

## **Section A: Introduction**

### **The Purpose of a School District Facilities Master Plan**

A facilities master plan is a collection of information, programs, policies, and facility data for a district which can be utilized on a continuous basis for planning facilities. The plan can assist in analyzing and prioritizing alternatives in allocating facility resources. The document is needed for planning for facility needs in a district in both growing and declining enrollment conditions.

Since a school district and its facilities are an integral component of a community, a district master plan should be coordinated with the larger community planning process and include community data as well. A collaborative planning effort can help provide schools that fit into the comprehensive growth and zoning plans for the city and relate to other projects in specific neighborhoods.

A district Facilities Master Plan, once adopted or approved, can then be the basis for the development of a Capital Improvement Plan, which could span one or several bond programs and include a variety of other funding sources. The validity of the Capital Improvement Plan and bond programs will be contingent on accurate information presented in the Facilities Master Plan. Comprehensive planning based on current and reliable information can help ensure the most efficient and cost effective use of taxpayers' dollars.

Because community and educational needs do change over time a master plan should be reevaluated on a regular basis.

### **Overview of the Folsom Cordova Unified School District**

The Folsom Cordova Unified School District is located in the eastern portion of Sacramento County. The District encompasses the majority of the cities of Folsom and Rancho Cordova and portions of the unincorporated areas of Sacramento County. The District serves grades Kindergarten through 12 and has a total enrollment of 19,117 students (October 2012, CBEDS).

The District currently operates nineteen elementary schools, one charter school, four middle schools, three comprehensive high schools, two continuation high schools and four alternative and adult education centers. A map of the District is shown on the next page. Additional attendance boundary maps can be found in Appendix A.

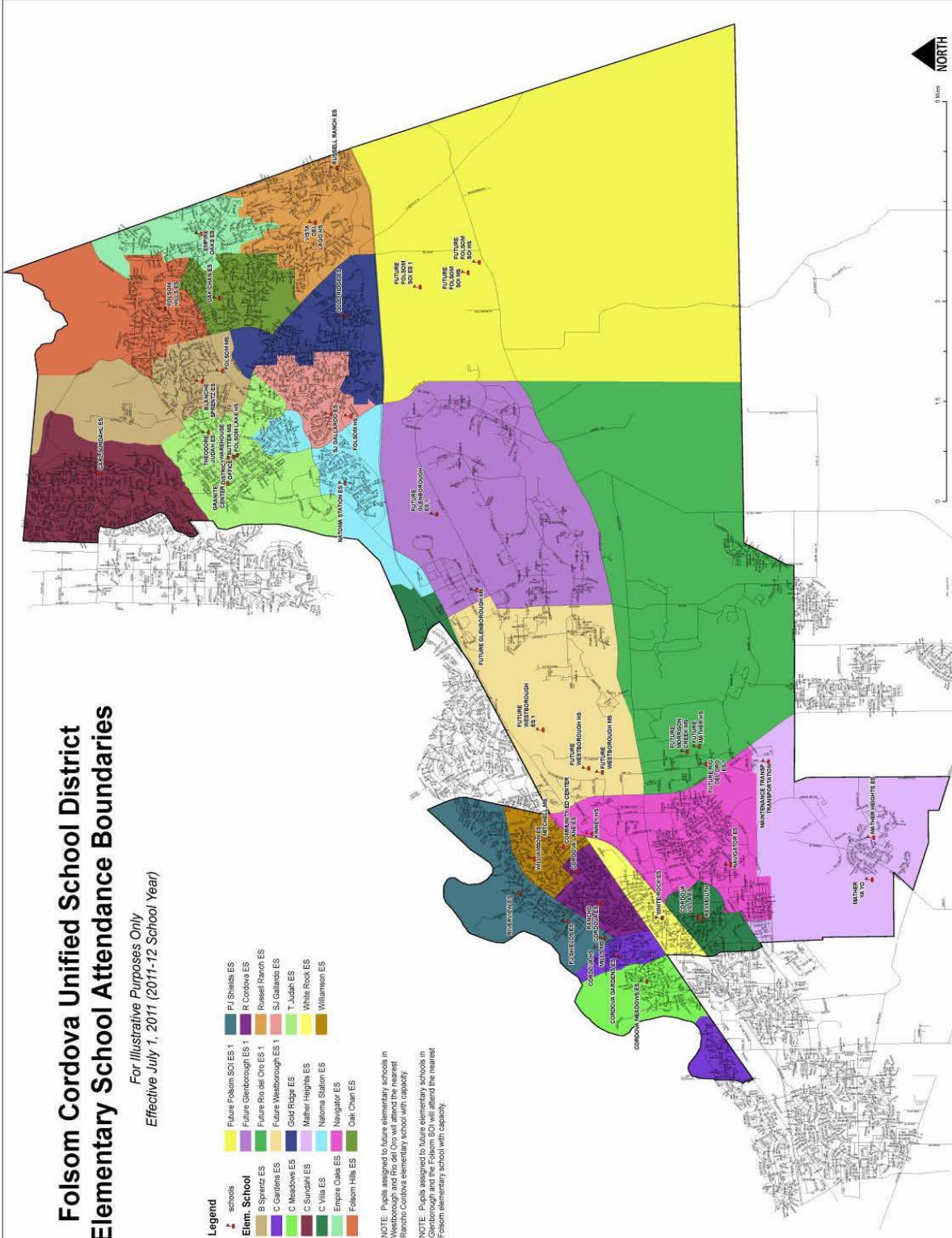
# Folsom Cordova Unified School District Elementary School Attendance Boundaries

