

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

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(Data collected as of October 2023)

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## Executive Summary

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The Folsom Cordova Unified School District (District) contracted with School Services of California Inc. (SSC) to provide a Reorganization Feasibility Study (Study) on the proposed split of the current District into two separate unified school districts.

This Study discusses the nine statutory criteria that govern school district reorganizations and that a county committee and/or the State Board of Education must review and determine have been substantially met prior to rendering a decision.

### Summary of Major Findings

**Criterion Number 1: Adequate Number of Pupils**—The Study finds that this criterion would be substantially met as the current enrollment of both districts meets the establishment minimum enrollment (i.e., exceed 1,501 pupils) and the proposed district reorganization would not result in a reduction below the minimum required enrollment.

**Criterion Number 2: Community Identity**—The Study finds that this criterion would be substantially met as there is an existing community identity within each city to which residents are integrated and which already rely on their local schools for a sense of community.

**Criterion Number 3: Equitable Division of Property/Facilities**—The Study finds that this criterion would be substantially met as the District's assets and liabilities could be equitably divided. While each district would need to adjust its operations and facilities to compensate for the loss of property and/or infrastructure due to the reorganization, the law provides adequate methods for equitable distribution and the appointment of a board of arbitrators or a sole arbitrator should the districts be unable to arrive at an equitable division of their own accord.

**Criterion Number 4: Discrimination/Segregation**—The Study finds that this criterion would not be substantially met as the reorganization could exacerbate existing racial and socioeconomic disparities and segregation already inherent in the communities being served. While SSC staff recognize that the existing racial and socioeconomic distribution is largely a result of where students reside and that the Rancho Cordova community believes that a reorganization would allow them to better serve their students, the reorganization appears to limit students' ability to access an integrated educational experience.

**Criterion Number 5: No Substantial Increase in State Costs**—The Study finds that this criterion would be substantially met, as the proposed reorganization would not result in a significant increase in state costs as it pertains to operational revenues. Potential increases in state costs attributable to facilities are addressed in Criterion Number 7.

**Criterion Number 6: Sound Educational Program**—The Study finds that this criterion would not be substantially met. The reorganization could result in a significant disruption to educational programs in the districts, especially to the smaller Rancho Cordova Unified School District (USD), and would have a negative impact on the educational performance of the students within Rancho Cordova USD based on the data analyzed within this Study.

**Criterion Number 7: No Substantial Increase in School Facilities Costs**—The Study finds that this criterion would be substantially met. This is a split of a current district into two districts and therefore, there are no substantial concerns relative to additional state costs, bonding capacity, school capacity, or developer fees. While Folsom USD will need to purchase, construct, modernize, or lease administrative facilities for the remaining district—which would constitute a significant expense as a direct result of the reorganization—there is no pathway for Folsom USD to apply for state bond funds to construct replacement administrative buildings and the cost would therefore be borne entirely by Folsom USD. Further, there is sufficient capacity to house all students within the respective districts and therefore no substantial increase to school facilities costs.

**Criterion Number 8: Increased Property Values**—The Study finds that this criterion would be substantially met, as the increase in property values is not the primary purpose for the proposed reorganization.

**Criterion Number 9: Effect on Fiscal Status and Management**—The Study finds that this criterion would not be substantially met. The reorganization would result in lowered revenues per average daily attendance and increased personnel costs per full-time equivalent (FTE) in Folsom USD which may lead to a substantial negative effect on the fiscal status. The lower revenues are due primarily to a shift in student demographics and the increase in personnel costs per FTE is due to more senior staff likely working in Folsom rather than in Rancho Cordova, though Rancho Cordova has more FTEs per student.

## Study Purpose

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The Folsom Cordova Unified School District (District) contracted with School Services of California Inc. (SSC) to provide a Reorganization Feasibility Study (Study) on the proposed split of the current District into two separate unified school districts.

This Study discusses the nine statutory criteria that govern school district reorganizations and that a county committee and/or the State Board of Education (SBE) must review and determine have been substantially met prior to rendering a decision.

Note that the Study provides an analysis based on a specific point in time. Enrollment, fund balances, obligations, personal property, etc.—all of these will change between this analysis, including the data on which it is based, and the time the reorganization would become effective. Therefore, the analysis included within this report is meant to address the nine statutory criteria in broad terms. If the reorganization proceeds, a revised analysis will need to be completed, particularly as it pertains to the division of property and the Local Control Funding Formula (LCFF) entitlements.

## Legal Requirements

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The California Education Code governs the process of school district reorganization. Commencing with Education Code Section (EC §) 35500, the code defines the various types of district reorganizations; describes the overall processes to initiate a district reorganization; specifies the duties and responsibilities of the county committee on district reorganization and other relevant public agencies and organizations; prescribes the timelines for public hearings, governing board actions, and voting; specifies the employment rights of district employees; and lists the criteria upon which the SBE must evaluate reorganization proposals.

There are four types of reorganizations that are most common: territory transfers, formations of new school districts, unifications with components, and lapsations of school districts. The potential split of the District would be considered a formation of a new school district defined as either the reorganization of entire, or portions of, elementary and high school districts into unified districts; or the reorganization or splitting of an existing unified district into two or more new unified districts.

Per EC § 35511, the formation of a new district is accomplished through one of, or a combination of, four ways. As it pertains to this analysis, it would be accomplished by “forming one or more new school districts of the same kind from all or parts of one or more existing school districts of that same kind.”

The District has two options as it considers the potential split of the District. It can either dissolve the existing unified school district and form two new districts or form a new district from parts of the existing district. This analysis assumes that the existing District would remain, with the name changed to Folsom Unified School District (USD) for ease of distinction between the various districts referenced in this report, and that a new Rancho Cordova USD would be formed. There are some distinctions in how the analysis would be carried out if it were assumed that the existing District would be dissolved and two new districts formed. SSC staff does not believe these differences would result in substantively different conclusions as it pertains to the nine statutory criteria.

Ultimately, the District remaining intact, albeit with a smaller footprint, and the creation of a new Rancho Cordova USD appears to be the easier path to reorganization as various structures would remain in place. For example, the Governing Board of the District<sup>1</sup> and existing collective bargaining agreements would remain in place. Were the District to dissolve and two new districts formed, new governing boards would need to be elected for both districts, existing agreements would no longer be effective, and the county superintendent would take on a greater responsibility for the affairs of the District until such time as the two new districts are formed and all assets and liabilities of the District were resolved.

Whether dissolving the District and creating two new districts or creating a new Rancho Cordova USD from portions of the District, the district reorganization would be initiated one of two ways:

1. Unification initiated by owners of uninhabited territory, a 25% petition, or district governing boards (EC § 35700)—in which case the majority of the members of the District’s Governing Board or 25% of registered voters within the territory proposed to be reorganized would initiate the reorganization; or
2. Unification initiated by 10% petition or local agency (EC § 35721)—in which case the majority of the members of the Folsom or Rancho Cordova city councils or 10% of registered voters of the entire school district would initiate the reorganization.

Appendix A includes flowcharts created by the California Department of Education (CDE) and included in its District Organization Handbook (Handbook). As the flowcharts show, the process from initiation of a district reorganization to completion (e.g., the two new school districts open to students) is lengthy and can take several years. However, for the purposes of this report, the analysis assumes the reorganization will be effective beginning with the 2024-25 school year.

Lastly, the California Code of Regulations, Title 14 Section (14 CCR §) 15378(b)(5) states that “Organizational or administrative activities of governments that will not result in direct or indirect physical changes in the environment” are not projects under the California Environmental Quality

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<sup>1</sup>Elections would be needed to replace Board members in those trustee areas no longer within the District’s boundaries.

Act (CEQA). That said, in 1982, the State Supreme Court ruled that the reorganization of school district boundaries is within the scope of CEQA; therefore, any environmental impacts must be taken into consideration.

## Background

The District boundaries encompass two cities—Folsom and Rancho Cordova—located east of downtown Sacramento in the county of Sacramento. The District serves approximately 20,550<sup>2</sup> TK-12 students in 21 elementary schools, 4 middle schools, 3 comprehensive high schools, and 2 continuation high schools. In addition, the District offers preschool, adult education, independent study—including a dependent charter school, and other alternative programs.

Based on the 2022-23 enrollment data, the District’s ethnic make-up was predominantly White (37.60%), followed by Hispanic or Latino (23.37%) and Asian (20.25%) (Figure 1). Of its student population, 33.14% were classified as socioeconomically disadvantaged, 13.13% were English learners, and 12.45% were students with disabilities (Figure 2).

Note that the charter school—the Folsom Cordova Community Charter (FCCC)—is a nonclassroom-based charter school with an enrollment of 164 students in grades TK-8 as of 2022-23. FCCC is what is colloquially referred to as a dependent charter school, meaning that it shares a Governing Board with the District and, while a separate entity for funding and accountability purposes, is effectively treated as a school of the district. Further, FCCC is a locally funded charter school. Meaning that it generates its own LCFF apportionment based on its student enrollment; however, it receives its funding through its authorizer—the District—rather than directly from the county treasurer.

As a charter school, it is not limited to the District’s boundaries and, while it is housed within the District and has locations/meeting spaces on school sites within both Folsom and Rancho Cordova, it serves students regardless of their district of residence. Currently, FCCC serves students from Amador, El Dorado, Placer, Sacramento, San Joaquin, Solano, Sutter, and Yolo counties. While charter schools are considered separate local educational agencies (LEAs) by the state, dependent charter schools are frequently treated as schools of their authorizing districts and the district typically provides all supports and services. Further, the authorizing district typically aggregates the charter school’s data with that of the district. Given the small number of students enrolled at FCCC and that some of the district-wide data provided by the District includes FCCC students, in some of the analyses to follow, FCCC’s enrollment is included. For example, when splitting enrollment between the proposed Folsom and Rancho Cordova USDs, the students are allocated based on their district of residence. However, there are a number of instances where the charter

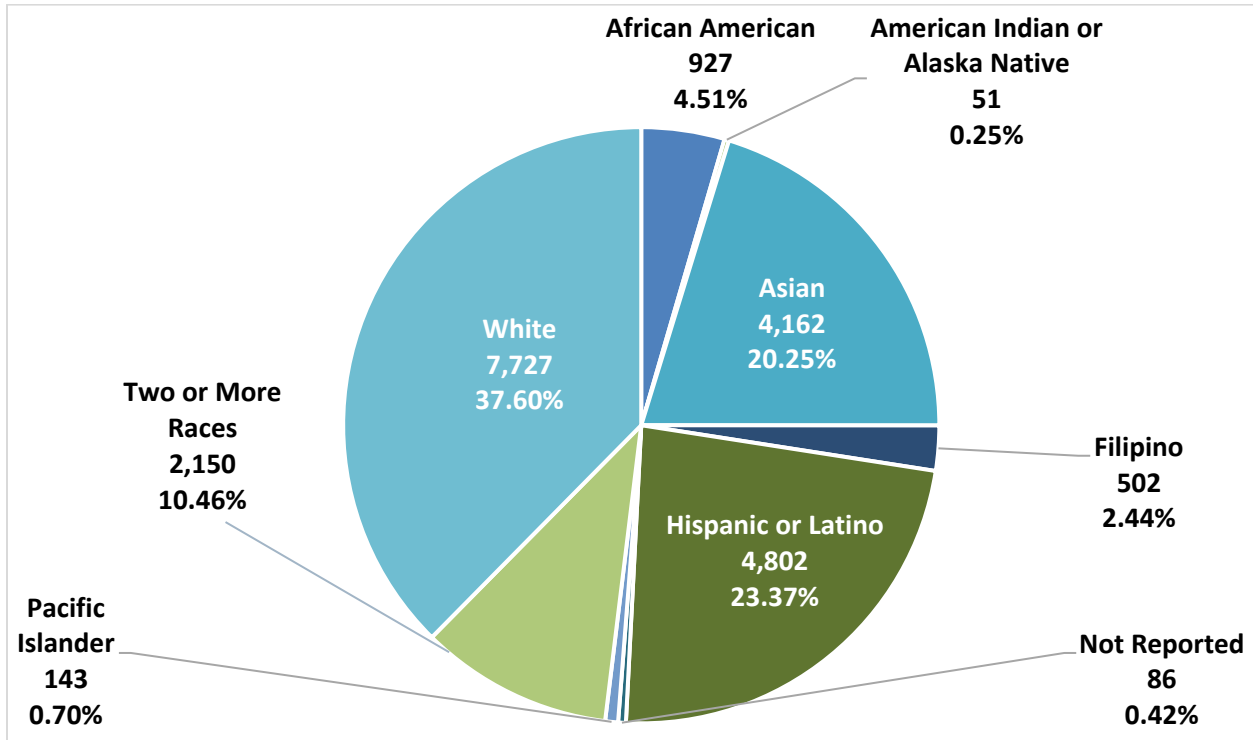
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<sup>2</sup>CDE 2022-23 state certified enrollment data (DataQuest), including charter school students.

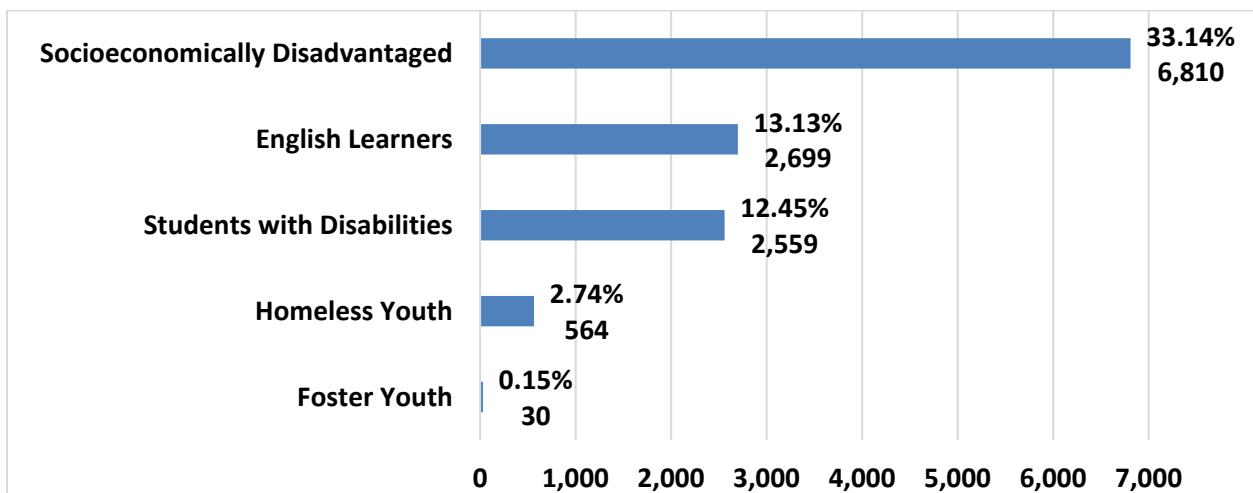


school is listed separately. Given the small number of students enrolled, the impact of inclusion or exclusion of the students should not be determinative or significant to the results of the analysis.

**Figure 1: Enrollment by Ethnicity**



**Figure 2: Enrollment by Subgroup**



## Study

For a district reorganization, a proposal for the reorganization of school districts can be approved if a county committee and/or the SBE,<sup>3</sup> when applicable, determine that all nine statutory criteria that govern school district reorganizations, as set forth in EC § 35753(a)(1-9), have been substantially met. The nine statutory criteria are as follows:

1. The reorganized districts will be adequate in terms of number of pupils enrolled.
2. The districts are each organized on the basis of a substantial community identity.
3. The proposal will result in an equitable division of property and facilities of the original district or districts.
4. The reorganization of the school districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.
5. Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.
6. The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the affected districts.
7. Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.
8. The proposed reorganization is primarily designed for purposes other than to significantly increase property values.
9. The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the affected district.

Note that the nine statutory criteria are a minimum threshold.

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<sup>3</sup>The SBE has greater authority and may approve a reorganization if it determines that it is not practical or possible to apply the criteria literally and that circumstances provide an exceptional situation sufficient to justify approval. It should also be noted that the SBE may, but is not required to, approve reorganizations even if all nine criteria are substantially met.

## Analysis of Nine Criteria

### Criterion Number 1: Adequate Number of Pupils

#### Standard

EC § 35753(a)(1) specifies that the reorganized districts will be adequate in terms of number of pupils enrolled. 5 CCR § 18573 expands on this and stipulates that the projected enrollment should be at least 1,501 pupils for unified school districts, 901 for elementary school districts, and 301 pupils for high school districts. The CCR further specifies that enrollment projections are to be included in the analysis. The intent of this section is to discourage district reorganizations that result in districts that, because of small size and reduced revenues, become more dependent upon the local county office of education (COE) or the state for administrative support or funding.

#### Analysis and Comment

The District's enrollment for 2022-23 was 20,550 and it is projecting its enrollment will increase to 23,201 by 2028-29. The projected enrollment for the remaining Folsom USD and the new Rancho Cordova USD shows that both districts would meet the minimum enrollment established in 5 CCR § 18573 (Figure 3). Enrollment in both districts is projected to increase over time, though Rancho Cordova USD's enrollment is projected to experience a small decline in the short term.

**Figure 3: District Enrollment**

	Actual					Projection					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Folsom Cordova USD											
Total Enrollment	20,605	20,602	20,096	20,344	20,550	20,763	21,429	21,824	22,219	22,691	23,201
Percent Change	1.24%	-0.01%	-2.46%	1.23%	1.01%	1.04%	3.21%	1.84%	1.81%	2.12%	2.25%
Folsom USD											
Total Enrollment							13,626	14,022	14,431	14,916	15,389
Percent Change								2.91%	2.92%	3.36%	3.17%
Rancho Cordova USD											
Total Enrollment							7,803	7,802	7,788	7,775	7,812
Percent Change								-0.01%	-0.18%	-0.17%	0.48%

Source: CDE DataQuest for actual and District-provided data for projections

## **Finding**

The Study finds that this criterion would be substantially met as the projected enrollment of both districts would be well above the established minimum enrollment (i.e., exceed 1,501 pupils) and the proposed district reorganization would not result in a reduction below the minimum required enrollment.

## **Criterion Number 2: Community Identity**

### **Standard**

The Education Code specifies that the districts must be organized on the basis of substantial community identity. The CCR expands on this requirement and states that to determine whether the new district is organized on the basis of substantial community identity, the following factors should be considered: (1) isolation; (2) geography; (3) distance between social centers; (4) distance between school centers; (5) topography; (6) weather; and (7) community, school, social ties, and other circumstances peculiar to the area.

The CDE further expanded on this criterion in its Handbook, which provides additional considerations to evaluate whether a proposed district reorganization meets the community identity criterion. Some of these considerations include topography and electoral boundaries; usage patterns for parks and school facilities for recreation; traffic patterns and public transportation routes; neighborhood and regional shopping patterns; and the architecture, size, and style of homes.

### **Analysis and Comment**

As previously noted, this analysis assumes a remaining Folsom USD and a new Rancho Cordova USD. The boundaries would be approximately coterminous with the cities' boundaries and also including portions of unincorporated Sacramento county and the census-designated area of Mather in the case of Rancho Cordova.<sup>4</sup> For the purposes of this report, the boundaries align with two of the District's existing school facilities improvement districts (SFIDs)—SFID 1 (Rancho Cordova) and SFID 2 (Folsom) (see Appendix B for a map of the SFIDs). Both cities are well established, adjacent to one another, and located along Interstate 50 in Sacramento county (Figure 4). Both are growing cities that experienced increases in population between 2010 and 2020.

The city of Folsom was incorporated in 1946 and had a population of 80,454 per the 2020 census. It encompasses a total area of approximately 30 square miles and is located in the foothills of the Sierra Nevada. Folsom is the endpoint of the American River Bike Trail, which starts in Sacramento, and is home to 48 parks and 50+ miles of paved recreational trails. It has a sports

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<sup>4</sup>Portions of the city of Rancho Cordova are currently served by several school districts.

complex featuring indoor batting cages, drop-in sports programs, and a selection of sports and fitness programs and leagues, as well as an aquatic center that is open year-round and provides a variety of swim lessons, specialty camps, and lifeguard courses.<sup>5,6</sup>

The city of Rancho Cordova was incorporated in 2003 and had a population of 79,332 per the 2020 census. It encompasses a total area of approximately 35 square miles, lies within the Sacramento Valley, and is part of the greater Sacramento Metropolitan Area. Per its website, “The community chose to incorporate to further improve its identity and quality of life, increase representation and accessibility of local government, provide greater control over local decisions affecting the community, and provide an increased level of service to residents.” The city website further notes that “Today, the city is an emerging urban center with a small-town feel. Our workforce of 65,000+ makes us one of the largest employment centers in the region, and our over 81,000 residents enjoy both new and existing homes for every budget and lifestyle.”<sup>7</sup> Wikipedia notes that Rancho Cordova “has a growing arts scene, a unique Barrel District, 26 miles of bike and pedestrian trails, 70 acres of creek channels and tributaries, and many free events. Rancho Cordova has six miles of the American River, as well as Soil Born Farms and Rancho Roots, the only working urban farms in the region.” In 2010 and 2019, Rancho Cordova received the All-America City Award.<sup>8</sup>

Both cities are incorporated with distinct local governments that provide their residents with various services. They have sufficient resources around which to coalesce and the addition of individual school districts within their city boundaries would further support the community identify of each city.

