



Folsom Cordova
Unified School District

Special Joint Meeting Between FCUSD, City of Rancho Cordova, and City of Folsom

04/29/2026 05:30 PM

Open Session: 5:30 p.m.

Education Services Center, Boardroom / 1965 Birkmont Dr., Rancho Cordova, CA
95742

www.fcusd.org



AGENDA



FCUSD BOARD OF EDUCATION MEMBERS

Jennifer Laret, President
YK Chalamcherla, Vice President
David Reid, Clerk
Chris Clark, Board Member
Kara Lofthouse, Board Member
Addie Luong, Student Board Member
Eveleen Lopez Patraca, Student Board
Member



CITY OF RANCHO CORDOVA COUNCIL MEMBERS

Garrett Gatewood, Mayor
Linda Budge, Vice Mayor
David M. Sander, PH.D., Council
Member
Joe Little, Council Member
Siri Pulipati, Council Member



CITY OF FOLSOM COUNCIL MEMBERS

Justin Raitchel, Mayor
Anna Rohrbough, Vice Mayor
Sarah Aquino, Council Member
Mike Kozlowski, Council Member
Barbara Leary, Council Member



Scan the above QR code with your phone to view this meeting agenda on your phone.

FCUSD VISION: Empowering all students to thrive through educational excellence.

FCUSD MISSION: FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

Protocol for Agenda Items: (published agenda times are approximate and subject to change)

1. Staff Presentation
2. Board Questions of Staff
3. Comments from Public
4. Board Final Comments and Direction




For information, contact Rochelle Dagnall, Administrative Assistant @ 916-294-9000 ext 104412

I. 5:30 PM OPEN SESSION

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Disability Information

If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (916) 294-9025 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.c. §12132).] -- Writings that are public records, part of this regular meeting's Open Session, and distributed to all or a majority of the Governing Board less than 72 hours prior to this meeting will be made available to the public during regular business hours at the Superintendent's office, 1965 Birkmont Drive, Rancho Cordova, CA, and may be posted on the District's website at www.fcusd.org.

I. 5:30 PM OPEN SESSION

Quick Summary / Abstract

(Held in Boardroom)

I. b. Land Acknowledgement and Pledge of Allegiance

II. ADOPTION OF AGENDA

III. RECESS/RECEPTION

Speaker

Shanan Spears, Coordinator of Career Technical Education

Rationale

Career Technical Education (CTE) plays a critical role in preparing students for success in college, career, and life by connecting academic learning to real-world application. As workforce demands continue to evolve, high-quality CTE programs provide students with opportunities to explore career pathways, develop technical and employability skills, and engage in meaningful, hands-on learning experiences.

This presentation is designed to build a shared understanding of CTE, including its purpose, structure, and impact both nationally and within California. It will also provide an overview of the current state of CTE in FCUSD, highlighting existing programs, student access, and areas of strength.

In addition, the presentation will outline opportunities for continued growth and expansion of CTE programming within the district, with a focus on aligning pathways to regional workforce needs and increasing access for all students.

With members of our City Councils in attendance, this discussion is also intended to strengthen collaboration and partnership between the district and local municipalities. By building awareness and alignment, we can collectively support the development of programs that prepare students for the local economy while contributing to the long-term vitality of our community.

Supporting Documents



[CTE in FCUSD Presentation](#)



From Classroom to Career

Designing Industry Aligned Pathways for Student Success

April 29, 2026

Evolution of Vocational Education to CTE

The Foundation

Vocational Education has evolved into Career Technical Education (CTE), expanding beyond traditional shop-based programs such as auto mechanics, woodworking, welding, agriculture, home economics, and business.

Modern Structure

Today, CTE in California is organized into 15 statewide industry sectors and 58 instructional pathways, providing structured career preparation that leads to high-demand industries, apprenticeships and trades programs, or college.

Strategic Alignment

CTE programs now align classroom learning with college and career readiness by incorporating local industry needs, labor market demand, and building direct connections to community college certifications and CSU/UC programs.