For Illustrative Purposes Only  
Effective July 1, 2011 (2011-12 School Year)

- Legend**
- schools
  - Elem. School**
  - Future Folsom SCI ES 1
  - Future Glenborough ES 1
  - Future Rio del Oro ES 1
  - Future Westborough ES 1
  - C. Carlens ES
  - C. Meadows ES
  - C. Sundahl ES
  - C. Villa ES
  - Empire Oaks ES
  - Folsom Hills ES
  - F.J. Shields ES
  - R. Cordova ES
  - Russell Ranch ES
  - S.J. Gallardo ES
  - T. Judah ES
  - White Rock ES
  - Williamson ES
  - Oak Chan ES

NOTE: Pupils assigned to future elementary schools in Orange County and Riverside counties will attend Rancho Cordova elementary school with capacity.

NOTE: Pupils assigned to future elementary schools in Orange County and Riverside counties will attend the nearest Folsom elementary school with capacity.



## **History of the Folsom Cordova Unified School District**

The former Folsom High School District consisted of students from Granite, Howard, Ney and Kinney Elementary School Districts, which were among the very earliest school districts to be formed in Sacramento County. During the years preceding 1949, the Ney School District and the Kinney School District were lapsed and were added to the Granite School District, leaving only two elementary school districts in the Folsom High School District. Finally, in 1948, the Howard School District was lapsed and became part of the Granite School District, thus making the boundaries of the Folsom High School District and the Granite School District coterminous. Therefore, in 1949, the Folsom Unified School District was formed with an enrollment of 767.

In 1950 the District became the Folsom Joint Unified School District with the admittance of the Salmon Falls and Negro Hill school districts of El Dorado County. In 1967 the school districts in El Dorado County were released to El Dorado County and the name of the District was changed to the Folsom Cordova Unified School District.

In the late 1950s, Rancho Cordova's population surpassed the population of Folsom. Ten elementary schools were constructed over a ten year period (1956 to 1966) to accommodate the District's population boom. By 1966, Rancho Cordova had ten elementary schools, Folsom had two elementary schools and one high school and Mather Air Force Base had two elementary schools. The secondary students from Rancho Cordova were bused to Folsom until Mills Junior High School opened in 1958 and Cordova Senior High School opened in 1963. Mather secondary students were bused to Folsom High School until 1988.

In 1976 boundary line changes were made with the Elk Grove Unified School District where a portion of land north of Keifer Blvd near Mather Air Force based was exchanged for land near the Sacramento county line. In 1987 boundary line adjustments were made with the San Juan Unified School District, swapping the Gold River project in Rancho Cordova for the American River Canyon North project located within the Folsom city boundary. Also in 1987, boundary line adjustments at Butterfield in Rancho Cordova were made with the Sacramento City Unified School District.

Folsom's school construction boom started in 1986 with the opening of Carl H. Sundahl Elementary School. Since that time the number of Folsom schools has expanded with the opening of seven more elementary schools, the conversion of the old Folsom High School to Sutter Middle School, the construction of the current Folsom High School and the recent construction of Vista del Lago High School.

Cordova Lane and Riverview elementary schools, located in Rancho Cordova, were closed at the end of the 2009/10 school year due to continued declining enrollment at elementary school sites north of Folsom Boulevard in Rancho Cordova. Riverview Elementary is currently being leased by the Cordova Parks and Recreation Department and Cordova Lane Elementary has become the Cordova Lane Center, housing preschool programs and administrative offices for various programs in the District.

Today the District covers 95 square miles, and includes most of the cities of Rancho Cordova and Folsom, and some unincorporated areas of Sacramento County. The District currently serves more than 19,100 K-12 students and operates 30 school sites with a rich diversity of cultures and socio-economic populations. It includes a large food services department, transportation system and maintenance division.

