

SECTION C: ENROLLMENT AND DEMOGRAPHIC HISTORY

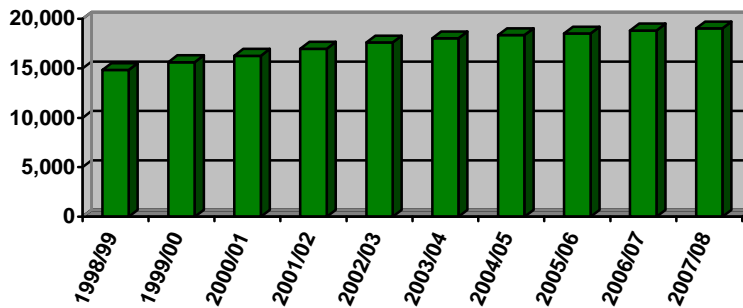
The Folsom Cordova Unified School District serves kindergarten through 12 grade students in the city of Folsom, the city of Rancho Cordova and a portion of the unincorporated area of Sacramento County. Over the past ten years, the District's enrollment has increased from 14,823 students in October 1998 to 19,027 students in October 2007, representing a 28% increase or 4,204 students. The District's enrollment history shown in Table C-1 and Figure C-1 illustrates the District's enrollment increase over a ten-year period shown on a district-wide basis.

**Table C-1: Historic Enrollment – District-wide
1998-2008**

Grade Level	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	Overall Change
K-5	6,905	7,273	7,564	7,739	7,976	8,224	8,437	8,415	8,506	8,557	1,652
6-8	3,299	3,455	3,747	3,891	4,066	4,100	4,083	4,194	4,266	4,309	1,010
9-12	4,274	4,477	4,755	4,879	5,085	5,135	5,244	5,367	5,349	5,438	1,164
SDC	345	415	211	478	487	582	593	608	705	723	378
Total	14,823	15,620	16,277	16,987	17,614	18,041	18,357	18,584	18,826	19,027	
Change		797	657	710	627	427	316	227	242	201	4,204
% Change		5.38%	4.21%	4.36%	3.69%	2.42%	1.75%	1.20%	1.30%	1.07%	28.4%

Source: CBEDS.

**Figure C-1: Historic Enrollment - District-wide
1998-2008**



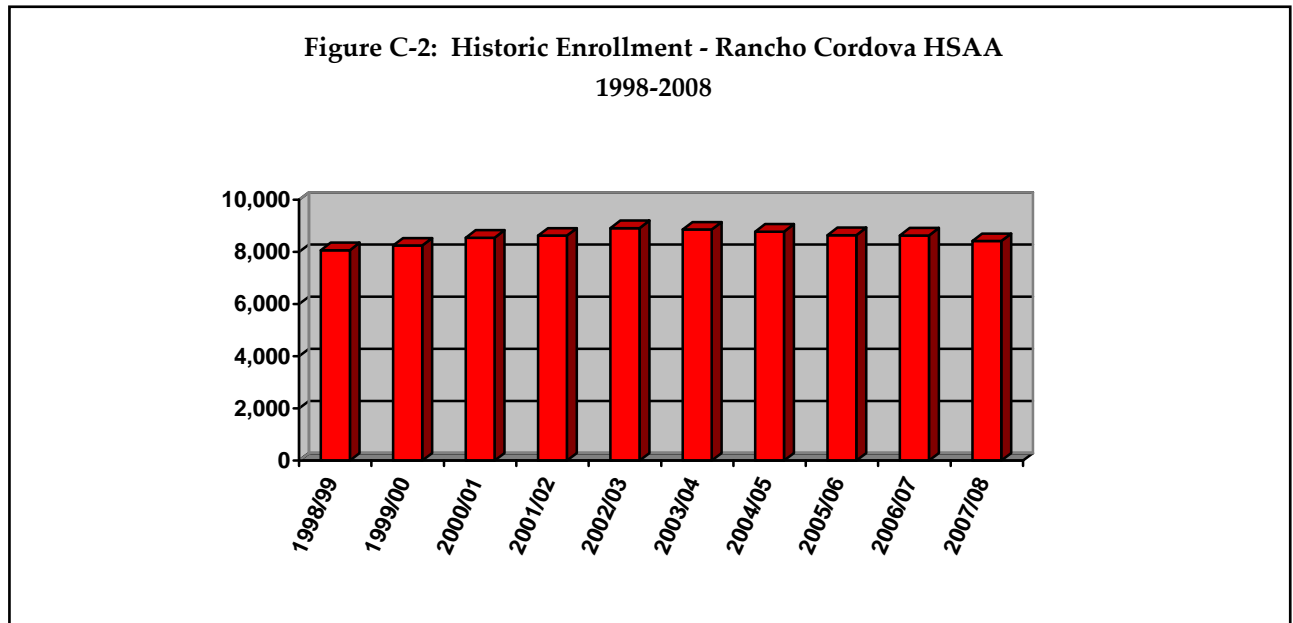
Rancho Cordova High School Attendance Area (HSAA)

