

# Cordova Meadows Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

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

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### School Vision and Mission:

#### Vision:

At CME we will work together to build academic and social emotional skills by challenging, inspiring, and empowering individuals to positively impact our community and the world while recognizing and honoring our ever changing multicultural society.

#### Mission:

Our mission at CME is to support this environment by building an inclusive academic program, addressing a range of learning styles, offering an array of diversity efforts and initiatives, and participating in the wider community. We will provide academic and social emotional support to meet the needs of all students. As a newly formed Community School, we will work with our community to bring support on campus for families, students, and staff.

### 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, 360 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 35% of the school population describing themselves as Hispanic/Latino. In terms of racial subgroups, significant numbers include Asians at 15%, White at 14%, African-Americans at 21%, Two or More Races, at 14%, and 2% of Native Americans, Filipino, and Pacific Islanders. Cordova Meadows Elementary School has students enrolled in the After School Education & Safety (ASES) program 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.

## 2022-23 School Overview

Our staff is trained in effective instructional and intervention practices, and our teachers are regularly provided with 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 (RtI) 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 with the parent and family community. We do this School Site Council (SSC), English Language Advisory Committee (ELAC), Black Student Union (BSU) Parent Advisory, 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 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	55
Grade 2	56
Grade 3	71
Grade 4	52
Grade 5	60
<b>Total Enrollment</b>	<b>350</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	14.9
Black or African American	20.9
Filipino	0.0
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	2.3
Two or More Races	13.7
White	13.7
English Learners	36.6
Foster Youth	0.0
Homeless	3.7
Migrant	0.0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	9.4

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.90	89.99	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.75	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.75	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.52	11.60	1.24	12115.80	4.41
<b>Unknown</b>	0.00	0.00	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	933.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.10	83.81	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.70	1.30	11953.10	4.28
<b>Unknown</b>	3.50	16.19	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	21.60	100.00	985.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.00</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.10</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 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** 2022 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	Benchmark Advance, 2016	Yes	0.0%
<b>Mathematics</b>	Pearson - enVision, 2020	Yes	0.0%
<b>Science</b>	Amplify - California Science, 2019	Yes	0.0%
<b>History-Social Science</b>	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 10, 2022

Year and month of the most recent FIT report

2022 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	21	N/A	59	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	9	N/A	48	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	184	172	93.48	6.52	20.93
<b>Female</b>	88	82	93.18	6.82	28.05
<b>Male</b>	96	90	93.75	6.25	14.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	29	27	93.10	6.90	22.22
<b>Black or African American</b>	31	31	100.00	0.00	6.45
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	71	69	97.18	2.82	27.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	18	81.82	18.18	16.67
<b>White</b>	27	23	85.19	14.81	26.09
<b>English Learners</b>	75	66	88.00	12.00	12.12
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	136	94.44	5.56	19.85
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	22	91.67	8.33	0.00

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	184	181	98.37	1.63	9.39
<b>Female</b>	88	85	96.59	3.41	7.06
<b>Male</b>	96	96	100.00	0.00	11.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	29	29	100.00	0.00	13.79
<b>Black or African American</b>	31	31	100.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	71	70	98.59	1.41	10.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	21	95.45	4.55	4.76
<b>White</b>	27	26	96.30	3.70	19.23
<b>English Learners</b>	75	75	100.00	0.00	8.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	141	97.92	2.08	9.22
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	24	22	91.67	8.33	0.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	1.69	NT	44.81	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	60	59	98.33	1.67	1.69
<b>Female</b>	23	22	95.65	4.35	0
<b>Male</b>	37	37	100	0	2.7
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	12	100	0	0
<b>Black or African American</b>	12	12	100	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	24	24	100	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	27	27	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	49	48	97.96	2.04	2.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	87%	87%	87%	92%

## 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.

#### 2022-23 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. Our BSU Parent Advisory Team continues to grow at our site.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	424	389	133	34.2
Female	196	184	58	31.5
Male	228	205	75	36.6
American Indian or Alaska Native	1	1	0	0.0
Asian	61	54	4	7.4
Black or African American	81	78	42	53.8
Filipino	0	0	0	0.0
Hispanic or Latino	141	132	51	38.6
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	67	58	20	34.5
White	64	57	15	26.3
English Learners	156	146	27	18.5
Foster Youth	3	3	1	33.3
Homeless	27	19	14	73.7
Socioeconomically Disadvantaged	369	338	117	34.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	49	46	20	43.5

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.90	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.90	0.00
Female	1.53	0.00
Male	9.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.64	0.00
Black or African American	6.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.97	0.00
White	4.69	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	6.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.08	0.00

## 2022-23 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. In the 2021-2022 school year there were six student accidents reported.

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: December 5, 2022

Date Last Reviewed with Staff: December 5, 2022

## 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.

## 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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	1	2	
1	24	1	2	1
2	36		2	1
3	34		3	1
4	30		4	1
5	30	1	4	1
6				
Other	27	2		1

## 2021-22 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	0

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$7,943	\$2,469	\$5,474	\$65,481
<b>District</b>	N/A	N/A	\$7,825.21	\$80,585
<b>Percent Difference - School Site and District</b>	N/A	N/A	-35.4	-20.7
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	-18.6	-29.7

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$42,116	\$54,370
<b>Mid-Range Teacher Salary</b>	\$72,125	\$82,681
<b>Highest Teacher Salary</b>	\$98,654	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,273	\$135,283
<b>Average Principal Salary (Middle)</b>	\$136,712	\$141,244
<b>Average Principal Salary (High)</b>	\$147,263	\$152,955
<b>Superintendent Salary</b>	\$252,138	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff at the beginning of the year and one at mid-year. 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; reading professional literature, and 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. This year we have also sent several teachers to Responsive Classroom and PLC Solution Tree Training.

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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2