California's Career Technical Education

Preparing students for the 21st Century and Beyond

Key Components of CTE Pathways



Industry Sectors: The foundation for the state program, with 15 broad areas each with specific pathways.



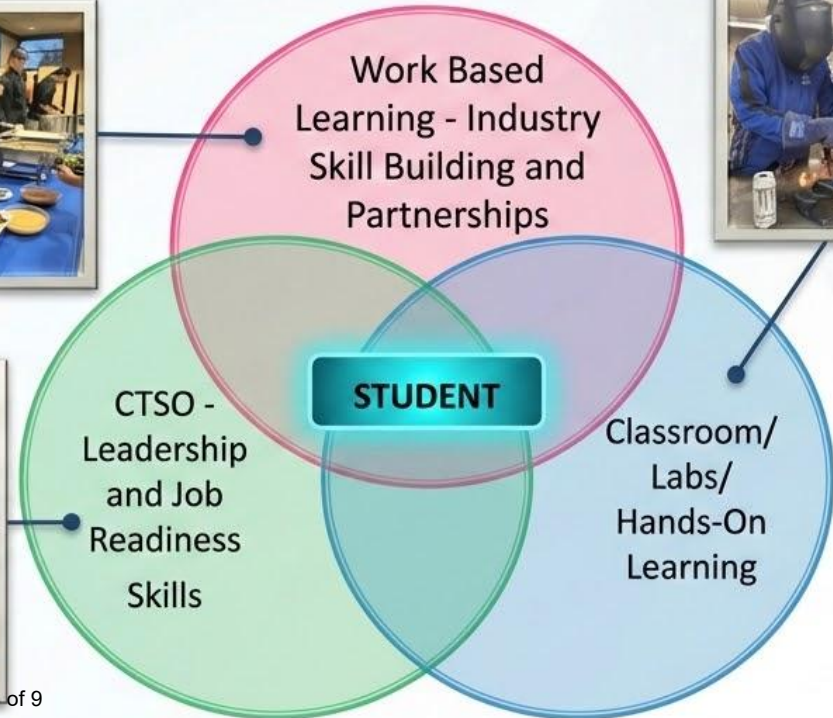
Sequence: A minimum two course sequence that builds on knowledge and skill.





Alignment: Connects high school learning with college credits (CSU/UC), industry certifications, and job opportunities.



Work-Based Learning (WBL): Integrates internships, job shadowing, and partnerships with local businesses.



CTE in Folsom Cordova Unified School District

CTE District Enrollment: 3765 CTE Students 6 - 12th grade
 **37%** HS and **20%** of MS students enrolled in CTE courses 

19 CTE Pathways in 11 Industry Sectors



Agriculture and Natural Resources

- *Forestry, Floral Design, and Agriscience*



Arts, Media, and Entertainment

- *Video Production, Animation, Photography, Digital Arts*



Building and Construction Trades - Construction



Marketing, Sales and Services

- *Professional Sales*



Education, Child Development, and Family

Services - *Child Development*



Engineering and Architecture

- *Architectural Design*
- *Engineering Technology*



Health Science and Medical Technology

- *Patient Care and Patient Care IB*
- *Biotechnology*



Hospitality, Tourism, and Recreation

- *Food Service & Hospitality (Culinary)*



Information and Communication Technologies

- *Software & Systems Development (Computers)*



Manufacturing and Product Development

- *Product Innovation and Design*
- *Welding & Materials Joining*



Public Services

- *Administration of Justice (college classes)*

CTE in Folsom Cordova Unified School District

CTE Pathway Completers data for 2024-25:

- 388 students completed a pathway
- 20 students completed two pathways by the time they graduated.

State CTE Pathway Requirements to be a Completer -

- Complete two classes (min 300 hours) in a Concentrator and Capstone, in the same pathway
- Pass the Capstone class with a C- or better
- Participate in industry relevant experiences (WBL)
- Be a part of a youth leadership organization - Career and Technical Student Organizations (CTSO)
 - The purpose of participation in a CTSO for a CTE student is to enhance classroom learning through applied, real-world experiences and develop essential career, leadership, and personal skills for future success in a chosen field.