The student population in the Rancho Cordova HSAA has grown from 8,070 K-12 students to 8,417 students over the past ten years, representing a 4.3% increase or an increase of 347 K-12 students. However, in the last five years the enrollment in the Rancho Cordova HSAA has begun to decrease. The District is hopeful that the new residential development proposed to be built in this area will bring additional students into this HSAA in the next few years. The Rancho Cordova HSAA enrollment history shown in Table C-2 and in Figure C-2 illustrates the enrollment over a ten-year period.

**Table C-2: Historic Enrollment – Rancho Cordova HSAA
1998-2008**

Grade Level	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	Overall Change
K-5	3,798	3,885	4,012	3,919	4,019	4,006	3,989	3,849	3,849	3,757	-41
6-8	1,698	1,756	1,909	1,893	2,001	1,929	1,911	1,932	1,895	1,882	184
9-12	2,306	2,307	2,447	2,459	2,540	2,516	2,471	2,440	2,399	2,353	47
SDC	268	301	182	358	354	409	409	424	493	425	157
Total	8,070	8,249	8,550	8,629	8,914	8,860	8,780	8,645	8,636	8,417	
Change		179	301	79	285	-54	-80	-135	-9	-219	347
% Change		2.22%	3.65%	0.92%	3.30%	-0.63%	-0.90%	-1.50%	-0.10%	-2.54%	4.30%

Source: CBEDS.



Folsom High School Attendance Area (HSAA)

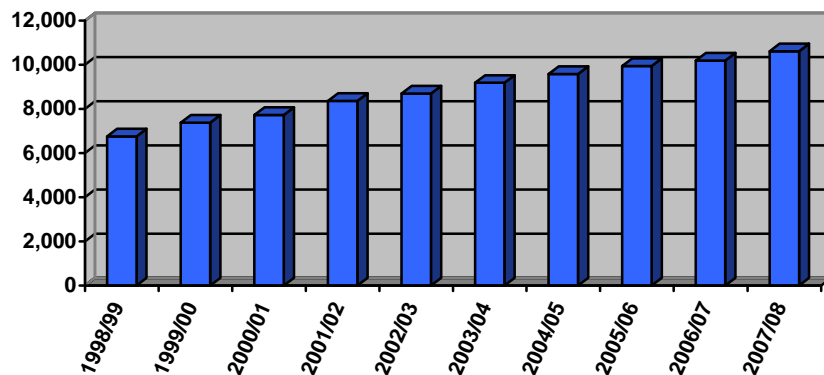
The student population in the Folsom HSAA has grown significantly over the past ten years. The student population has increased from 6,753 K-12 students in October 1998 to 10,610 K-12 students in October 2007, representing a 57.1% increase or an increase of 3,857 K-12 students. The Folsom HSAA enrollment history shown in Table C-3 and Figure C-3 illustrates the enrollment increase over a ten-year period.