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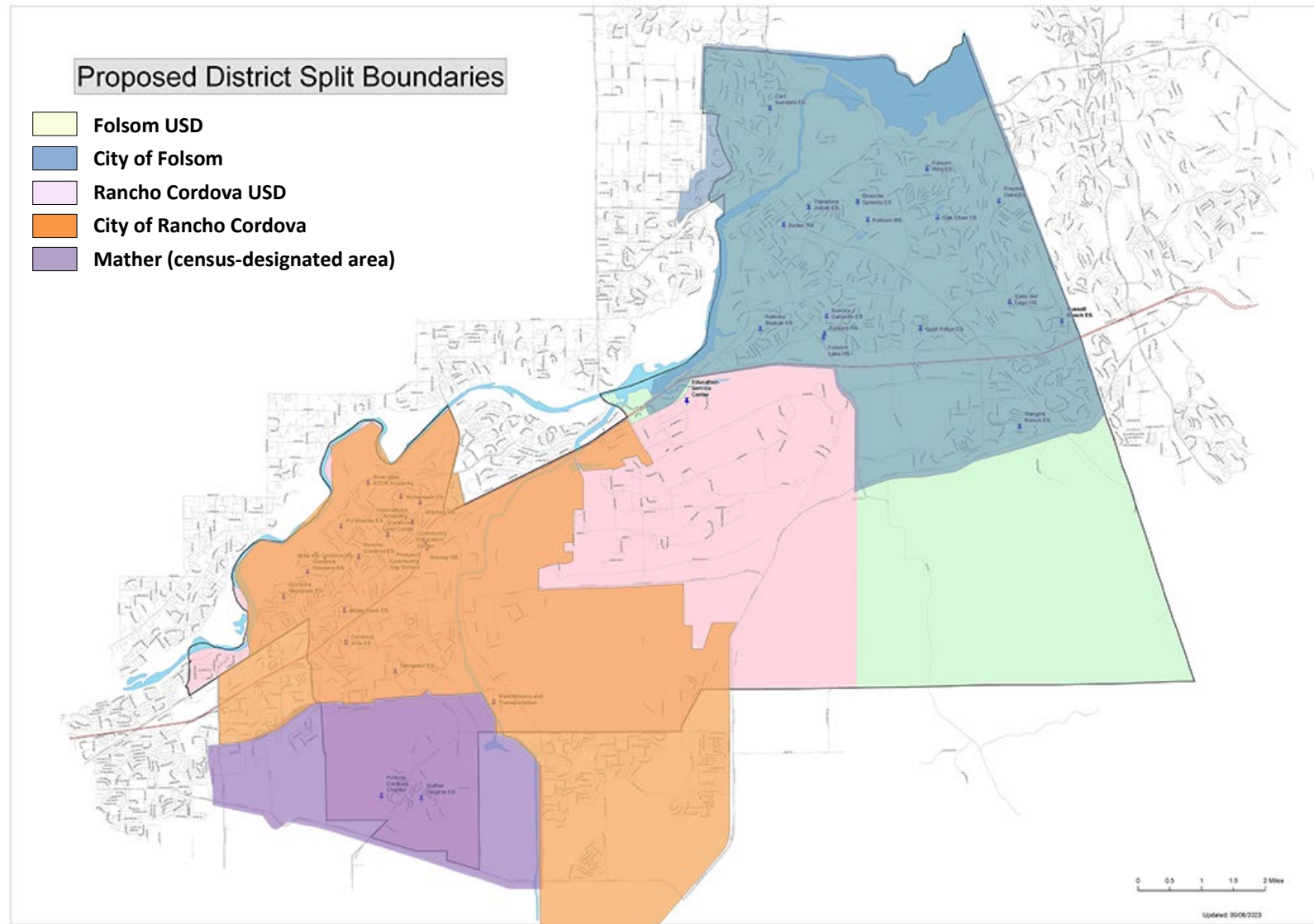
<sup>5</sup>[https://en.wikipedia.org/wiki/Folsom,\\_California](https://en.wikipedia.org/wiki/Folsom,_California)

<sup>6</sup><https://www.folsom.ca.us/government/parks-recreation>

<sup>7</sup><https://www.cityofranchocordova.org/departments/about-our-city>

<sup>8</sup>[https://en.wikipedia.org/wiki/Rancho\\_Cordova,\\_California](https://en.wikipedia.org/wiki/Rancho_Cordova,_California)

**Figure 4: Map of Cities and Proposed District Boundaries**



The remaining Folsom USD would consist of 12 elementary schools (one of which is under construction), 2 middle schools, 2 comprehensive high schools, and 1 continuation high school. The new Rancho Cordova USD would consist of 10 elementary schools, 2 middle schools, 1 comprehensive high school, and 1 continuation high school (Figure 5). In addition, there are several alternative education programs that would be located within the boundaries of the new Rancho Cordova USD.

**Figure 5: School List**

District/School	Grades		District/School	Grades
Folsom USD			Rancho Cordova USD	
Elementary Schools				
Alder Creek Elementary School (ES) <sup>1</sup>	TK-5		Cordova Gardens ES	TK-5
Blanche Sprentz ES	TK-5		Cordova Meadows ES	K-5
Carl Sundahl ES	TK-5		Cordova Villa ES	TK-5
Empire Oaks ES	TK-5		Mather Heights ES	K-5
Folsom Hills ES	K-5		Navigator ES	TK-5
Gold Ridge ES	TK-5		Peter J Shields ES	TK-5
Mangini Ranch ES	TK-5		Rancho Cordova ES	TK-5
Natoma Station ES	K-5		Riverview STEM	K-5
Oak Chan ES	TK-5		White Rock ES	TK-5
Russell Ranch ES	K-5		Williamson ES	TK-5
Sandra J Gallardo ES	TK-5			
Theodore Judah ES	TK-5			
Middle Schools				
Folsom Middle School (MS)	6-8		Mills MS	6-8
Sutter MS	6-8		Mitchell MS	6-8
High Schools				
Folsom High School (HS)	9-12		Cordova HS	9-12
Vista del Lago HS	9-12		Kinney HS (continuation)	9-12
Folsom Lake HS (continuation)	9-12			
Alternative Programs				
			Innovations Academy <sup>2</sup>	K-12
			FCCC <sup>3</sup>	K-8
			Walnutwood HS <sup>2</sup>	7-12
			Prospect Community Day School (CDS)	7-12
			Cordova Lane Center	PreK SDC

<sup>1</sup>Under construction

<sup>2</sup>Independent study

<sup>3</sup>Nonclassroom-based charter school



Note that as it pertains to the alternative programs, one of the programs is a nonclassroom-based charter school and two others are independent study programs. All three allow enrollment by and serve students from across the District and, as it pertains to the charter school, adjoining counties. None are location dependent. Further, a number of the programs are co-located on sites with other District schools/programs and do not represent physical assets.

### Finding

The Study finds that this criterion would be substantially met as there is an existing community identity within each city to which residents are integrated and which already rely on their local schools for a sense of community.

## Criterion Number 3: Equitable Division of Property/Facilities

### Standard

EC § 35753(a)(3) requires that proposed school district reorganization result in the equitable division of property and facilities. The CCR and the CDE Handbook suggest that an equitable division must include not only facilities, land, and other property, but also debt and monies due but not collected. Further, EC § 35565 states that if a dispute arises concerning the division of funds, property, or obligations, a board of arbitrators must be appointed to resolve the dispute, or the districts may mutually agree to the appointment of a sole arbitrator by the county superintendent of schools. This criterion applies when a school district reorganization results in the division of an existing district. The criterion does not apply when whole districts merge.

### Analysis and Comment

If the reorganization were to proceed, there would be division of land and facilities between the two districts, which would require an equitable division of property, assets, liabilities, and fund balance reserves. It is important to note that, while the Education Code provides direction on how property, assets, and liabilities should be divided, and the county committee's recommendation, if provided, is given weight, the ultimate decision on the division of property rests solely with the SBE.

**Division of Property**—EC § 35560 provides a general rule to guide how the division of property is to be carried out. Essentially, the Education Code provides that real and personal property will be the property of the district in which the real property is located. All other property, funds, and obligations, except bonded indebtedness, are to be divided pro rata among the districts. The basis for the division and allocation will be the assessed valuation of the part of the original district, which is included within each of the districts.



- Real Property

Based on the information provided by the District, the proposed reorganization would result in Folsom USD encompassing 17 school sites for a total of approximately 1.4 million square feet situated on 296 acres,<sup>9</sup> and a total value, inclusive of buildings, land, and personal property, of \$387.4 million (Figure 6).<sup>10</sup>

**Figure 6: Folsom USD Properties**

Property	Address	City
<b>School Sites</b>		
Alder Creek ES	<i>Under construction</i>	Folsom
Blanche Sprentz ES	249 Flowers Drive	Folsom
Carl Sundahl ES	9932 Inwood Road	Folsom
Empire Oaks ES	1830 Bonhill Drive	Folsom
Folsom HS	1655 Iron Point Road	Folsom
Folsom Hills ES	106 Manseau Drive	Folsom
Folsom Lake HS	955 Riley Street	Folsom
Folsom MS	500 Blue Ravine Road	Folsom
Gold Ridge ES	735 Halidon Way	Folsom
Mangini Ranch ES	4640 Sparrow Drive	Folsom
Natoma Station ES	500 Turn Pike Drive	Folsom
Oak Chan ES	101 Prewett Drive	Folsom
Russell Ranch ES	375 Dry Creek Road	Folsom
Sandra J Gallardo ES	775 Russi Road	Folsom
Sutter MS	715 Riley Street	Folsom
Theodore Judah ES	101 Dean Way	Folsom
Vista del Lago HS	1970 Broadstone Parkway	Folsom

Rancho Cordova USD would encompass 17 school sites, as well as one closed school site and 2 District facilities for a total of approximately 1.0 million square feet and 254 acres,<sup>11</sup> and a total value, inclusive of buildings, land, and personal property, of \$279.4 million<sup>12</sup> (Figure 7).

<sup>9</sup>Does not include Alder Creek ES, which is under construction, as this information was not provided.

<sup>10</sup>Property replacement values as of December 2022.

<sup>11</sup>Does not include square footage or acreage for the new District office nor the Kitty Hawk school site as this information was not provided.

<sup>12</sup>Property replacement values as of December 2022.

**Figure 7: Rancho Cordova USD Properties**

Property	Address	City
<b>School Sites</b>		
Cordova Gardens ES	2400 Dawes Street	Rancho Cordova
Cordova HS	2239 Chase Drive	Rancho Cordova
Cordova Lane Center	2460 Cordova Lane	Rancho Cordova
Cordova Meadows ES	2550 La Loma Drive	Rancho Cordova
Cordova Villa ES	10359 White Rock Road	Rancho Cordova
Kinney HS	2710 Kilgore Road	Rancho Cordova
Kitty Hawk School Site (closed school site)	4420 Monhegan Way	Mather
Mather Heights ES	4370 School Road	Mather
Mills MS	10439 Coloma Road	Rancho Cordova
Mitchell MS	2100 Zinfandel Drive	Rancho Cordova
Navigator ES	10679 Bear Hollow Driver	Gold River
Walnutwood HS	10850 Gadsten Way	Rancho Cordova
Peter J Shields ES	10434 Georgetown Drive	Rancho Cordova
Rancho Cordova ES	2562 Chassella Way	Rancho Cordova
Riverview STEM	10700 Ambassador Drive	Rancho Cordova
White Rock ES	10487 White Rock Road	Rancho Cordova
Williamson ES	2275 Benita Drive	Rancho Cordova
<b>Other District Property</b>		
District Office/Education Services Center	1965 Birkmont Drive	Rancho Cordova
Maintenance, Operations, and Transportation	11458 Elks Circle	Rancho Cordova

EC § 35575 and 35576 distinguish between the annexation/inclusion of territory containing no public school property or buildings and the annexation/inclusion of territory that does contain public school property or buildings. In this case, there is clearly public school property that will need to be divided. As such, per EC § 35576, Rancho Cordova USD would take possession of its public school properties and buildings on the day that the reorganization becomes effective and will automatically assume a proportionate share of the District’s outstanding bonded indebtedness (see “Division of Debt” below for more detail).

While the personal property located on facilities that serve a district-wide purpose can be equitably divided (see “Personal Property” below for more detail), the reorganization would result in the remaining Folsom USD no longer having a District Office nor maintenance, operations, and transportation facilities.

- **Personal Property**

Personal property of the District that is used for district-wide purposes and not located at or designated for use by a specific school site is subject to division of property pursuant to EC § 35560. For example, school buses are used district-wide and would therefore be subject to division, while desks at a school site would not. While a detailed list of district-wide personal property will need to be developed and an agreement reached between the two districts as to its division, the District has provided a list of all district vehicles as well as the value for contents on each property based on an appraisal completed in 2018.

The Education Code does not provide a specific method for how personal property should be distributed. The Handbook provides some methods that may be utilized to ensure an equitable division of personal property. First, the value of the property should be determined by means of an appraisal. Second, an inventory, by category, should be developed that lists the current market value of each item. Third, the property should then be distributed based on an agreed upon method that is deemed pertinent and equitable. Some examples are the ratio of assessed value that each proposed district bears to the total assessed value of the area, the LCFF entitlement per student in each proposed district, the number of school-age children residing within each proposed district, or the value and location of property.

Based on the information provided by the District, there are two locations that contain personal property which could be considered district-wide: the property that houses Maintenance, Operations, and Transportation and the District office. In addition, there are three school sites that contain programs, services, or equipment that support the District as a whole: 1) Vista de Lago High School—houses the District’s data backup center; 2) Cordova Lane Center—houses the District’s pre-K special education programs, the After School Education and Safety program, homeless services, and family engagement services; and 3) District office—houses the Education Services Center as well as the District’s central offices.

Figure 8 displays the two bases for allocating assets between Folsom USD and Rancho Cordova USD—enrollment and assessed valuation. On an enrollment basis, an estimated 7,803 students would attend Rancho Cordova USD representing 36.4% of the District’s enrollment. On an assessed valuation basis, property within Rancho Cordova USD is valued at \$9.7 billion compared to \$19.0 billion remaining within Folsom USD.<sup>13</sup> The property in Rancho Cordova

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<sup>13</sup>Note that calculating the assessed valuation for the proposed Rancho Cordova USD area is difficult due to the boundaries being utilized to estimate the two districts. The split between the two districts is imperfect as the total assessed value for the current District does not exactly match the proposed boundaries of the two districts. Therefore, approximately \$320 million in assessed valuation that is counted within the District is not included (approximately 1.1%). As such, the value identified is an estimate based on best efforts to identify the affected areas and a more accurate analysis should be conducted if the reorganization proceeds and prior to the final division of assets.

USD, therefore, accounts for 33.4% of the assessed valuation of the property within the District.

**Figure 8: Allocation of Assets—Enrollment and Assessed Valuation Basis**

	Enrollment <sup>1</sup>		Assessed Valuation <sup>2</sup>	
<b>Folsom Cordova USD</b>	21,429		\$28,967,324,402	
	<b>Value</b>	<b>Percentage</b>	<b>Value</b>	<b>Percentage</b>
<b>Folsom USD</b>	13,626	63.6%	\$18,971,054,005	65.5%
<b>Rancho Cordova USD</b>	7,803	36.4%	\$9,672,742,605	33.4%

<sup>1</sup>District-provided 2024-25 projected enrollment

<sup>2</sup>District-provided 2024 projected assessed valuation

As noted, the data provided did not include a detailed list of personal property, with the exception of the vehicles' list, but it does list a total amount for the personal property contents at each location—totaling \$9.1 million. Some of the items are likely site specific (e.g., furniture for these specific offices/school sites) and would not be subject to division. However, to provide an estimate of the possible magnitude of a division, and assuming the full \$9.1 million would need to be divided, approximately \$5.8 million in personal property would be attributable to the remaining Folsom USD and \$3.3 million to the new Rancho Cordova USD based on enrollment, and \$6.0 million and \$3.0 million, respectively, based on assessed valuation.

**Division of Debt**—As previously noted, EC § 35576 states that when property is taken from one district and annexed to, or included in, a new or acquiring district, the new or acquiring district will take possession of the real property and the reorganized territory ceases to be liable for the outstanding bonded indebtedness of the district of which it was formerly a part and automatically assumes its proportionate share of the outstanding bonded indebtedness of the district to which it becomes a part. The section further states that the new or acquiring district is liable for the greater of the following:

1. The proportionate share of the outstanding bond indebtedness of the original district (i.e., the ratio that the total assessed value of the transferring territory bears to the total assessed value of the original district).
2. The portion of the outstanding bonded indebtedness of the original district that was incurred for the acquisition or improvement of the real property, or fixtures located on the real property, located in the new district.

Therefore, the residents in the remaining Folsom USD would cease to be liable for any outstanding bonded indebtedness attributable to the new Rancho Cordova USD and vice versa.

As the portion of the bonded indebtedness that was incurred to acquire or improve property has not been calculated, this analysis is utilizing the proportionate share of outstanding bonded indebtedness. As noted in Figure 8, the District's projected estimated assessed value for 2024 is \$29.0 billion. The projected assessed valuation of the remaining Folsom USD would be \$19.0 billion, while it would be \$9.7 billion for the proposed Rancho Cordova USD.

As it pertains to the District's bonded indebtedness and bonding capacity, since 1997, the voters have approved a total of \$1.3 billion in General Obligation (GO) bonds across five SFIDs (see Figure 9 for list of the SFID GO bonds approved). The SFIDs were created to align funding in specific areas of the District, which limits respective residents tax liability to improvements being completed within their SFIDs.

**Figure 9: SFID General Obligation Bonds Approved**

SFID	Bond Measure	Year Approved	Amount (in millions)	Area Covered
SFID 1	Measure V	1997	\$10.4	Rancho Cordova
SFID 1	Measure B	2002	\$49.0	Rancho Cordova
SFID 2	Measure C	2002	\$53.0	Folsom
SFID 3	Measure M	2007	\$750.0	Folsom/Rancho Cordova
SFID 4	Measure N	2006	\$125.0	Rancho Cordova
SFID 4	Measure P	2012	\$68.0	Rancho Cordova
SFID 5	Measure G	2014	\$195.0	Folsom
<b>Total</b>			<b>\$1,250.4</b>	

Source: District-provided data

As shown in Figure 10, as of June 30, 2023, the District had issued \$481.5 million in GO bonds across the five SFIDs. The total amount of bonds a district is able to sell is determined by the total value of the property within the district's boundaries. Based on the assessed valuation of the property to be located within its boundaries, Rancho Cordova USD would have a bonding capacity of \$241.8 million, based on an assessed valuation of \$9.7 billion and a statutory cap on bonding of 2.5% for unified districts. With the outstanding bonded indebtedness that it would assume, Rancho Cordova USD's remaining bonding capacity would be \$41.2 million. The remaining Folsom USD would have a bonding capacity of \$474.3 million, based on an assessed valuation of \$19.0 billion, with a remaining bonding capacity of \$192.8 million.

**Figure 10: Bonded Indebtedness and Bonding Capacity**

	Folsom Cordova USD	Folsom USD	Rancho Cordova USD
2024 Projected Assessed Valuation	\$28,967,324,402	\$18,971,054,005 65.5%	\$9,672,742,605 33.4%
Bonded Indebtedness <sup>1</sup>	\$481,456,231	\$281,515,677 58.47%	\$199,940,553 41.53%
Bonded Indebtedness as a Percent of Assessed Value	1.66%	1.30%	2.76%
Available Bonding Capacity <sup>2</sup>	\$724,183,110	\$474,276,350	\$241,818,565
Remaining Bonding Capacity	\$242,726,880	\$192,760,673	\$41,878,012

Source: District-provided data

<sup>1</sup>SFID 3 has been split 50/50

<sup>2</sup>2.5% of assessed valuation

Lastly, EC § 35572 places a restriction on the taking of territory from a district if the taking would reduce the last equalized assessed valuation so that the outstanding bond indebtedness would exceed 5% of the assessed valuation remaining in the district on the date the reorganization is effective. Figure 10 shows that the proposed reorganization does not reduce the last equalized assessed valuation of the remaining Folsom USD to a point where the outstanding bond indebtedness exceeds 5% of the assessed valuation.

In addition to the division of existing debt, the District at any given time has unspent bond proceeds in its building fund(s). Per EC § 35560(a)(2), bond proceeds are funds that are subject to a pro rata division between the districts. Rancho Cordova USD is entitled to a portion of such unspent bond proceeds for use within the new unified district. Per the District’s 2022-23 Unaudited Actuals Financial Report,<sup>14</sup> the District had approximately \$13.5 million in unspent bond proceeds, making Rancho Cordova USD’s proportionate share of these proceeds, based on assessed valuation, \$4.5 million. Finally, EC § 35561 states that funds derived from the sale of bonds issued by the former district must be used “for the purposes for which the bonds were originally voted.” Therefore, the use of such funds received by Rancho Cordova USD would be restricted to projects consistent with the measure approved by District voters.

**Division of Fund Balance Reserves and Liabilities**—The District’s fund balance reserves, both restricted and unrestricted, and liabilities would be subject to division. The basis for the division would be either proportional average daily attendance (ADA) or assessed valuation. A reasonable basis upon which to divide fund balance reserves would be in accordance with how the funds were generated. Therefore, the General Fund unrestricted reserves and liabilities likely should be divided based on proportional ADA, while the capital project reserves should be divided based on

<sup>14</sup>Dated September 7, 2023

proportional assessed valuation. Special allocations may be made for other funds. For example, developer fee funds might be allocated based on where the levied property was located, while categorical funds might be allocated based on the location, enrollment, or ADA that generated those funds.

Figure 11 illustrates the District's fund balances and liabilities as of June 30, 2022, as well as the proportionate share that would be attributed to Folsom USD and Rancho Cordova USD by both enrollment and assessed valuation. Rancho Cordova USD's proportionate share of the District's fund balances and liabilities, including postemployment benefits, ranges from \$102.2 million to \$111.4 million for fund balances and \$241.0 million to \$262.8 million for liabilities, depending on whether proportionate share is calculated on an enrollment or assessed valuation basis.