63 different CTE courses
90% qualify as A - G

A - G readiness means a student has completed or is on track to complete the required high school courses needed to be eligible for admission to the University of California and California State University systems. See the areas below.

Area	Content	Number of classes
C	Mathematics	1
D	Lab Science	7
F	Fine Arts	13
G	Elective	34





Looking Ahead

Community, Growth, and Student Success



Expanded and New Potential CTE Pathways



Industrial Arts

North/Far North Center of Excellence (COE) data shows rapid growth highlighting strong regional demand for skilled trades and the need for an Industrial Arts CTE pathway that prepares students for immediate employment, apprenticeships, and postsecondary technical education.



Construction/Electrical/HVAC/Welding/Manufacturing

COE labor market data projects strong, sustained demand over the next five years for careers in construction, electrical, HVAC, welding, and manufacturing. Construction employment has seen significant regional growth, up to **21.8%** in our region, while manufacturing has grown by approximately **7.2%**, making both among the fastest-growing sectors in the region. High annual job openings are projected, including over 1,100 carpenters, 867 electricians, 382 HVAC mechanics, and 243 welders, all offering competitive wages and clear career pathways.

Expanded and New Potential CTE Pathways



Emergency Medical Response

North/Far North COE data project emergency medical technician (EMT) and paramedic employment in the region to **grow about 9% by 2027, with over 200 job openings annually.**

This highlights ongoing regional demand for skilled responders and supports the need for an Emergency Medical Response CTE pathway, which equips students with essential medical response skills, emergency preparedness training, and exposure to careers in EMS, fire services, and healthcare.



AI/Data Science/ Computer Sciences

North/Far North COE data project **approximately 10% growth** in Information and Communication Technologies (computing-related jobs) **over the next five years**, highlighting continued demand de demand for an AI, Data Science, and Computer Science CTE pathway to prepare students for high-demand careers.

Folsom Lake College is also developing an AI/Data program to support this regional workforce need.

V. b. Artificial Intelligence (AI) in our Region

Speaker

Erik Swanson, Superintendent
JP Morgan, Chief Innovation Officer, HMCI

Rationale

Artificial Intelligence (AI) is rapidly transforming the way we live, work, and learn. As this technology becomes increasingly integrated into nearly every sector of the economy, there is a growing responsibility for school systems to ensure students are prepared to navigate, utilize, and critically engage with AI in meaningful and responsible ways.

This presentation is designed to build a shared understanding of AI, including what it is, how it is currently being used, and why it matters in the context of K-12 education. It will highlight emerging trends and initiatives within our region, providing insight into how educational institutions, industry partners, and neighboring systems are beginning to incorporate AI into teaching, learning, and workforce development.

Additionally, the presentation will outline the current state of AI-related efforts within FCUSD, as well as opportunities for thoughtful expansion. This includes preparing students with the skills necessary to thrive in an AI-enabled world, while also supporting educators in integrating these tools in ways that enhance learning and maintain strong ethical and instructional practices.

With members of our City Councils in attendance, this discussion is intended to elevate awareness and strengthen alignment around what is quickly becoming a defining opportunity for our region. The integration of AI into education and workforce pathways has the potential to significantly impact our students, families, and local economy.

Supporting Documents



[AI in our Region Presentation^HMCI-FCUSD](#)



5x5x5 Regional Meeting · April 29, 2026

Leading Together

FCUSD's AI Exploration and the Regional Pathway It's Building

Folsom-Cordova Unified School District · City of Rancho Cordova · City of Folsom

FCUSD Leads. Partners Align. Students Benefit.