**Table C-3: Historic Enrollment – Folsom HSAA
1998/2008**

Grade Level	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	Overall Change
K-5	3,107	3,388	3,552	3,820	3,957	4,218	4,448	4,566	4,657	4,800	1,693
6-8	1,601	1,699	1,838	1,998	2,065	2,171	2,172	2,262	2,371	2,427	826
9-12	1,968	2,170	2,308	2,420	2,545	2,619	2,773	2,927	2,950	3,085	1,117
SDC	77	114	29	120	133	173	184	184	212	298	221
Total	6,753	7,371	7,727	8,358	8,700	9,181	9,577	9,865	10,190	10,610	
Change		618	356	631	342	481	396	288	325	420	3,857
% Change		6.29%	6.90%	9.15%	4.83%	8.17%	4.09%	5.53%	3.29%	4.12%	57.1%

Source: CBEDS.

**Figure C-3: Historic Enrollment - Folsom HSAA
1998-2008**



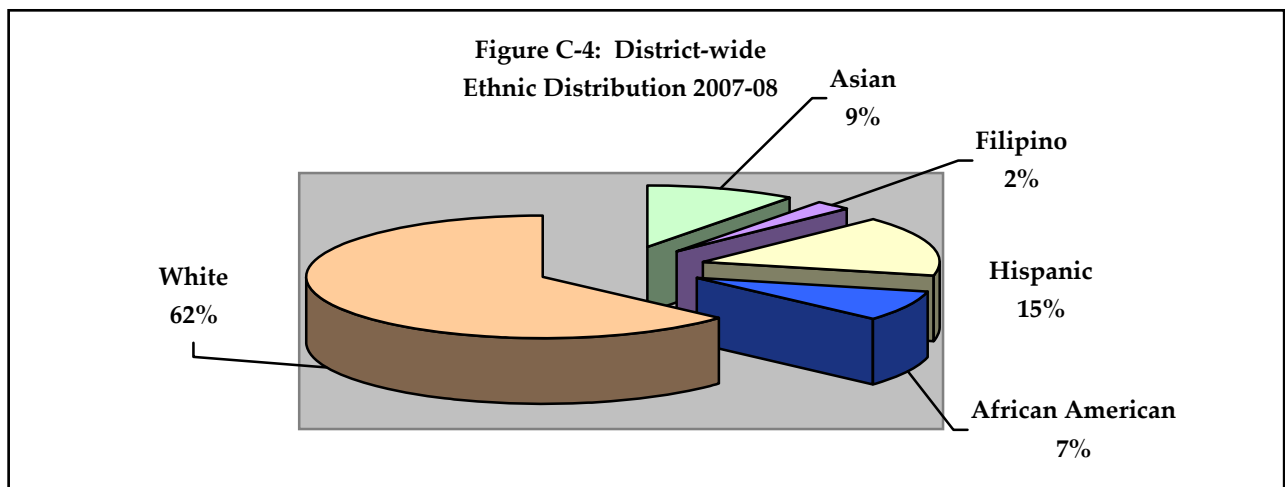
Ethnic Profile

The 2007/08 California Basic Educational Data Survey (CBEDS) was used to analyze the District's ethnic breakdown. Table C-4 indicates that the District is comprised predominantly of White students (62%). The second largest ethnic group is Hispanic/Latino students (15%) with Asian students being the third largest ethnic group (9%).

