

Rancho Cordova Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Rancho Cordova Elementary School
Street	2562 Chassella Way
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9165
Principal	Anna Chitwood
Email Address	akchitwood@fcusd.org
School Website	https://rce.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673306033229

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2025-26 School Description and Mission Statement

Vision Statement:

Rancho Cordova Elementary's vision is empowering lifelong learners with skills essential to navigating a complex world.

Mission Statement:

Rancho Cordova Elementary staff, students, family, and community members collaborate to provide a safe and healthy learning environment with high expectations. Students engage in daily social emotional learning to develop positive character traits and solve real world problems. With fostered confidence, students rise above academic and social challenges as inspired, compassionate, and creative individuals.

School & Community Profile:

Rancho Cordova School has a student body enrollment of 415 Transitional Kindergarten through fifth-grade students, representing the diverse cultural backgrounds of the Rancho Cordova community. About 30% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, with 57% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include Whites at 18%, African Americans at 4%, and others at 12%. 78% percent of our students are socioeconomically disadvantaged, and 78% of unduplicated students.

The school campus houses a library, multipurpose room, three playgrounds with updated equipment, and 22 classrooms. Additionally, Rancho Cordova has a state preschool, two classes for students with moderate learning disabilities, and one class for students with intense learning disabilities. Rancho Cordova Elementary teams with a state program, Expanded Learning Opportunities (ELOP), to be able to offer an after-school program to support students on campus until 6:00 pm Monday-Friday.

The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade level anchor standards. Student progress is continually monitored with Every Child by Name (ECBN) meetings, when staff group students to target individual student needs. Building reading skills and proficiency in mathematics is our top priority. Support for students goes way beyond the core classroom experience. A coordinated effort between teachers, a Title 1 Instructional Coach, 1 Intervention Specialist, 1 MTSS Specialist, 1 ELD Intervention specialist, bilingual instructional assistants, General Ed Paras, the assistant principal, and the school principal is aimed at success for all students. All students receive Multi-tiered Systems of Support (MTSS) for both academics and Social-Emotional learning. We also have a full-time Mental Health

2025-26 School Description and Mission Statement

Specialist (MHS) and a full-time Behavior Specialist (BS).

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district-adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio for grades 3-5.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is growing, providing many activities and events for Rancho Cordova students and families. Our school webpage keeps parents informed about schedules, events, and activities happening at school. Frequent communication, monthly calendars, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Rancho Cordova School has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	63
Grade 2	69
Grade 3	77
Grade 4	69
Grade 5	63
Total Enrollment	407

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	52.5
American Indian or Alaska Native	0.2
Asian	3.7
Black or African American	6.2
Filipino	1
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	1.7
Two or More Races	11.2
White	16.9
English Learners	34.8
Foster Youth	0.2
Homeless	6.2
Socioeconomically Disadvantaged	79.1
Students with Disabilities	20.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.8	86.2	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.94	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	2.5	9.85	62.2	6.31	15831.9	5.67
Total Teaching Positions	25.3	100	985.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.3	99.4	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.6	41.7	4.18	14303.8	5.15
Total Teaching Positions	23.4	100	998.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	1.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	0.0%
Mathematics	Pearson - enVision, 2020	0.0%
Science	Amplify - California Science, 2019	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Rancho Cordova Elementary School was originally constructed in 1957 and is comprised of 22 classrooms, 1 cafeteria, 1 library, 1 staff lounge, and 3 playgrounds. Buildings were added in 1963 and 1967. Portables were added in 1999, 2002, 2004 and 2008. The school was modernized in 1999. There are three storage sheds on this site. The play apparatuses are in good condition.

Rancho Cordova Elementary School underwent some modernization during the summer of 2014. Landscaping, irrigation, and plumbing were upgraded in targeted areas. In addition, a shade structure was erected on the intermediate playground, and benches were installed to provide students with a space to comfortably work. In the summer of 2017, a ball wall was installed on the playground. In 2021 the front office was modernized.

During the summer of 2023, Building G was updated adding 2 student restrooms, 1 staff restroom, a collaborative space, and an additional office which is currently used by the Behavior Specialists. A door was added to have access to this office from the outside of the building.

School Facility Conditions and Planned Improvements

Increasing staff and student access to technology has been a long-term goal. Internet connectivity is available with wireless connectivity across campus and Chromebooks are available for students to use in their classrooms. Smart Boards are installed in every classroom, the computer lab, the conference room, and the Science Technology Engineering and Math STEM Lab. Document cameras have been installed in each classroom.

The primary and intermediate yard equipment is routinely inspected and updated to meet state standards for safety.

