

Cordova Gardens Academy of Arts and Sciences

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	Cordova Gardens Academy of Arts and Sciences
Street	2400 Dawes Street.
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9115
Principal	John P. Bliss
Email Address	jbliss@fcusd.org
School Website	https://cge.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673306033153

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District, (FCUSD)
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

School Mission/Vision:
2025-2026

"Our vision at Cordova Gardens Academy of Arts and Sciences is to empower each student, academically, emotionally, and socially through STEAM integration in order to prepare students to become lifelong learners in a dynamically changing world. This effort will be accomplished through a collaborative data driven approach to ensure that students have purposeful learning opportunities so that they develop critical thinking, collaboration, creativity, and communication skills."

Our mission: High levels of learning and engagement for all.

School and Community Profile:

Cordova Gardens Academy of Arts and Sciences is located just east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Cordova Gardens has a rich heritage of community pride, family involvement, and neighborhood charm. It is affectionately referred to as "The Gardens." The campus presents an inviting landscape with beautiful, large trees and colorful murals. The newest mural, a tree full of student handprints, was added during the 2016-2017 school year. Located in Rancho Cordova, a city of 80,000 inhabitants, Cordova Gardens is one of twenty-one elementary schools in the Folsom Cordova Unified School District (FCUSD). In addition, FCUSD includes four middle schools, three high schools, 2 alternative schools, one charter school, and one virtual academy, Innovations Academy. The district serves approximately 20,500 students. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

Cordova Gardens is home to a regular K-5th-grade education program. One preschool class is offered on campus. Preschool students and families are invited to participate in all school activities. In addition, Cordova Gardens houses the district Opportunity Program for students in grades 4-6. The Opportunity Program at Cordova Gardens is pleased to welcome general education students from all sites in FCUSD who demonstrate a need for additional support with social school skills, in order to be successful learners. Once students gain proficiency in social skills, they return to their home schools. The student population at Cordova Gardens is culturally diverse. There are 7 different home languages represented. Students in

2025-26 School Description and Mission Statement

Specialized Academic Instructional (SAI) programs are mainstreamed with typical peers as appropriate to the child and the Individual Education Plan (IEP). Our student with disabilities population is 17.2% of the total student body population. There are two self-contained SAI classes on campus. The learning center approach, with daily Multi-Tiered Systems of Support (MTSS) blocks, supports all students with targeted, specific instruction through the Response to Intervention (RtI) model. The percentage of English Language Learners (ELL) is 25.% currently. In addition, 1% of English Learners have been redesignated as Fluent in English. Cordova Gardens is supported by the district with funding sources providing for two part-time bilingual instructional assistants. The teaching staff and support personnel collaborate to provide appropriate instruction and specialized learning experiences to meet the needs of all students. Our student enrollment for 2023-2024 is 271 students. The school's largest ethnic group is Hispanic, with 39.85% followed by White, with 26.94%. Black or African American comprises 14.76%, and Asian, 2.95%. In the 2025-2026 school year, 75% of our student population is free or reduced lunch.

The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. School spirit abounds on campus as the Cordova Gardens Eagles student body participates in spirit days planned by the staff. The Student Council is active in supporting spirit events on campus, as well as local community programs. Cordova Gardens offers students an enriching physical education program with visiting PE teachers. Students participate in drama and there are a variety of club activities from which to choose. Students in grades 4 through 5 receive instrumental music instruction.

Cordova Gardens was designated as a Foreign Language Elementary School in the past and will be entering a new direction as we move into subsequent school years. The school community has looked at STEAM as the direction for the school. STEAM stands for science, technology, engineering, arts, and math.

Local Control Funding Formula (LCFF) funds and general fund dollars are being spent to create a reading-rich environment at the appropriate levels. Site goals are aligned to the Folsom Cordova Unified Local Control Accountability Plan (LCAP).

***Expanded Learning Programs at Cordova Gardens.

Cordova Gardens is home to an expanded learning program, After School Education and Safety (ASES) that is made available to students in grades 1 to 5 from the hours of 1:52 pm to 6:00 pm, Monday through Friday. The program is generally housed in the multi-purpose room, as well as the library, and runs the entire year to support families in our immediate community. ASES provides extended access to learning support programs (I-ready, Accelerated Reader, Envision Math, and Reflex Math), used by Cordova Gardens. ASES staff collaborates with site teaching staff to provide assistance with assignments and project completion. ASES supports our climate goals set by the site, through collaboration with staff, as well as creating a system of rewards and reinforcement during ASES activities. ASES recognizes student achievement on a regular basis for its students. ASES monitors their students during the school day to ensure that they are academically and socially successful students in and out of ASES. The Academic coach or other site staff will coordinate with our extended learning program, ASES, to extend learning beyond the school bell. This staff member will help to progress monitor ASES students in collaboration with the ASES staff.