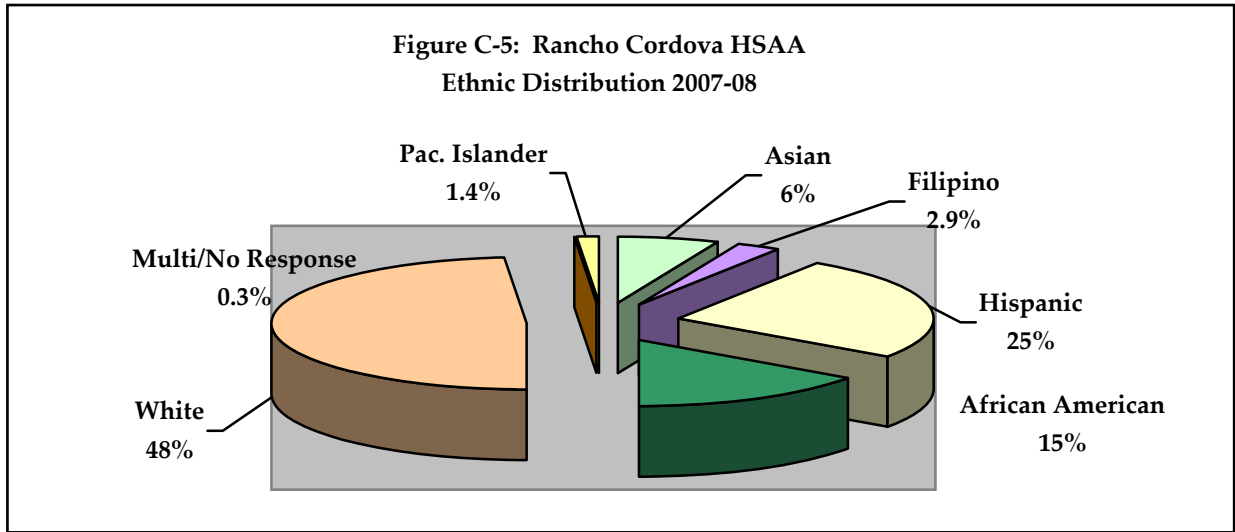
Ethnicity	District-wide	% of Enrollment	Rancho Cordova HSAA	% of Enrollment	Folsom HSAA	% of Enrollment
American Indian or Alaska Native	175	.009%	94	1.10%	81	0.70%
Asian	1,898	9.00%	521	6.20%	1,377	12.90%
Pacific Islander	160	.008%	117	1.40%	43	0.40%
Filipino	477	2.00%	244	2.90%	233	2.20%
Hispanic or Latino	2,984	15.00%	2,129	25.0%	855	8.10%
African American, not Hispanic	1,497	7.00%	1,264	15.0%	233	2.20%
White, not Hispanic	11,815	62.00%	4,045	48.0%	7,770	73.20%
Multiple or No Response	21	.001%	3	0.03%	18	0.20%
Total	19,027	100%	8,417	100%	10,610	100%

Source: CBEDS

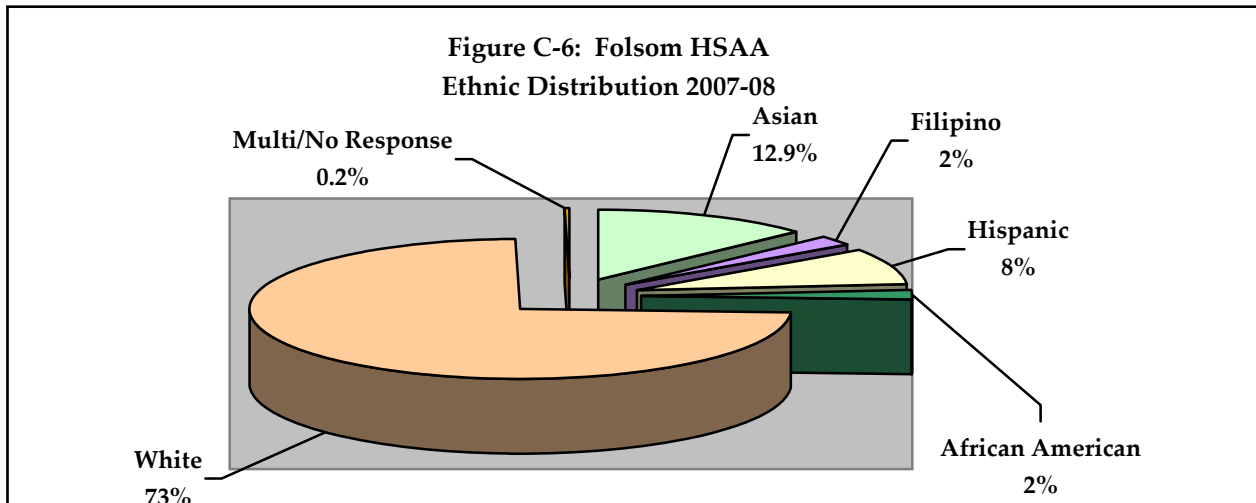
Figure C-4 illustrates the district-wide ethnic profile.



