

Cordova Meadows Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Cordova Meadows Elementary School
Street	2550 La Loma Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9120
Principal	Amber Fontaine
Email Address	afontain@fcusd.org
School Website	www.fcusd.org/cme
County-District-School (CDS) Code	34673306033179

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2021-22 School Overview

School Vision and Mission:

The mission of Cordova Meadows Elementary School is to ensure that all students learn at grade level or higher. Cordova Meadows Elementary School is a community of stakeholders including students, parents, volunteers, and staff committed to providing excellence in educational programs by providing a safe, caring, and diverse learning environment where students grow academically and socially. Cordova Meadows Elementary School will accomplish this by working as a collaborative team to provide an instructional program focused on standards-aligned instruction. Our team will use data to close learning gaps and to ensure the success of all students.

School & Community Profile:

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of approximately 20,500 students, the schools in our district are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adults. There are twenty-one elementary schools, one charter school, four middle schools, three high schools, and five alternative schools. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners. Cordova Meadows Elementary School is an inviting campus with a garden, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the 2020-2021 school year, 350 students were enrolled in grades kindergarten through fifth grade. We also have a State and Federal Preschool on campus. The school's largest ethnic group is Hispanic/Latino, with 41.4% of the school population describing themselves as Hispanic/Latino. In terms of racial subgroups, significant numbers include Asians 16.6%, White at 13.1%, African-American at 14.3%, Two or More Races, 12.0%, and 2.6% of Native American, Filipino, and Pacific Islander. Cordova Meadows Elementary School has 40 students enrolled in the After School Education & Safety (ASES) program known as "STARS" daily until 6:00 pm. Our partnership with ASES focuses on providing a safe and nurturing environment that supports all students' developmental, social-emotional, and physical needs in the program.

Our staff is trained in effective instructional and intervention practices, and our teachers are regularly provided professional development to increase and improve their instructional effectiveness. Our Professional Learning Communities (PLCs), meet weekly. Funding from our Local Control Funding Formula (LCFF) and the general fund assist to improve collective teacher efficacy and provide high levels of learning for all students. Our master schedule provides for daily Response to Intervention

2021-22 School Overview

(Rtl) and/or remediation in small group settings. Cordova Meadows students in 4th and 5th grade receive music instruction.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive contributes to the goal of providing an excellent educational program in a warm, caring, and safe environment. The school spends considerable time and resources establishing strong connections to the parent and family community. We do this School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration has been having with parents. When guidance allows, parents are recruited to be involved in every aspect of the services to our students. Some examples of opportunities for our parents to get involved are the Parent Teacher Association (PTA), supporting our Community Garden, taking our Adult English as a Second Language (ESL) classes, as well as other parent engagement opportunities. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. One of our unique programs at our school is a Black Student Union (BSU) that all students are able to attend. We are the only elementary in the district that has this program on our campus. Our community stakeholders like Rotary and Cordova Church of Christ support our students with donations and the gift of time.

Creating a positive culture and climate is a focus at Cordova Meadows. In order to keep the momentum of decreasing suspension rates, Cordova Meadows has expanded our Positive Behavioral Interventions and Supports (PBIS) focus to include a focus on culture and climate. We will continue to build a positive school and classroom climate by extending existing Tier 1, Tier 2, and Tier 3 PBIS initiatives. In 2019, we received recognition from the California PBIS Coalition for successful PBIS implementation at the SILVER level. Buddy classrooms have been created to allow students to establish a sense of belonging through school-wide relationships. Social-emotional development and well-being for educators and students continue to be a priority as we move into deepening our Tier 2 and Tier 3 PBIS structures as we return to campus.

We are starting the school year in August 2021 in-person on campus following COVID-19 guidance placed on schools in Sacramento County. We will continue to follow all guidelines provided by Sacramento County and FCUSD as we move forward in providing the instructional minutes each day and preparing to have students back on campus.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	51
Grade 2	62
Grade 3	59
Grade 4	60
Grade 5	67
Total Enrollment	350

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
Asian	16.6
Black or African American	14.3
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	2.6
Two or More Races	12
White	13.1
English Learners	43.1
Foster Youth	0.3
Homeless	3.1
Socioeconomically Disadvantaged	84.6
Students with Disabilities	8.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.9	90.0	820.9	87.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.7	3.6	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.7	8.9	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.5	11.6	1.2	12115.8	4.4
Unknown	0.0	0.0	88.4	9.5	18854.3	6.9
Total Teaching Positions	21.0	100.0	933.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.1
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine 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.

Year and month in which the data were collected 2021 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Cordova Meadows' classrooms are organized into grade level zones, which provide the opportunity for grade level teachers to work as a team. All rooms have telephones, student and teacher computer stations, internet access, Smartboards or Promethean boards, a schoolwide video delivery system, heating, and air conditioning. Classrooms are space-efficient and well maintained. Restrooms are easily accessible and cleaned daily. Roofs, walls, floors, plumbing, lighting, and electrical systems were updated during the renovation of 2004, with additional site modernization completed in 2008. The school's fire alarm system is tested and maintained regularly. Both students and staff work diligently to keep the buildings and surrounding grounds clean, safe, and litter-free. All safety issues are dealt with in a timely manner. Everyone at Cordova Meadows takes pride in our school and its appearance.