## **District Mission, Educational Goals and Educational System**

### District mission statement:

*“Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.”*

### Educational Goals

The Governing Board's primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To operate effectively and create a positive organizational culture, the Board promotes a unity of purpose and governs within Board-adopted policies and procedures which keep the district focused on learning and achievement for all students.

The Board of Education is strongly committed to the district's mission of “providing excellence in educational programs that carry high expectations for each student's achievement and success.” To that end, the Board adopted five goals on October 4, 2012 to guide our district's ongoing student achievement:

- Goal 1: Student Achievement and Success
- Goal 2: Healthy, Safe, and Innovative Learning Environment
- Goal 3: Fiscal Stability and School Facilities to Support Student Learning
- Goal 4: Effective Communications and Community Involvement
- Goal 5: High Standards of Professional Development and Performance for Staff

Supporting each goal, the Board will identify specific performance measures to focus our efforts. These performance measures are not all inclusive, but are chosen to target our limited time, energy and resources on outcomes aligned to our mission and goals. The Board believes in ongoing, incremental improvement and understands that meaningful and measurable change takes time. Maintaining a consistent and sustained focus on goals and their performance measures enables us to build the capacity over time to achieve the outcomes we desire for students, staff and the community.

The superintendent and the leadership team will develop operational definitions for each performance measure, determine baseline performance levels and initiate strategies and action plans to meet five-year improvement targets. The district is committed to a monitoring and data system to provide regular and necessary information to staff which should inform progress towards meeting student achievement goals. Progress towards achieving the district goals and performance measures will be regularly reported to the community at board meetings.

### The District's Educational System

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's achievement and success. To be able to offer a curriculum that enables students to meet this vision, the Board of Education has established curriculum priorities and guidelines. These priorities are based on student needs as determined by demographics, data related to student achievement within the district, and the recommendation of staff, parents/guardians and community members. The District has established a curriculum development process that provides for ongoing development, review and evaluation of the district's curriculum. In keeping with these priorities the Board has:

- Adopted expected standards of student achievement for each grade level.
- Approved the curriculum development process.
- Adopted the district curriculum and courses of study to be offered.
- Approved and allocated funds for instruction materials and resources.
- Established graduation requirements.
- Provided a continuing program of in-service education to keep certificated staff and the administration updated about curriculum issues, instructional strategies and available instructional materials.
- Reviewed and evaluated the instructional program based on program quality reviews and frequent reports by the Superintendent.
- Served as the principal advocate to the community for the instructional program provided to all students.

The District provides equivalent education opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement, but not supplant the district-provided core curriculum and also supplement any services that may be provided by other categorical programs.

Following the board guidelines, elementary curriculum and instruction further defined the vision for elementary schools to provide the opportunity for every child to be a successful learner in a caring, supportive environment. Our curriculum is aligned to the California State Content Standards, and core subjects such as reading/language arts and math have district-developed pacing guides to support teachers' delivery. Frequent assessments allow teachers to make informed decisions about the appropriate next instructional steps to insure that all students make necessary progress. Teachers are trained in differentiated instruction to meet the varied needs of all students: challenging the gifted and talented, and providing intervention for students who have not yet mastered grade level standards.

Secondary curriculum and instruction provide a student-centered learning environment that promotes academic achievement, personal responsibility, and engagement of talents which lead to post-secondary success and responsible citizenship. To prepare all secondary students for successful transitions to college and careers:

- Students complete a common set of middle school core curricula that will provide them with the ability, aptitudes, motivation, and skills they need to succeed in high school.
- Students complete a common set of high school core curricula that will provide them with the knowledge, talents, expertise, and skills they need to succeed in college and the workplace.
- Students have multiple pathway options: small learning communities, specialized secondary programs, thematic teams, career technology academies, and articulated programs with colleges that prepare students for post-secondary success.

## District Programs

The following is a brief overview of programs offered by the district:

- *Preschool Program:* The State and Title I preschool programs are committed to provide a learning experience for each child in preparation for an early success and school readiness, with an emphasis on a partnership with parents. Our goal for these programs is to provide a learning experience to meet the developmental needs of children with a plan for success with parent involvement.

Children will have a safe, wholesome, nurturing educational experience. Children will be in a learning environment in which children can solve problems and express their feelings through words, art and other creative areas. Children will be exposed to different cultural experiences. Parents are an integral part of the educational process. In recognition of this important role, parent involvement is actively sought, encouraged and welcomed. Students will enter kindergarten with the necessary skills to promote lifelong learning.