The Rancho Cordova HSAA ethnic breakdown for the 2007/08 school year is as follows: White students represent 48%, Hispanic/Latino students represent 25%, African Americans students represent 15%, Asian students represent 6%, and Filipino students represent 2.9% of the student population. All other categories represent 2% or less of the population. Figure C-5 illustrates the ethnic distribution of the Rancho Cordova HSAA.



The Folsom HSAA ethnic breakdown for the 2007/08 school year is as follows: White students represent 73%, Asian students represent 12.9%, Hispanic/Latino students represent 8%, Filipino students represent 2%, and African American students represent 2% of the student population. All other categories represent less than 2% of the student population. Figure C-6 illustrates the ethnic distribution of the Folsom HSAA.



Student Support Services

The District's Student Support Services Department works with disabled students and their parents/guardians to ensure the student is placed in the least restrictive environment that meets their needs. The amount of time special education students spend with their non-disabled peers is crucial in promoting their independence and integration into the community. The District is following the California Department of Education's goals for students with disabilities:

- Goal 1:** All individuals' unique instruction needs will be accurately defined.
- Goal 2:** All individuals with disabilities will be served or taught by fully qualified personnel.
- Goal 3:** All individuals with disabilities will be successfully integrated with non-disabled peers throughout their education experience.
- Goal 4:** All individuals with disabilities will meet high standards for academic and nonacademic skills.
- Goal 5:** All individuals with disabilities will successfully participate in preparation for the workplace and independent living.

The number of students in general education reported in Table C-5 is composed of all students enrolled in kindergarten through grade twelve within the District. A subset of these students received special education services. The percentage of students receiving special education services in the District has averaged 15 percent over the last five years.

Table C-5: Number of Students Receiving Student Support Services, 2003-2007			
Years	Total K-12 Students	Students Receiving Student Support Services	
		Number	Percent of All Students
2003/04	18,041	2,266	12.6%
2004/05	18,357	2,382	12.9%
2005/06	18,584	3,049	16.4%
2006/07	18,826	3,067	16.3%
2007/08	19,027	3,208	16.8%

The three most frequently received services for special education students are resource specialist, language and speech, and special day class services. Generally, resource specialist and language and speech services are provided as a “pull-out” program where a student is removed for a designated amount of time from their general education schedule to receive these special services. Special day class services are provided as a fulltime classroom assignment for students requiring individual or small group instruction due to their disability. Table C-6 outlines the number of pupils, by HSAA and district wide, that receive services as pull-out programs or full-day special education programs.

Table C-6: Disability by HSAA/District-wide				
Disability by HSAA	2004/05	2005/06	2006/07	2007/08
Folsom:				
Special Day Class	184	253	269	353
Resource Specialist/ Language and Speech	896	1,299	1,310	1,395
<i>Folsom Subtotal</i>	<i>1,080</i>	<i>1,552</i>	<i>1,579</i>	<i>1,748</i>
Rancho Cordova:				
Special Day Class	406	413	457	437
Resource Specialist/ Language and Speech	893	1,084	1,031	1,023
<i>Rancho Cordova Subtotal</i>	<i>1,299</i>	<i>1,497</i>	<i>1,488</i>	<i>1,460</i>
District-wide:				
Special Day Class	593	666	726	790
Resource Specialist/ Language and Speech	1,789	2,383	2,341	2,418
<i>District Total</i>	2,382	3,049	3,067	3,208