Site leadership at Cordova Gardens recognizes the need for intensive intervention that will be needed for all subgroups as a result of going to a distance learning model; the achievement gap for these subgroups will be exacerbated by the length of time under our current model of distance learning, and as such, we will have to provide intensive and targeted support in ELA and Mathematics.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	47
Grade 2	38
Grade 3	38
Grade 4	51
Grade 5	44
Grade 6	2
Total Enrollment	293

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	58.7
Asian	4.4
Black or African American	16.2
Filipino	0.4
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	18.1
White	25.5
English Learners	25.8
Homeless	10.7
Socioeconomically Disadvantaged	85.2
Students with Disabilities	20.3

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

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

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

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)	13.4	77.09	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)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	4	22.91	62.2	6.31	15831.9	5.67
Total Teaching Positions	17.4	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)	15.8	83.45	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	3.1	16.5	41.7	4.18	14303.8	5.15
Total Teaching Positions	19	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	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	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

Cordova Gardens Academy of Arts and Sciences have 19 classrooms, a multipurpose room that was built in 1962, an administration building, and a student care portable (the only portable on the site) that was placed in 1994. The original campus was built in 1959 with a four-classroom wing added in 1960. A shade structure was added in 2015. This site has two sheds and three storage containers. The playground equipment is in good condition. Interior spaces were improved in 2006 with paint, cabinetry, carpeting, and other improvements. Our instructional programs are housed in comfortable settings. The spacious playgrounds and athletic fields provide adequate space to separate primary and intermediate students. The following areas have also been updated: restrooms, roofing, plumbing, and other areas. Our electrical capacity was significantly increased to allow for the growing use of technology throughout the school, including a multimedia computer lab connected to the library media center. In conjunction with the city of Rancho Cordova, through Measure H funding, a new garden area was built in August 2017. A new addition to the parking lot was added in the 2018-2019 school year. Additional work was done on creating an updated courtyard in front of the admin building, 2020-2021. The school received updates to the kitchen in the multipurpose room in the 25-26 school year. A new afterschool portable was constructed and placed in the back primary school yard in the 25-26 school year.

School Facility Conditions and Planned Improvements

All of our classrooms are equipped with Promethean Interactive Smart TVs to enhance educational opportunities for our students as instructional materials are saved in the Smartboard Notebook for access by all and allow internet access for instructional purposes that can be viewed simultaneously by students. These instructional tools support a comprehensive learning process in a collective and collaborative manner. Our custodial staff works hard to keep our facilities neat, clean, and safe for our students, parents, and the community.

The local Little League, Cordova Parks and Recreation Department programs, and the Lancer Rugby Club use the athletic fields. The extended use of school facilities at night and on the weekends helps reduce instances of vandalism at the school site. Improvements to the athletic fields and the planting of additional shade trees are helping to keep the grounds safe and attractive.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/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-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% for the deferred maintenance program of the LEA's general fund budget.

Date of inspection: September 15, 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
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)	35	35	58	59	47	48
Mathematics (grades 3-8 and 11)	22	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	176	150	85.23	14.77	34.67
Female	90	74	82.22	17.78	41.89
Male	86	76	88.37	11.63	27.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	23	23	100.00	0.00	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	35.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	32	88.89	11.11	34.38
White	45	30	66.67	33.33	36.67
English Learners	52	27	51.92	48.08	22.22
Foster Youth	0	0	0	0	0
Homeless	23	22	95.65	4.35	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	137	115	83.94	16.06	31.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

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	175	173	98.86	1.14	18.50
Female	89	87	97.75	2.25	17.24
Male	86	86	100.00	0.00	19.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	16.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	36	100.00	0.00	19.44
White	45	43	95.56	4.44	20.93
English Learners	52	51	98.08	1.92	9.80
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	135	99.26	0.74	14.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	0.00

CAASPP Test Results in Science for All Students

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

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)	14.63	20.63	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	63	63	100.00	0.00	20.63
Female	35	35	100.00	0.00	11.43
Male	28	28	100.00	0.00	32.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	17	17	100.00	0.00	17.65
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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%	100%	100%	100%	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 are the cornerstone to student success and are encouraged to take an active role in their child's school activities and learning program at Cordova Gardens Elementary. Parent involvement in their child's education supports the child's effort to do better in school. Students of actively involved parents continue their educational pursuits in higher education, and rates of college attendance — and the schools the students attend are enhanced by their ongoing support. Parent participation supports the ongoing efforts of a school and home relationship that enhances student learning and the importance of a good education. Cordova Gardens is committed to providing parent resources to support Pre-K-5th-grade students. We encourage parents to volunteer in classrooms, participate in school activities, and join parent workshops to support struggling students. Our preschool programs hold monthly parent chats and provide parent resources to families regarding the transition to Kindergarten and Kindergarten Readiness. Our school is supported by FCUSD with resources to support underachieving students.