- *Junior Kindergarten Program:* A Junior kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.
- *Student Care and Development Programs:* The Board wishes to provide a safe environment, with competent, caring supervision, for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district childcare and development programs aim to strengthen families by enhancing parenting skills and reducing the strain on parents.
- *Elementary School Program:* The District operates a mixture of grades K-5 and K-6 elementary schools. Sixth grade classes are offered at some elementary schools to allow some pupils to remain at the elementary school level that might not otherwise be ready to enter a secondary school.
- *Secondary School Program:* The District operates grades 6-8 middle schools and grades 9-12 high schools.

- *Student Support Services:* The Board recognizes the need to actively seek out and evaluate district residents from birth to age 22 within the district, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Parents/guardians, teachers and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. Pupils that have been identified with a disability that interferes with learning shall have an individualized education program (IEP) in effect at the beginning of each school year.
- *Title I Programs:* Title I programs shall provide eligible students with supplementary services designed to reinforce the core curriculum and improve achievement in basic and advanced skills. The District provides these services, including remediation in reading, language arts and/or mathematics, on the basis of individual student needs identified and annually assessed with objective educational criteria.

In accordance with law, a plan is filed with the State describing the assessments, strategies and services the district will use to achieve student educational improvement. Any eligible school that desires to operate a school-wide program shall develop a comprehensive plan for reforming the total instructional program in the school.

- *Gifted and Talented Student Program:* The Board believes that all students deserve an education that matches their abilities. The District participates in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.
- *Summer School Program:* The Board recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, summer school classes for purposes of remediation, enrichment or acceleration are offered. First priority to enroll in summer high school classes shall be given to District students who need course credits in order to graduate by September or who were assessed as not meeting the District's adopted standards of proficiency in basic skills.



- Continuation Education Program: Continuation high school curriculum offered enables students to meet requirements for high school graduation. To receive a high school diploma, students in continuation high school must pass the high school exit examination. Instruction in continuation education classes is based on individual needs as determined by the findings of the counseling and coordination services. With the consent of the Superintendent, a student may voluntarily enroll in continuation classes in order to receive special attention such as individualized instruction. These students may return to the regular high school at the beginning of the following school year, or at any time the Superintendent gives consent.
- Independent Study Program: The Board of Education recognizes its responsibility for the education of all pupils in the school system. The Independent Study Program is an optional alternative instructional strategy by which all enrolled pupils may reach curriculum objectives and fulfill graduation requirements outside of the regular classroom setting. The primary purpose for Independent Study is to offer a means of individualizing the educational plan for pupils whose needs may be best met through study outside of the regular classroom setting. Independent Study may be used by all pupils who are motivated to achieve educationally as well as or better through this strategy than they would in the regular classroom.
- Vocational Education Program: The Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

- Instruction Support Program – Libraries: The Governing Board recognizes that school library media centers play a vital role in education by providing access to a variety of informational resources. The Board desires to provide comprehensive library media centers with up-to-date books, reference materials, and electronic information resources necessary to support a high-quality

instructional program and enhance the in service training of staff. The Board encourages classroom teachers and library media teachers to collaborate in developing resource-based learning activities that promote advanced thinking skills and enable students to become independent learners. The Board encourages students and staff to request materials that they would like added to library media center collections.

- Technology: The mission of the Educational Technology & Information Systems Department is to provide outstanding educational leadership and technological support and service for all district students and staff. We maximize their ability to access the best information and knowledge resources available, and help to create a first-class, 21<sup>st</sup> century educational organization.

Ours is a district filled with students and staff with constant, seemingly effortless, instant access to high quality information. We have an environment where the technology resources are integral, natural tools in constant use by people of all backgrounds, whether for study or effective work. It is an environment of students and staff empowered with the technical skills and knowledge necessary to succeed as lifelong learners.

- Pupil Health Services: The District's Department of Health Programs is committed to promoting optimal lifelong health, wellness and learning for the students, families, employees and communities of the Folsom Cordova Unified School District. Credentialed school nurses accomplish this by providing holistic, quality nursing care, prevention programs and developmentally appropriate health education services. The department will remain a regional leader by continuing to create progressive and innovative approaches to school health services.
- Counseling Services: The District's counseling program promotes academic achievement, serves the diverse needs of District students and, to the extent possible, focuses on prevention and early intervention. Students shall be encouraged to arrange a meeting with counseling staff whenever they desire to discuss academic, social or personal problems.

The Board expects academic counseling to help students establish immediate and long-range educational plans, make progress towards achieving proficiency standards, and complete the required curriculum in accordance with their individual needs, abilities and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

Counseling staff shall help students to plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

Counseling staff also shall identify and work with students whose personal problems may prevent them from functioning up to their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with chemical dependency, physical or emotional problems, or other personal problems.

