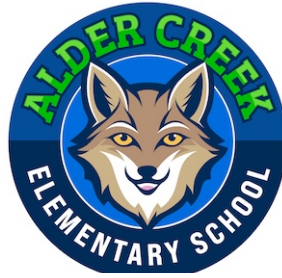


# Alder Creek Elementary School

## 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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2025-26 School Contact Information

<b>School Name</b>	Alder Creek Elementary School
<b>Street</b>	4545 Old Ranch Way
<b>City, State, Zip</b>	Folsom, CA 95630
<b>Phone Number</b>	916-294-2465
<b>Principal</b>	Sara Parenzin
<b>Email Address</b>	sparenzi@fcusd.org
<b>School Website</b>	<a href="https://ace.fcusd.org">https://ace.fcusd.org</a>
<b>Grade Span</b>	P-5
<b>County-District-School (CDS) Code</b>	34673300142315

## 2025-26 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Erik Swanson
<b>Email Address</b>	eswanson@fcusd.org
<b>District Website</b>	<a href="https://fcusd.org">https://fcusd.org</a>

## 2025-26 School Description and Mission Statement

### School Mission & Vision

Alder Creek Elementary strives to "Educate and empower lifelong learners." Our shared mission is, "In collaboration with our community, we educate and empower lifelong learners in academic and social emotional competencies in a respectful, inclusive, and culturally responsive manner while developing a sense of gratitude, perseverance, and purpose in our community." As a collective staff, we promote excellence in education and lifelong learning focused on student success for college and career readiness. A focus on building relationships amongst staff, students, and families to promote lifelong self-efficacy through an emphasis on culture, climate, coherence, and maximizing student engagement will help build a school where students and staff grow and learn together. A collective focus on student engagement and learning, where every child is known by name, ensures that every student will have the tools to reach their full academic potential.

Furthermore, Alder Creek embraces the Folsom Cordova Unified District's mission & vision statements:

### VISION STATEMENT

Empowering all students to thrive through educational excellence.

### MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

### School & Community Profile

Alder Creek Elementary School opened on August 8, 2024. Nestled against the foothills of El Dorado, the homes of the Folsom Ranch community surround the campus. The future site of a park is adjacent to the campus and will serve as a wonderful area for families to meet and play. Students in grades transitional kindergarten (TK) through fifth attend Alder Creek. There are approximately 665 students at Alder Creek Elementary, a population with 10% socioeconomically disadvantaged, 18.5%

## 2025-26 School Description and Mission Statement

identified as English Learner (EL) students, 0% foster youth, and 22% of students qualifying for "unduplicated" status. The surrounding neighborhood is populated with families who are highly involved and eager to participate in the education of their children. The school reflects a culture of learning and a strong home-school connection. Alder Creek operates on a traditional calendar that begins in August, provides three trimesters of instruction for our students, and ends in May. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals who support our students and staff.

The campus is made up of one primary two-story building, which includes five wings, a library, a multipurpose room, and an administration office. The building was built with collaboration in mind. Classrooms have glass accordion doors that open up to common areas that provide opportunities for students and staff to engage with each other. Students are engaged in instruction as you enter each school. Everyone on campus has a sense of pride in our learning community. Parents are an important part of the daily classroom routine. Whether it is working with a small group, one-on-one, or assisting with procedures, volunteers are visible at Alder Creek on a daily basis.

A detached Student Care building for before and after-school care also sits on our property to the south. Many students attend the before and after school Student Care Center located on campus.

Our School Site Council (SSC) is actively involved in our educational program. We have an active PTA that plans numerous activities and events which enhance family engagement and positive relationships among families, teachers, and students. The PTA provides financial support through fundraising that supplements schoolwide curriculum, consistently supporting Science Technology Engineering Arts and Math (STEAM) integration, educational field trips and assemblies, and increasing and updating our library collection, in an effort to support our core curriculum. The school has Chromebooks in every classroom to enhance access to technology as a tool for learning. Each classroom is equipped with a document camera and Promethean Board to enhance learning and allow teachers to interact and engage with their students through technology.

Alder Creek Elementary School students have opportunities to be involved in Student Leadership, physical education, Gifted & Talented Education (GATE), music, and Special Education Services. Students can participate in after school enrichment activities such as engineering, art, coding, dance, chess, athletics, cooking, running, basketball, choir, and other extra-curricular clubs.

