

# Cordova Meadows 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

<b>School Name</b>	Cordova Meadows Elementary School
<b>Street</b>	2550 La Loma Drive
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9120
<b>Principal</b>	Amber Fontaine
<b>Email Address</b>	afontain@fcusd.org
<b>School Website</b>	<a href="https://cme.fcusd.org">https://cme.fcusd.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	34673306033179

## 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 Vision and Mission:

#### Vision:

At Cordova Meadows Elementary (CME), we will work together to build academic and social emotional skills by challenging, inspiring, and empowering individuals to positively impact our community and the world while recognizing and honoring our ever-changing multicultural society.

#### Mission:

Our mission at CME is to support this environment by building an inclusive academic program, addressing a range of learning styles, offering an array of diversity efforts and initiatives, and participating in the wider community. We will provide academic and social emotional support to meet the needs of all students. As a newly formed Community School, we will work with our community to bring support on campus for families, students, and staff.

### School & Community Profile:

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of approximately 20,500 students, the schools in our district are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls preschool through adults. There are twenty-two elementary schools, two charter schools, four middle schools, three high schools, and several alternative schools. 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 Meadows Elementary School is an inviting campus with a garden, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the 2025-2026 school year, 440 students are enrolled in preschool through fifth grade. The school's largest ethnic group is Hispanic/Latino, with a little over 39% of the school population. In terms of racial subgroups, significant numbers include Asians/Middle Eastern at 14%, White at 18%, African Americans at 9%, and Two or More Races at 16%. 49% of our population are English Learners, 12% are students with disabilities, 7% are considered homeless, and 90% of our students are socioeconomically disadvantaged. Cordova Meadows Elementary School has students enrolled in the After School Education & Safety (ASES) program daily until 6:00 pm. Our partnership with ASES focuses on providing a safe and nurturing environment that supports all students' developmental, social-

## 2025-26 School Description and Mission Statement

emotional, and physical needs in the program.

Our staff is trained in effective instructional and intervention practices, and our teachers are regularly provided with professional development to increase and improve their instructional effectiveness. Our Professional Learning Teams (PLTs) meet weekly. Funding from our Local Control Funding Formula (LCFF) and the general fund assists in improving collective teacher efficacy and provides high levels of learning for all students. Our master schedule provides for daily Response to Intervention (RtI) and/or remediation in small group settings. Cordova Meadows students in 4th and 5th grade receive music instruction. We have a mild, moderate, intensive, and Counseling Enrichment Program (CEP) on our campus. We are an inclusive site and ensure that all of our special education students have the opportunity to push into our general education classrooms.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive contributes to the goal of providing an excellent educational program in a warm, caring, and safe environment. The school spends considerable time and resources establishing strong connections with the parents and family community. We do this School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations the administration has been having with parents. When guidance allows, parents are recruited to be involved in every aspect of the services to our students. Some examples of opportunities for our parents to get involved are the Parent Teacher Association (PTA), supporting our Community Garden, taking our Adult English as a Second Language (ESL) classes, as well as other parent engagement opportunities. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. One of our unique programs at our school is our Black Student Union (BSU), which all students are able to attend. Our community stakeholders, like Rotary and Cordova Church of Christ, support our students with donations and the gift of time.

Cordova Meadows 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 assessments 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. Our Community School Liaison works closely with families to help them receive outside services to help with their needs.

Creating a positive culture and climate is a focus at Cordova Meadows. In order to keep the momentum of decreasing suspension rates, Cordova Meadows has expanded its Positive Behavioral Interventions and Supports (PBIS) focus to include a focus on culture and climate. We will continue to build a positive school and classroom climate by extending existing Tier 1, Tier 2, and Tier 3 PBIS initiatives. This year, we received recognition from the California PBIS Coalition for successful PBIS implementation at the PLATINUM level. Buddy classrooms have been created to allow students to establish a sense of belonging through school-wide relationships. Social-emotional development and well-being for educators and students continue to be a priority as we move into deepening our Tier 2 and Tier 3 PBIS structures as we return to campus.