**Figure 11: Fund Balances and Liabilities as of June 30, 2022**

	Folsom Cordova USD	Folsom USD		Rancho Cordova USD	
	Total	By Enrollment	By Assessed Valuation	By Enrollment	By Assessed Valuation
		63.6%	65.5%	36.4%	33.4%
<b>Fund Balances</b>					
General Fund	\$65,763,895	\$41,817,439	\$43,069,577	\$23,946,456	\$21,959,820
Building	\$134,433,983	\$85,482,846	\$88,042,455	\$48,951,137	\$44,890,073
Capital Facilities Fund <sup>1</sup>	\$57,739,751	\$36,715,108	\$37,814,467	\$21,024,643	\$19,280,405
Bond Interest and Redemption	\$31,417,297	\$19,977,389	\$20,575,571	\$11,439,908	\$10,490,835
Non-Major Governmental <sup>2</sup>	\$16,709,467	\$10,625,087	\$10,943,234	\$6,084,380	\$5,579,610
<b>Total, Fund Balances</b>	<b>\$306,064,393</b>	<b>\$194,617,869</b>	<b>\$200,445,303</b>	<b>\$111,446,524</b>	<b>\$102,200,744</b>
<b>Liabilities</b>					
General Obligation (GO) Bonds	\$592,757,999	\$376,918,390	\$388,204,442	\$215,839,609	\$197,933,212
Capital Leases	\$602,263	\$382,962	\$394,429	\$219,301	\$201,107
Compensated Absences	\$1,590,767	\$1,011,525	\$1,041,813	\$579,242	\$531,187
Net Pension Liability	\$115,801,739	\$73,635,118	\$75,839,971	\$42,166,621	\$38,668,411
OPEB Obligations	\$11,105,146	\$7,061,455	\$7,272,896	\$4,043,691	\$3,708,220
<b>Total, Liabilities</b>	<b>\$721,857,914</b>	<b>\$459,009,450</b>	<b>\$472,753,551</b>	<b>\$262,848,464</b>	<b>\$241,042,138</b>
Minus GO Bonds & Pension Liability	\$13,298,176	\$8,455,942	\$8,709,138	\$4,842,234	\$4,440,515

Source: District Audit Report for fiscal year ending June 30, 2022

<sup>1</sup>The District tracks developer fee revenues and expenditures for Folsom and Rancho Cordova in Funds 25 and 26, respectively. The balances as of June 30, 2022, in Funds 25 and 26 were \$43,696,610 and \$14,043,141, respectively.

<sup>2</sup>Non-major governmental includes stores inventories, categorical and food service programs, capital projects, adult education, and deferred maintenance

If fund balances in the General Fund and Non-Major Governmental Funds are allocated based on enrollment, then these funds would provide almost \$30.0 million to Rancho Cordova USD, while



the remaining fund balances—Building, Capital Facilities Fund, and Bond Interest and Redemption—would provide \$74.7 million to the new unified district based on the assessed valuation allocation factor.<sup>15</sup> Based on these assumptions, Rancho Cordova USD would receive \$104.7 million in fund balances from the District. However, given the District does separate the capital facilities funds, it would be more appropriate to utilize actual funds balances. In which case, the three remaining fund balances would provide Rancho Cordova USD with \$69.4 million—approximately \$5.0 million less than the assessed valuation method—for a total of \$99.5 million in total fund balances.

Similarly, if liabilities from compensated absences, Net Pension Liability, and Other Postemployment Benefits (OPEB) obligations are allocated based on enrollment, then Rancho Cordova USD would be allocated \$46.8 million in liabilities, plus an additional \$201,107 from capital leases based on assessed valuation, for total liabilities of \$46.9 million, excluding GO bonds.

**Division of Student Funds and Scholarships**—All student funds and those scholarship funds not restricted to a specific school site would be divided based on proportional enrollment. District-wide property is usually divided pro rata, on the basis of assessed value in each district. In most cases, however, ADA is used as the basis for the division of non-real estate assets. Student funds are also generally divided on the basis of location but may be further prorated by students. The division of non-real estate assets and student funds would be divided by the ADA or enrollment.

**Postretirement Benefits**—EC § 35556 states that, when a portion of the territory of a school district becomes part of another district, the employees assigned to perform their duties in the affected territory become employees of the acquiring district. (Please note that, while the Education Code presumes employees currently assigned to the schools within the proposed new Rancho Cordova USD will automatically become employees of that district, seniority rights and other provisions of the District’s existing collective bargaining agreements could alter the specific individuals that will transfer to Rancho Cordova USD.)

Rancho Cordova USD would be responsible for its proportionate share of historic OPEB, and compensated absences offered by the District as employees of the District will be employees of Rancho Cordova USD should the reorganization proceed. Proportional full-time equivalents (FTEs) employed, ADA, or enrollment are reasonable basis for division. Benefits to retirees, as of the date of the proposed reorganization, would not be affected by the reorganization. Costs for future retiree benefits would be borne solely by the respective new employers and Rancho Cordova USD could negotiate different benefit packages. As shown in Figure 11, Rancho Cordova USD’s

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<sup>15</sup> Assessed valuation was deemed the most appropriate distribution methodology based on the information provided and given the funds were raised through property taxes based on GO bonds. However, this methodology does not take into consideration for which SFID the GO bonds were sold nor on which projects funds have already been expended. Therefore, the proportion of the remaining fund balance attributable to a given SFID, and therefore attributable to one district or the other, should be ascertained should the reorganization proceed.



proportionate share of the District's OPEB and compensated absences ranges from \$4.2 million to \$4.6 million, depending on whether proportionate share is calculated on an enrollment or assessed valuation basis.

### **Finding**

The Study finds that this criterion would be substantially met as the District's assets and liabilities could be equitably divided. While each district would need to adjust its operations and facilities to compensate for the loss of property and/or infrastructure due to the reorganization, the law provides adequate methods for equitable distribution and the appointment of a board of arbitrators or a sole arbitrator should the districts be unable to arrive at an equitable division of their own accord.

## **Criterion Number 4: Discrimination/Segregation**

### **Standard**

The Education Code requires that proposed reorganizations preserve the districts' ability to educate students in an integrated educational environment and "not promote racial or ethnic discrimination or segregation." Title 5 regulations provide further guidance, calling for an assessment of (1) the relative proportions of the racial and ethnic groups in the district(s), (2) the growth rates of these populations, (3) the school board policies to address racial and ethnic segregation and discrimination, (4) the location and traffic patterns among schools that could affect efforts to integrate affected schools, and (5) the duty of the governing board to take steps, insofar as reasonably feasible, to alleviate segregation regardless of cause.

In addition, the CDE Handbook describes segregation as a condition in which a disproportionate percentage of minority students in a district or affected school(s) occurs as a result of a proposal, making it unrealistic to provide integrated educational experiences. It states that a promotion of segregation occurs when the reorganization "changes the minority enrollment in a district of affected schools from proportionate (balanced or slightly imbalanced) to "disproportionate," as described by the California Supreme Court. "When a disproportion of minority students occurs, minority students are isolated and deprived of an integrated educational experience, according to the holding of the court." It further states that "any change that significantly increases the percentage of minority group students could be the controlling factor in the determination of a promotion of segregation." The CDE Handbook notes that in the review of reorganization proposals, all minority groups are combined into one numerical quantity for comparison with the White group and that this is consistent with the definition of segregation set forth by the California Supreme Court.

Lastly, the CDE Handbook notes that the CDE developed a definition for "integrated educational environment" following several desegregation cases before the California Supreme Court:

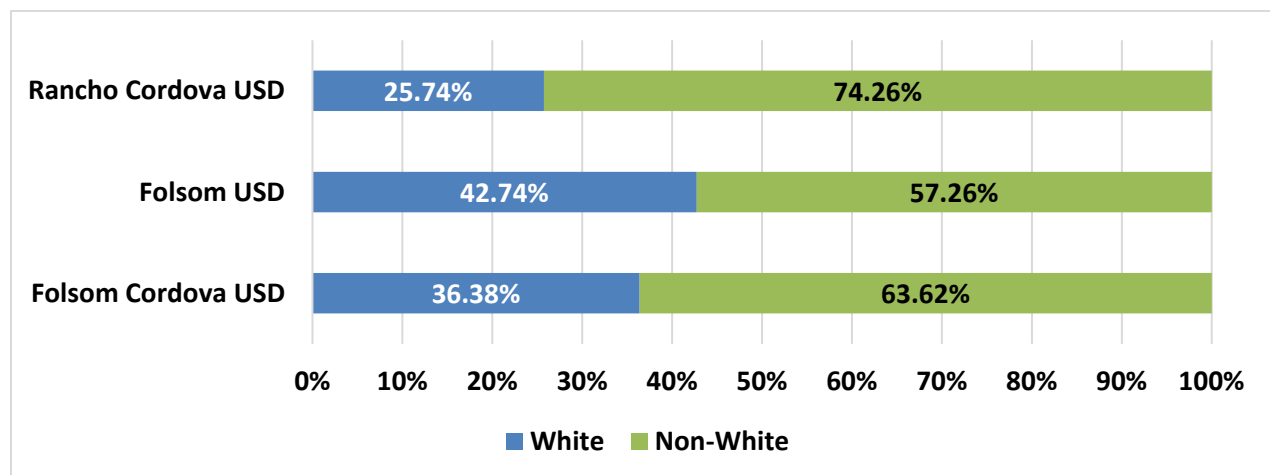
“Integrated educational experience” means the process of education in a racially and ethnically diverse school that has as its goal equal opportunities for participation and achievement among all racial and ethnic groups in the academic program and other activities of the school, together with the development of attitudes, behavior, and friendship based on the recognition of dignity and value in differences as well as similarities.

This definition, as well as the definition of segregation, looks to both a *quantitative* characteristic and a *qualitative* characteristic: “so disproportionate”—the quantitative element refers to grossly disparate numbers of minority group students, resulting in denial or absence of any realistic opportunity for “integrated educational experiences”—the qualitative element. The Handbook states that an integrated educational experience “can only be developed in schools that are racially and ethnically diverse; schools in which there is *not* a disproportion of minority students.”

### Analysis and Comment

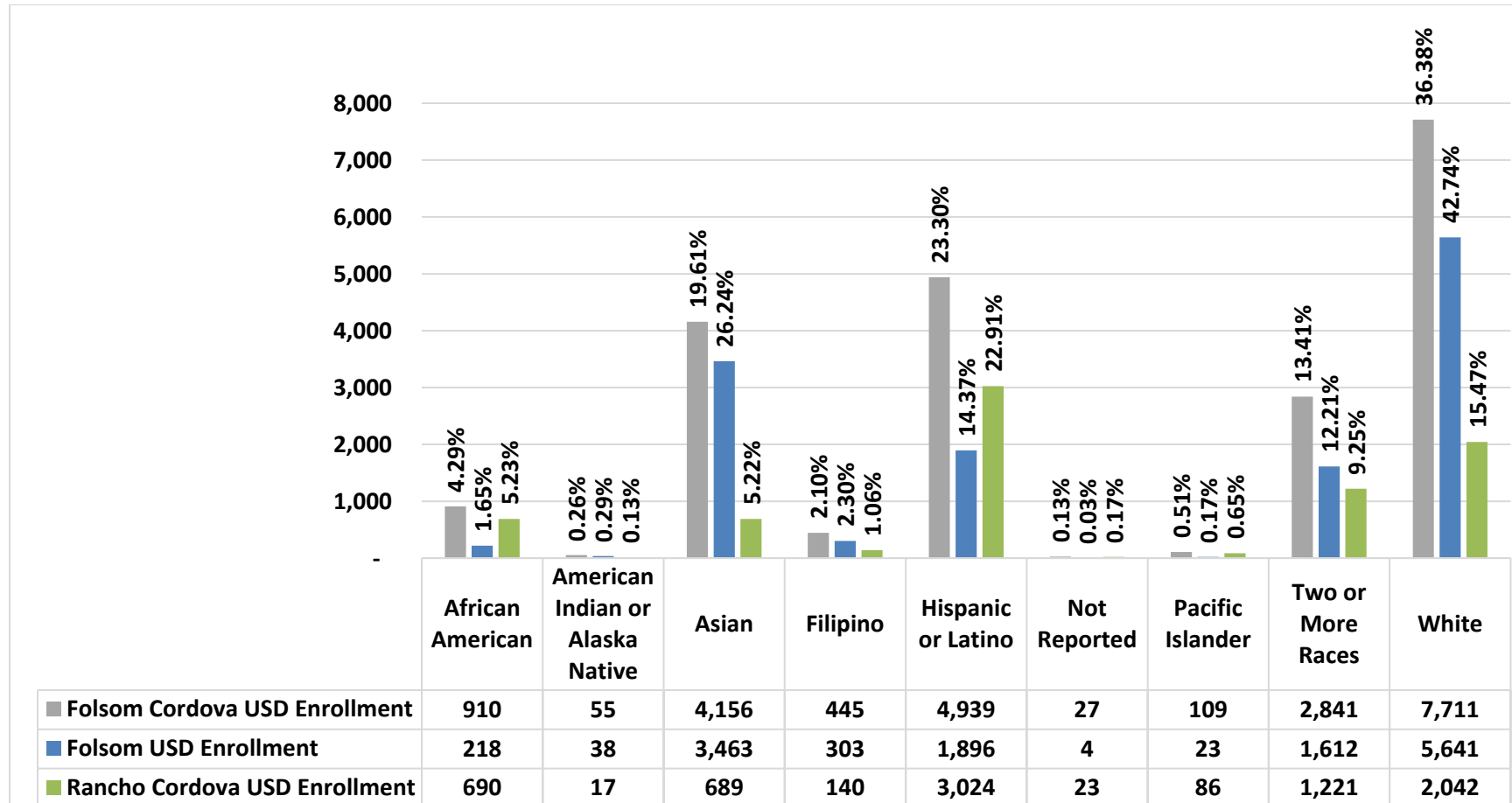
The racial and ethnic composition of both districts post reorganization was analyzed and the percentage of students in specific racial and ethnic categories was determined. Both districts, similar to the current District, would be predominantly non-White (Figure 12). However, the percentages between White and non-White shift significantly.

**Figure 12: 2022-23 District Enrollment and Ethnicity (Aggregated By White and Non-White)**



The District is currently 36.38% White and 63.62% non-White. After reorganization, the remaining Folsom USD becomes more racially integrated with an increase in the White population of 6.36%. Rancho Cordova USD, though, is significantly more homogenous with a White population of only 25.74% and a non-White population of 74.26%—an increase of 10.64% above the current District.

Figure 13: 2022-23 District Enrollment and Ethnicity



Source: CDE DataQuest

Further, when disaggregating the data by individual racial categories (Figure 13), it shows that both the current district and the remaining Folsom USD would continue to be predominantly White, 36.38% and 42.74%, respectively. In the after condition, the population of Asian students increases from 19.61% to 26.24%, though the total number actually declines, and that of Hispanic or Latino and African American student decreases substantially—both in terms of total number and percentage—from 23.30% to 14.37% and 4.29% to 1.65%, respectively.

On the other hand, Rancho Cordova USD becomes a majority Hispanic or Latino district (from 23.30% to 38.12%) followed by White (from 36.38% to 25.74%), African American (from 4.29% to 8.70%), and Asian (from 19.61% to 8.69%). Thus, the reorganization would result in a less integrated educational experience for the students attending Rancho Cordova USD.

SSC staff recognize that the vast majority of students attending schools in either Folsom or Rancho Cordova are attending those schools in the communities in which they reside and that the racial and ethnic makeup of the students within the two communities, and therefore the racial and ethnic makeup of the schools, aligns with the racial demographics of the two cities (Figure 14).

**Figure 14: Racial Demographics**

	City of Folsom	City of Rancho Cordova
White	62.50%	52.20%
Black or African American	4.50%	10.90%
American Indian and Alaska Native	0.30%	1.40%
Asian	18.50%	15.10%
Native Hawaiian and Other Pacific Islander	0.30%	0.70%
Two or More Races	10.50%	11.20%
Hispanic or Latino <sup>1</sup>	14.80%	21.40%
White, not Hispanic or Latino	55.90%	46.10%

Source: U.S. Census Bureau, July 2022

<sup>1</sup>Hispanics may be of any race, so are also included in applicable race categories

In addition to racial demographics, SSC staff reviewed free or reduced-price meals (FRPM) and unduplicated pupil percentage (UPP) data to get a better understanding of the socioeconomic status of students within the District. In its current state, the District had 6,728 students (32.7%) that were eligible for FRPM during the 2022-23 school year (Figure 15). Post reorganization, the remaining Folsom USD's number and percentage of FRPM-eligible students decreases to 1,363 (10.8%), while Rancho Cordova USD's number and percentage would be significantly higher at 5,203 (69.4%).

**Figure 15: FRPM**

District/School	Enrollment Used for Meals	FRPM	
		Pupil Count	Percentage
<b>Folsom Cordova USD</b>	<b>20,550</b>	<b>6,728</b>	<b>32.7%</b>
<b>Folsom USD</b>	<b>12,592</b>	<b>1,363</b>	<b>10.8%</b>
Blanche Sprentz ES	378	94	24.9%
Carl Sundahl ES	332	34	10.2%
Empire Oaks ES	378	24	6.3%
Folsom Hills ES	493	29	5.9%
Gold Ridge ES	492	83	16.9%
Mangini Ranch ES	607	23	3.8%
Natoma Station ES	489	72	14.7%
Oak Chan ES	427	35	8.2%
Russell Ranch ES	618	36	5.8%
Sandra J Gallardo ES	358	15	4.2%
Theodore Judah ES	581	143	24.6%
Folsom MS	1,340	89	6.6%
Sutter MS	1,552	231	14.9%
Folsom HS	2,718	333	12.3%
Vista del Lago HS	1,745	91	5.2%
Folsom Lake HS	84	31	36.9%
<b>Rancho Cordova USD</b>	<b>7,501</b>	<b>5,203</b>	<b>69.4%</b>
Cordova Gardens ES	274	251	91.6%
Cordova Meadows ES	331	292	88.2%
Cordova Villa ES	448	402	89.7%
Mather Heights ES	316	71	22.5%
Navigator ES	400	200	50.0%
Peter J Shields ES	311	214	68.8%
Rancho Cordova ES	423	344	81.3%
Riverview STEM	343	35	10.2%
White Rock ES	385	347	90.1%
Williamson ES	464	402	86.6%
Mills MS	818	678	82.9%
Mitchell MS	805	495	61.5%
Cordova HS	1,931	1,355	70.2%
Kinney HS	88	74	84.1%
FCCC	164	43	26.2%
<b>Alternative Programs</b>	<b>457</b>	<b>162</b>	<b>35.4%</b>
Innovations Academy	171	59	34.5%
Prospect CDS	23	19	82.6%

District/School	Enrollment Used for Meals	FRPM	
		Pupil Count	Percentage
Walnutwood HS	199	63	31.7%
Non-public non-sectarian schools	64	21	32.8%

Source: CDE DataQuest, 2022-23

Further, the UPP, which is a percentage representing a three-year average count of unduplicated pupils—students that are (1) eligible for free or reduced-price meals; (2) English language learners; and/or (3) foster youth—follows a similar trajectory. Currently, the District’s UPP is 37.00%. Upon reorganization, the remaining Folsom USD’s UPP would decrease to 17.37%, while Rancho Cordova USD’s UPP would increase to 61.05% (Figure 16). (Note that the UPP, how it is calculated, and its role in funding will be discussed in more detail in Criterion 5.)

**Figure 16: UPP**

2023-24	UPP
Folsom Cordova USD	37.00%
Folsom USD	17.37%
Rancho Cordova USD	61.05%

Source: Calculated based on District-provided data

Similar to the racial demographics, the socioeconomic status of and disparity between the students in the District align with the socioeconomic status of the two cities. Per the U.S. Census Bureau as of July 2022, the city of Folsom had a poverty rate of 5.3% with a median household income of \$134,935. Rancho Cordova USD, on the other hand, had a poverty rate of 11.6% and a median household income of \$85,099.

The reorganization in and of itself is not causing the racial and socioeconomic segregation that would be experienced in Rancho Cordova USD post reorganization; however, it could further isolate the students and limit opportunities to be educated in a more integrated environment. Currently, the District provides for intra-district transfers. Per Board Policy (BP) 5116.1, parents/guardians of any student who resides within the District boundaries can apply to enroll their child in any District school, regardless of the location of residence within the District. Applications are accepted between January and March of each year preceding the school year for which the transfer is requested. The capacity of each school is calculated and students are admitted first per the priority list included within the policy and then through a random selection process, should the requests exceed a school’s capacity.

The District also has a policy (BP 5117) pertaining to inter-district transfers to allow students from outside the District to attend. This process requires an agreement between the District and another district for the interdistrict attendance of students who are residents of the districts. The student’s

district of residence would then submit a permit for transfer, or the parents/guardians would submit an interdistrict transfer application. The District then reviews the request and may approve or deny the permit subject to the terms and conditions of the interdistrict transfer agreement.

During the 2022-23 school year, the District had 1,380 students on intra-district transfers who either transferred within or out of Rancho Cordova schools. The majority of these students were moving between schools within Rancho Cordova. However, there were 332 students that moved into one of the alternative programs or the charter school and an additional 277 that transferred to schools within Folsom (Figure 17).

**Figure 17: 2022-23 Intra- and Inter-District Transfers**

District/School	Intra-District		Inter-District	Net Total
<b>Folsom USD</b>	<b>In</b>	<b>Out</b>		
Blanche Sprentz ES	-66	124	13	71
Carl Sundahl ES	-17	6	42	31
Empire Oaks ES	-78	17	5	-56
Folsom Hills ES	-49	79	13	43
Gold Ridge ES	-101	64	14	-23
Mangini Ranch ES	-45	38	1	-6
Natoma Station ES	-91	12	9	-70
Oak Chan ES	-41	39	3	1
Russell Ranch ES	-82	16	1	-65
Sandra J Gallardo ES	-102	33	2	-67
Theodore Judah ES	-93	256	38	201
Folsom MS	-169	110	17	-42
Sutter MS	-117	215	66	164
Folsom HS	-223	399	240	416
Vista del Lago HS	-277	97	5	-175
Folsom Lake HS	0	67	1	68
<b>Total</b>	<b>-1,551</b>	<b>1,572</b>	<b>470</b>	<b>491</b>
<b>Rancho Cordova USD</b>	<b>In</b>	<b>Out</b>		
Cordova Gardens ES	-33	80	6	53
Cordova Meadows ES	-88	11	16	-61
Cordova Villa ES	-79	53	19	-7
Mather Heights ES	-18	53	26	61
Navigator ES	-106	30	8	-68
Peter J Shields ES	-111	28	6	-77
Rancho Cordova ES	-101	64	9	-28
Riverview STEM	0	249	95	344
White Rock ES	-59	33	11	-15
Williamson ES	-89	50	9	-30

District/School	Intra-District		Inter-District	Net Total
Mills MS	-169	49	21	-99
Mitchell MS	-152	116	20	-16
Cordova HS	-375	4	112	-259
Kinney HS	0	83	9	92
<b>Total</b>	<b>-1,380</b>	<b>903</b>	<b>367</b>	<b>-110</b>
<b>Alternative Programs</b>	<b>In</b>	<b>Out</b>		
Walnutwood HS	0	169	16	185
Prospect CDS	0	24	0	24
	<b>Folsom</b>	<b>Rancho Cordova</b>		
FCCC	63	52	52	167
Innovations Academy	60	87	23	170
<b>Total</b>	<b>123</b>	<b>332</b>	<b>91</b>	<b>546</b>

Source: District-provided 2022-23 transfers

The District also has a number of programs that are open to students across the District outside of the intra-district transfer process. While access to these opportunities may be limited and are not guaranteed, they are available to all students within the District. These opportunities would be reduced, and in certain instances, eliminated altogether were the reorganization to occur.

