Cordova Villa Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Cordova Villa Elementary School
Street	10359 S. White Rock Road
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9125
Principal	Amber Carter
Email Address	acarter@fcusd.org
School Website	www.fcusd.org/cve
County-District-School (CDS) Code	34673306033187

2023-24 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	www.fcusd.org

2023-24 School Description and Mission Statement

Our vision at Cordova Villa Elementary School is to ensure all students learn at high levels.

Mission:
In partnership with families and community organizations, Cordova Villa Elementary will inspire students to achieve the highest standards of intellectual and personal development through stimulating and comprehensive programs within a caring, respectful, and inclusive environment. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults.

School & Community Profile:
Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 20,500 students, schools 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 elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, an adult school, and a virtual academy.

Cordova Villa Elementary School, located in the community of Rancho Cordova, operates on a traditional schedule from August through May. The enrollment for the 2023-2024 school year, is 442 students in grades Preschool through fifth. We have a State Preschool as well as an SDC preschool, and 2 full-time SDC moderate severe classes. We have 2 speech teachers in addition to our RSP program. Our school consists of the following race/ethnicity groups: 46.1% Hispanic/Latino, 14.8% African American, 9.5% White, 8.4% Asian, 1.1% Pacific Islander, 0.4% Filipino, and 16.3% reporting two or more races.

2023-24 School Description and Mission Statement

As a Title 1 school, 92% of our students are unduplicated, including 9% homeless. Our English Learner population makes up 32% of our enrollment, of which many students have been in the country for less than three years. Our English Learners speak a variety of languages including Spanish, Farsi, Pashto, Russian, and Ukrainian. In addition, we have 65% of students report being on welfare. In addition to a special education preschool program, our site also houses a state preschool program consisting of around 36 students. We also have a full-time school nurse and one LVN and one health tech to support our medically fragile students. Cordova Villa Elementary had approximately 71 students enrolled in the After School Education & Safety (ASES) program this year.

Cordova Villa is a community school, and we work with parents as partners in their child's education. We continue to find creative ways to involve our parents through school events such as field trips, drama productions, chili cook-offs, English Learner Advisory Committee (ELAC), and School Site Council. Teachers regularly communicate at home and support families not only in academics but with social and emotional needs as well. With a focus on the California Common Core State Standards, we hold high expectations for students and provide additional support throughout the school day to meet the needs of each individual student. As a Positive Behavioral Interventions and Supports (PBIS) school, we focus on structures and supports that promote positive behavior management in and out of the classroom, teaching and reinforcing behavior expectations to help prevent problem behaviors from interfering with student learning. We support our student's social and emotional needs through classroom structures and lessons designed for emotional regulation and have a designated school social worker and school psychologist on site. As a new Community School, we have several positions that were added in the 2023-2024 school year: a Community Liaison, a Parent Liaison for several hours per day, a Behavior Intervention Specialist, and a Library Media Clerk.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	89
Grade 2	77
Grade 3	65
Grade 4	67
Grade 5	68
Total Enrollment	448

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	52.5%
American Indian or Alaska Native	0.4%
Asian	8.7%
Black or African American	14.5%
Filipino	0.9%
Hispanic or Latino	45.3%
Native Hawaiian or Pacific Islander	1.6%
Two or More Races	16.3%
White	12.3%
English Learners	32.6%
Foster Youth	0.7%
Homeless	6.3%
Socioeconomically Disadvantaged	89.7%
Students with Disabilities	12.3%

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

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)	23.00	95.85	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.60	1.24	12115.80	4.41
Unknown	1.00	4.15	88.40	9.48	18854.30	6.86
Total Teaching Positions	24.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	90.23	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	2.50	9.77	62.20	6.31	15831.90	5.67
Total Teaching Positions	25.60	100.00	985.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, 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	2023 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 Villa has 25 classrooms, a multipurpose room, and an administration building. The main campus was built in 1969, modernizations were completed in 2009. Portables were added to the site in 1997, 1998, 2003, and 2009. New Kindergarten rooms and a new multipurpose room were added in 2010. A shade structure was added in 2014. A new kindergarten/transitional kindergarten modular building was installed in 2023. The play structures are in good condition, the kindergarten play structure was upgraded when the modular building was installed. There are two storage containers and two sheds on the site.

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

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

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at https://www.fcusd.org/Page/41590. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2023

Year and month of the most recent FIT report	2023 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			Roaches in and around multi kitchen area. Work order #64871
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Broken door closer work order #64805

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	Pest Control work order #64872 Playground missing Rockwall.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	20	59	58	47	46
Mathematics (grades 3-8 and 11)	16	11	48	48	33	34

2022-23 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
All Students	208	192	92.31	7.69	19.79
Female	97	92	94.85	5.15	23.91
Male	111	100	90.09	9.91	16.00
American Indian or Alaska Native	--	--	--	--	--
Asian	25	20	80.00	20.00	35.00
Black or African American	30	30	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	91	87	95.60	4.40	16.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	26.09
White	26	22	84.62	15.38	18.18
English Learners	74	59	79.73	20.27	8.47
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	180	168	93.33	6.67	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	0.00

2022-23 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
All Students	208	206	99.04	0.96	11.17
Female	97	95	97.94	2.06	11.58
Male	111	111	100.00	0.00	10.81
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	16.67
Black or African American	30	30	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	0.00
White	26	26	100.00	0.00	7.69
English Learners	74	73	98.65	1.35	4.11
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	180	179	99.44	0.56	10.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	6.90

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.00	3.03	44.81	45.75	29.47	30.29

2022-23 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
All Students	72	70	97.22	2.78	2.86
Female	25	25	100.00	0.00	4.00
Male	47	45	95.74	4.26	2.22
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	3.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	0.00
English Learners	32	30	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	3.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	0	0	0	0	0

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.