Last year, we started our work with Marzano's High Reliability Schools (HRS) to ensure that we are meeting all of our school needs. The Marzano HRS framework does not add a new initiative to school efforts. Many schools are already implementing a wide range of effective initiatives, and many educators are already practicing research-based strategies. The HRS framework does not replace professional learning communities, the Art and Science of Teaching framework, teacher evaluation and development, sound curriculum (including those aligned with the Common Core State Standards), vocabulary instruction, instruction in critical thinking and reasoning skills, formative assessment, standards-based grading and reporting systems, or student mastery systems. Over the last two years, we have received Level 1 and 2 Certifications for meeting all of the requirements. We will continue to work with this process on Level 3 this school year.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	65
Grade 2	59
Grade 3	70
Grade 4	75
Grade 5	52
<b>Total Enrollment</b>	<b>374</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	60.7
Asian	9.4
Black or African American	14.1
Filipino	0.3
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	2.1
Two or More Races	20.8
White	20.5
English Learners	53.7
Homeless	8.8
Socioeconomically Disadvantaged	97.9
Students with Disabilities	15.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.1	83.81	893.9	90.67	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	7.4	0.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	0.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.7	1.3	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	3.5	16.19	62.2	6.31	15831.9	5.67
<b>Total Teaching Positions</b>	21.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.5	82.41	907.9	90.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.7	12.4	1.24	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.7	8.14	16.8	1.69	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	19.5	1.95	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.7	41.7	4.18	14303.8	5.15
<b>Total Teaching Positions</b>	21.2	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						
<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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	
Misassignments	0.00	0.7	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.7	

### 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	
<b>Total Out-of-Field Teachers</b>	0.00	0	

## 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)	0	18.1	18.1
<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)	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

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

Cordova Meadows has 20 classrooms, a multipurpose room, and an administration building. The main campus was built in 1965. Portables were installed in 2000, 2004, 2005, and 2019. The multipurpose building and the library received modernization in 2000. A preschool building was installed in 2008. This site has two storage sheds. This playground equipment is in good condition. Cordova Meadows' classrooms are organized into grade-level zones, which provide the opportunity for grade-level teachers to work as a team. All rooms have telephones, student and teacher computer stations, internet access, Smartboards, a schoolwide video delivery system, heating, and air conditioning. Classrooms are space-efficient and well-maintained. Restrooms are easily accessible and cleaned daily. Roofs, walls, floors, plumbing, lighting, and electrical systems were updated during the renovation of 2004, with additional site modernization completed in 2008. The school's fire alarm system is tested and maintained regularly. Both students and staff work diligently to keep the buildings and surrounding grounds clean, safe, and litter-free. All safety issues are dealt with in a timely manner. Everyone at Cordova Meadows takes pride in our school and its appearance.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed

## School Facility Conditions and Planned Improvements

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 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 three percent for the deferred maintenance program from the LEA's general fund budget.

Date of inspection: October 1, 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
<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)	16	19	58	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	12	10	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	209	181	86.60	13.40	19.44
Female	97	80	82.47	17.53	20.00
Male	112	101	90.18	9.82	19.00
American Indian or Alaska Native	0	0	0	0	0
Asian	24	17	70.83	29.17	17.65
Black or African American	25	25	100.00	0.00	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	71	93.42	6.58	15.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	32	91.43	8.57	25.00
White	43	30	69.77	30.23	33.33
English Learners	99	72	72.73	27.27	8.33
Foster Youth	0	0	0	0	0
Homeless	27	22	81.48	18.52	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	189	163	86.24	13.76	15.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	2.70

## 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>	209	209	100.00	0.00	9.57
<b>Female</b>	97	97	100.00	0.00	11.34
<b>Male</b>	112	112	100.00	0.00	8.04
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	24	24	100.00	0.00	4.17
<b>Black or African American</b>	25	25	100.00	0.00	16.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	76	76	100.00	0.00	6.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	35	100.00	0.00	17.14
<b>White</b>	43	43	100.00	0.00	9.30
<b>English Learners</b>	99	99	100.00	0.00	4.04
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	27	27	100.00	0.00	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	189	189	100.00	0.00	9.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	37	100.00	0.00	2.70