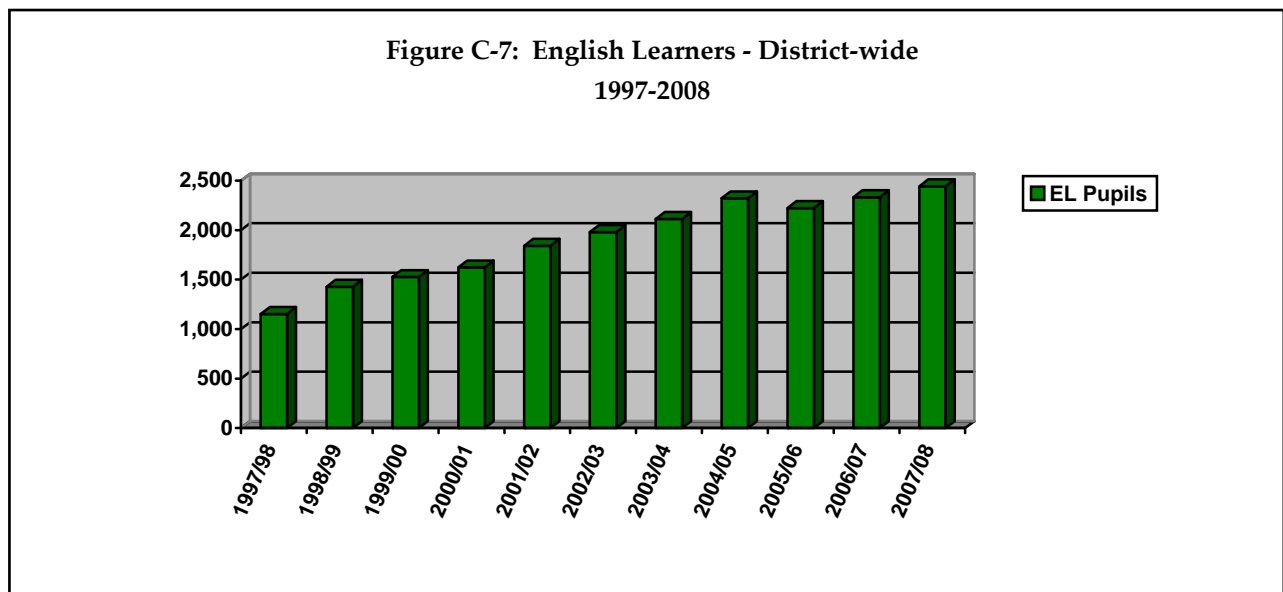
Special Programs

English Learners

English Learner (EL) students that are not yet proficient in English (previously referred to as Limited English Proficient (LEP)) represent a fast-growing population of the District's enrollment.

The District's Transitional English Program is integrated language and content; students are able to improve their English fluency while they learn the same content that mainstream students learn. Those students who are at the very beginning level of English ("newcomers") are grouped together for intensive English Language Development. Bilingual instructional assistants provide primary language support for students at the earliest stages of English fluency.

About a quarter of California's public school students need to learn English in order to succeed in school. The percentages are highest in the early grades with approximately 45% of the K-3 students English Learners. The District has 2,443 EL students currently enrolled, which calculates to 12.8% of the total District enrollment. The number of English Learners in the District has increased 112% since 1998/99.



Source: Ed-Data

Rancho Cordova is home to 80.76% of the EL students in the District and Folsom is home to 19.24% of the EL students. Table C-7 lists the number of EL students at each school site over the last four years. The current school year (2008/09) statistics are not available from the data source.