2023-24 Opportunities for Parental Involvement

Cordova Villa actively seeks and appreciates resources to assist underachieving students from families and community partners (i.e., River City Christian Church, Intel PC Pals, Costco, Walmart, Target, WinCo, Dignity Health, Kaiser, Grocery Outlet, Staples, Rancho Cordova Rotary Club, Blessings in a Backpack, Shoes that Fit and Sacramento Assistance League). The school and FCUSD also provide resources to support underachieving students (i.e., parent workshops, school supplies, and academic support).

We provide opportunities for parents, staff, and community members to take part in the planning, implementation, and evaluation of programs through participation in our School Site Council, English Learner Advisory Committee, and yearly staff and parent surveys. We have a Community School Support Specialist who seeks opportunities to foster home-school partnerships to help with our families with chronic absenteeism and/or put them in contact with resources.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	532	500	190	38.0
Female	244	233	82	35.2
Male	288	267	108	40.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	48	44	7	15.9
Black or African American	81	73	37	50.7
Filipino	6	5	1	20.0
Hispanic or Latino	234	222	83	37.4
Native Hawaiian or Pacific Islander	8	7	5	71.4
Two or More Races	89	83	35	42.2
White	64	64	21	32.8
English Learners	176	170	44	25.9
Foster Youth	10	6	3	50.0
Homeless	43	42	31	73.8
Socioeconomically Disadvantaged	462	440	176	40.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	74	31	41.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.39	5.56	6.02	0.20	4.04	3.48	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.02	0
Female	6.15	0
Male	5.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.88	0
Filipino	0	0
Hispanic or Latino	3.85	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.11	0
White	7.81	0
English Learners	3.41	0
Foster Youth	0	0
Homeless	11.63	0
Socioeconomically Disadvantaged	6.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.49	0

2023-24 School Safety Plan

Cordova Villa Elementary is safe and clean. Classrooms, restrooms, and eating facilities are cleaned and disinfected regularly. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall. Our school is participating in the School Emergency Response plan based on the Incident Command System that Emergency Services uses. Cordova Villa regularly practices safety drills including fire/evacuation drills, lockdown drills, or active shooter drills.

Our Safe Schools Plan encompasses disaster procedures, fire escape routes, school conduct code and discipline, sexual harassment policy, and child abuse reporting. The plan was reviewed by the School Site Council on October 25, 2021. During the 2022-2023 school year, there were two ((2) reported student accidents.

Date of Last Review/Update: December 7, 2022
Date Last Reviewed with Staff: December 7, 2022
Date of Last review with SSC: January 24, 2023

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.

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	35	1	3	1
1	31	2	1	1
2	38		3	1
3	33		3	1
4	37		5	1
5	34	1	2	1
Other	17	3		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	40		4	1
1	34		3	1
2	20	2	1	
3	33		3	1
4	38		4	1
5	32		5	1
Other	25	2	1	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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

2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
School Site	$9,522	$2,882	$6,640	$82,476
District	N/A	N/A	$8,430.26	$81,494
Percent Difference - School Site and District	N/A	N/A	-23.8	2.3
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	0.7	-6.9

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Cordova Villa 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, Learning Recovery, Educator Effectiveness, 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 2022-2023 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$43,379	$55,550
Mid-Range Teacher Salary	$74,289	$84,645
Highest Teacher Salary	$101,614	$111,284
Average Principal Salary (Elementary)	$133,273	$139,860
Average Principal Salary (Middle)	$143,251	$146,440
Average Principal Salary (High)	$148,555	$158,447
Superintendent Salary	$320,000	$278,268
Percent of Budget for Teacher Salaries	34.44%	32.21%
Percent of Budget for Administrative Salaries	4.64%	4.89%

Professional Development

Folsom Cordova Unified School District provided staff with three optional professional development days this school 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 training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

It is the goal of Cordova Villa Elementary to assist students in their social and personal development as well as academics. Our Professional Learning Community (PLC) is focused on developing the knowledge and skills of our entire staff to support student learning. We regularly review academic, behavior, attendance, and social emotional data with the staff and use that data to inform our practices. With the help of our intervention team and instructional coach, we have a variety of supports in place to meet the needs of all learners.

Administration, teachers and support staff continue to be trained with Solution Tree on PLCs with the use of Educator Effectiveness Funds.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2