Every effort is made to maintain our campus as a welcoming, safe place. Students and staff alike pick up litter and ensure that the grounds are clean and in good repair. The lawns and landscaping add to the beauty of our campus.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school

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

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 7, 2025, through October 13, 2025

Year and month of the most recent FIT report

2025 October

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	20	24	58	59	47	48
Mathematics (grades 3-8 and 11)	15	19	49	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	207	97.64	2.36	24.15
Female	99	96	96.97	3.03	25.00
Male	113	111	98.23	1.77	23.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	26.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	13.64
White	36	32	88.89	11.11	28.13
English Learners	64	60	93.75	6.25	10.00
Foster Youth	0	0	0	0	0
Homeless	19	18	94.74	5.26	22.22
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	169	97.69	2.31	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	49	100.00	0.00	12.24

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	211	99.53	0.47	18.96
Female	99	98	98.99	1.01	16.33
Male	113	113	100.00	0.00	21.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	129	129	100.00	0.00	16.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	22.73
White	36	35	97.22	2.78	31.43
English Learners	64	64	100.00	0.00	15.63
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	26.32
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	173	100.00	0.00	17.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	49	100.00	0.00	8.16

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.27	16.18	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00	0.00	16.18
Female	31	31	100.00	0.00	9.68
Male	37	37	100.00	0.00	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100.00	0.00	13.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	30.77
English Learners	20	20	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	0.00	16.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	99%	99%	99%	99%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is growing, providing many activities and events for Rancho Cordova students and families. Our school webpage keeps parents informed about schedules, events, and activities happening at school. Frequent communication, monthly calendars, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Throughout the year, Rancho Cordova involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

Site Leadership teams (Curriculum & Instruction Team/ Climate Facilitator Team, monthly)

School Site Council (SSC) meets 5 times a year (reviews and approves the plan by June 2024; monitors throughout the year)

English Learner Advisory Committee (ELAC) minimum 3-4 times a year.

Parent Survey (fall and spring)

Every Student by Name (ESBN) meetings twice a year

Consultations with the Director of Categorical Programs (ongoing)

Faculty meetings (LCAP workshop and review)

Family Evening Events

Monthly Principal Coffee

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students' learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development, and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.75%	4%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0.22%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan is housed in our school administration building and provides information regarding the site and District Code of Conduct, discipline procedures, emergency evacuation protocols, communication plans, and board policies and administrative regulations on all matters relating to school safety, including bullying, harassment, child abuse reporting, and sexual harassment. School safety drills are practiced regularly. There were ten (10) student accidents reported at our school in the 2024-2025 school year.

We have a site Safety Team that supports the general emergency procedures. All staff have immediate communication with the office by use of two-way radios and/or classroom phones. Staff also uses the Instant Message (IM) feature on teacher computers as a possible option for reaching staff. This feature is also a way for the office to 'broadcast' a message to all staff. We have monthly fire drill practice along with active shooter and lock-down drills. Each classroom has a red emergency bag with status cards, class lists, and supplies, and an Emergency Quick Reference Guide posted by the door.

Date of Staff Review: 10/31/25

Date of SSC review and approval: 11/3/2025

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	33	1	2	1
1	43	0	2	2
2	43	0	3	1
3	27	3	0	1
4	62	1	1	2
5	73	0	0	3
6	0	0	0	0
Other	10	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	1	2	1
1	19	1	2	0
2	35	0	3	1
3	37	0	3	1
4	30	2	3	1
5	28	3	2	1
6	0	0	0	0
Other	24	3	0	1

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,847	\$3,172	\$8,675	\$100,388
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-15.8	13.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-21.6	2.7

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Rancho Cordova receives supplemental state and federal funding through various categorical and support programs, including Title I Improving Academic Achievement, Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, Community Schools Grant and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

Professional Development

Folsom Cordova Unified School District (FCUSD) provides all staff with two professional development days each school year. Employees are encouraged to grow professionally through self-evaluation and reflection; participation in college and university coursework; attendance at statewide and local workshops; review of professional literature; and collaboration with colleagues.

District-sponsored in-service training is offered through Professional Learning Communities (PLCs), lead teachers, Teachers on Special Assignment (TOSAs), and site-level instructional coaches in academics, reading, writing, math, science, and technology. Additional district wide training has been provided on the Science of Reading (SOR), English language development, Positive Behavioral Interventions and Supports (PBIS), and other research-based instructional practices.

FCUSD also collaborates to provide an induction program for qualified new teachers and ongoing professional learning opportunities for all staff working on clearing their credential.

At Rancho Cordova Elementary, certificated teachers have the option to participate in intensive professional development in Language Essentials for Teachers of Reading and Spelling (LETRS). Teachers also receive training in Trauma-Informed Practices, UFLI/SIPPS intervention programs, and district curriculum through Program Monitor and coach meetings. Grade-level teams have dedicated collaboration time through site PLC meetings in ELA and Math, scheduled on Thursdays during Professional Learning Time and Tuesdays or Fridays during Team Time.

Support for Student Social and Personal Development:

Rancho Cordova Elementary School is committed to supporting students' social, emotional, and personal development in addition to their academic success. The school provides targeted assistance to students experiencing academic challenges, difficulty coping with personal or family issues, or challenges with decision-making and peer pressure.

Additional emotional and behavioral support is available through a district Mental Health Specialist, as well as programs such as PBIS and trauma-informed practices.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3