What FCUSD Is Exploring in AI

A thoughtful, student-centered approach — led by board leadership and an AI advisory group



Early Literacy & Learning

AI supports foundational reading, comprehension, and curiosity



Responsible AI Exploration

The board's AI advisory group guides thoughtful, ethical adoption



Robotics & Computer Science

Hands-on pathways building technical fluency from the ground up



Teaching & Learning Support

Tools that reduce friction for educators and enrich instruction



Regional Collaboration

Connecting with HMCI, NVIDIA, StudyFetch, and civic partners



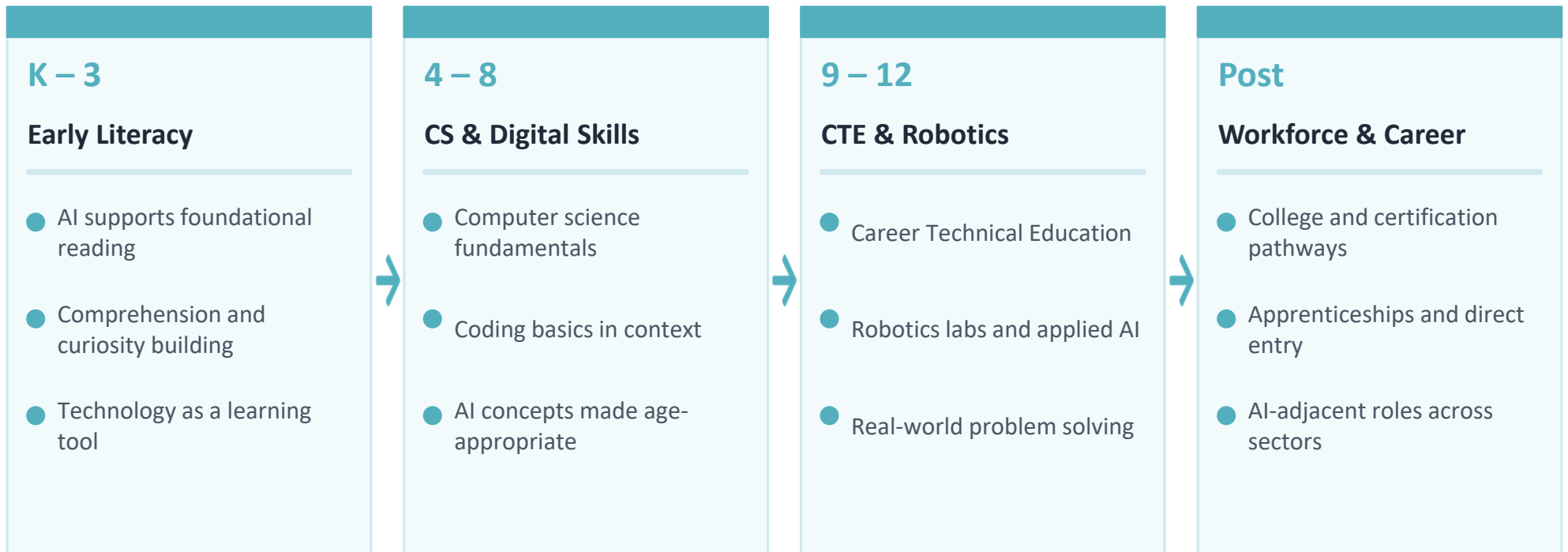
Future & Workforce Readiness

Linking classroom experience to real career pathways

From AI Exploration to a K-Career Vision



The goal is progression, not isolated exposure.



HMCI supports FCUSD in connecting these stages — aligning education, civic, and industry perspectives across the full pathway.

Preparing Students for Diverse Career Paths

Every career path has value. Students deserve to see themselves in all of them.