### Finding

The Study finds that this criterion would not be substantially met as the reorganization could exacerbate existing racial and socioeconomic disparities and segregation already inherent in the communities being served. While SSC staff recognize that the existing racial and socioeconomic distribution is largely a result of where students reside and that the Rancho Cordova community believe that a reorganization would allow them to better serve their students, the reorganization appears to limit students' ability to access an integrated educational experience.

## Criterion Number 5: No Substantial Increase in State Costs

### Standard

EC § 35753(a)(5) specifies that “any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.” The CDE Handbook states that there are no current regulations on the subject; however, the following factors should be considered in evaluating this condition:

- Whether implementation of the proposal would change one or more of the affected districts' basic aid status. A change in basic aid could increase the amount of state apportionment funds required for either the proposed new district or one or more of the remaining districts.



- b. Additional state costs for school facilities.
- c. Other state special or categorical aid programs and any increased state costs if students transferring would qualify in the gaining district and not in the losing district.
- d. The additional costs to the state if costs per student for special or categorical programs are higher in the gaining district.
- e. The effect on the districts' home-to-school and special education transportation costs and state reimbursements.
- f. Increased costs resulting from additional schools becoming eligible for "necessary small school" funding pursuant to EC § 42280 through 42289.

The CDE handbook explicitly states that any increase in state funding due to the recalculation of the LCFF entitlements as required by EC § 35735 and 35735.1 is not applicable to the analysis of this criterion.

### **Analysis and Comment**

In 2013-14, the state enacted a historic reform of its school finance system. In the early 1970s, in response to the California State Supreme Court's decision in the *Serrano v. Priest* case, the Legislature enacted a system of general purpose funding under revenue limits and need-based or program-based funding established through numerous categorical programs. Over time, per-pupil differences in general purpose funding narrowed considerably through the revenue limit system; however, funding differences related to categorical programs remained.

As part of the 2013 Budget Act, the Legislature passed the LCFF. This historic reform of the state's school finance system eliminated revenue limits and more than 40 categorical programs. In its place, the state established a system of funding LEAs through base grants, add-on funding for K-3 class size reduction and career technical education, and supplemental and concentration grants to provide extra funding to districts with students from low-income families, students who are English learners, and foster youth.

The model itself was enacted in June 2013 with the signing of Assembly Bill (AB) 97 (Committee on Budget, Statutes of 2013), and revisions and clarifications were enacted in September 2013 through Senate Bill 97 (Committee on Budget and Fiscal Review, Statutes of 2013), the "clean-up" measure to AB 97. The revenue analysis for the proposed district reorganization, therefore, reflects the LCFF system.

The state, under the minimum guarantee established by Proposition 98, allocates nearly 40% of the state's General Fund revenues to the K-14 community on an annual basis. This is split between K-12 and community colleges at an approximate rate of 89% and 11%, respectively. The 2023-24

Enacted Budget estimates the minimum guarantee to be \$108.3 billion, and after accounting for \$1.8 billion in set asides, allocates approximately \$94.9 billion to K-12. Of the \$94.9 billion, more than \$75.0 billion is designated to be distributed through the LCFF. For each LEA, the LCFF is calculated based on a number of factors including ADA, enrollment, UPP, and property taxes.

The LCFF is comprised of three components: a base grant, inclusive of grade span adjustments, supplemental and concentration grants, and three additional add-ons—Targeted Instructional Improvement Block Grant, Home-to-School Transportation, and Transitional Kindergarten. The base grants and grade span adjustments are predefined rates, by grade span, and are uniform for all school districts and charter schools.

The supplemental and concentration grants are calculated in two parts. Under the LCFF, LEAs are eligible to receive additional funding based on the percentage of students who qualify based on one of three criteria: (1) eligible for FRPM; (2) English language learner; and (3) foster youth. The percentage, known as the UPP, is calculated by dividing the unduplicated count of eligible students (meaning a student may qualify under more than one category, but is only counted once) by the total number of students enrolled in the LEA. For each eligible student, a 20% augmentation is generated based on the grade span and the grade span adjustment, as appropriate. Once an LEA exceeds a UPP of 55%, an additional 65% augmentation is generated for each student above the 55% threshold. Figure 18 summarizes each of these components using rates for the 2023-24 fiscal year.

**Figure 18: 2023-24 LCFF Components**

Grade Span	Base Grant per ADA	Grade Span Adjustment per ADA	Supplemental Grant per ADA (Up To)	Concentration Grant per ADA (Up To)
<b>Grades TK-3</b>	\$9,919	\$1,032	\$2,190	\$3,203
<b>Grades 4-6</b>	\$10,069	--	\$2,014	\$2,945
<b>Grades 7-8</b>	\$10,367	--	\$2,073	\$3,032
<b>Grades 9-12</b>	\$12,015	\$312	\$2,465	\$3,606

Source: CDE LCFF funding rates

The LCFF revenues for the District are listed in Figure 19 to illustrate that a significant amount of revenues are allocated through the LCFF.

**Figure 19: LCFF Revenues**

Fiscal Year	Base Grant + Grade Span Adjustment	Supplemental and Concentration	Add-Ons	Total LCFF Revenues
2020-21	\$170,223,914	\$12,501,244	\$1,726,111	\$184,451,269
2021-22	\$178,726,681	\$12,721,765	\$1,726,111	\$193,174,557
2022-23	\$201,515,852	\$14,343,898	\$2,233,211	\$218,092,961
2023-24 <sup>1</sup>	\$216,362,012	\$15,660,283	\$2,354,360	\$234,376,655
2024-25 <sup>1</sup>	\$227,387,047	\$16,817,546	\$2,417,597	\$246,622,190

Source: District-provided LCFF calculators as of August 2023

<sup>1</sup>Estimated

The total LCFF revenues column in Figure 19 represents the amount the District is guaranteed to receive annually and the amount is comprised of three components—state funding, payments from the Education Protection Account (EPA), and local property taxes, which is summarized in Figure 20.

**Figure 20: Fund Sources for LCFF Revenues**

Fiscal Year	State Funding	EPA	Property Taxes	Total LCFF Revenues
2020-21	\$80,015,285	\$34,958,118	\$69,477,866	\$184,451,269
2021-22	\$72,136,437	\$47,487,644	\$73,550,476	\$193,174,557
2022-23	\$121,193,557	\$16,359,649	\$80,539,755	\$218,092,961
2023-24 <sup>1</sup>	\$98,612,335	\$58,054,001	\$77,710,319	\$234,376,655
2024-25 <sup>1</sup>	\$107,859,927	\$61,052,828	\$77,709,435	\$246,622,190

Source: District-provided LCFF calculators as of August 2023

<sup>1</sup>Estimated

Because the District's property taxes do not exceed total LCFF revenues, less the amount of state categoricals received in 2012-13, the District is classified as state funded, rather than basic aid. Figure 21 illustrates that the District is solidly identified as state funded.

**Figure 21: Basic Aid Eligibility**

Fiscal Year	Total LCFF Revenues	2012-13 State Categoricals	Difference between LCFF Revenues and Categoricals	Property Taxes
2023-24 <sup>1</sup>	\$234,376,655	(\$14,008,455)	\$220,368,200	\$77,710,319
2024-25 <sup>1</sup>	\$246,622,190	(\$14,008,455)	\$232,613,735	\$77,709,435

Source: District-provided LCFF calculators as of August 2023

<sup>1</sup>Estimated

Given the large gap between property taxes and guaranteed LCFF revenues, less state categorical received in 2012-13, it would appear that the proposed reorganization resulting in a new district would also yield two state-funded districts.

To illustrate the potential impact on LCFF revenues and provide an objective analysis to support the state-funded conclusion, the analysis contemplates potential LCFF scenarios for the 2023-24 and 2024-25 fiscal year. The analysis utilizes enrollment projections as of September 2023 for both fiscal years, the district-wide ADA-to-enrollment ratio, and a projected split of property tax revenues to calculate what the LCFF revenues would be if the split was effective July 1, 2024. Even if the full amount of the 2012-13 categoricals remained with one school district, the total of \$14.0 million does not approach the differences between total LCFF revenues and property taxes noted in Figure 22 that would cause either district to become basic aid.

**Figure 22: Projected LCFF Revenues**

2024-25	Total LCFF Revenues	Property Taxes	Difference
<b>Folsom USD</b>	\$157,261,808	\$50,899,680	\$106,362,128
<b>Rancho Cordova USD</b>	\$101,058,848	\$25,954,951	\$75,103,897

Source: Fiscal Crisis and Management Assistance Team (FCMAT) calculator with projected scenarios using enrollment as of October 2023

Although the CDE Handbook explicitly requires any reorganization study to exclude the fiscal impact as it pertains to the LCFF as an increased cost to the state except for when a basic aid district may become a state-funded district, the following will elaborate on the potential fiscal impact on each district as required by EC § 35735(a). In general, LCFF funding changes as a result of district reorganizations will have a de minimis impact to the state. The two areas where exceptions may arise are related to the UPP of each district and/or whether either district is currently in basic aid status. As noted earlier, the District is not currently basic aid and a split using the proposed boundaries is unlikely to create a district in basic aid status.

Under the LCFF, the higher an LEA's UPP, the more it will receive in supplemental and concentration grants to fund increased and/or improved services for the targeted students (i.e., students from low-income families, English language learners, and foster youth).

Using student enrollment and UPP counts from October 2023, Figure 23 summarizes the current UPP, as well as the projected UPP if the district were to split into two separate unified districts. The analysis assumes that the students would remain at their current schools.

**Figure 23: Projected UPP and LCFF Funding Per Student**

2023-24	UPP	LCFF Funding Per Student
<b>Folsom Cordova USD</b>	37.00%	\$12,029
<b>Folsom USD</b>	17.37%	\$11,680
<b>Rancho Cordova USD</b>	61.05%	\$12,914

Source: FCMAT calculator with projected scenarios using enrollment as of October 2023

The primary cause for the change in funding per student is the growth/decline in UPP. Under the proposed split, Rancho Cordova USD would receive more supplemental grant funding and be eligible for concentration grant funding, whereas, under the current configuration, the District's UPP of 37.00% is not high enough to generate concentration grant funding. Conversely, the decline in UPP for Folsom USD would result in a decrease in supplemental grant funding. The assumption that Rancho Cordova USD would be eligible for the concentration grant is based on student demographics in the near-term. It is conceivable that development south of Highway 50 and west of Prairie City Road could attract residents whose children would not be identified as unduplicated pupils, thus reducing the UPP of Rancho Cordova USD. However, the impact of any such developments is not imminent and it would be premature and inconclusive to attempt to calculate the impact of any future development on Rancho Cordova USD's UPP.

As noted earlier, the number of categorical programs was reduced significantly with the advent of the LCFF in 2013-14. In each subsequent year, however, the total number of categorical programs has grown as the Governor and Legislature continue to target new, available Proposition 98 resources outside the LCFF. This occurs during prosperous times, but the state is beginning to experience some financial turbulence so there were no new, material categorical programs in 2023-24, and there are unlikely to be any new, material categorical programs in 2024-25. However, the basis for allocating the resources for the categorical programs is most commonly ADA, UPP, or some combination of the two. Figure 24 summarizes the most significant categorical programs funded by the state as part of the 2022-23 Enacted Budget.

**Figure 24: 2022-23 State-Funded Categorical Programs**

Category	Statewide Allocation	Funding Calculation
Learning Recovery Block Grant	\$7,936,000,000	\$/ADA x 2021-22 ADA x UPP
Expanded Learning Opportunities Program (ELO-P)	\$4,000,000,000	\$/ADA x 2021-22 ADA
Arts, Music, and Instructional Materials Block Grant	\$3,561,000,000	\$/ADA x 2021-22 ADA
Mandate Block Grant	\$247,000,000	\$/ADA x 2021-22 ADA
<b>Total</b>	<b>\$15,744,000,000</b>	

This does not represent all the categorical programs available in 2022-23, but rather, illustrates that the majority of categorical programs are awarded based on ADA. The shift of students from one combined district to two separate unified districts would not have a material impact on costs to the state, but rather, would shift the allocation between the two districts, with more, on a per-student basis, going to the higher UPP district. While it is impossible to know how the state might allocate funds in the future, the recent history shows that an allocation based on ADA is most likely. It should be noted that while ELO-P, an ongoing block grant, does provide a higher funding per ADA. The threshold for the higher funding is a UPP of 75%, and it does not appear that the reorganization would yield a district with a UPP anywhere near 75%.

Another consideration for this criterion is whether state costs would increase because of “necessary small schools.” The reorganization would not create any new schools and would not cause any of the current schools to become necessary small schools. It is worth noting that under the current configuration, none of the schools in the District are necessary small schools.

### Finding

The Study finds that this criterion would be substantially met, as the proposed reorganization would not result in a significant increase in state costs as it pertains to operational revenues. Potential increases in state costs attributable to facilities are addressed in Criterion Number 7.

## Criterion Number 6: Sound Educational Program

### Standard

The Education Code specifies that “the proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.” Title 5 regulations further specify a duty of the CDE to describe district-wide and school site programs, in school sites excluded from the reorganization proposal, that could be adversely affected by a district reorganization.

### Analysis and Comment

SSC staff are not instructional experts, therefore, established statewide systems—the California School Dashboard (Dashboard), the California Assessment of Student Performance and Progress (CAASPP), and DataQuest—have been analyzed as a proxy for the strength of each district’s educational offerings.

**Dashboard**—California has adopted an accountability and continuous improvement system, as prescribed by the implementation of the LCFF, that provides information on how LEAs and schools are meeting the needs of California’s students based on a set of state and local measures developed to assist in identifying strengths, weaknesses, and areas in need of improvement. The

multiple measures are reported through the Dashboard, which illustrates the state’s accountability system by measuring the performance of LEAs at the district, school, and pupil subgroup levels. The new multiple measures system replaces the former Academic Performance Index, which was based solely on test results, and measures progress by the use of state and local indicators that more closely measure a student’s school environment.

State Indicators (collected through the California Longitudinal Pupil Achievement Data System)

- Academic Performance (English Language Arts/Literacy [ELA] and Math)
- Chronic Absenteeism
- College/Career Readiness
- English Learner Progress
- Graduation Rate
- Suspension Rate

State indicator performance levels are bifurcated into percentile cut scores—current status and change (year-over-year progress)—which creates a five-by-five grid that produces 25 results and 5 performance levels (blue [highest], green, yellow, orange, and red [lowest]) to make an overall determination for each indicator that provides equal weight to both status and change.

Local Indicators (entered by LEAs)

- Basic Services and Conditions
- Implementation of Academic Standards
- Parent and Family Engagement
- School Climate
- Access to a Broad Course of Study
- Coordination of Services for Expelled Students (COE only)
- Coordination of Services for Foster Youth (COE only)

Local indicator performance levels are ranked using three metrics: Met, Not Met, Not Met for Two or More Years.

As shown in Figure 25,<sup>16</sup> the schools that would remain within Folsom USD outperform the schools that would be part of the new Rancho Cordova USD and even the existing Folsom Cordova

<sup>16</sup>The Dashboard provides data by LEA, school site, and pupil subgroup. For this analysis, performance against the metrics was weighted by schools’ enrollment in order to develop the hypothetical Dashboard for Folsom USD and Rancho Cordova USD post reorganization.



USD.<sup>17</sup> With blue and green the highest and second highest performance levels, respectively, and with green being the state targeted performance level, Folsom USD would have more performance levels at and above the targeted performance level. Folsom USD would outperform Rancho Cordova USD in all indicators, with the exception of English Learner Progress, though it should be noted that both districts showed improvement in reducing chronic absenteeism and either improved or maintained their efforts in reducing suspension rates and increasing graduation rates. Rancho Cordova USD would start with higher suspension and chronic absenteeism rates, so any reductions would still have it trailing behind Folsom USD, though its reduction in chronic absenteeism was more than double that of Folsom USD.

The results summarized in Figure 25 illustrate that, as it pertains to the academic performance indicators, Folsom USD has higher performance levels in both ELA and Math. While both have an orange performance level, Folsom USD's English learners are making slightly greater progress toward English language proficiency than those at Rancho Cordova USD.

**Figure 25: California School Dashboard Summary**

	Folsom-Cordova USD			Folsom USD			Rancho Cordova USD		
	Student Performance	Status	Change	Student Performance	Status	Change	Student Performance	Status	Change
Suspension Rate (K-12)	Green	Medium	Declined	Green	Low	Declined	Orange	High	Maintained
		3.4%	-0.4%		1.3%	-0.7%		6.8%	-0.1%
English Learner Progress (K-12)	Orange	Medium	Declined	Orange	Medium	Declined	Orange	Low	Declined
		46.8%	-4.0%		49.8%	-2.6%		44.2%	-4.1%
Graduation Rate (9-12)	Green	High	Maintained	Blue	Very High	Maintained	Green	Medium	Increased
		93.4%	0.5%		97.2%	-0.2%		87.8%	2.0%
Chronic Absenteeism	Yellow	High	Declined Significantly	Green	Medium	Declined Significantly	Yellow	Very High	Declined Significantly
		15.4%	-6.2%		8.2%	-4.1%		25.8%	-9.0%
ELA (G3-8)	Green	Medium	Declined	Green	High	Declined	Orange	Low	Maintained
		19.1	-3.50%		57.2	-4.23%		-44.9	-2.66%
Math (G3-8)	Yellow	Medium	Maintained	Blue	Very High	Maintained	Orange	Low	Maintained
		-8.40	-1.40%		32.99	1.73%		-75.02	-2.17%

Source: 2023 Dashboard data—Folsom USD and Rancho Cordova USD calculated based on school-site data

**CAASPP**—The CAASPP system was established in 2014 and replaced the Standardized Testing and Reporting program. The CAASPP system includes the Smarter Balanced Summative Assessment system, which tests students in grades 3 through 8 and 11 on ELA and Math. The Smarter Balanced Assessment system is based on the Common Core State Standards and measures

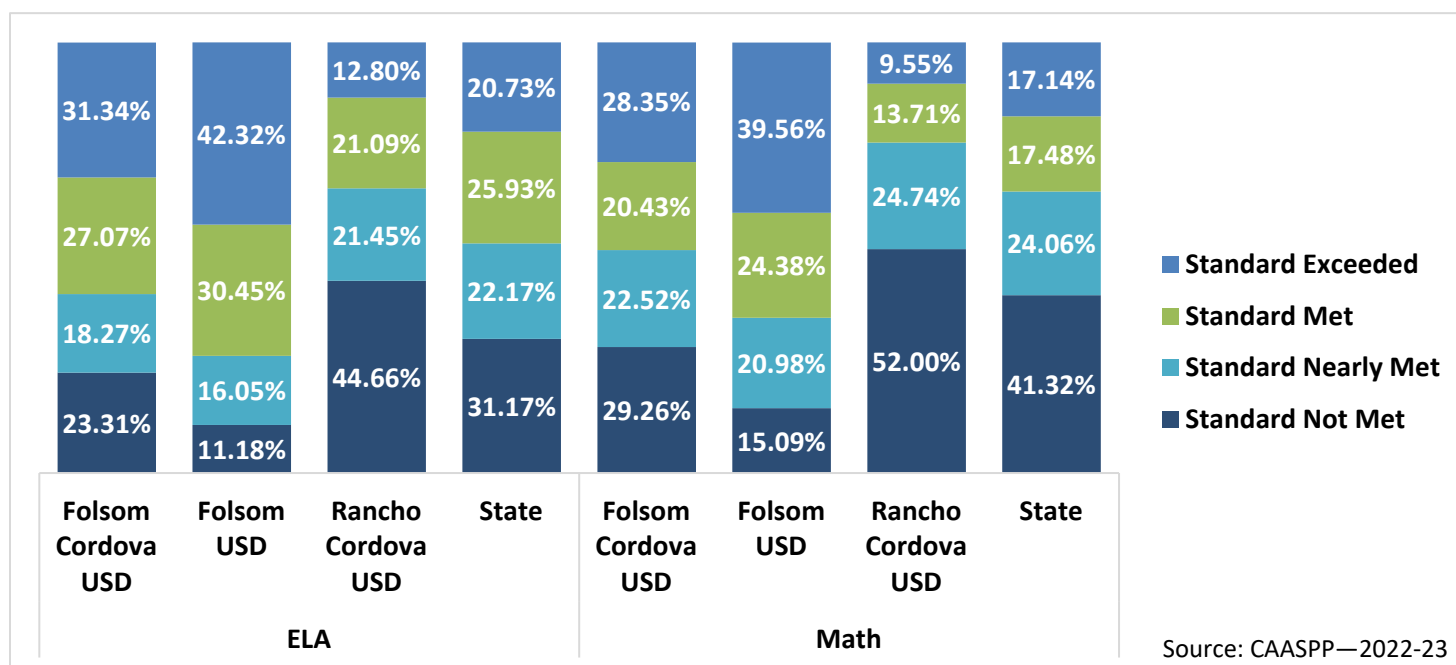
<sup>17</sup>Independent study and charter schools are not included in either Folsom USD or Rancho Cordova USD results.



progress toward college and career readiness. Tests are scored on a scale—Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded.

A review of these results (Figure 26) shows that, similar to the Dashboard results, the schools in the remaining Folsom USD would outperform the schools in Rancho Cordova USD.<sup>18</sup> Folsom USD schools would have a higher percentage of students meeting or exceeding the standard and a lower percentage of students nearly meeting or not meeting the standard in both ELA and Math. For both ELA and Math, the percentage of students meeting or exceeding standards increases substantially for the remaining Folsom USD as compared to status quo at the existing District. For example, the District has 58.41% of students meeting or exceeding the standard in ELA, while Folsom USD would have 72.77% of students in that category. The impacts to Rancho Cordova USD are equally significant. Using that same example of 58.41% of students meeting or exceeding the standard in ELA, Rancho Cordova USD would have only 33.88% of students meeting or exceeding the standard.