Our school is structured around high academic and behavioral expectations, which help maintain a positive school culture and climate. Our staff believes that all students have the ability to learn and are committed to providing conditions that promote student success. This success is accomplished using clear expectations that are directly taught throughout the school year. Students are recognized through verbal and written feedback for expected behavior. The entire staff believes that "all means all" and shares in the collective responsibility of providing an environment where every student can meet or exceed their educational goals.

At Alder Creek, we believe that all students can learn and that we, working in partnership with families, can facilitate learning to ensure that our students will achieve their greatest potential. This will be accomplished by teaching a rigorous curriculum, maintaining high academic standards, promoting good character, and supporting the social and emotional needs of our students and staff.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	91
Grade 2	95
Grade 3	98
Grade 4	78
Grade 5	58
<b>Total Enrollment</b>	<b>568</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	1.4
Asian	6.2
Black or African American	1.4
Filipino	6.2
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.7
White	12.1
English Learners	18.5
Socioeconomically Disadvantaged	10
Students with Disabilities	10.2

### 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)						
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						
<b>Total Teaching Positions</b>						

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)						
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						
<b>Total Teaching Positions</b>						

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)			882.2	88.55	230039.4	100
Intern Credential Holders Properly Assigned			24.7	2.48	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			14.4	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			29.4	2.96	12112.8	4.34
Unknown/Incomplete/NA			45.3	4.55	13705.8	4.91
<b>Total Teaching Positions</b>			<b>996.2</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

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			
Misassignments			
Vacant Positions			
<b>Total Teachers Without Credentials and Misassignments</b>			

## 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			
Local Assignment Options			
<b>Total Out-of-Field Teachers</b>			

## Class Assignments

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

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.

<b>Year and month in which the data were collected</b>	2025 August
--------------------------------------------------------	-------------

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

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

## School Facility Conditions and Planned Improvements

Alder Creek Elementary School is a 75,000 square foot building that sits on a 10-acre site and accommodates approximately 700 students. The school is designed as a two-story, single building concept, which includes five wings with 30 classrooms, a library, a multipurpose room, and an administration office with one primary main entrance. The building was designed with collaboration in mind. Classrooms have glass accordion doors that open up to collaboration spaces, including smaller, break-out spaces that accommodate project-based activities and small group instruction. The school was built in 2024 and opened on August 2, 2024.

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.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-

## School Facility Conditions and Planned Improvements

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.

Date of inspection: September 24, 2025

Year and month of the most recent FIT report

2025 September

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)		74		59	47	48
<b>Mathematics</b> (grades 3-8 and 11)		70		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	254	251	98.82	1.18	73.71
Female	138	137	99.28	0.72	74.45
Male	116	114	98.28	1.72	72.81
American Indian or Alaska Native	--	--	--	--	--
Asian	167	166	99.40	0.60	78.92
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	15	15	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	90.00
White	30	29	96.67	3.33	44.83
English Learners	28	25	89.29	10.71	16.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	33	94.29	5.71	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	17.14

## 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
<b>All Students</b>	254	254	100.00	0.00	70.47
<b>Female</b>	138	138	100.00	0.00	65.22
<b>Male</b>	116	116	100.00	0.00	76.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	167	167	100.00	0.00	77.25
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	81.82
<b>Hispanic or Latino</b>	15	15	100.00	0.00	46.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	21	21	100.00	0.00	71.43
<b>White</b>	30	30	100.00	0.00	36.67
<b>English Learners</b>	28	28	100.00	0.00	32.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	35	35	100.00	0.00	37.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	22.86

## 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
<b>Science</b> (grades 5, 8 and high school)		58.73		46.01		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	63	63	100.00	0.00	58.73
Female	37	37	100.00	0.00	54.05
Male	26	26	100.00	0.00	65.38
American Indian or Alaska Native	0	0	0	0	0
Asian	41	41	100.00	0.00	63.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00	0.00	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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	98%	100%	100%	98%	100%

## 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

Parents and families play a vital role in the success of our school. Parent volunteers are an important part of the daily classroom routine. Whether it is working with a small group, one-on-one, or assisting with procedures, volunteers are visible at Alder Creek on a daily basis.

Our School Site Council (SSC) is actively involved in our educational program. We have an active PTA that plans numerous activities and events which enhance family engagement and positive relationships among families, teachers, and students. The PTA provides financial support through fundraising that supplements schoolwide curriculum, consistently supporting Science Technology Engineering Arts and Math (STEAM) integration, educational field trips and assemblies, and increasing and updating our library collection, in an effort to support our core curriculum. The school has Chromebooks in every classroom to enhance access to technology as a tool for learning. Each classroom is equipped with a document camera and Promethean Board to enhance learning and allow teachers to interact and engage with their students through technology.