Table C-7: English Learners by School Site				
	2004/05	2005/06	2006/07	2007/08
Blanche Sprentz Elementary	30	27	32	34
C. Sundahl Elementary	11	8	10	12
Empire Oaks Elementary	27	32	41	38
Folsom Hills Elementary	10	11	23	19
Folsom High	30	32	35	40
Folsom Lake High	1	6	6	8
Folsom Middle	10	17	19	25
Gold Ridge Elementary	33	39	39	66
Natoma Station Elementary	35	22	32	39
Oak Chan Elementary	29	33	39	29
Russell Ranch Elementary	0	0	0	36
S.J. Gallardo Elementary	49	58	62	58
Sutter Middle	14	25	22	21
T. Judah Elementary	31	44	51	40
Vista del Lago High	0	0	0	5
Folsom Total	310	354	411	470
	2004/05	2005/06	2006/07	2007/08
Cordova Gardens Elementary	54	75	65	77
Cordova High	364	297	255	213
Cordova Lane Elementary	96	80	79	87
Cordova Meadows Elementary	103	98	78	85
Cordova Villa Elementary	105	124	142	125
Kinney High	18	15	21	21
Mather Heights Elementary	107	122	113	95
Mills Middle	301	258	255	236
Mitchell Middle	74	62	86	90
Mather Youth Academy	0	0	1	12
Navigator Elementary	n/a	n/a	114	138
Peter J. Shields Elementary	74	76	58	55
Rancho Cordova Elementary	198	173	187	185
Riverview Elementary	29	40	48	48
Williamson Elementary	155	149	133	149
White Rock Elementary	311	267	257	273
Walnutwood High	15	24	25	24
Cordova Total	2,004	1,860	1,917	1,973
District Total	2,314	2,214	2,328	2,443

Source: Ed-Data

When analyzing the District’s four largest EL groups against countywide and statewide totals for the same EL groups, it is interesting to note that the District educates 5.5% of the Ukrainian pupils on a statewide basis and 49.9% of the Armenian pupils on a countywide basis. Table C-8 lists the EL students by language, district-wide, countywide and statewide. There are 68 languages represented district-wide, with the majority speaking Spanish, Russian, Ukrainian or Armenian.

Table C-8: English Learner Students District – County – State Comparisons 2007/08					
English Learner Group	District-wide Enrollment	County-wide Enrollment	% of County-wide Enrollment	State-wide Enrollment	% of State-wide Enrollment
Spanish	1,076	23,826	4.5%	1,320,981	0.08%
Russian	385	3,140	12.3%	7,177	5.40%
Armenian	172	345	49.9%	7,606	2.26%
Ukrainian	123	1,680	7.3%	2,223	5.53%

Federal Title I and State Compensatory Education

Title I is a federal program that provides supplementary services to low-achieving students from low-income families. Title I schools with more than 50 percent of their students from low-income families are eligible to become School-wide Program (SWP) Schools. Title I SWP schools have the flexibility to serve all students at the school and are relieved of requirements to account for time and expenditures by services provided. The District has eight schools that qualify for Title I, all of which are located in the Rancho Cordova HSAA. Of these eight schools, six are eligible for the Title I SWP. Table C-9 lists the schools participating in the Title I programs.

Table C-9: Title 1 School Sites			
School Site	Total Enrollment	Title I (Federal)	Title I - SWP (Federal)
Cordova Meadows ES	398	Yes	Yes
Cordova Villa ES	378	Yes	Yes
Rancho Cordova ES	450	Yes	Yes
Riverview ES	248	Yes	Yes
PJ Shields ES	351	Yes	No
White Rock ES	552	Yes	Yes
Williamson ES	405	Yes	Yes
Mills MS	1,065	Yes	No

Free/Reduced Priced Meals

The National School Lunch Program is a federally assisted meal program operating in more than 99,800 public and non-profit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to more than 26 million children each day. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in after school education and enrichment programs to include children through 18 years of age. There were approximately 5,721 pupils in the District in 2006/07 that received free or reduced priced meals. The statistics for the current school year were not available at the time of this publication.