Mind Work Pathways

Mind Work

- AI & Data Science roles
- Software engineering
- Product & UX design
- Research and education
- Policy and AI governance



Hands Work Pathways

Hands Work

- Robotics technicians & operators
- Smart manufacturing & logistics
- AI-assisted construction & trades
- Apprenticeships & certifications
- Precision agriculture & energy tech

What Regional Partnership Makes Possible



FCUSD

Leads

District vision, board leadership, and the AI advisory group set the direction

Educators

Make It Real

Teachers and staff turn strategy into daily learning experiences

Cities

Align Civically

Rancho Cordova and Folsom connect education to economic development goals

HMCI

Orchestrates

Supports connections across partners, systems, and regional strategy

NVIDIA & StudyFetch

Contribute Perspective

Industry partners bring tools, ideas, and workforce alignment

Students

Benefit

Stronger pathways, real skills, and futures worth building toward

FCUSD Leads. Partners Align. Students Benefit.

Speaker

Channa Pitt, Ph. D., Assistant Superintendent, Student Services

Rationale

Early literacy, particularly reading proficiency by the end of third grade, is one of the most critical predictors of a student's long-term academic success and life outcomes. Research consistently demonstrates that third grade represents a pivotal transition point, from "learning to read" to "reading to learn", where students begin using literacy skills to access all areas of the curriculum.

Students who are not reading proficiently by the end of third grade face significantly greater challenges in later grades. Studies show they are more likely to struggle academically, experience ongoing learning gaps, and are up to four times more likely to not graduate from high school. Furthermore, third grade reading levels have been shown to be strong predictors of future outcomes, including high school graduation, college attendance, and long-term economic stability.

This presentation is designed to provide an overview of Early Literacy efforts within FCUSD, highlighting the comprehensive work underway both inside and outside the classroom. This includes instructional practices, targeted interventions, family engagement strategies, and community partnerships, all aligned to our performance target of third grade literacy.

In addition, the presentation will emphasize the importance of an "all hands on deck" approach. Improving early literacy outcomes requires coordinated effort across schools, families, and the broader community. With members of our City Councils in attendance, this discussion is intended to strengthen alignment and partnership, recognizing that investments in early literacy directly impact the future success of our students and the long-term vitality of our communities.

The presentation will conclude by identifying opportunities for our city partners to support and amplify this work. A shared commitment to literacy will not only improve educational outcomes, but also shape the future workforce, economic health, and quality of life for our region.

Supporting Documents



[Early Literacy Presentation](#)

Folsom Cordova READS

Literacy for All. Literacy for Life.

April 29, 2026



Our Why

Purpose of Folsom Cordova READS:

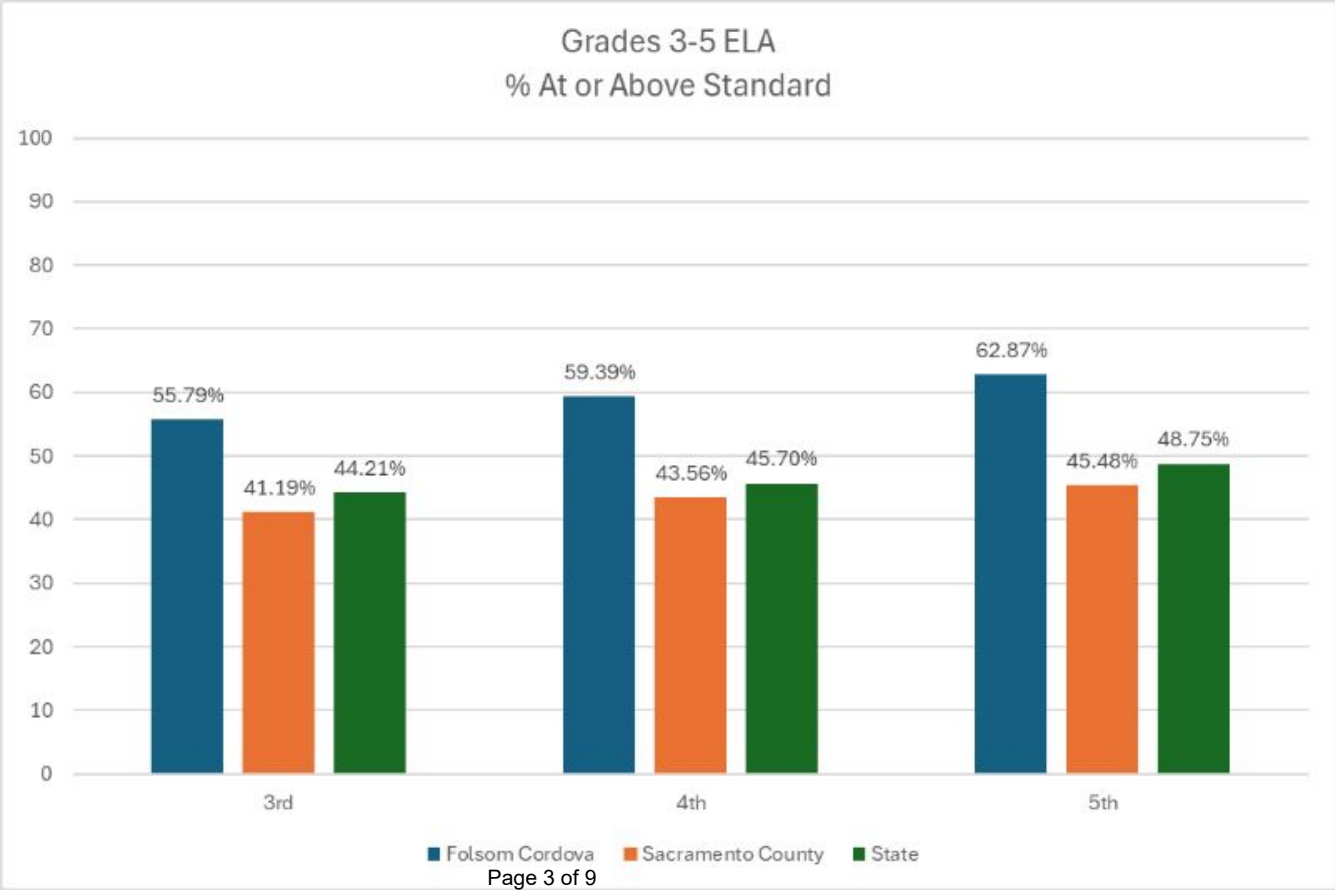
- **Align system wide efforts** around evidence-based literacy practices
- **Accelerate student achievement** and close opportunity gaps
- **Engage families and community** organizations to amplify and partner in this work

What Success Looks Like:

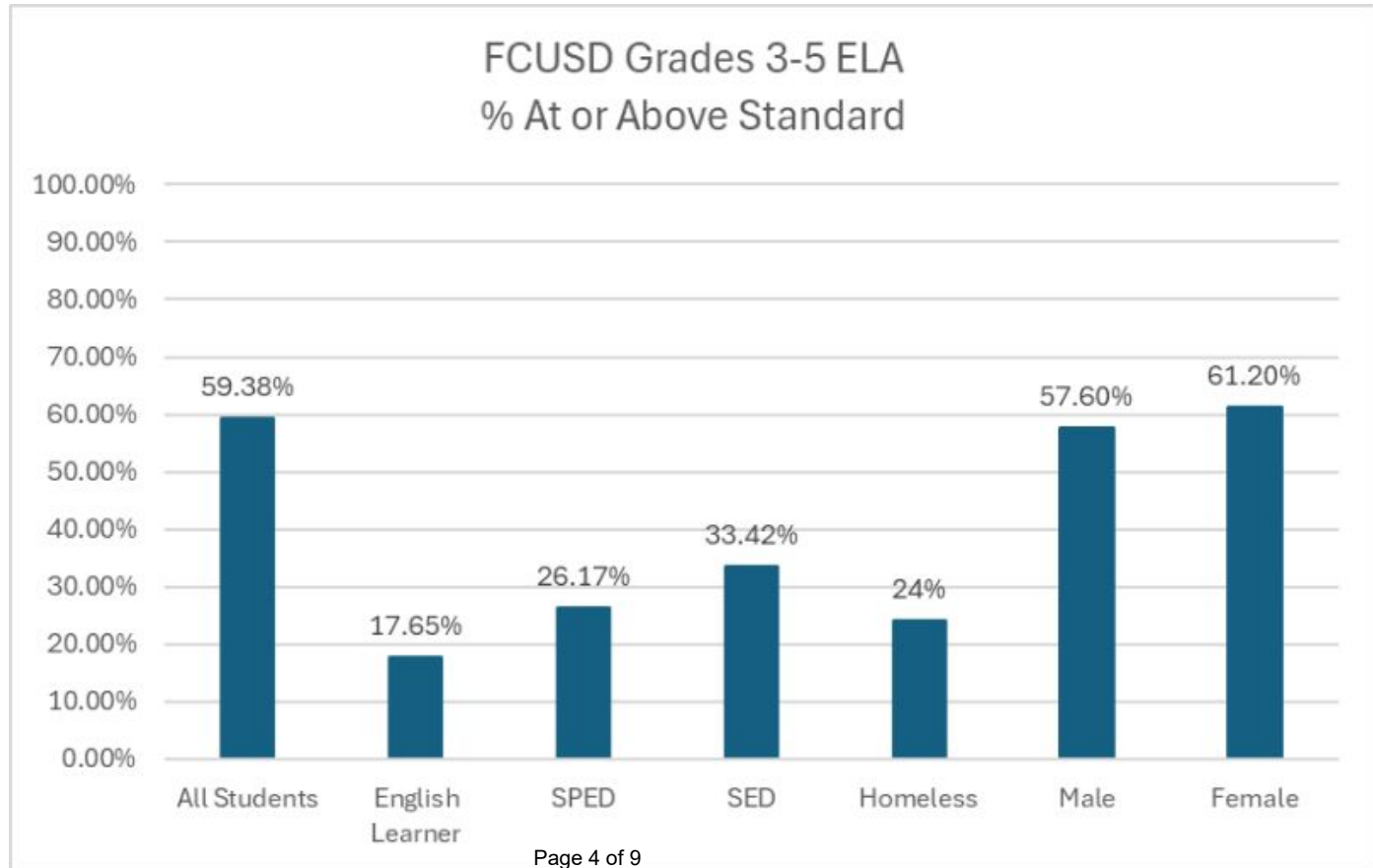
- A community where reading is visible, valued, and supported **everywhere**
- Families **equipped** to support literacy at home
- **Every** student on a path to reading success



