentration: Sites the State Funding Formula Doesn't See

39.75%

FCUSD District-Wide UPP
NO Concentration Grant



>55%

State Concentration Threshold
Adj. Base Grant × 65% × (UPP% – 55%)

12+ FCUSD sites exceed 55% UPP individually. Each would generate concentration funding if they were a standalone district but FCUSD's lower-need Folsom sites pull the district average below the threshold. The same averaging problem as Theodore Judah, at scale.

Site (2024–25 UPP)	Would Qualify for Concentration Grant?
Mills Middle 84.76% ✓✓✓	
White Rock Elementary 90.81% ✓✓✓	
Cordova Villa Elementary 87.37% ✓✓✓	
Cordova Meadows Elementary 90.11% ✓✓✓	
Williamson Elementary 82.65% ✓✓✓	
Kinney High 80.36% ✓✓✓	
Cordova Gardens Acaemy 80.27% ✓✓✓	
Rancho Cordova Elementary 79.75% ✓✓	

Site (2024–25 UPP)	Would Qualify for Concentration Grant?
Peter J. Shields Elementary 71.66% ✓✓	
Cordova High 71.66% ✓✓	
W.E. Mitchell Middle 65.03% ✓✓	
Prospect Community Day 88.24% ✓✓✓	
Navigator Elementary 53.7% ✓	
Innovations Academy 58.41% ✓	
Folsom Lake High 59.57% ✓	
Theodore Judah Elementary* 51.0% ✓	

✓✓✓ = >70% UPP (well above threshold) | ✓✓ = 55–70% | ✓ = at or approaching 55% | * TJ adjusted for neighborhood students only | Source: 2024–25 CalPADS data





• TURN & TALK • 5 Minutes

What's one thing you'll take back to your district?

One idea, one structure, one question. Share with your table, then we'll hear a few voices from the room.



REMEMBER THE PURPOSE

Every dollar is a decision for a student.



- UPP drives funding and schools with more unduplicated pupils receive more support
- Data first! Identify priority groups and set measurable goals before proposing spending
- Use the Staffing Calculator, be precise
- Align spending to high-leverage actions such as coaching, intervention, EL support
- Get approval: Director → Site Council → SPSA alignment



With Gratitude

Recognizing the Work Behind the Work

The systems, tools, and processes shared in this session would not exist without the dedication of the FCUSD team.



Erik Swanson

FCUSD Superintendent

Strengthened focus on improvement science, Kaizen, equity, and alignment of supplemental funding to student achievement outcomes.



Elena Cabrera

Director, Education Services

Guided site-level implementation of SPSA processes, compliance review, and coordination with principals throughout the annual cycle.



Connie Bisbee

Fiscal Data Analyst

Built the site funding allocation models, the Excel staffing cost calculator, and managed the data systems that make transparent budgeting possible.



Lorena Venzon

Administrative Assistant

Coordinated the logistics, communications, and meeting structures that keep every stage of the November–June planning cycle on track.

Thank you to all FCUSD staff who contribute daily to improving equity and outcomes for our students.



WE ARE
THE
MUSIC
MAKERS

WE ARE
THE
DREAMER
OF
DREAMS.

WONKA



WHAT IS NEXT FOR FCUSD...

USE MORE DATA
IN OUR DECISION
MAKING PROCESS

WORKING ON OUR
IDENTIFIED DISTRICT
NORTH STAR,
3RD GRADE LITERACY

ALL DEPARTMENTS ARE
WRITING A GOAL TO SUPPORT
ALL STUDENTS BEING LITERATE
BY THE END OF 3RD GRADE.

OUR FUTURE PROJECTS AHEAD...
We're Working On It...

RECONFIGURE EXISTING
PERSONNEL

TO MEET THE NEEDS OF
RESEARCH, TESTING
AND EVALUATION.

NEED TO KNOW
WHERE WE MUST BE
TIGHT AND LOOSE
WITH OUR SYSTEMS

TARGETED SYSTEMS
FOR OUR
STUDENT GROUPS

DATA MAKES
THE WORK VISIBLE.

MEASURABLE GOALS
FOR OUR
PERFORMANCE AND
PROCESS TARGETS

CONTINUING TO
REFINE THE
SUPPLEMENTAL
PROCESS

WORK SMARTER
NOT HARDER.
EFFICIENCIES AS
RESOURCES DECREASE.

KAIZEN

改

CONTINUOUS IMPROVEMENT.
EVERY DAY. IN EVERY WAY.

STUDENT SUCCESS
EQUITY
EXCELLENCE
INNOVATION
INTEGRITY

Be Better.

EVERY STUDENT.
EVERY DAY.
WHATEVER IT TAKES.

TO BE THE BEST, YOU CANNOT BE ANYONE ELSE.

Questions & Discussion



Thank you for joining this two-part session.

Folsom Cordova Unified School District

Sean Martin | Assistant Superintendent, Administrative Services

Angi Carlomagno Andrade | Executive Director, Education Services

amcarlomagno@gmail.com

martin49er@gmail.com