Date of inspection: October 8, 2021

Year and month of the most recent FIT report 2021 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	101	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	32	NT	NT	NT	NT
Black or African American	37	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	159	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	NT	NT	NT	NT
Female	90	NT	NT	NT	NT
Male	101	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	32	NT	NT	NT	NT
Black or African American	37	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	22	NT	NT	NT	NT
White	20	NT	NT	NT	NT
English Learners	84	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	159	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	185	182	98%	2%	20%
Female	86	84	98%	2%	29%
Male	99	98	99%	1%	12%
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	36	34	94%	6%	11%

Black or African American	46	45	98%	2%	17%
Hispanic or Latino	76	76	100%	0%	25%
Native Hawaiian or Pacific Islander	4	4	100%	0%	25%
White	22	22	100%	0%	23%
English Learners	79	79	100%	0%	4%
Homeless	11	11	100%	0%	27%
Military	3	3	100%	0%	0%
Socioeconomically Disadvantaged	46	46	100%	0%	46%
Students with Disabilities	19	17	89%	11%	0%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	188	185	98%	2%	5%
Female	88	86	98%	2%	72%
Male	100	99	99%	1%	75%
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	39	37	95%	5%	3%
Black or African American	46	45	98%	2%	4%
Hispanic or Latino	76	76	100%	0%	8%
Native Hawaiian or Pacific Islander	4	4	100%	0%	0%
White	22	2	100%	0%	0%
English Learners	82	82	100%	0%	0%
Foster Youth			#DIV/0!	#DIV/0!	
Homeless	11	11	100%	0%	0%
Military	3	3	100%	0%	0%
Socioeconomically Disadvantaged	46	46	100%	0%	17%
Students with Disabilities	19	17	89%	11%	0%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	26	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	30	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Cordova Meadows is committed to partnering with parents and community members to assist with the development of financial resources and volunteer time to help the Cordova Meadows' students have access to extended learning opportunities. We encourage stakeholders to volunteer in classrooms when guidance allows, as well as participate in school activities and workshops to support struggling students.

Parents at Cordova Meadows are valued and prioritized. Our PTA is growing in numbers. Site Council Members, ELAC, and PTA assist us in monitoring school progress through surveys, meetings, and data walk. This year we plan on building our Parent Advisory Committee for our Black Student Union (BSU).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	393	128	32.6
Female	189	185	61	33.0
Male	213	208	67	32.2
American Indian or Alaska Native	0	0	0	0.0
Asian	66	65	18	27.7
Black or African American	66	60	31	51.7
Filipino	0	0	0	0.0
Hispanic or Latino	162	162	53	32.7
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	45	45	14	31.1
White	54	52	9	17.3
English Learners	176	175	47	26.9
Foster Youth	1	1	0	0.0
Homeless	19	19	16	84.2
Socioeconomically Disadvantaged	339	332	118	35.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	43	20	46.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.82	0.00	4.15	0.20	3.47	0.20
Expulsions	0.00	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.03	3.25	2.45
Expulsions	0.00	0.06	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Cordova Meadows is a safe and clean school. A partnership between a variety of stakeholders including the district, staff, students, parents, and the community supports our comprehensive safety plan. The school rules are published in the School Handbook and shared with families at the start of the new school year, as well as available on our school website at any time. We continually promote a positive school culture through our PBIS (Positive Behavior Intervention and Supports) team, which is composed of staff, parents, and students. Restrooms and eating facilities are cleaned daily. Classrooms and all school buildings are cleaned and sanitized on a regular schedule. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are being reviewed at least each month as we update safety protocols due to the COVID-19 pandemic. There were zero student accidents reported at our school in the 2020-2021 school year.

School safety plans are reviewed and updated monthly and school-wide emergency plans are in place in case a threatening situation should arise. These plans include safety accommodations for physically challenged students. Monthly disaster and/or fire drills provide practice for all staff and students in emergency readiness.

Date of Last Review/Update: October 18, 2021
Date Last Reviewed with Staff: October 21, 2021

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	23		3	
2	23		3	
3	21	1	2	
4	30		2	
5	28		2	
6				
Other	10	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	21		3	
2	22	1	2	
3	20	3		
4	21	4	1	
5	17	4	2	
6				
Other	8	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33		2	1
1	33		2	1
2	30	2	1	1
3	28	3		1
4	37		3	1
5	40		2	2
6				
Other	25	1		1

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,198	\$2,268	\$4,930	\$63,709
District	N/A	N/A	\$ 7,561.09	\$77,439
Percent Difference - School Site and District	N/A	N/A	-34.7	-19.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-52.5	-30.2

2020-21 Types of Services Funded

In addition to general state funding, Cordova Meadows receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,692	\$52,562
Mid-Range Teacher Salary	\$69,686	\$83,575
Highest Teacher Salary	\$95,318	\$104,166
Average Principal Salary (Elementary)	\$124,264	\$131,875
Average Principal Salary (Middle)	\$135,342	\$137,852
Average Principal Salary (High)	\$140,135	\$150,626
Superintendent Salary	\$243,612	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

It is the goal of Cordova Meadows 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.

In addition: This year many of our teachers decided to participate in the LETRS training to help our students with their reading skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07	99.93	--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07		--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00