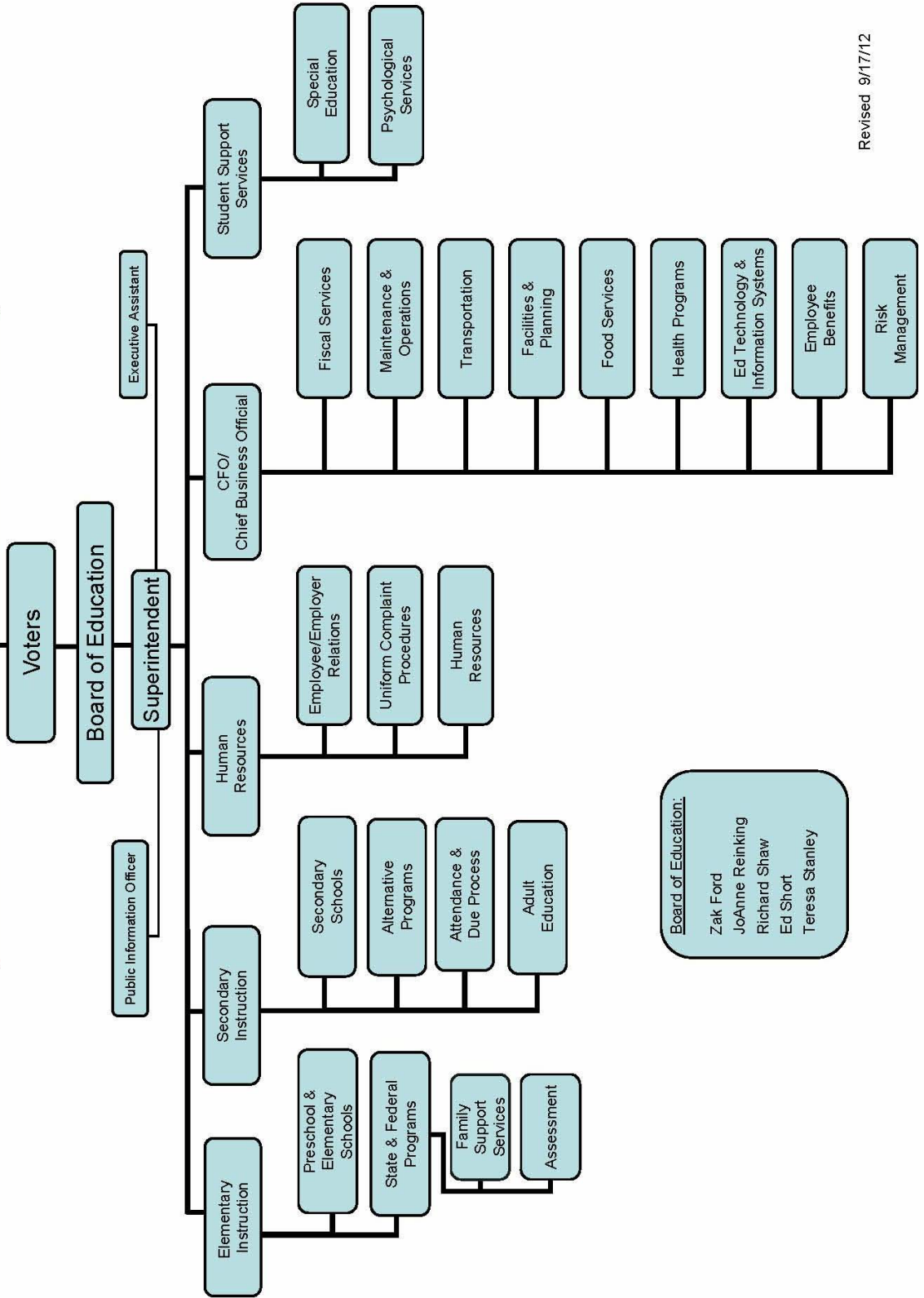
- General Support Services: The Governing Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Superintendent shall develop decision-making processes that are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters that the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

Within the parameters of law, the Board may employ administrative and supervisory personnel to assist in the effective management of the District. All schools and departments shall form a single administrative system organized so that appropriate decision-making may take place at various levels in accordance with Board policy and administrative regulations. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met. An organizational chart of the District is included on the following page.

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



**Board of Education:**  
 Zak Ford  
 JoAnne Reinking  
 Richard Shaw  
 Ed Short  
 Teresa Stanley

Revised 9/17/12