**Figure 26: Smarter Balanced Summative Assessments Results**



Rancho Cordova USD would also have a lower percentage of students than the state as a whole who meet or exceed the standard in both ELA and Math and a higher percentage that nearly meet or do not meet the standard on both tests.

While test results are not the only factor that should be considered when determining the performance of a school or district, this data does provide some indication as to the educational programs available at the schools within the two areas. This data shows that the reorganization

<sup>18</sup>Independent study and charter schools are not included in either Folsom USD or Rancho Cordova USD results.

could have a negative impact on the educational achievement of the students within Rancho Cordova USD.

**DataQuest**—Through DataQuest, the CDE provides data and statistics about K-12 for schools, districts, counties, and the state. The various data reports are available for multiple subject areas including a number that are incorporated into the Dashboard—graduation, suspension, and chronic absenteeism rates. The following is a comparison of these metrics as well as teacher assignment data for the existing District, the remaining Folsom USD, and the new Rancho Cordova USD.

- Graduation Rate

The remaining Folsom USD would have had a four-year adjusted cohort<sup>19</sup> graduation rate of 97.2% as compared to 87.5% for Rancho Cordova USD. With exclusion of the continuation high schools, Folsom USD's graduation rate would have increased to 97.3% as compared to Rancho Cordova USD at 90.8%. The same is generally true as it pertains to the number and percentage of students meeting University of California (UC)/California State University (CSU) requirements and those earning a seal of biliteracy and/or a Golden State Seal Merit diploma.

**Figure 27: Graduation Rate**

District/School	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements		Graduates Earning a Seal of Biliteracy		Graduates Earning a Golden State Seal Merit Diploma	
<b>Folsom Cordova USD</b>	<b>1,618</b>	<b>1,507</b>	<b>93.1%</b>	<b>824</b>	<b>54.7%</b>	<b>224</b>	<b>14.86%</b>	<b>508</b>	<b>33.71%</b>
<b>Folsom USD</b>	<b>1,056</b>	<b>1,026</b>	<b>97.2%</b>	<b>723</b>	<b>70.5%</b>	<b>176</b>	<b>17.15%</b>	<b>423</b>	<b>41.23%</b>
Folsom HS	596	574	96.3%	385	67.1%	133	23.17%	205	35.71%
Vista del Lago HS	427	421	98.6%	338	80.3%	43	10.21%	218	51.78%
Folsom Lake HS <sup>1</sup>	33	31	93.9%	-	-	-	-	-	-
<b>Rancho Cordova USD</b>	<b>440</b>	<b>385</b>	<b>87.5%</b>	<b>82</b>	<b>21.3%</b>	<b>45</b>	<b>11.69%</b>	<b>67</b>	<b>17.40%</b>
Cordova HS	392	356	90.8%	82	23.0%	45	12.64%	67	18.82%
Kinney HS <sup>1</sup>	48	29	60.4%	-	-	-	-	-	-
<b>Independent Study Program</b>									
Walnutwood HS	108	89	82.4%	19	21.3%	3	3.37%	18	20.22%

Source: CDE DataQuest, 2022-23

<sup>1</sup>Continuation high school

<sup>19</sup>The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding any student who transfers in later during grade 9 or during the next three years and subtracting any student who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

- Suspension Rate<sup>20</sup>

The remaining Folsom USD would have a lower suspension rate (1.3%) than both the existing District (3.5%) and Rancho Cordova USD (7.1%).

**Figure 28: Suspension Rate**

District/School	Cumulative Enrollment	Total Suspensions	Unduplicated Counts of Students Suspended <sup>1</sup>	Suspension Rate <sup>2</sup>
<b>Folsom Cordova USD</b>	<b>21,749</b>	<b>1,242</b>	<b>757</b>	<b>3.5%</b>
<b>Folsom USD</b>	<b>13,215</b>	<b>245</b>	<b>174</b>	<b>1.3%</b>
Blanche Sprentz ES	414	0	0	0.00%
Carl Sundahl ES	343	1	1	0.30%
Empire Oaks ES	400	11	6	1.50%
Folsom Hills ES	505	0	0	0.00%
Gold Ridge ES	544	1	1	0.20%
Mangini Ranch ES	635	1	1	0.20%
Natoma Station ES	527	9	6	1.10%
Oak Chan ES	442	2	2	0.50%
Russell Ranch ES	647	4	4	0.60%
Sandra J Gallardo ES	436	3	2	0.50%
Theodore Judah ES	601	13	6	1.00%
Folsom MS	1,401	19	14	1.00%
Sutter MS	1,624	103	65	4.00%
Folsom HS	2,815	51	42	1.50%
Vista del Lago HS	1,775	14	14	0.80%
Folsom Lake HS	106	13	10	9.40%
<b>Rancho Cordova USD</b>	<b>8,245</b>	<b>940</b>	<b>584</b>	<b>7.1%</b>
Cordova Gardens ES	336	16	10	3.00%
Cordova Meadows ES	400	47	18	4.50%
Cordova Villa ES	532	45	32	6.00%
Mather Heights ES	332	7	6	1.80%
Navigator ES	438	9	2	0.50%
Peter J Shields ES	354	21	14	4.00%
Rancho Cordova ES	458	23	8	1.70%
Riverview STEM	357	0	0	0.00%
White Rock ES	449	28	14	3.10%

<sup>20</sup>The total count of suspensions and an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended from school.

District/School	Cumulative Enrollment	Total Suspensions	Unduplicated Counts of Students Suspended <sup>1</sup>	Suspension Rate <sup>2</sup>
Williamson ES	527	54	20	3.80%
Mills MS	915	150	106	11.60%
Mitchell MS	885	213	113	12.80%
Cordova HS	2,083	301	219	10.50%
Kinney HS	179	26	22	12.30%
<b>Alternative Programs</b>	<b>945</b>	<b>56</b>	<b>27</b>	<b>2.9%</b>
FCCC	217	-	-	-
Innovations Academy	292	1	1	0.30%
Prospect CDS	76	55	26	34.20%
Walnutwood HS	360	-	-	-

Source: CDE DataQuest, 2022-23

<sup>1</sup>Students who are suspended multiple times are only counted once

<sup>2</sup>The unduplicated count of students suspended divided by the cumulative enrollment

### • Chronic Absenteeism Rate<sup>21</sup>

Students are considered chronically absent if they are absent for 10% or more of the days they were expected to attend school. Schools within the Rancho Cordova area have higher rates of chronic absenteeism than schools within Folsom. Post reorganization, Rancho Cordova USD would have a significantly higher chronic absenteeism rate (27.5%) than Folsom USD (9.0%).

**Figure 29: Chronic Absenteeism Rate**

District/School	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>Folsom Cordova USD</b>	<b>21,319</b>	<b>3,404</b>	<b>16.0%</b>
<b>Folsom USD</b>	<b>13,050</b>	<b>1,175</b>	<b>9.0%</b>
Blanche Sprentz ES	404	72	17.8%
Carl Sundahl ES	343	14	4.1%
Empire Oaks ES	392	33	8.4%
Folsom Hills ES	502	38	7.6%
Gold Ridge ES	524	48	9.2%
Mangini Ranch ES	632	37	5.9%

<sup>21</sup>Total count of students who were determined to be chronically absent (Chronic Absenteeism Count) divided by the count of cumulatively enrolled students who were eligible to be considered chronically absent (Chronic Absenteeism Eligible Enrollment).

District/School	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Natoma Station ES	517	48	9.3%
Oak Chan ES	435	31	7.1%
Russell Ranch ES	641	36	5.6%
Sandra J Gallardo ES	430	25	5.8%
Theodore Judah ES	596	51	8.6%
Folsom MS	1,384	75	5.4%
Sutter MS	1,600	182	11.4%
Folsom HS	2,782	291	10.5%
Vista del Lago HS	1,765	122	6.9%
Folsom Lake HS	103	72	69.9%
<b>Rancho Cordova USD</b>	<b>7,916</b>	<b>2,176</b>	<b>27.5%</b>
Cordova Gardens ES	315	117	37.1%
Cordova Meadows ES	369	115	31.2%
Cordova Villa ES	500	190	38.0%
Mather Heights ES	325	38	11.7%
Navigator ES	429	106	24.7%
Peter J Shields ES	341	98	28.7%
Rancho Cordova ES	441	133	30.2%
Riverview STEM	352	21	6.0%
White Rock ES	423	117	27.7%
Williamson ES	498	151	30.3%
Mills MS	881	178	20.2%
Mitchell MS	858	214	24.9%
Cordova HS	2,017	556	27.6%
Kinney HS	167	142	85.0%
<b>Alternative Programs</b>	<b>860</b>	<b>305</b>	<b>35.5%</b>
FCCC	202	9	4.5%
Innovations Academy	279	136	48.7%
Prospect CDS	53	36	67.9%
Walnutwood HS	326	124	38.0%

Source: CDE DataQuest, 2022-23

- Teacher Assignment Monitoring

Teacher assignment monitoring provides FTE data for each classroom-based teaching assignment compared against the California Commission on Teacher Credential's credential authorization data, which evaluates each assignment to determine if or how the teacher is authorized to teach the assigned course and the students enrolled in the course.

Schools within Rancho Cordova have a lower rate of teachers authorized by a clear or preliminary credential as compared to schools in Folsom. The proposed Rancho Cordova USD would have 88.6% of its teachers with a clear credentialed while those in the remaining Folsom USD would have 93.1% with a clear credential.<sup>22</sup>

**Figure 30: Teacher Assignment Monitoring**

District/School	Total Teaching FTE	Clear <sup>1</sup>
<b>Folsom Cordova USD</b>		
<b>Total</b>	986.0	894.0
<b>Percentage</b>		<b>90.7%</b>
<b>Folsom USD</b>		
Blanche Sprentz ES	20.1	19.1
Carl Sundahl ES	18.5	18
Empire Oaks ES	20.3	18.8
Folsom Hills ES	24.4	23.9
Gold Ridge ES	26.8	25.3
Mangini Ranch ES	14.4	13.9
Natoma Station ES	23.2	20.7
Oak Chan ES	24.6	23.1
Russell Ranch ES	31.9	31.4
Sandra J Gallardo ES	20.1	19.6
Theodore Judah ES	27.7	27.2
Folsom MS	51.5	45.4
Sutter MS	60.3	55.3
Folsom HS	107.3	99.6
Vista del Lago HS	74.8	69
Folsom Lake HS	5.2	2.6
<b>Total</b>	<b>551.1</b>	<b>512.9</b>
<b>Percentage</b>		<b>93.1%</b>

Source: CDE DataQuest, 2021-22

<sup>1</sup>Assignment were authorized by a clear or preliminary credential or authorized by a local assignment option

District/School	Total Teaching FTE	Clear <sup>1</sup>
<b>Rancho Cordova USD</b>		
Cordova Gardens ES	17.5	13.5
Cordova Meadows ES	21.6	18.1
Cordova Villa ES	25.6	23.1
Mather Heights ES	18.9	18.4
Navigator ES	22.1	21.1
Peter J Shields ES	17.3	14.8
Rancho Cordova ES	25.4	21.9
Riverview STEM	16.2	15.7
White Rock ES	24.3	22.3
Williamson ES	24.2	22.7
Mills MS	33	29.1
Mitchell MS	38.7	35
Cordova HS	99.9	85.3
Kinney HS	9.5	8.3
<b>Total</b>	<b>394.2</b>	<b>349.3</b>
<b>Percentage</b>		<b>88.6%</b>
<b>Alternative Programs</b>		
FCCC	10.3	10.3
Innovations Academy	14.8	11
Prospect CDS	4.5	4.3
Walnutwood HS	11.1	6.3
<b>Total</b>	<b>40.7</b>	<b>31.9</b>
<b>Percentage</b>		<b>78.4%</b>

The DataQuest data shows that the trend revealed with the Dashboard and CAASPP data continues—the remaining Folsom USD would have higher scores and graduation rates, lower suspension and chronic absentee rates, and more assigned teachers with a clear credential as

<sup>22</sup>This does not take into consideration the effects of the reorganization as it pertains to which district teachers are ultimately employed. This information assume teachers would remain employed within the district and at the schools to which they are currently assigned.

compared to the District, while Rancho Cordova USD would experience the opposite across all measures.

**Educational programs**—The District appears to provide a diverse set of course offerings, programs, services, and extracurricular activities for its students as shown across the next several figures.

Figure 31 provides “district-wide” programs offered at elementary school sites and programs offered at secondary school sites are listed in Figure 32. Per District staff, district-wide means that these programs are offered at select school sites and available to students attending other District schools through the intra-district transfer process. A review of the list shows that 1) Folsom schools generally have a greater selection and breath of programs than Rancho Cordova schools; and 2) a number of the programs are offered at a single, specific site and not across multiple school sites. Therefore, availability of certain programs is limited and were the District to split, programs would need to be duplicated at the other district. Otherwise, even the limited opportunity students currently have to attend these programs through intra-district transfers would be eliminated entirely.

Appendix C includes the list of courses offered at elementary, middle, and high schools within the District separated by Folsom and Rancho Cordova schools.<sup>23</sup> At the elementary schools, schools in both Folsom and Rancho Cordova offer essentially the same courses with the exception of classes for a Montessori program offered at Carl Sundahl ES. Distinctions begin at the middle school level. Though the total number of courses offered is similar, there is more differentiation in the programs—likely due to the numbers of students, available course slots, as well as the student demographics and needs. While this reasoning likely continues into the high schools, there is a greater distinction between the courses offered that takes on greater importance for students and their futures after graduation. For example, no advanced placement courses are offered at Cordova HS and are only found at Folsom HS and Vista del Lago HS—both high schools in Folsom. This would be detrimental to students attending the proposed Rancho Cordova HS were the courses to remain in their current state. Obviously, the new school district could and likely would offer these and other courses, though the number of interested students and schedule availability may not allow for all courses to be provided. Further, SSC staff assume that there are currently students residing within Rancho Cordova that are attending Folsom schools to access these advance placement and other programs not available within their schools. The loss of these students could also affect schools within Folsom USD as they could lose the critical mass needed to offer some courses.

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<sup>23</sup>Excludes alternative programs, including charter school, independent study, and continuation high schools.



**Figure 31: District Offerings by School Site—Elementary Programs**

Folsom Schools	Rancho Cordova Schools
<b><u>Carl Sundahl ES</u></b> Montessori Program	<b><u>Cordova Gardens ES</u></b> STEAM Program
<b><u>Folsom Hills ES</u></b> Preschool Language Development Program Spanish Language Program	<b><u>Cordova Meadows ES</u></b> Community School
<b><u>Theodore Judah ES</u></b> Academy for Advanced Learning	<b><u>Cordova Villa ES</u></b> Community School Spanish, Science and Art Specialists
	<b><u>Mather Heights ES</u></b> Academy for Advanced Learning
	<b><u>Riverview STEM</u></b> Science Technology Engineering and Math
	<b><u>White Rock ES</u></b> Community School
	<b><u>Williamson ES</u></b> Spanish, Science and Art Specialists Community School
	<b><u>Cordova Lane Center</u></b> State and Federal Preschool

Source: District-provided data

**Figure 32: District Offerings by School Site—Secondary Programs**

Folsom Schools		Rancho Cordova Schools	
<b><u>Folsom MS</u></b>	<b><u>Sutter MS</u></b>	<b><u>Mills MS</u></b>	<b><u>Mitchell MS</u></b>
Band	Band	Band	Band
Choir	Choir		Choir
Creative Writing	Computer Game Design	Creative Writing	
Drama	Creative Writing		
	Gardening	Drumline	
Jazz Band	Jazz Band		IB-MYP-Middle Years program
Leadership	Leadership	Leadership	Leadership
Media Production		Math Lab	Media Production
Orchestra	Orchestra	Orchestra	Orchestra
Robotics			
Spanish	Spanish	Spanish	Spanish
Speech and Debate			
STEM		STEM	
Study Skills/Curricular Support	Study Skills/Curricular Support		Study Skills/Curricular Support
TA	TA	TA	TA
Visual Art	Training/Fitness	Visual Art	Visual Art
Yearbook	Visual Art		
	Yearbook		
Visual and Performing Arts			
<b><u>Folsom HS</u></b>	<b><u>Vista del Lago HS</u></b>	<b><u>Cordova HS</u></b>	
		3D Design	
AP 2D Design	Animation		
AP Drawing	AP 2D Design		
Band (Concert/Marching/Colorguard)	AP Drawing	Band (Concert/Marching/Colorguard)	
	Band (Concert/Marching/Colorguard)		

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Folsom Schools		Rancho Cordova Schools	
Ceramics and Sculpture Choir  Digital Art Drama  Guitar Jazz Band Orchestra Tech Theater  Visual Art/Drawing and Painting	Ceramics and Sculpture Choir Contemporary Music Ensembles Dance  Fine Art Photo Guitar  Orchestra  Visual Art/Drawing and Painting	Ceramics and Sculpture Choir  Drama  Guitar Jazz Band Orchestra Tech Theater Video Production Visual Art IB Visual Art/Drawing and Painting	
<b>English</b>			
<b><u>Folsom HS</u></b> AP Language AP Literature AP Research AP Seminar   Film as Visual Literature  Speech and Debate  Yearbook	<b><u>Vista del Lago HS</u></b> AP Language AP Literature  Beginning Composition (Freshman only) Critical Approaches to Cinema  Film as Visual Literature  Science Fiction as Visual Literature Speech and Debate  Yearbook	<b><u>Cordova HS</u></b>     English Language Development Film as Visual Literature IB Language and Literature (3 levels)  Speech and Debate Theory of Knowledge Yearbook	
<b>Math</b>			
<b><u>Folsom HS</u></b> AP Calculus	<b><u>Vista del Lago HS</u></b> AP Calculus	<b><u>Cordova HS</u></b>	

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Folsom Schools		Rancho Cordova Schools	
AP Statistics Financial Algebra Highlights of Calculus	AP Statistics Financial Algebra	Financial Algebra	
Personal Business Finance Pre Calculus Statistics/Probability/Problem Solving Trigonometry	Personal Business Finance Pre Calculus	IB Math Analysis and Approach (2 years) IB Math Apps and Interpretation (2 years) Personal Business Finance	
Science			
<b><u>Folsom HS</u></b> Anatomy and Physiology AP Biology AP Chemistry AP Environmental Science AP Physics Forensics	<b><u>Vista del Lago HS</u></b> Anatomy and Physiology AP Biology AP Chemistry AP Environmental Science AP Physics Forensics	<b><u>Cordova HS</u></b> Anatomy and Physiology     Forensics IB Biology IB Chemistry	
Social Science			
<b><u>Folsom HS</u></b> AP Euro History AP Government AP Human Geography AP Psychology Ethnic Studies   Psychology Sociology	<b><u>Vista del Lago HS</u></b>   AP Government AP Human Geography AP Psychology Ethnic Studies   Sociology	<b><u>Cordova HS</u></b>       Ethnic Studies IB Global Studies IB History of the Americas Psychology Sociology	

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Folsom Schools		Rancho Cordova Schools	
Language Other Than English			
<u>Folsom HS</u> AP French AP German AP Spanish French German  Spanish	<u>Vista del Lago HS</u>  French  Spanish	<u>Cordova HS</u>  French  IB French IB Spanish Spanish Spanish for Spanish Speakers	
Technology			
<u>Folsom HS</u> AP Computer Science Drafting and Architecture	<u>Vista del Lago HS</u> AP Computer Science	<u>Cordova HS</u>	
Physical Education			
<u>Folsom HS</u> Advanced Conditioning Dance  Weight Training Yoga	<u>Vista del Lago HS</u> Advanced Conditioning  Sports Medicine Weight Training	<u>Cordova HS</u> Advanced Conditioning  Weight Training	
Other			
<u>Folsom HS</u> Academic Decathlon (Humanities)   Student Government/Leadership  Teacher Assistant	<u>Vista del Lago HS</u> Academic Decathlon (Humanities)  Peer Academic Tutor  Student Government/Leadership Success 101 Teacher Assistant	<u>Cordova HS</u>  JROTC  Peer Leadership Personal and Professional Skills Student Government/Leadership  Teacher Assistant	

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Folsom Schools		Rancho Cordova Schools	
CTE Pathways			
<u>Folsom HS</u>	<u>Vista del Lago HS</u>	<u>Cordova HS</u>	
		Agriscience	
		Animal Science	
Architectural Design	Animation		
	Biotechnology		
Engineering Design	Child Development	Engineering Design	
Exploratory CTE	Engineering Design	Exploratory CTE	
Film/Video Production	Exploratory CTE	Film/Video Production	
	Film/Video Production	Food Service/Hospitality	
Graphic Design	Graphic Design		
	Multimedia Production	Ornamental Horticulture	
		Patient Care	
Product Innovation and Design	Product Innovation and Design	Product Innovation and Design	
		Professional Sales	
		Residential and Commercial	
		Construction	
Software and Systems Development	Software and Systems Development		

Alternative Programs			
<b><u>Walnutwood HS</u></b>	<b><u>Kinney HS</u></b>	<b><u>Prospect CDS</u></b>	<b><u>Innovations Academy</u></b>
Medical Independent Study	Food Service and Hospitality	Behavior Support for all students	Virtual School
Adolescent Parent Program	Metals and Welding		
Home Hospital Independent Study	Exploratory CTE		
Active Community Transitional Training	5th year offer to students making progress to graduation		

Source: District-provided data

**Finding**

The Study finds that this criterion would not be substantially met. The reorganization could result in a significant disruption to educational programs in the districts, especially to the smaller Rancho Cordova USD, and would have a negative impact on the educational performance of the students within Rancho Cordova USD based on the data analyzed within this Study.

**Criterion Number 7: No Substantial Increase to School Facilities Costs****Standard**

EC § 35753(a)(7) specifies that specifies that “any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.” There are no accompanying Title 5 regulations that provide further definition or guidance for this criterion. The CDE Handbook states that if the reorganization is creating a new school district, the school facilities must be adequate to serve all grade levels. The CDE Handbook suggest the following factors should also be considered in evaluating this condition:

- a. Local bonding capacity—It should be determined whether the territory transfer reduces the assessed valuation of a district to a point where the bonding capacity might be impaired.
- b. Developer fees—An analysis should be made of how income from developer fees might be affected. Whether developer fees have already been paid, whether they have increased or decreased because of the district losing or gaining the territory, and the impacts of the territory transfer should be determined.
- c. School property—If there is school property in the area to be transferred, the impact on each district should be determined. If a school is to be transferred, it should be determined how the district losing the school will compensate for the loss of facilities. If school sites are involved, it should be determined how each district’s facility plan will be affected.
- d. School capacity—The analysis should take into consideration whether the schools are operating on traditional, single track, or multi-track schedules.
- e. Condition of existing facilities—The analysis should distinguish between permanent and portable buildings, the age of the facilities, whether or not they have been well or poorly maintained or modernized, whether they have had technological upgrades, and the conditions of the mechanical systems on the school site (e.g., HVAC).
- f. State School Facilities Program—It should be determined how the loss and gain of pupils will affect school districts’ eligibility for state building funding.