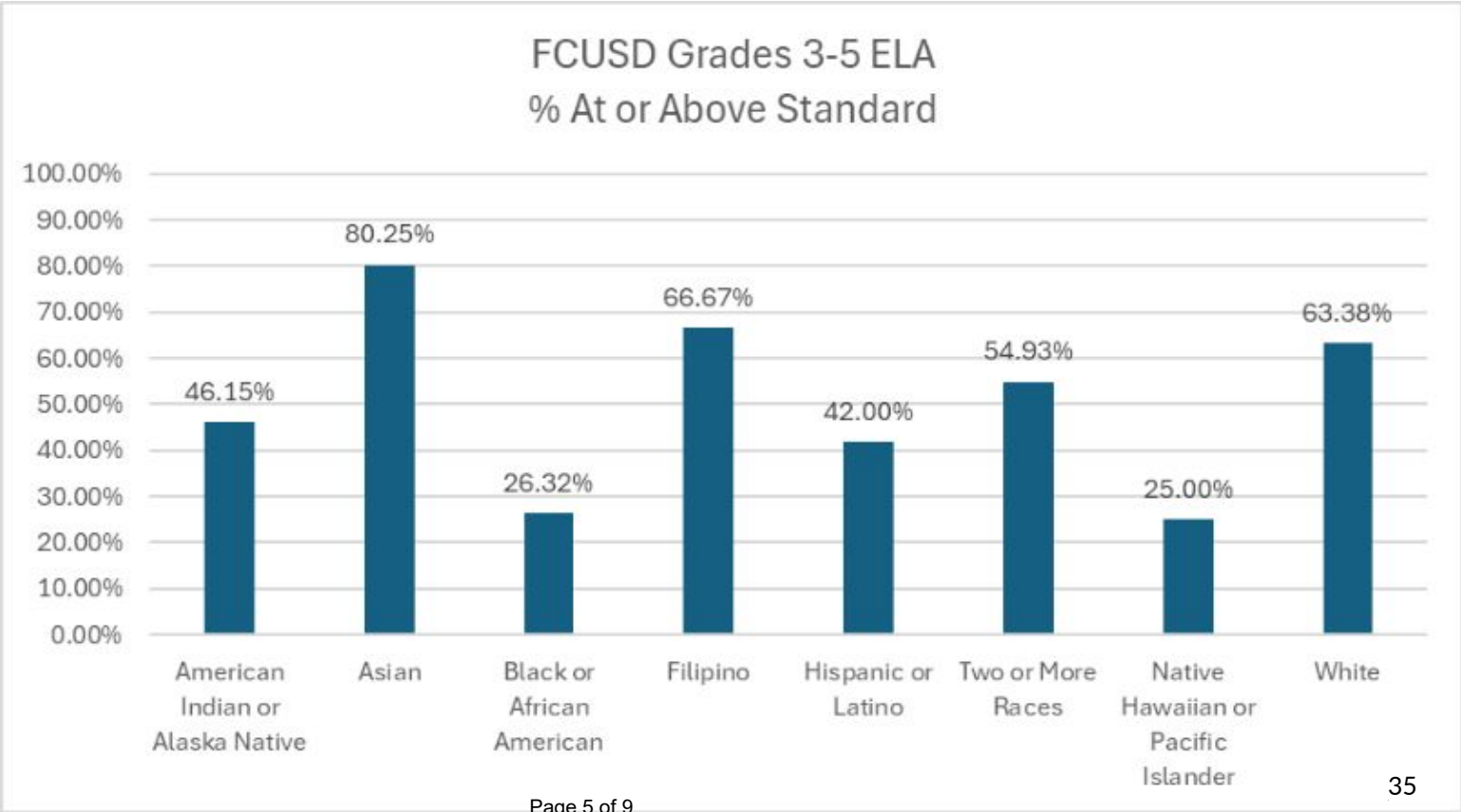
ELA CAASPP: FCUSD x County x State



ELA CAASPP by Student Group



ELA CAASPP by Race



Strong Foundation in Our Schools

- High-quality core instruction across classrooms
- Ongoing professional learning for teachers and leaders
- Implementation of a literacy plan grounded in the Science of Reading
- Targeted supports and interventions for students
- Cross-content literacy development (not just ELA)



This is Bigger than Schools Alone

Your Role in Folsom Cordova READS:

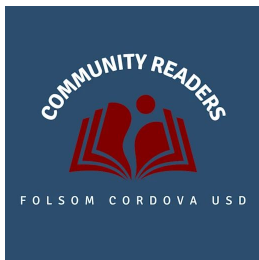
- Champion literacy as a community priority, especially for children ages birth-5 years
- Help expand awareness and public messaging
- Support partnerships with local organizations and nonprofits
- Advocate for resources and opportunities for students and families



This is not just a school initiative—it's a community movement.

Current Non-Profit Partners





Community Readers

The FCUSD Community Readers program is **designed to provide additional reading support** for students in grades 1–3, while nurturing their confidence and enthusiasm for reading.

- **WHAT:** Volunteers spend 30 minutes once a week, reading with a student and listening to them read aloud.
- **WHEN:** Tuesdays and/or Wednesdays, 4:30–5:00 p.m.
- **WHERE:** All Elementary ASES Sites – Cordova Gardens Academy of Arts & Sciences, Cordova Meadows, Cordova Villa, Peter J. Shields, Rancho Cordova, White Rock, and Williamson.



[Click Here to Watch the Video](#)

VII. 7:00 PM ADJOURNMENT

Quick Summary / Abstract

- a. Adjournment