

Cordova Villa Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Cordova Villa Elementary School
Street	10359 S. White Rock Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9125
Principal	Richard A. Tapia, Ed.D.
E-mail Address	rtapia@fcusd.org
Web Site	http://www.fcusd.org/cve
CDS Code	34673306033187

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2018-19)

School Description: Cordova Villa Elementary School serves the community north of Highway 50. This spacious and beautifully manicured campus is a true neighborhood school, with a majority of students living within walking distance. Built in 1966, Cordova Villa retains the charm and quaintness of an older school while having all of the amenities of a new school including significant technology.

At Cordova Villa, we respect and celebrate individual differences. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017, was 480 students. We are home to many ethnic groups and languages including Armenian, English, Russian, Spanish, and Ukrainian, and many others.

The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in preschool through fifth grade and we proudly offer programs that serve the individual needs of our students including Special Education, Speech, GATE, ASES, Intervention Programs, Transitional Kindergarten, and Preschool. Cordova Villa Elementary has 18 classrooms in grades TK – 5. This breaks down into the following classes: 1 Transitional Kindergarten, 3 kindergarten classes, 3.5 first grade classes, 3.5 second grade classes, 3 third grade classes, 2 fourth grade classes, 2 fifth grade classes, 3 Special Education Day Class, and 1 Learning Center classroom. Cordova Villa also has 1 PE instructor, and 3 music instructors.

Cordova Villa Elementary encourages and respects a connective relationship between home and school. We also value our community contacts and parent participation. We encourage strong parent support to assist us in providing an excellent educational program. Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Schoolwires web page keeps parents informed about schedules, events, and activities happening at school. Frequent communication, regular conferences, and parent involvement in the classroom help to build a positive learning environment. Cordova Villa Elementary School is a Positive Behavior Intervention Support (PBIS) school.

Volunteers are welcomed each day at our school. They provide valuable assistance to students as well as to teachers and other staff members. We have tremendous support from our community and host Community Partners Reading Program on our campus. Another community partner, the River City Christian Church, donates many supplies to our school. Their contributions are greatly appreciated by our families.

The staff at Cordova Villa Elementary successfully provides a caring atmosphere where students can learn from outstanding professionals who are well trained and highly educated. It is our mission, along with that of the Folsom Cordova Unified School District, to provide excellence in educational programs that carry high expectations for each student's achievement and success.

Mission Statement: The mission of Cordova Villa Elementary is to provide a high-quality, standards-based education that supports the academic and social/emotional development of all students.

Cordova Villa Elementary is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program within a caring, respectful, multicultural environment. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and the disposition to continue their education and become responsible, successful adults.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	83
Grade 2	90
Grade 3	72
Grade 4	69
Grade 5	67
Total Enrollment	480

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	14.6
American Indian or Alaska Native	0.6
Asian	6.9
Filipino	2.7
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	3.1
White	18.1
Socioeconomically Disadvantaged	89.0
English Learners	33.1
Students with Disabilities	15.8
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	25	23	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adoption Year 2016	Yes	0.0%
Mathematics	Pearson - enVision Adoption Year 2015	Yes	0.0%
Science	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt-Rinehart & Winston Scott Foresman Adoption Year 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cordova Villa Elementary was originally constructed in 1966 and is comprised of twenty-five classrooms (25 classrooms are currently in use), one cafeteria, one library, one staff lounge, one computer lab, and two playgrounds. The 2009 modernization included the remodeling of the main building, replacement of three portables, the construction of a new multipurpose room, and the refurbishment of the school fields and landscape.

The principal works daily with the custodial staff of one (1) full time and two (2) part time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: October 9, 2018

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	38.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	28.0	30.0	51.0	53.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	202	98.06	38.31
Male	97	95	97.94	38.30
Female	109	107	98.17	38.32
Black or African American	35	35	100.00	22.86
American Indian or Alaska Native	--	--	--	--
Asian	12	10	83.33	30.00
Filipino	--	--	--	--
Hispanic or Latino	90	89	98.89	38.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.00	54.55
Two or More Races	19	19	100.00	44.44
Socioeconomically Disadvantaged	188	184	97.87	35.52
English Learners	87	85	97.70	40.48
Students with Disabilities	35	34	97.14	5.88
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	198	96.12	30.46
Male	97	91	93.81	34.44
Female	109	107	98.17	27.1
Black or African American	34	33	97.06	12.12
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	25
Filipino	--	--	--	--
Hispanic or Latino	90	88	97.78	28.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97	50
Two or More Races	19	17	89.47	35.29
Socioeconomically Disadvantaged	187	180	96.26	27.93
English Learners	87	85	97.7	28.57
Students with Disabilities	36	33	91.67	6.25
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.9	22.4	22.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is essential to the academic success of children. Therefore each year we allocate a portion of our budget to fund parent workshops and parent education. Volunteers are encouraged to be involved in the classroom, on field trips, as well as other school wide events.

Opportunities for family involvement go beyond the instructional day. Parents are a required component of the school site plan, site council, and bilingual advisory council. Parents are asked to join our family math nights, family literacy classes, and student performances, as well as the "make and take" events where the entire family learns together. Our ELAC committee hosts regular meetings, as well as evening events, to recognize the cultural diversity of our families and students. The School Site Council plays a key role in reviewing the school's safety and site plans. It also approves School Improvement Plan expenditures.

We are proud to have a computer in the school office dedicated for parents' use to enhance communication through access to Schoolwires, and we provide parent training for our Spanish speaking parents for six weeks during the summer. We are confident that these measures will not only enhance parent involvement but will allow us to disseminate important and/or urgent information to our families in a quick and efficient manner.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Principal Richard Tapia or Administrative Assistant Jennifer Trevino at Cordova Villa Elementary, (916) 294-9125.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	3.3	3.5	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.2	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Cordova Villa's campus is safe and clean. There were twenty (20) student accidents reported at our school in the 2017-18 school year. Restrooms and eating facilities are maintained daily. Classrooms are cleaned every day. Reported safety hazards are reviewed and resolved immediately. Safety plans and emergency plans are updated each fall and spring.

Our school is always seeking ways to improve safety. The Safe and Orderly team meets regularly and oversees monthly drills. School phones/radios allow for quick communication and tracking of missing persons. Students are taught to freeze at the sound of a whistle and to listen for important directions.

Date of Last Review/Update: August 28, 2018

Date Last Reviewed with Staff: October 9, 2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2	4		24		5		24		4	
1	23		3		23		3		22		3	
2	21	1	2		25		3		24		4	
3	24		2		24		3		23		3	
4	33		1	1	29		2		34			2
5	24	1	2		25	1	1	1	24	1	1	1
Other	23		1		9	1			11	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3938	N/A
Psychologist	0.9	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,321.57	\$2,163.66	\$5,157.91	\$71,299.80
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-37.4	-4.8
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-32.0	-11.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

District Revenue Sources

In addition to general state funding, Cordova Villa Elementary receives state and federal funding from the following categorical funds and other support programs: Title 1, Title 2, Title 3-LEP, English Learners/Low Income (EL/LI), and state funds for after school interventions for at-risk students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of Cordova Villa Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Professional Development Days	2015-16	2016-17	2017-18
Cordova Villa Elementary School	2	2	3