### Analysis and Comment

Due to the nature of the reorganization and the fact that two unified school districts will be created, a number of the factors that would generally be applicable are rather insignificant. The creation of a new Rancho Cordova USD from the existing District does not result in any changes in total student population, meaning that it is assumed that no movement in student populations will occur if the reorganization were to go into effect. The result is that no school capacity issues are generated by the split of the current district into two districts. Figure 33 summarizes the current capacity, by school, separated between schools in Folsom USD and Rancho Cordova USD, and shows that there is sufficient capacity within each district to support not only current students, but also future growth.

**Figure 33: School Capacity**

District/School	Enrollment	Capacity
<b>Folsom USD</b>		
Blanche Sprentz ES	345	457
Carl Sundahl ES	364	442
Empire Oaks ES	389	673
Folsom Hills ES	479	673
Gold Ridge ES	498	624
Mangini Ranch ES <sup>1</sup>	1,297	693
Natoma Station ES	547	649
Oak Chan ES	384	558
Russell Ranch ES	557	721
Sandra J Gallardo ES	320	721
Theodore Judah ES	571	631
Folsom MS	1,550	1,924
Sutter MS	1,528	2,063
Folsom HS	3,015	3,269
Vista del Lago HS	1,717	1,992
Folsom Lake HS	65	136
<b>Total</b>	<b>13,626</b>	<b>16,626</b>

District/School	Enrollment	Capacity
<b>Rancho Cordova USD</b>		
Cordova Gardens ES	275	495
Cordova Meadows ES	304	461
Cordova Villa ES	455	524
Mather Heights ES	275	486
Navigator ES	436	649
Peter J Shields ES	457	486
Rancho Cordova ES	416	523
Riverview STEM	346	376
White Rock ES	355	630
Williamson ES	467	597
Mills MS	872	1,283
Mitchell MS	872	1,483
Cordova HS	1,917	2,903
Kinney HS	99	442
Walnutwood HS	195	680
Innovations Academy <sup>2</sup>	271	-
Prospect CDS	23	136
FCCC <sup>2</sup>	138	266
<b>Total</b>	<b>8,173</b>	<b>12,420</b>

Source: District-provided enrollment and capacity analysis

<sup>1</sup>Alder Creek ES, which is currently under construction, will be opening in 2024-25 and will house students from Mangini Ranch ES

<sup>2</sup>Located on Walnutwood HS campus

The three salient factors that need to be addressed are local bonding capacity, developer fees, and school property. First, the local bonding capacity and whether the bonding capacity would be impaired under a reorganization was addressed in Criterion Number 3 under “Division of Debt.” Certainly, the SFID that crosses the proposed boundaries of the two districts adds a layer of complexity. However, because SFIDs were utilized, it provides a much clearer picture of where the responsibility to repay the debt resides since the proceeds of the SFIDs were used on projects within the boundaries of each respective SFIDs. Further, also discussed in Criterion Number 3, the reorganization into two unified districts would not reduce the assessed valuation of the remaining Folsom USD to the point where bonding capacity might be impaired.

Developer fee income will be heavily weighted towards Folsom USD as the district is continuing to develop the southern side of Highway 50, east of Prairie City Road. As of June 30, 2023, the District held more than \$73.0 million in developer fees (\$59.0 million in Fund 25 and \$14.0 million in Fund 26) and projects to receive an additional \$14.3 million in the 2023-24 fiscal year. Under the current organization, the District would be able to use all these funds to accommodate growth anywhere in the District. While both the remaining and proposed districts have tremendous opportunity to continue expanding south, the majority of the new development is currently occurring within the boundaries of Folsom USD. If the reorganization were to proceed, most of the \$14.3 million and additional developer fee revenues in the future would be generated and used in Folsom USD. Conversely, Rancho Cordova USD would also generate some developer fee revenue (to a lesser extent than Folsom USD in the short-term) due to growth south of Highway 50 and west of Prairie City Road.

The transfer of school property, and the fiscal impacts of that transfer, is the most significant point of interest to determine whether this criterion is substantially met. However, the focus is not on the school sites, but rather, the buildings and physical locations of centralized services. As previously noted in Criterion Number 3, under the proposed reorganization, the following locations are of district-wide interest:

Other District Property		
District Office/Education Services Center	1965 Birkmont Drive	Rancho Cordova
Maintenance, Operations, and Transportation	11458 Elks Circle	Rancho Cordova

The District Office/Education Services Center is a four-story office building that houses many of the centralized services needed to operate a school district. This includes, but is not limited to, education services, human resources, business services, and information technology. Additionally, the District’s governing board convenes its meetings in the building. While it is conceivable that the two reorganized districts could share the space, that solution is not likely to be viable long-term. Further, the number of administrative staff is likely to increase if the District is divided into two separate districts. At a minimum, each reorganized district is likely to have its own cabinet team with a superintendent and assistant superintendent-type positions for human resources, educational services, and business services. With a projected split in enrollment of more than

13,000 students in Folsom USD and more than 7,000 students in Rancho Cordova USD, the other supporting divisions (e.g., food services, information technology, facilities, maintenance and operations, etc.) are going to require department leaders. Although the additional personnel costs are contemplated within other criteria, the cost of housing those employees is the crux of this criterion. It is unclear where Folsom USD would house those employees given the District Office/Education Services Center resides within the Rancho Cordova USD boundaries, but the question must be addressed.

The state does not currently have any available bond funds to allocate to new construction projects, but assuming a state facility bond passes in the future, Folsom USD would not be able to apply for state bond funds for the purpose of constructing a new District Office/Education Services Center. This is because the state determines eligibility, in accordance with EC § 17071.75(d), by determining the delta between housed and unhoused students using enrollment projections from a district. Any funding provided by the state must be used to construct facilities to house the students and a new District Office/Education Services Center does not meet this criterion. Rather, the cost of the building will be borne by Folsom USD—either through a local ballot measure, which increases taxes, or through unrestricted dollars received by Folsom USD. It is conceivable that an arrangement can be made between Rancho Cordova USD and Folsom USD to sell the building and provide remuneration to Folsom USD. The proceeds can then be used towards the purchase of a district office in the Folsom USD boundaries, as well as a replacement district office for Rancho Cordova USD.

A similar conclusion about state bond funds can be drawn for the Maintenance, Operations, and Transportation facilities which is located within the boundaries of Rancho Cordova. The state does not provide state bond funds to construct new support services buildings. An important distinction is that a reorganization into two unified school districts does not alter the number of schools, square footage, or students to be transported. There may be a pathway where the two districts enter into a memorandum of understanding to share the physical space, but each district would retain jurisdiction over their respective employees.

### **Finding**

The Study finds that this criterion would be substantially met. This is a split of a current district into two districts and therefore, there are no substantial concerns relative to additional state costs, bonding capacity, school capacity, or developer fees. While Folsom USD will need to purchase, construct, modernize, or lease administrative facilities for the remaining district—which would constitute a significant expense as a direct result of the reorganization—there is no pathway for Folsom USD to apply for state bond funds to construct replacement administrative buildings and the cost would therefore be borne entirely by Folsom USD. Further, there is sufficient capacity to house all students within the respective districts and, therefore, no substantial increase to school facilities costs.

## **Criterion Number 8: Increased Property Values**

### **Standard**

EC § 35753(a)(8) specifies that “the proposed reorganization is primarily designed for purposes other than to significantly increase property values.”

The CDE Handbook further suggests that the county committee should analyze the petition for reorganization to see if the rationale for the reorganization appears “questionable or not compelling.” If the rationale does not appear compelling, the Handbook suggests that the committee “should at least consider whether increased property values might be the primary reason for the petition,” and further suggests that the county tax assessor or local real estate firms be consulted for advice on whether a proposed transfer would affect property values.

### **Analysis and Comment**

The genesis of this Study was based on a request from the District’s Governing Board to determine if the reorganization was feasible based on the nine criteria. The District’s Governing Board held a joint special board meeting with the city councils of both Folsom and Rancho Cordova to determine if the cities would entertain a study of the nine criteria. The result of the meeting was consensus amongst the governing bodies to move forward with the Study.

Based on a review of the proposed boundaries which follow the city lines between Rancho Cordova and Folsom and the fact that all governing bodies approved the Study, it appears that the reorganization is primarily designed for purposes other than to increase property values. Additionally, the local newspaper—The Sacramento Bee—included quotes from residents in Rancho Cordova who noted that, “Whether it be facilities to support staff to even just the way the community perceives our schools, it is entirely clear there is a lack in Rancho Cordova,” which supports the notion that the petition is not intended to raise property values, but to allow Rancho Cordova to operate independently from Folsom.

### **Finding**

The Study finds that this criterion would be substantially met, as the increase in property values is not the primary purpose for the proposed reorganization.

## **Criterion Number 9: Effect on Fiscal Status and Management**

### **Standard**

EC § 35753(a)(9) specifies that the proposed reorganization “will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district

or any existing district affected by the proposed reorganization.” The CDE Handbook further suggests that the county committee consider components from the criteria and standards adopted by the SBE pursuant to EC § 32127.

### Analysis and Comment

Figure 34 reflects the 2022-23 Unaudited Actuals and 2023-24 Adopted Budget which, at the time the analysis was complete, was the most recent financial information approved by the Folsom Cordova USD Board of Education.

**Figure 34: Folsom Cordova USD General Fund (Unrestricted and Restricted Funds)**

	2022-23 Unaudited Actuals	2023-24 Adopted Budget
<b>Revenues</b>		
LCFF Revenues	\$218,610,934	\$234,737,780
Federal Revenues	\$20,664,754	\$12,079,180
Other State Revenues	\$79,898,280	\$51,401,540
Other Local Revenues	\$10,214,416	\$7,340,357
Total Revenues	\$329,388,384	\$305,558,857
<b>Expenditures</b>		
Certificated Nonmanagement	\$126,264,687	\$127,198,303
Classified Nonmanagement	\$51,686,895	\$58,471,953
Employee Benefits	\$70,534,316	\$78,974,031
Books and Supplies	\$10,143,214	\$12,203,858
Service/Other Operating Expenses	\$30,982,973	\$32,641,677
Capital Expenses	\$9,357,587	\$4,534,875
Other Outgo	\$1,718,471	\$1,744,942
Transfer of Direct Costs	-\$419,820	-\$415,359
Total Expenditures	\$300,268,322	\$315,354,280
<b>Other Financing Sources/Uses</b>		
Transfers In	\$110,850	\$133,955
Transfer Out	-\$1,878,384	-\$950,000
<b>Fund Balance Change</b>	\$27,352,528	-\$10,611,468
<b>Reserves</b>		
Beginning Fund Balance	\$65,763,894	\$93,116,422
Ending Balance	\$93,116,422	\$82,504,954

Source: District-provided data

In the 2023-24 fiscal year, the LCFF revenues are projected to comprise more than 76% of the District’s General Fund revenues, which means that the remaining 24% is received from the federal

government, other funding provided by the state of California, and local revenues. Revenues from the federal government and other funding received from the state comprise 20% of the 24%.

Looking first at the projected changes to LCFF revenues, Criterion Number 5 extrapolated and analyzed the impact of a newly created district within the boundaries of Rancho Cordova. The analysis clearly showed that the new district would be the beneficiary of increased revenues per student under the LCFF due to the dramatic shift in unduplicated pupils. Figure 35 is provided to reiterate how dramatically the revenues per student would change. Although there would no adverse impact to the newly created Rancho Cordova USD, the remaining Folsom USD would experience a decline in LCFF revenues per ADA of approximately 2.9%. While the lost revenues may adversely impact the Folsom USD's ability to increase spending in the short-term, the decline in revenues alone is not so material as to conclude that a substantial negative effect is present.

**Figure 35: Projected UPP and LCFF Funding Per Student**

2023-24	UPP	LCFF Funding Per Student
<b>Folsom Cordova USD</b>	37.00%	\$12,029
<b>Folsom USD</b>	17.37%	\$11,680
<b>Rancho Cordova USD</b>	61.05%	\$12,914

Source: FCMAT calculator with projected scenarios using enrollment as of October 2023

The material federal and state programs, with the exception of the Title I federal program, are allocated on a per-ADA basis which means that the creation of a new district will not impact the per student funding. For the 2023-24 fiscal year, the annual allocation for Title I is \$3,163,594, or \$150 per student. All Title I funds are currently being generated by schools that would be within the boundaries of Rancho Cordova USD. However, a split of the District would result in both Rancho Cordova USD and Folsom USD receiving their individual allocations of Title I funding, as appropriate based on their eligibility. Assuming a downward adjustment of 20% (the change in UPP), the per student allocation in Folsom USD would be approximately \$120. The net change in actual dollars would not be sufficiently material as to constitute a substantial negative effect, especially when considering that Title I funds are intended to provide additional or supplementary services to the core educational program.

The District's 2023-24 Adopted Budget for the General Fund projects more the \$264 million will be spent on personnel costs, which represents nearly 84% of the total expenditures. It is important to understand how the guidance in the CDE Handbook, while not binding unless a specific Education Code is cited, discusses the impacts of a reorganization on employee classifications.

Certificated employees cannot have their classification impacted by a reorganization and the new Rancho Cordova USD must offer employment as follows:

- Permanent employees assigned to a building located within the new Rancho Cordova USD must remain at the school or facility to which they had been previously assigned, unless they elect to remain with Folsom USD. (EC § 35555 and 44035)
- Probationary employees assigned to a building located within the new Rancho Cordova USD must be employed by the new district unless the probationary employee is terminated by the district prior to May 15. If employment continues, the probationary status remains unchanged. (EC § 44803, 44949, and 44955)
- Permanent employees must select the district in which they choose to work before February 1 of the year in which the reorganization becomes. The request may be made to either the board of the new Rancho Cordova USD or the board of the remaining Folsom USD. (EC § 35555)
- If permanent employees elect to stay with the remainder of Folsom USD in such numbers that the district does not have sufficient positions to accommodate all the employees, then the surplus employees may be dismissed in reverse order of their seniority. (EC § 44955)

Classified employees cannot have their rights impacted relative to salary, leaves, and other benefits they would have enjoyed had the reorganization not occurred. Further, the following are general rules that would apply should the reorganization be successful:

- An employee of the District that is included in the new Rancho Cordova USD will become an employee of the new district. (EC § 35556[a])
- Employees of the District regularly assigned to the territory being lost to the new Rancho Cordova USD will become employees of the new district. Those whose assignments pertain to that territory, but who are not actually sited there, may elect to either remain with Folsom USD or become employees of the new Rancho Cordova USD. (EC § 35556[b])
- If a district's territory is completely absorbed into two or more districts, regular employees will become employees of the district acquiring the respective territory. Employees not assigned to specific territory within the original district will join the district of their choice. (EC § 35556[d])
  - Note that this Education Code section does not apply under the scenario that the existing District will remain as Folsom USD and a new Rancho Cordova USD formed from portions of the District. However, should the District decide to proceed with the second option of dissolving the District and creating two entirely new school districts, then this section would be applicable.
- Employees regularly assigned to a particular school will be employees of the district in which the school is located unless the employee elects to remain with the Folsom USD.



(EC § 35556[e]) Certain conditions apply to the employee’s ability to remain with Folsom USD. (EC § 35556[c]) and 44035])

- In a new unified district, non-certificated employees will continue in employment for not less than two years. (EC § 45121)

The CDE Handbook also discuss the treatment of employee salaries in a new unified district. In Rancho Cordova USD, the new board has the authority to adopt salary schedules for its employees. For certificated employees, this salary schedule may be lessor or greater than the current District’s salary schedule. However, for classified employees, the board of Rancho Cordova USD is prohibited from decreasing salaries and benefits for a period of two years (EC § 45022, 45121, and 45160).

If a dispute arises over the applicability of the remaining articles in the current collective bargaining agreement in the Rancho Cordova USD, the parties are advised to contact the Public Employees Relations Board who retains jurisdiction over employer-employee relations.

The fiscal impacts of these obligations to employees are significant. Figure 36 summarizes the breakout of personnel costs consolidated into three categories:

- Position control costs—personnel costs that are charged directly to a school site
- Centralized costs—personnel costs for centralized services such as pupil supports, transportation, and maintenance and operations
- Additional costs—personnel costs that are not directly attributable to a school site, but are incurred as a result of day-to-day operation (e.g., substitutes, extra time, overtime, stipends and California State Teachers’ Retirement System On-Behalf)

**Figure 36: Personnel Costs**

	Position Control Costs	Centralized Costs	Additional Costs	Total Personnel Costs
<b>Folsom USD</b>	\$98,158,299	\$43,832,290	\$8,932,309	\$150,922,898
<b>Rancho Cordova USD</b>	\$83,522,783	\$25,086,405	\$5,112,202	\$113,721,390
<b>Total (Folsom Cordova USD)</b>	\$181,681,082	\$68,918,695	\$14,044,510	\$264,644,287

To assess the fiscal impact on each district, Figure 37 calculates the personnel costs per FTE in an attempt to translate the whole-dollar change into a percentage change based on the FTE at each district. The personnel costs associated with the position control report will remain relatively unchanged if a split were to occur as those staff work at specific school sites and the assumption is those staff will stay at their current sites. The centralized costs, additional costs, and related FTE,

assume a pro-rata split based on the enrollment of the two districts. It is realistic to assume that a split into two districts will result in additional FTE in the Rancho Cordova USD. The creation of a new district will likely require the duplication of administrative positions such as the Superintendent and department and division leaders (e.g., associate/assistant superintendents and directors), and related support staff for those positions. The additional FTE will impact the cost per FTE, but it is reasonable to assume that the additional positions will not materially alter the figures in Figure 37.

**Figure 37: Personnel Costs per FTE**

	Total Personnel Costs	FTE	Average Cost per FTE	Average Cost per FTE change from current organization
<b>Folsom USD</b>	\$150,922,898	1,526.77	\$98,851	2.90%
<b>Rancho Cordova USD</b>	\$113,721,390	1,228.00	\$92,607	-3.60%
<b>Total (Folsom Cordova USD)</b>	\$264,644,287	2,754.77	\$96,068	-

Under the proposed split, the cost per FTE for Folsom USD would increase by 2.90%, while the cost per FTE for Rancho Cordova would decrease by 3.60%. These percentage changes are relative to the cost per FTE for the current composition. While the increase in personnel costs per FTE may adversely impact Folsom USD's ability to maintain spending in the short-term, the increase alone is not so material as to conclude that a substantial negative effect is present.

The non-personnel costs make up the remaining 16% of expenditures and include costs such as instructional materials, utilities, property and liability insurance, and travel and conferences. For the purpose of this analysis, those costs have been prorated based on the projected enrollment in each of the districts and summarized in Figure 38. Because the costs are prorated on student enrollment, there is no percentage change in costs per student if a new district is created.

**Figure 38: Non-Personnel Costs**

	Books and Supplies	Services and Other Operating	Capital Outlay	Total Non-Personnel Costs
<b>Folsom USD</b>	\$7,761,654	\$20,760,107	\$2,884,180	\$31,405,941
<b>Rancho Cordova USD</b>	\$4,442,204	\$11,881,570	\$1,650,695	\$17,974,469
<b>Total (Folsom Cordova USD)</b>	\$12,203,858	\$32,641,677	\$4,534,875	\$49,380,410

Individually, the changes in revenues and expenditures would not have a substantial negative effect on either district. In fact, Rancho Cordova USD's financial outlook would improve due to increased revenues per ADA and lower personnel costs per FTE. However, the cumulative decline in revenues per ADA and the increase in personnel costs per FTE would have a substantial negative

impact on the Folsom USD and the district would likely need to be deliberate about budgetary solutions to offset the negative fiscal impacts.

While the regulations and CDE Handbook do not define a threshold for substantial negative effect, the Study considers that the state requires a minimum reserve of 3%. If Folsom USD maintained a minimum reserve, those reserves would be wholly exhausted in one year if the status quo continued due to the decrease in revenues per ADA and the increase in personnel costs per FTE. Absent any changes in spending patterns, this would cause Folsom USD to file interim budgets using a “negative” certification which means the district would not be able to meet its financial commitments in the current or subsequent fiscal year.

### Finding

The Study finds that this criterion would not be substantially met. The reorganization would result in lowered revenues per ADA and increased personnel costs per FTE in Folsom USD which may lead to a substantial negative effect on the fiscal status. The lower revenues are due primarily to a shift in student demographics and the increase in personnel costs per FTE is due to more senior staff likely working in Folsom rather than in Rancho Cordova, as Rancho Cordova has more FTE per student.

### **Folsom Cordova Community Charter**

While several of the criteria took FCCC into consideration, there are implications of the reorganization to both school districts and the charter school with regards to its oversight and current facilities.

As previously noted, FCCC is a dependent charter school of the District, who is its authorizer and, therefore, has oversight responsibility. EC § 47605(a) requires a charter school to operate within the geographic boundaries of its authorizer. Currently, FCCC’s main location is on the campus of Walnutwood HS in Rancho Cordova and, per its website, has satellite meeting spaces on both the Empire Oak ES and Folsom MS campuses. However, it is an independent study program that is not location dependent.

With the proposed reorganization, the property on which FCCC is located will transfer to the proposed Rancho Cordova USD. There is no provision in law to allow for the transfer of oversight responsibilities from one authorizer to another in the case of a district reorganization, or in any other instance. Therefore, upon the effective date of the reorganization, the charter school will be located outside of its authorizer’s geographic boundaries.

This raises two issues that will need to be addressed. First, FCCC will need to determine whether or not it will submit a new charter petition to the new Rancho Cordova USD. If the reorganization proceeds, the District may want to establish renewal of the charter school to coincide with the timing of the reorganization effective date to the extent possible—assuming it determines which

school district will authorize the existing charter school. The District should also contact the CDE to determine if the charter school will be treated as an existing or new charter school. Second is the issue of the facility itself should it be determined that the charter school will remain in operation and the remaining Folsom USD will be its authorizer. A new facility will need to be identified within the district.