## 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)	3.7	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	54	53	98.15	1.85	18.87
Female	21	20	95.24	4.76	15.00
Male	33	33	100.00	0.00	21.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	47	97.92	2.08	17.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

### 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%	96%	96%	96%	96%

## 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

Cordova Meadows is committed to partnering with parents and community members to assist with the development of financial resources and volunteer time to help Cordova Meadows' students have access to extended learning opportunities. We encourage stakeholders to volunteer in classrooms when guidance allows, as well as participate in school activities and workshops to support struggling students.

Parents at Cordova Meadows are valued and prioritized. Our PTA is growing in numbers. Site Council Members, ELAC, and PTA assist us in monitoring school progress through surveys, meetings, and data walks.

This year, we became a Community School. We have a Community School Facilitator who brings in community programs to support our family and student needs. She bridges the gap we have needed for a long time to bring community support to our families. We are always focusing on the four pillars of Community Schools to ensure that we are including all stakeholders in our school-wide decisions.

This year, we received Dr. Marzano's High Reliability Schools Level 1 and 2 Certifications. We started this year on our Level 3 Certification to show that we have Effective Teaching in Every Classroom. We are getting feedback from parents, staff, and students based on feedback from surveys.

We also host several family events for our families to feel part of the community at Cordova Meadows. We have 2 parent picnic days during lunch at the beginning of the year and at the end of the year. Our families are encouraged to join us for our Harvest Festival, Dia de los Muertos event, family game night, and holiday dance. Our staff and PTA are always looking for ways that our families can participate in school-wide events.

## 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
4.5%	4.97%		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 Meadows is a safe and clean school. A partnership between a variety of stakeholders, including the district, staff, students, parents, and the community, supports our comprehensive safety plan. The school rules are published in the School Handbook and shared with families at the start of the new school year, as well as available on our school website at any time. We continually promote a positive school culture through our PBIS (Positive Behavior Intervention and Supports) team, which is composed of staff, parents, and students. Restrooms and eating facilities are cleaned daily. Classrooms and all school buildings are cleaned and sanitized on a regular schedule. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are being reviewed at least every month as we update safety protocols.

In the 2024-2025 school year, zero student accidents were reported.

School safety plans are reviewed and updated monthly, and school-wide emergency plans are in place in case a threatening situation should arise. These plans include safety accommodations for physically challenged students. Monthly disaster and/or fire drills provide practice for all staff and students in emergency readiness.

Date of Last Review/Update: November 3, 2025

Date Last Reviewed with Staff: November 6, 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	49	0	2	1
1	45	3	0	1
2	57	0	2	1
3	55	0	2	1
4	57	1	2	2
5	54	1	2	2
6	0	0	0	0
Other	9	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
<b>K</b>	26	0	2	0
<b>1</b>	25	0	2	0
<b>2</b>	21	0	3	0
<b>3</b>	25	0	2	0
<b>4</b>	20	1	3	0
<b>5</b>	19	3	2	0
<b>6</b>	0	0	0	0
<b>Other</b>	12	7	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
<b>Pupils to Academic Counselor</b>	

## 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	\$10,229	\$3,031	\$7,197	\$78,684
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-34.2	-11.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-39.8	-21.6

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Cordova Meadows 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
<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.

This year we have two Instructional Coaches to support professional development on our campus. Our instructional coaches offer professional development as needed. We have given PD opportunities in Responsive Classroom, UFLI (phonics support), and SIPPS (phonics support). One new professional development opportunity we have done this year is to support our inclusion time. We are working with Sam Drazin to support our teachers on teaching strategies to support student learning. We also continue to work on our equity professional development opportunities during our staff meetings three times a year.

It is the goal of Cordova Meadows Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

In addition: This year several of our teachers decided to participate in the LETRS training to help our students with their reading skills.

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