

Rancho Cordova Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rancho Cordova Elementary School
Street	2562 Chassella Way
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9165
Principal	Jessica Hutchinson
Email Address	jhutchin@fcusd.org
Website	http://www.fcusd.org/Domain/20
County-District-School (CDS) Code	34673306033229

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

Rancho Cordova Elementary students are inspired, compassionate, and creative individuals who are empowered to excel beyond their own expectations. Staff, students, and parents collaborate to provide a safe, healthy learning environment where students have the confidence to take academic and social risks. The high expectations we have for our students will prepare them for their educational future. As positive role models, it's our mission to develop proficient learners that have the skills they need to navigate through a complex world.

School & Community Profile:

Rancho Cordova School has a student body enrollment of 498 Pre-K, Transitional Kindergarten through fifth grade students, representing the diverse cultural background of the Rancho Cordova community. About 44% of our student body are English Language Learners (ELL). The school's largest ethnic group is Hispanic/Latino, with 56% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 24%, African-American at 8%, and other at 12%.

The school campus houses a library, multipurpose room, three playgrounds with updated equipment, and 22 classrooms. Additionally, Rancho Cordova has a state preschool, a Transitional Kindergarten program, and four classes for students with mild to moderate learning disabilities. Rancho Cordova Elementary teams with a state program, After School Education Safety (ASES), to be able to offer an after school program to support students on campus until 6:00 pm Monday-Friday. The academic program at Rancho Cordova Elementary School stresses the importance of every child mastering grade level anchor standards. Student progress is continually monitored with Every Child By Name (ECBN) meetings when staff group students to target individual student needs. Building reading skills and proficiency in mathematics is our top priority. Support for students goes way beyond the core classroom experience. A coordinated effort between teachers, a Title 1 Academic Coach, an Intervention Specialist, bilingual instructional assistants, and the school principal is aimed at success for all students. All students receive Multi-tiered Systems of Support (MTSS) for both academics and Social-Emotional Learning (SEL).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	81
Grade 2	78
Grade 3	62
Grade 4	65
Grade 5	62
Total Enrollment	442

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.2
Asian	3.6
Filipino	0.5
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.9
White	24.4
Two or More Races	7.5
Socioeconomically Disadvantaged	81.7
English Learners	38.7
Students with Disabilities	18.3
Homeless	5.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	24	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho Cordova Elementary School was originally constructed in 1956 and is comprised of 22 classrooms, one cafeteria, one library, one staff lounge, and three playgrounds. The 2009 modernization included the remodeling of the main building, replacement of three portables, addition of conference room, six offices, a music room, and the refurbishment of the school fields and landscape.

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

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

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

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

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 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.

Date of inspection: 10/08/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	27	64	63	50	50
Mathematics (grades 3-8 and 11)	27	22	53	52	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	177	97.25	2.75	27.12
Male	90	86	95.56	4.44	16.28
Female	92	91	98.91	1.09	37.36
Black or African American	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	102	101	99.02	0.98	21.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	42	91.30	8.70	28.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	147	145	98.64	1.36	24.14
English Learners	98	93	94.90	5.10	22.58
Students with Disabilities	36	35	97.22	2.78	11.43
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	182	181	99.45	0.55	21.55
Male	90	89	98.89	1.11	16.85
Female	92	92	100.00	0.00	26.09
Black or African American	12	12	100.00	0.00	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	102	102	100.00	0.00	19.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	45	97.83	2.17	24.44
Two or More Races	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	147	146	99.32	0.68	21.23
English Learners	98	97	98.98	1.02	20.62
Students with Disabilities	36	35	97.22	2.78	5.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.5	11.5	1.6

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to attend Back to School Night in order to receive materials about their child's classroom expectations. Information is also provided in the form of weekly newsletters that contain community resources and upcoming school events. Our school's Site Council consists of parents and school staff who meet regularly to discuss school progress. In addition, our English Language Advisory Committee meets three times per year to discuss ways to support English Language learners in our school and surrounding community. If you are interested on receiving any information on volunteering, please contact our parent coordinator, Ibeth Ponce, at 916-294-9165.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	2.6	2.4	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school is safe and clean. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every two days. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Plans have been developed to address a wide variety of possible emergencies.

Our Safety Plan covers responses to fire, evacuation, and civil defense emergencies. Last year, Rancho Cordova Elementary School had 11 student accident reports. Staff is trained on procedures to deal with threatening individuals/violent intruders, bomb threats, earthquakes, flooding or severe weather, hazardous materials and vicious/suspected rabid animals. We have a site Safety Team that supports the general emergency procedures. All staff has immediate communication to the office by use of two-way radios and/or classroom phones. Staff also uses the Instant Message (IM) feature on teacher computers as a possible option for reaching staff. This feature is also a way for the office to 'broadcast' a message to all staff. We have monthly fire drill practice along with active shooter and lock-down drills. Each classroom has a red emergency bag with status cards, class lists and supplies, and an Emergency Quick Reference Guide posted by the door.

Date of Last Review/Update: October 31, 2019

Date Last Reviewed with Staff: October 17, 2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		20	2	4		18	3	3	
1	23		2		24		3		23		3	
2	24		3		20	1	1		24		3	
3	20	1	2		23		3		27		2	
4	34			1	23	1		1	29		2	
5	24	2		2	26	1	1	1	23	1	2	
Other**					10	1			15	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,568.24	\$2,357.95	\$5,210.29	\$77,305.73
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-36.5	3.3
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-31.0	-3.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Rancho Cordova Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), After School Education and Safety (ASES) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and through Professional Learning Communities. District-sponsored in-service and training are provided through our Professional Development, a model of support from District Lead teachers. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. There is 3 teachers during 2019-2020 school year participating in the BTSA program. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Rancho Cordova Elementary School 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, teachers attend Program Monitor and coaches meetings at our district office to receive training on curriculum that can be shared at the school site. Grade level teams are also given release days to meet with other team throughout the district and share best practices.