While these items do not directly affect the nine criteria, it is important that the county committee, the charter school, the District, and representatives of the proposed Rancho Cordova USD are aware of these issues and that the charter school begin to work with the necessary parties on resolving these issues if the reorganization proceeds.

## Summary and Conclusions

This Study concludes that the reorganization to split the District into two unified school districts substantially meets the following statutory criteria that guide district reorganizations, pursuant to EC § 35753(a)(1-9):

- Criterion Number 1: Adequate Number of Pupils
- Criterion Number 2: Community Identity
- Criterion Number 3: Equitable Division of Property/Facilities
- Criterion Number 5: No Substantial Increase in State Costs
- Criterion Number 7: No Substantial Increase to School Facility Costs
- Criterion Number 8: Increased Property Values

However, the Study further finds that the proposed reorganization does not substantially meet, Criterion Number 4: Discrimination/Segregation, Criterion Number 6: Sound Educational Program, nor Criterion Number 9: Effect on Fiscal Status and Management.

*Criterion Number 4: Discrimination/Segregation*—The Study finds that this criterion would not be substantially met as the reorganization could exacerbate existing racial and socioeconomic disparities and segregation already inherent in the communities being served. While SSC staff recognize that the existing racial and socioeconomic distribution is largely a result of where students reside and that the Rancho Cordova community believe that a reorganization would allow them to better serve their students, the reorganization appears to limit students' ability to access an integrated educational experience.

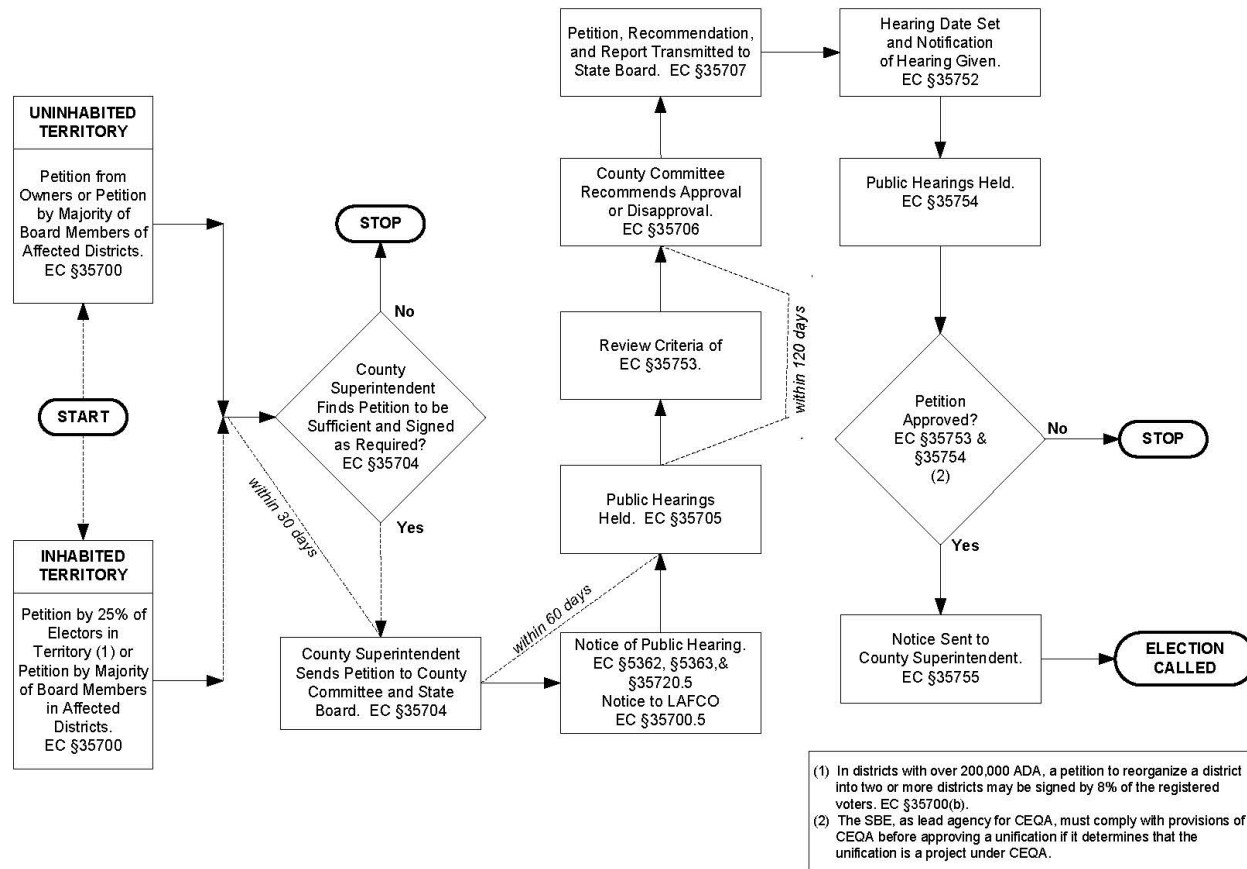
*Criterion Number 6: Sound Educational Program*—The Study finds that this criterion would not be substantially met. The reorganization could result in a significant disruption to educational

programs in the districts, especially to the smaller Rancho Cordova USD, and would have a negative impact on the educational performance of the students within Rancho Cordova USD based on the data analyzed within this Study.

*Criterion Number 9: Effect on Fiscal Status and Management*—The Study finds that this criterion would not be substantially met. The reorganization would result in lowered revenues per ADA and increased personnel costs per FTE in Folsom USD which may lead to a substantial negative effect on the fiscal status. The lower revenues are due primarily to a shift in student demographics and the increase in personnel costs per FTE is due to more senior staff likely working in Folsom rather than in Rancho Cordova, as Rancho Cordova has more FTE per student.

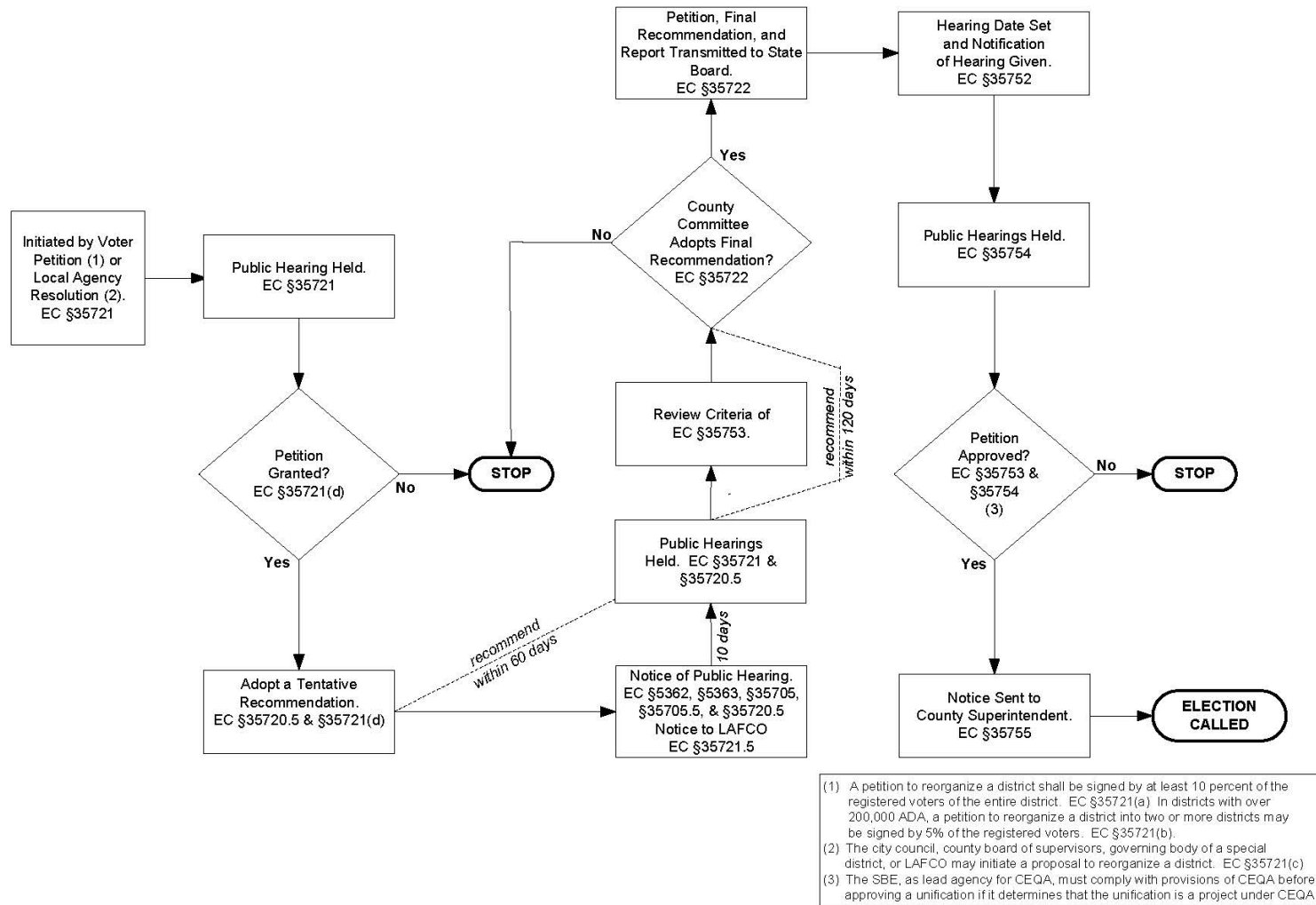
## Appendix A—California Department of Education Flowcharts

### UNIFICATION INITIATED BY OWNERS, 25% PETITION, OR DISTRICT GOVERNING BOARDS



Source: California Department of Education (CDE) District Reorganization Handbook—Chapter 5, Page 16

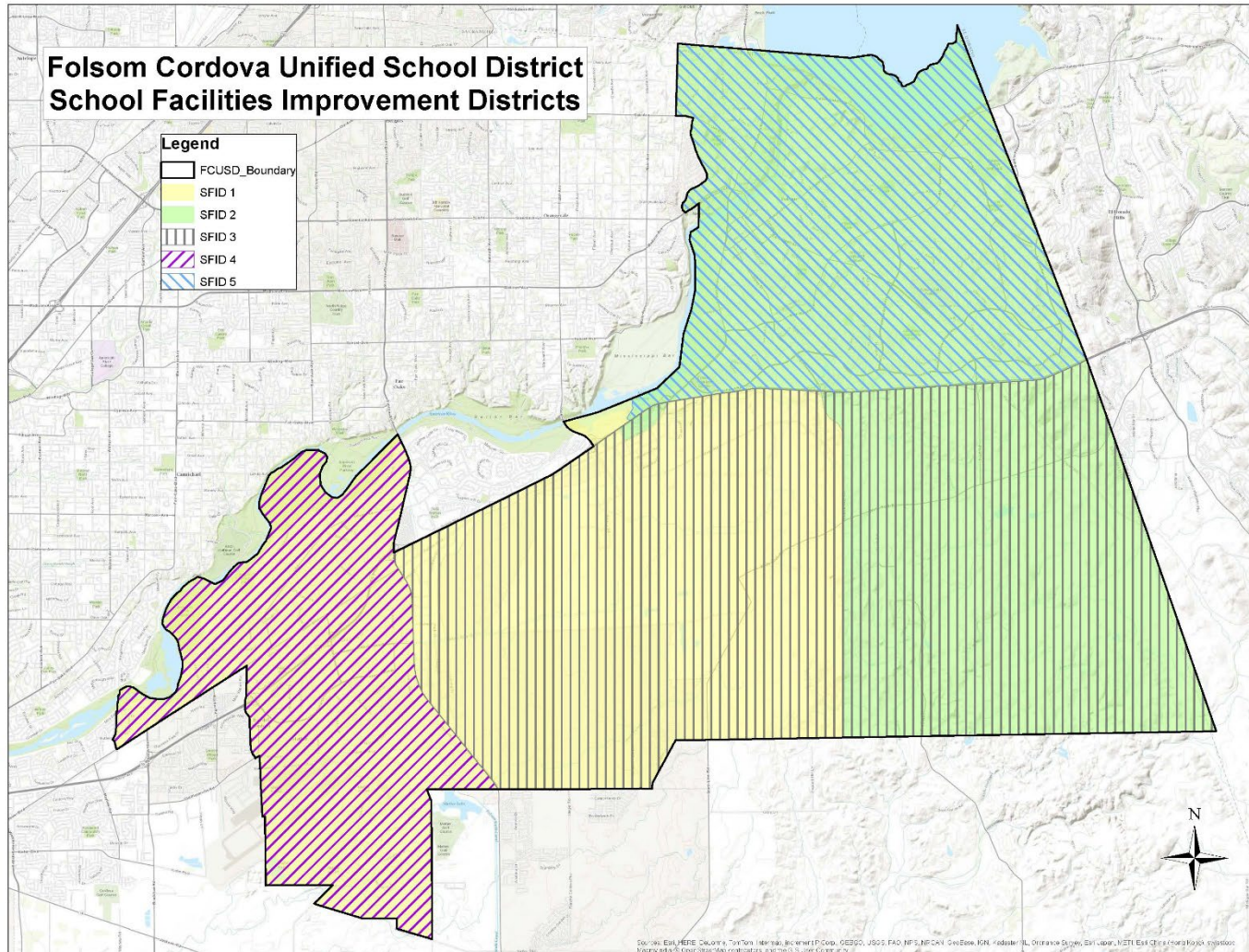
## UNIFICATION INITIATED BY 10% PETITION OR LOCAL AGENCY



Source: CDE District Reorganization Handbook—Chapter 5, Page 19



## Appendix B—School Facilities Improvement Districts Map



## Appendix C—Course Offerings

Elementary Schools	Folsom	Rancho Cordova	Middle Schools	Folsom	Rancho Cordova
Moderate Special Education	x	x	Adv Chorus	x	x
Intensive Special Education	x	x	Adv Orchestra	x	x
CA State Preschool Program AM	x	x	Advanced Art 8	x	x
CA State Preschool Program PM	x	x	Advanced Band	x	x
Grade 1	x	x	Advisory	x	x
Grade 2	x	x	Advisory 6	x	x
Grade 3	x	x	Advisory 7	x	x
Grade 4	x	x	Advisory 8	x	x
Grade 5	x	x	Art 6		x
Inclusive Preschool	x		Art 7	x	x
K Full Day	x	x	Art 8	x	x
Montessori Kindergarten	x		Beginning Band	x	x
Montessori Preschool	x		Beginning English Language Development	x	x
Montessori Transitional K	x		Beginning Orch	x	x
TK AM	x	x	Chorus 6-7	x	x
TK PM	x	x	Computer Game Design	x	
Listening/Speaking 100/1000	x	x	Course 1 Honors	x	x
Listening/Speaking Grd 1	x	x	Course 2 Honors	x	x
Listening/Speaking Grd 2	x	x	Curricular Support and Study Skills	x	x
Listening/Speaking Grd 3	x	x	Designated English and Trans Composition	x	x
Listening/Speaking Grd 4	x	x	Drumline		x
Listening/Speaking Grd 5	x	x	English 1000	x	x
Listening/Speaking Grd K Full Day	x	x	English 60	x	x
Listening/Speaking Grd TK	x	x	English 600	x	x
Listening/Speaking Montessori K	x		English 70	x	x
Listening/Speaking Montessori Preschool	x		English 700	x	x

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Elementary Schools	Folsom	Rancho Cordova	Middle Schools	Folsom	Rancho Cordova
Listening/Speaking Montessori TK	x		English 80	x	x
Math 100/1000	x	x	English 800	x	x
Math Grd 1	x	x	English Language Arts 6	x	x
Math Grd 2	x	x	English Language Arts 7	x	x
Math Grd 3	x	x	English Language Arts 8	x	x
Math Grd 4	x	x	English Language Development 1	x	x
Math Grd 5	x	x	English Language Development 2		x
Math Grd K Full Day	x	x	Erth Science 600		x
Math Grd TK	x	x	Exp Creative Write	x	x
Math Montessori K	x		Exp Drama	x	
Math Montessori Preschool	x		Exp Spanish	x	x
Math Montessori TK	x		Exp Technology	x	
Physical Education 1st	x	x	Exploratory Art 6		x
Physical Education 2nd	x	x	Exploratory Art 7		x
Physical Education 3rd	x	x	Exploratory Art 8		x
Physical Education 4th	x	x	Exploratory C	x	
Physical Education 5th	x	x	Farm to Fork with STEAM		x
Physical Education Kindergarten	x	x	Farm to Fork with STEAM YR		x
Reading 100/1000	x	x	Garden and Forest	x	
Reading Grd 1	x	x	Hnr Language and Literature 6		x
Reading Grd 2	x	x	Hnr Language and Literature 7		x
Reading Grd 3	x	x	Hnr Language and Literature 8		x
Reading Grd 4	x	x	Honors English 6	x	x
Reading Grd 5	x	x	Honors English 7	x	x
Reading Grd K Full Day	x	x	Honors English 8	x	x
Reading Grd TK	x	x	Independent Living 1000	x	x
Reading Montessori K	x		Individuals and Societies 6		x
Reading Montessori Preschool	x		Individuals and Societies 7		x
Reading Montessori TK	x		Individuals and Societies 8		x

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Elementary Schools	Folsom	Rancho Cordova	Middle Schools	Folsom	Rancho Cordova
Resource Specialist RSP 5-6	x	x	Integrated Math 1	x	x
Resource Specialist RSP K-4	x	x	Integrated Math 2	x	
Science 100/1000	x	x	Integrated Science 6	x	x
Science Grd 1	x	x	Integrated Science 7	x	x
Science Grd 2	x	x	Integrated Science 8	x	x
Science Grd 3	x	x	Intensive English 600		x
Science Grd 4	x	x	Intensive English 700		x
Science Grd 5	x	x	Intensive English 800		x
Science Grd K Full Day	x	x	Intermed Band	x	x
Science Grd TK	x	x	Intermed Chorus		x
Science Montessori K	x		Intermed Orch	x	x
Science Montessori Preschool	x		Jazz Band 6-8	x	
Science Montessori TK	x		Language and Literature 6		x
Soc Studies 100/1000	x	x	Language and Literature 7		x
Soc Studies Grd 1	x	x	Language and Literature 8		x
Soc Studies Grd 2	x	x	Life Science 700		x
Soc Studies Grd 3	x	x	Math 100		x
Soc Studies Grd 4	x	x	Math 1000	x	x
Soc Studies Grd 5	x	x	Math 60	x	x
Soc Studies Grd K Full Day	x	x	Math 600	x	x
Soc Studies Grd TK	x	x	Math 70	x	x
Social Studies Montessori K	x		Math 700	x	x
Social Studies Montessori Preschool	x		Math 80	x	x
Social Studies Montessori TK	x		Math 800	x	x
Writing 100/1000	x	x	Math Course 1	x	x
Writing Grd 1	x	x	Math Course 2	x	x
Writing Grd 2	x	x	Math Course 3	x	x
Writing Grd 3	x	x	Math Lab		x
Writing Grd 4	x	x	Media Arts MYP		x

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Elementary Schools	Folsom	Rancho Cordova	Middle Schools	Folsom	Rancho Cordova
Writing Grd 5	x	x	Media Productions	x	
Writing Grd K Full Day	x	x	Phy Science 800		x
Writing Grd TK	x	x	Physical Education 6	x	x
Writing Montessori K	x		Physical Education 7	x	x
Writing Montessori Preschool	x		Physical Education 8	x	x
Writing Montessori TK	x		PLTW Robotics	x	
<b>Total</b>	<b>90</b>	<b>68</b>	Science 1000	x	x
			SDC DD Funcacad	x	
			SDC DD Lang and Soc	x	
			SDC DD Pre-Voc	x	
			SED English 6	x	x
			SED English 7	x	x
			SED English 8	x	x
			SED Math 6	x	x
			SED Math 7	x	x
			SED Math 8	x	x
			SED Sci 6	x	x
			SED Sci 7	x	x
			SED Sci 8	x	x
			SED Soc Sci 6	x	x
			SED Soc Sci 7	x	x
			SED Study Skills	x	x
			Soc Science 1000	x	x
			Soc Science 600		x
			Soc Science 700		x
			Soc Science 800		x
			Social Science 6	x	x
			Social Science 7	x	x
			Social Science 8	x	x

# Folsom Cordova Unified School District

## Reorganization Feasibility Study

January 16, 2024

Elementary Schools	Folsom	Rancho Cordova	Middle Schools	Folsom	Rancho Cordova
			Social Skills 1000	x	
			Spanish 1A	x	x
			Spanish 1B	x	x
			Spanish 2	x	
			Spanish for Spanish Speakers B		x
			Strategic English ELL 6		x
			Strategic English ELL 7		x
			Strategic English ELL 8		x
			Student Asst	x	x
			Student Body Leadership	x	x
			Study Skills 60	x	x
			Study Skills 70	x	x
			Study Skills 80	x	x
			Training and Fitness	x	
			Yearbook	x	x
			<b>Total</b>	<b>94</b>	<b>113</b>



High Schools	Folsom	Rancho Cordova
2 Year Integrated Math 1A 10	x	x
2 Year Integrated Math 1B 10	x	x
2 Year Integrated Math 1C 10	x	x
2 Year Integrated Math 1D 10	x	x
3-Dimen Design 1A (P)		x
3-Dimen Design 1B (P)		x
3-Dimen Design 2A (P)		x
3-Dimen Design 2B (P)		x
3-Dimen Design 3A (P)		x
3-Dimen Design 3B (P)		x
Academic Review	x	x
Ad Drafting and Architecture (P) A	x	
Ad Drafting and Architecture (P) B	x	
Ad Product Innovation and Design A (P)		x
Ad Product Innovation and Design B (P)		x
Adv Algebra with Financial Apps A (P)	x	x
Adv Algebra with Financial Apps B (P)	x	x
Adv. Manufacturing and Product Design A	x	
Adv. Manufacturing and Product Design B	x	
Advanced Agriculture Floral Design A (P)		x
Advanced Agriculture Floral Design B (P)		x
Advanced Animal Science A (P)		x
Advanced Animal Science B (P)		x
Advanced Careers with Children A (P)	x	
Advanced Careers with Children B (P)	x	
Advanced Digital Video Production A		x
Advanced Digital Video Production B		x
Advanced Graphic Communications A (P)	x	
Advanced Graphic Communications B (P)	x	
Advanced Guitar A (P)	x	
Advanced Guitar B (P)	x	
Advanced Medical Biotechnology A (P)	x	
Advanced Medical Biotechnology B (P)	x	
Advanced Production Management A (P)	x	
Advanced Production Management B (P)	x	
Advisory 10	x	
Advisory 11	x	
Advisory 12	x	
Advisory 9	x	
Advisory 9-12	x	
Aerospace Science Ldrship AFJROTC 1A		x
Aerospace Science Ldrship AFJROTC 1B		x