Cordova Gardens' Parent Teacher Association (PTA) supports school programs with volunteers and fundraising activities that provide funding for classroom supplemental materials, field trips, assemblies, and special projects. The PTA sponsors monthly activities as well as the Garden Party prior to the beginning of school, the annual fall festival, and other events to build school and community support.

Parents are invited to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC), assisting in the development of the School Site Plan for Student Achievement (SPSA), safety programs, and reviewing goals and programs to supplement our core curriculum. Parents and community volunteers are encouraged to volunteer in our classrooms, supporting instruction and assisting teachers in meeting the needs of our students. As we implement our Positive Behavior System to ensure that we provide an optimally safe learning environment, we invite parent members to our committee. Parent input is sought through surveys, committee members, and meetings throughout the school year.

Our school site is a recipient of California's communities school grant, and as such, we have a community schools facilitator who has supported our parent community through various engagement strategies in the 2024-2025 and 2025-2026 school years. We have also implemented a restorative behavior specialist through the community school's grant.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, and school activities, or become a volunteer, may contact Cordova Gardens Elementary School at (916) 294-9115. Information is available on our school website for volunteer requirements.

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
2.98%	7.17%		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%		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

Cordova Gardens is a beautiful, safe, and clean facility. We pride ourselves on the wonderful custodial and yard maintenance support we receive at our school. High traffic areas like restrooms and eating facilities are thoroughly cleaned daily. Teachers maintain excellent habits of cleaning practices at the end of each school day and classrooms are cleaned on a regular basis by the custodial staff on site. Any safety hazard that is reported is reviewed immediately and resolved at the site and/or district level. Safety plans are reviewed each fall and spring with the staff. Emergency plans have been developed in case a threatening situation should arise.

A School Safety Committee reviews emergency procedures and campus safety issues annually and makes recommendations for improvement. Two-way, hand-held radios are used daily to assist with communication around campus. Monthly drills include staging scenarios to ensure that students and staff are prepared to react to a variety of emergency situations. Evacuation plans are in place should students need to be moved away from buildings or to another location off campus. Hour-Zero Crisis Consulting Ltd. has collaborated with district and school staff to create a comprehensive plan to deal with emergencies that might occur on or near the campus. During the 2024-2025 school year, six (6) reported student accidents.

Date Last Reviewed with Staff: 10/9/25

Site Council Initial review: 10/14/25

Final review and Approval by Site Council: 11/4/25

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	36	2	1	1
1	47	0	2	1
2	49	0	2	1
3	40	1	1	1
4	55	1	1	2
5	52	1	0	3
6	0	0	0	0
Other	8	5	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	27	1	1	1
1	22	2	0	1
2	27	2	0	1
3	33	0	2	1
4	24	2	1	1
5	24	2	0	1
6	2	1	0	0
Other	12	6	0	0

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	\$14,589	\$4,729	\$9,860	\$94,439
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-3.0	7.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-8.8	-3.5

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Cordova Gardens 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 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.

It is the goal of Cordova Gardens Academy of Arts and Sciences to assist students in their social-emotional growth and personal development as well as academics. The school provides additional support to students who may be experiencing academic achievement problems, difficulty coping with personal and family problems, trouble with decision-making, behavior and/or medical related issues that interfere with the learning process, or handling peer pressure.

Teachers at Cordova Gardens participate in on-site Professional Development on Thursdays after students are dismissed. Additionally, in order to support teachers through the Professional Learning Community model, teachers are released several times a year to review student assessment results, analyze student work/ outcomes, and develop intervention and enrichment opportunities. Instructional Aides are offered Professional Development through the District and on-site several times a year.

For the 2025-2026 school year, considerable teacher PD emphasis has been placed on the PLC process (15-day recurring instructional planning), STEAM implementation, and Project-Based Learning (PBL).

The teacher will be trained for 2 days at the STEAM conference. Teachers were also trained in project-based learning in the summer of the 2023-2024 school year for 4 days. Subsequent release days were provided to teachers throughout the 2025-2026 school year to support implementing project-based learning.

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