At Alder Creek, we believe that all students can learn and that we, working in partnership with families, can facilitate learning to ensure that our students will achieve their greatest potential. This will be accomplished by teaching a rigorous curriculum, maintaining high academic standards, promoting good character, and supporting the social and emotional needs of our students and staff.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	604	0	0.0
Female	303	303	0	0.0
Male	303	301	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	373	371	0	0.0
Black or African American	--	--	--	--
Filipino	35	35	0	0.0
Hispanic or Latino	41	41	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	58	0	0.0
White	82	82	0	0.0
English Learners	112	112	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	76	76	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	82	0	0.0

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
		0.33			3.04	3.6	3.28	2.94

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			0.04	0.08	0.07	0.06

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	0.33	0.00
Female	0.00	0.00
Male	0.66	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.27	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	0.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.22	0.00

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

This Comprehensive School Safety Plan (referred to as “CSSP”) was developed in conjunction with our local fire department as well as our local law enforcement partners in March 2022. The current plan is updated annually and reviewed by this site’s Safety Planning Committee (referred to as “the Group”) under advisement and with assistance from the Folsom Cordova Unified Safe Schools Team. This plan may be evaluated and amended as needed, but shall be reviewed by the Group no less than annually and updated as required per CA Education Code (Sections 32280-32288).

Consistent with CA Education Code Section 32281, the Plan Review Group minimally includes the site Principal (or designated administrator), 1 teacher representative, 1 classified employee representative, and 1 parent of a student who is currently enrolled. The Group also includes an identified Safe Schools’ Safety Specialist. Additional members are included as necessary, as recommended by the CDE, such as students, mental health specialists, nurses, athletic coaches, multilingual liaisons, and other stakeholders. The Group is comprised of the following members:

Sara Parenzin, Principal  
Deanna LaGreca, Teacher  
Lucy Norton, Teacher  
Megan Delossantos, Teacher  
Micah Baker, Parent  
Malissa Thatcher, Classified Staff Member  
Jimmy Attebery, Head Custodian  
Deidre McAuliff/Drew Romo, School Resource Officers  
Coordinator of Safe Schools D. T. Martin (Review date \_\_\_/\_\_\_/\_\_\_\_)

In accordance with guidance from the California Department of Education, the Group shall ensure the final reviewed and approved plan is completed, submitted to the District Safe School’s Office, and available to the public for inspection upon request no later than March 1 of each calendar year.

Where practical, the Group consulted and coordinated with local law enforcement, fire districts, other school sites, district safety planning teams, and student support service teams to improve district-wide consistency in planning, response, and resource availability to increase campus safety and create a culture and environment that promotes positive student behavior and academic success. Alder Creek had six student accident reports for the 2024-2025 school year.

A public meeting was held on October 7, 2025, at Alder Creek Elementary, open to the school community to review the plan and receive input.

This plan has been approved by the group on October 21, 2025, and submitted to the Coordinator of the Folsom Cordova Unified Safe Schools Program on October 31, 2025. for review.

## 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
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## 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
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## 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
K	25		4	
1	22		4	
2	19	1	4	
3	23		4	
4	29	1	3	1
5	21	3	3	
Other	13	2	1	

## 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	0

## 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	0.4
Speech/Language/Hearing Specialist	1
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				
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-23.6	41.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-29.4	30.9

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funds: Alder Creek receives supplemental state and federal funding through various categorical and support programs, including 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, 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/csl/>.

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

## Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Alder Creek Elementary School offers a comprehensive approach to professional learning. Professional Development (PD) is driven by needs as revealed in our annual Comprehensive Needs Assessment. PD is also determined by district initiatives. Staff members engage in PD on full days in August and October, as well as at each monthly staff meeting, and on super minimum days. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement are discussed at each meeting. Teachers are also given one release day during the school year to engage in Every Student By Name (ESBN) and Professional Development.

Professional Development Days (Aug 4 & Oct 13)

PLC Work & Staff Development (half days Aug 5 & 6 for a total of 1 day)

Super Minimum Day/Professional Development (Oct 31, Feb 13, May 22)

Staff Meetings and Collaboration Time (CT) held every Thursday from 1:30-2:45 pm (Staff Meeting (week 1) & Collaborative Grade Level Teams/PLTs (weeks 2-4)

Every Student By Name and Collaborative Grade Level Teams/PLT - three release days per team per year (dates vary)

Guiding Coalition/Leadership Team (held every other Tuesday morning before school, 7:40-8:10am)

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

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