High Schools	Folsom	Rancho Cordova
Aerospace Science Ldrship AFJROTC 2A		X
Aerospace Science Ldrship AFJROTC 2B		X
Aerospace Science Ldrship AFJROTC 3A		X
Aerospace Science Ldrship AFJROTC 3B		X
Aerospace Science Ldrship AFJROTC 4A		X
Aerospace Science Ldrship AFJROTC 4B		X
Agriculture and Soil Chemistry (P) A		X
Agriculture and Soil Chemistry (P) B		X
Agriculture Leadership (P) A		X
Agriculture Leadership (P) B		X
Animal Science A (P)		X
Animal Science B (P)		X
Animation 1A (P)	X	
Animation 1B (P)	X	
Animation 2A (P)	X	
Animation 2B (P)	X	
AP 2-D Art and Design (P) A	X	
AP 2-D Art and Design (P) B	X	
AP Biology A (P)	X	
AP Biology B (P)	X	
AP Calculus AB A (P)	X	
AP Calculus AB B (P)	X	
AP Calculus BC A (P)	X	
AP Calculus BC B (P)	X	
AP Chemistry A (P)	X	
AP Chemistry B (P)	X	
AP Computer Science A (P) A	X	
AP Computer Science A (P) B	X	
AP Computer Science Principles A (P)	X	
AP Computer Science Principles B (P)	X	
AP Drawing A (P)	X	
AP Drawing B (P)	X	
AP Eng Lang/Comp A (P)	X	
AP Eng Lang/Comp B (P)	X	
AP English Lit A (P)	X	
AP English Lit B (P)	X	
AP Environmental Science A (P)	X	
AP Environmental Science B (P)	X	
AP Euro History A (P)	X	
AP Euro History B (P)	X	
AP French Lang A (P)	X	
AP French Lang B (P)	X	



High Schools	Folsom	Rancho Cordova
AP German Lang A (P)	x	
AP German Lang B (P)	x	
AP Human Geography (P) A	x	
AP Human Geography (P) B	x	
AP Physics 1A (P)	x	
AP Physics 1B (P)	x	
AP Physics 2 A (P)	x	
AP Physics 2 B (P)	x	
AP Psychology A (P)	x	
AP Psychology B (P)	x	
AP Research A (P)	x	
AP Research B (P)	x	
AP Seminar A (P)	x	
AP Seminar B (P)	x	
AP Spanish Lang A (P)	x	
AP Spanish Lang B (P)	x	
AP Statistics A (P)	x	
AP Statistics B (P)	x	
AP US Government and Politics (P)	x	
AP US History A (P)	x	
AP US History B (P)	x	
AP Wrld History A (P)	x	
AP Wrld History B (P)	x	
App Psych 100 A	x	
App Psych 100 B	x	
ASB Govt/Ldrship A	x	x
ASB Govt/Ldrship B	x	x
Begin Comp A	x	
Begin Comp B	x	
Beginning English Language Development A		x
Beginning English Language Development B		x
Biology HL (P) 1A		x
Biology HL (P) 1B		x
Biology HL (P) 2A		x
Biology HL (P) 2B		x
Biology: The Living Earth A (P)	x	x
Biology: The Living Earth B (P)	x	x
BITA 1 Resident Commercial Constr A (P)		x
BITA 1 Resident Commercial Constr B (P)		x
BITA 2 Study of Mdrn Craftsmanship A (P)		x
BITA 2 Study of Mdrn Craftsmanship B (P)		x
Business Communications Technology A (P)		x

High Schools	Folsom	Rancho Cordova
Business Communications Technology B (P)		x
Business Marketing Concepts A (P)		x
Business Marketing Concepts B (P)		x
Business Professionals and Finance A (P)		x
Business Professionals and Finance B (P)		x
Careers in Adv. Mfg. and the Trades A	x	
Careers in Adv. Mfg. and the Trades B	x	
Careers with Children A (P)	x	
Careers with Children B (P)	x	
Catering Production A (P)		x
Catering Production B (P)		x
Ceramics 1A (P)	x	x
Ceramics 1B (P)	x	x
Ceramics 2A (P)	x	x
Ceramics 2B (P)	x	x
Ceramics 3A (P)	x	x
Ceramics 3B (P)	x	x
Ceramics 4A	x	x
Ceramics 4B	x	x
Ceramics and Sculpture 1A	x	
Ceramics and Sculpture 1B	x	
Ceramics and Sculpture 2A	x	
Ceramics and Sculpture 2B	x	
Chamber Choir A (P)	x	
Chamber Choir B (P)	x	
Chemistry of the Earth Systems A (P)	x	x
Chemistry of the Earth Systems B (P)	x	x
Child Development and Guidance A (P)	x	
Child Development and Guidance B (P)	x	
College and Career Preparation A	x	
Comm Service and Leadership Develop A	x	
Comm Service and Leadership Develop B	x	
Computer Applications 1A	x	
Computer Applications 1B	x	
Computer Science and Programming A (P)	x	
Computer Science and Programming B (P)	x	
Concert Band A (P)	x	x
Concert Band B (P)	x	x
Concert Choir A (P)	x	x
Concert Choir B (P)	x	x
Construction Management A		x
Construction Management B		x

High Schools	Folsom	Rancho Cordova
Contemp Music Ens A (P)	x	
Contemp Music Ens B (P)	x	
Course 3 - Weight Training A	x	x
Course 3 - Weight Training B	x	x
Course 3: Sports Specific Training A	x	
Course 3: Sports Specific Training B	x	
Course 4 - Yoga A	x	
Course 4 - Yoga B	x	
Course 4: Advanced Conditioning A	x	
Course 4: Advanced Conditioning B	x	
Course 4: CrossFit A	x	
Course 4: CrossFit B	x	
Credit Recovery	x	x
Critical Approaches to Cinema A (P)	x	
Critical Approaches to Cinema B (P)	x	
CSU ERWC 1 and 2 A (P)	x	
CSU ERWC 1 and 2 B (P)	x	
CTE Internship A	x	
CTE Internship B	x	
Culinary Arts 1A (P)		x
Culinary Arts 1B (P)		x
Culinary Arts 2A (P)		x
Culinary Arts 2B (P)		x
Designated ELD 1 A	x	
Designated ELD 1 B	x	
Dev Psych Child A (P)	x	
Dev Psych Child B (P)	x	
Digital Art 1A (P)	x	
Digital Art 1B (P)	x	
Digital Art 2A (P)	x	
Digital Art 2B (P)	x	
Digital Video Production A		x
Digital Video Production B		x
DP Environmental Sys /Societies SL A (P)		x
DP Environmental Sys/Societies SL B(P)		x
Drama 1A (P)	x	x
Drama 1B (P)	x	x
Drama 2A (P)	x	x
Drama 2B (P)	x	x
Drama 3A (P)	x	x
Drama 3B (P)	x	x
Drama 4A (P)	x	x

High Schools	Folsom	Rancho Cordova
Drama 4B (P)	x	x
Drawing and Painting 1A (P)	x	x
Drawing and Painting 1B (P)	x	x
Drivers Ed/Careers	x	
Drivers Ed/Safety	x	x
Drwng/Pntng 2A (P)	x	x
Drwng/Pntng 2B (P)	x	x
Drwng/Pntng 3A (P)	x	x
Drwng/Pntng 3B (P)	x	x
Dual Enrollment: Basic Life Support		x
Dual Enrollment: Biological Anthro.	x	x
Dual Enrollment: Classical Humanities	x	x
Dual Enrollment: College Success	x	x
Dual Enrollment: Intro to Health Occup.		x
Dual Enrollment: Intro. to Music	x	x
Dual Enrollment: Medical Language		x
E Business A (P)		x
E Business B (P)		x
Economics (P)	x	x
Electronics and Robotics A (P)		x
Electronics and Robotics B (P)		x
English 1A (P)	x	x
English 1A 10	x	
English 1A 100	x	
English 1B (P)	x	x
English 1B 10	x	
English 1B 100	x	
English 2A (P)	x	x
English 2A 10	x	
English 2B (P)	x	x
English 2B 10	x	
English 3A (P)	x	x
English 3A 10	x	
English 3B (P)	x	x
English 3B 10	x	
English 4A (P)	x	x
English 4A 10	x	
English 4B (P)	x	x
English 4B 10	x	
English A 1000	x	x
English B 1000	x	x
English Foundations 1A 10	x	x

High Schools	Folsom	Rancho Cordova
English Foundations 1A 100		X
English Foundations 1B 10	X	X
English Foundations 1B 100		X
English Foundations 2A	X	
English Foundations 2A 10	X	X
English Foundations 2A 100		X
English Foundations 2B	X	
English Foundations 2B 10	X	X
English Foundations 2B 100		X
English Foundations 3A 10	X	X
English Foundations 3A 100		X
English Foundations 3B 10	X	X
English Foundations 3B 100		X
English Foundations 4A 10	X	X
English Foundations 4A 100		X
English Foundations 4B 10	X	X
English Foundations 4B 100		X
English Language Development 1 A		X
English Language Development 1 B		X
English Language Development 2 A		X
English Language Development 2 B		X
Enriched Health Education A (P)	X	
Enriched Health Education B (P)	X	
Ethnic Studies (P)	X	
Ethnic Studies A	X	X
Ethnic Studies B	X	X
Exploring Computer Science A (P)	X	
Exploring Computer Science B (P)	X	
Film/Visual Lit A (P)	X	X
Film/Visual Lit B (P)	X	X
Fine Art Photo 2A (P)	X	
Fine Art Photo 2B (P)	X	
Fine Art Photo A (P)	X	
Fine Art Photo B (P)	X	
Fitness 1A	X	X
Fitness 1B	X	X
Fitness 2 - Dance A	X	
Fitness 2 - Dance B	X	
Fitness 2 - Fit for Life A		X
Fitness 2 - Fit for Life B		X
Fitness 2A	X	X
Fitness 2B	X	X

High Schools	Folsom	Rancho Cordova
Foods/Nutrition A (P)		X
Foods/Nutrition B (P)		X
Forensics A (P)	X	X
Forensics B (P)	X	X
French 1A (P)	X	X
French 1B (P)	X	X
French 2A (P)	X	X
French 2B (P)	X	X
French 3A (P)	X	X
French 3B (P)	X	X
French 4A (P)	X	
French 4B (P)	X	
French SL (P) 1A		X
French SL (P) 1B		X
French SL 2A (P)		X
French SL 2B (P)		X
German 1A (P)	X	
German 1B (P)	X	
German 2A (P)	X	
German 2B (P)	X	
German 3A (P)	X	
German 3B (P)	X	
Global Perspective Studies Eng (P) 4A	X	
Global Perspective Studies Eng (P) 4B	X	
Global Politics HL 1A (P)		X
Global Politics HL 1B (P)		X
Government (P)	X	X
Guitar A (P)	X	X
Guitar B (P)	X	X
Health Education	X	X
Health/Sci A 1000	X	X
Health/Sci B 1000	X	X
High School Designated English 1A		X
High School Designated English 1B		X
High School Designated English 2A		X
High School Designated English 2A 10		X
High School Designated English 2B		X
High School Designated English 2B 10		X
High School Designated English 3A		X
High School Designated English 3A 10		X
High School Designated English 3B		X
High School Designated English 3B 10		X

High Schools	Folsom	Rancho Cordova
High School Designated English 4A		X
High School Designated English 4B		X
Highlights of Calculus (P) A	X	
Highlights of Calculus (P) B	X	
Hnrs Chemistry of the Earth Sys 1A (P)	X	X
Hnrs Chemistry of the Earth Sys 1B (P)	X	X
Honors Biology: The Living Earth A (P)		X
Honors Biology: The Living Earth B (P)		X
Honors Civil Eng and Architecture A (P)	X	
Honors Civil Eng and Architecture B (P)	X	
Honors English 1A (P)	X	X
Honors English 1B (P)	X	X
Honors English 2A (P)	X	X
Honors English 2B (P)	X	X
Honors French 2 A (P)		X
Honors French 2 B (P)		X
Honors Manufacturing& Prod. Design A (P)	X	
Honors Manufacturing& Prod. Design B (P)	X	
Honors Physics in the Universe A (P)	X	
Honors Physics in the Universe B (P)	X	
Honors Principles of Engineering A (P)	X	
Honors Principles of Engineering B (P)	X	
Honors Spanish 2 A (P)		X
Honors Spanish 2 B (P)		X
Honors United States History MYP A (P)		X
Honors United States History MYP B (P)		X
Honors World Cultures (P) A		X
Honors World Cultures (P) B		X
Human Antm and Phy A (P)	X	X
Human Antm and Phy B (P)	X	X
Humanities 1: Critical Thnk w Gbl (P) A	X	
Humanities 1: Critical Thnk w Gbl (P) B	X	
IB History HL (P) 1A		X
IB History HL (P) 1B		X
IB History HL (P) 2A		X
IB History HL (P) 2B		X
Ind Living A 1000	X	X
Ind Living B 1000	X	X
Integrated Math 1 Foundations 10 A	X	
Integrated Math 1 Foundations 10 B	X	
Integrated Math 1 Foundations A	X	X
Integrated Math 1 Foundations B	X	X

High Schools	Folsom	Rancho Cordova
Integrated Math 1A (P)	x	x
Integrated Math 1A 10	x	
Integrated Math 1B (P)	x	x
Integrated Math 1B 10	x	
Integrated Math 2 Foundations A	x	x
Integrated Math 2 Foundations A 10	x	x
Integrated Math 2 Foundations B	x	x
Integrated Math 2 Foundations B 10	x	x
Integrated Math 2A (P)	x	x
Integrated Math 2B (P)	x	x
Integrated Math 3 Foundations A	x	x
Integrated Math 3 Foundations B	x	x
Integrated Math 3A (P)	x	x
Integrated Math 3B (P)	x	x
Inter Guitar A (P)	x	
Inter Guitar B (P)	x	
Intermediate Dance A (P)	x	
Intermediate Dance B (P)	x	
Intro TechTheatre B (P)	x	x
Intro TechTheatreA (P)	x	x
Intro to Engring Design A (P)	x	
Intro to Engring Design B (P)	x	
Intro to Innovation Product Design A (P)		x
Intro to Innovation Product Design B (P)		x
Intro to Kinesiology A	x	
Intro to Kinesiology B	x	
Jazz Band A (P)	x	x
Jazz Band B (P)	x	x
Jazz Choir A (P)	x	
Jazz Choir B (P)	x	
Language and Literature HL (P) 1A		x
Language and Literature HL (P) 1B		x
Language and Literature HL (P) 2A		x
Language and Literature HL (P) 2B		x
Life Skills A	x	
Life Skills B	x	
Manufacturing and Product Design A (P)	x	
Manufacturing and Product Design B (P)	x	
Master Guitar Ensemble (P) A	x	
Master Guitar Ensemble (P) B	x	
Math A 100	x	x
Math A 1000	x	x



High Schools	Folsom	Rancho Cordova
Math Analysis and Approach IB HL 2A(P)		x
Math Analysis And Approach IB HL 2B (P)		x
Math Analysis Approaches (P) IB HL 1 A		x
Math Analysis Approaches (P) IB HL 1 B		x
Math Apps and Interpretation IB HL 1B(P)		x
Math Apps and Interpretation IB HL1A (P)		x
Math Apps and Interpretation IB HL2A (P)		x
Math Apps and Interpretation IB HL2B (P)		x
Math B 100	x	x
Math B 1000	x	x
Medical Biotechnology A (P)	x	
Medical Biotechnology B (P)	x	
Multimedia Communications Intern A		x
Multimedia Communications Intern B		x
Multimedia Production A (P)	x	
Multimedia Production B (P)	x	
Orchestra A (P)	x	x
Orchestra B (P)	x	x
Patient Care Year 2 A (P)		x
Patient Care Year 2 B (P)		x
Patient Care Year One A (P)		x
Patient Care Year One B (P)		x
Peer Leadership A (P)		x
Peer Leadership B (P)		x
Personal and Prof Skills Yr 1 B (P)		x
Personal and Prof Skills Yr 1A (P)		x
Personal and Prof. Skills Yr 2A (P)		x
Personal and Prof. Skills Yr 2B (P)		x
Personal Business Finance 10 A	x	x
Personal Business Finance 10 B	x	x
Personal Business Finance A (P)	x	x
Personal Business Finance B (A)	x	x
Personal Strategic Plan	x	
Physics in the Universe A (P)	x	x
Physics in the Universe B (P)	x	x
Pre-Calculus A (P)	x	
Pre-Calculus B (P)	x	
Princpls of Engr A (P)	x	
Princpls of Engr B (P)	x	
Product Innovation and Design A (P)		x
Product Innovation and Design B (P)		x
Programming Algorithms using Python A(P)	x	

High Schools	Folsom	Rancho Cordova
Programming Algorithms using Python B(P)	x	
Psychology (P)	x	x
Science Fiction in Literature (P) A	x	
Science Fiction in Literature (P) B	x	
Social Sci A 1000	x	
Social Sci B 1000	x	
Social Skills 1000		x
Sociology (P)	x	x
Sociology A (P)	x	
Sociology B (P)	x	
Spanish 1A (P)	x	x
Spanish 1B (P)	x	x
Spanish 2A (P)	x	x
Spanish 2B (P)	x	x
Spanish 3A (P)	x	x
Spanish 3B (P)	x	x
Spanish 4A (P)	x	
Spanish 4B (P)	x	
Spanish for Spanish Speakers 1 A (P)		x
Spanish for Spanish Speakers 1B (P)		x
Spanish for Spanish Speakers 2 A (P)		x
Spanish for Spanish Speakers 2 B (P)		x
Spanish for Spanish Speakers 3 A (P)		x
Spanish for Spanish Speakers 3 B (P)		x
Spanish SL (P) 1A		x
Spanish SL (P) 1B		x
Spanish SL 2A (P)		x
Spanish SL 2B (P)		x
Speech/Debate 1A (P)	x	
Speech/Debate 1B (P)	x	
Speech/Debate 2A (P)	x	
Speech/Debate 2B (P)	x	
Sports Medicine A	x	
Sports Medicine B	x	
Stat/Prob Solving A (P)	x	
Stat/Prob Solving B (P)	x	
Strategic Intensive Interv English A 100		x
Strategic Intensive Interv English B 100		x
Study Skills A	x	
Study Skills A 10	x	x
Study Skills A 100		x
Study Skills B	x	

High Schools	Folsom	Rancho Cordova
Study Skills B 10	x	x
Study Skills B 100		x
Success 101 A	x	
Success 101 B	x	
Sustainable Agriculture Biology A (P)		x
Sustainable Agriculture Biology B (P)		x
Teacher Assist A	x	x
Teacher Assist B	x	x
Technical Theatre in Production A (P)	x	x
Technical Theatre in Production B (P)	x	x
Television Occupations 1A	x	
Television Occupations 1B	x	
The Art History of Floral Design A (P)		x
The Art History of Floral Design B (P)		x
Theory of Knowledge (P) A		x
Theory of Knowledge (P) B		x
Trigonometry A (P)	x	
Trigonometry B (P)	x	
US History A (P)	x	x
US History B (P)	x	x
Video Production 1A (P)	x	
Video Production 1B (P)	x	
Video Production 2A (P)	x	
Video Production 2B (P)	x	
Video Production 3A	x	
Video Production 3B	x	
Visual Art HL (P) 1A		x
Visual Art HL (P) 1B		x
Visual Art HL (P) 2A		x
Visual Art HL (P) 2B		x
Visual Art SL (P) 1A		x
Visual Art SL (P) 1B		x
Visual Art SL 2A (P)		x
Visual Art SL 2B (P)		x
World Cultures A (P)	x	x
World Cultures B (P)	x	x
Wrld Geography (P) A		x
Wrld Geography (P) B		x
Yearbook 1A	x	x
Yearbook 1B	x	x
<b>Total</b>	<b>374</b>	<b>318</b>

## Appendix D—Abbreviations

<b>AB</b>	Assembly Bill
<b>ADA</b>	Average Daily Attendance
<b>BP</b>	Board Policy
<b>CAASPP</b>	California Assessment of Student Performance and Progress
<b>CCR</b>	California Code of Regulations
<b>CDE</b>	California Department of Education
<b>CEP</b>	Counseling Enriched Program
<b>CEQA</b>	California Environmental Quality Act
<b>COE</b>	County Office of Education
<b>CSU</b>	California State University
<b>Dashboard</b>	California School Dashboard
<b>EC §</b>	Education Code Section
<b>ELA</b>	English Language Arts/Literacy
<b>ELO-P</b>	Expanded Learning Opportunities Program
<b>EPA</b>	Education Protection Account
<b>ES</b>	Elementary School
<b>FCCC</b>	Folsom Cordova Community Charter
<b>FCMAT</b>	Fiscal Crisis and Management Assistance Team
<b>FRPM</b>	Free or Reduced-Price Meals
<b>FTE</b>	Full-Time Equivalent
<b>GO</b>	General Obligation
<b>Handbook</b>	District Organization Handbook
<b>HS</b>	High School
<b>LCFF</b>	Local Control Funding Formula
<b>LEA</b>	Local Educational Agency
<b>MS</b>	Middle School

<b>OPEB</b>	..... Other Postemployment Benefits
<b>SBE</b>	..... State Board of Education
<b>SFID</b>	..... School Facilities Improvement District
<b>SSC</b>	..... School Services of California Inc.
<b>Study</b>	..... Reorganization Feasibility Study
<b>UC</b>	..... University of California
<b>UPP</b>	..... Unduplicated Pupil Percentage
<b>USD</b>	..... Unified School District