

# **Cordova Villa 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Cordova Villa Elementary School
<b>Street</b>	10359 S. White Rock Road
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9125
<b>Principal</b>	Rebecca Evers, Assistant Principal
<b>Email Address</b>	revers@fcusd.org
<b>Website</b>	<a href="http://www.fcusd.org/cve">http://www.fcusd.org/cve</a>
<b>County-District-School (CDS) Code</b>	34673306033187

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

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

### School Vision and Mission:

Our mission at Cordova Villa Elementary School is to provide a community for our students that fosters social, emotional, and behavioral skill development in order to achieve academic success.

### Vision:

In partnership with families and community organizations, Cordova Villa Elementary will inspire students to achieve the highest standards of intellectual and personal development through stimulating and comprehensive programs within a caring, respectful, and multicultural environment. The school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become responsible, successful adults.

### School & Community Profile:

Cordova Villa Elementary School as of 2018 operates on a traditional schedule, and according to California Longitudinal Pupil Achievement data System (CALPADS), during the first month of the 2018-19 school year, 530 students were enrolled in grades Preschool, (or Transitional Kindergarten) through fifth. The school's gender distribution is roughly equal, with 49.82 % boys and 50.18% of girls. The school's largest ethnic group is Hispanic/Latino, with 41.4% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include White at 16.49%, Asian at 12.46%, African-American at 22.98%, American Indian/Alaskan Native at 3.86%, and Pacific Islander at 2.11%. Cordova Villa Elementary School has over 70 students enrolled in the After School Education and Safety (ASES) program known as "STARS" daily until 6:00pm. Cordova Villa Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The school will be expending considerable time and resources establishing strong connections to the parent and family community through Coffee Chats, School Site Site Council (SSC), English Language Advisory Committee (ELAC), and parent leadership activities. The school will develop family fun nights, and informational events for parents in response to feedback provided by parents and families.

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

Grade Level	Number of Students
<b>Kindergarten</b>	98
<b>Grade 1</b>	74
<b>Grade 2</b>	81
<b>Grade 3</b>	80
<b>Grade 4</b>	68
<b>Grade 5</b>	65
<b>Total Enrollment</b>	466

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	0.9
Asian	8.2
Filipino	1.7
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	3.4
White	15.2
Two or More Races	11.2
Socioeconomically Disadvantaged	89.3
English Learners	30.9
Students with Disabilities	14.6
Foster Youth	0.9
Homeless	6.4

## 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	25	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)

Cordova Villa Elementary was originally constructed in 1966 and is comprised of twenty-five classrooms (25 classrooms are currently in use), one cafeteria, one library, one staff lounge, one computer lab, and two playgrounds. The 2009 modernization included the remodeling of the main building, replacement of three portables, the construction of a new multipurpose room, and the refurbishment of the school fields and landscape.

The principal works daily with the custodial staff of one (1) full time and two (2) part time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

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.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/07/2019

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	38	37	64	63	50	50
Mathematics (grades 3-8 and 11)	30	31	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	213	208	97.65	2.35	37.02
Male	99	96	96.97	3.03	37.50
Female	114	112	98.25	1.75	36.61
Black or African American	38	38	100.00	0.00	18.42
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	37.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	38	95.00	5.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	20	90.91	9.09	35.00
Socioeconomically Disadvantaged	196	191	97.45	2.55	36.65
English Learners	92	87	94.57	5.43	37.93
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	19	18	94.74	5.26	38.89

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	213	213	100.00	0.00	30.52
Male	99	99	100.00	0.00	31.31
Female	114	114	100.00	0.00	29.82
Black or African American	38	38	100.00	0.00	2.63
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	61.11
Filipino	--	--	--	--	--
Hispanic or Latino	80	80	100.00	0.00	33.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	40	100.00	0.00	42.50
Two or More Races	22	22	100.00	0.00	22.73
Socioeconomically Disadvantaged	196	196	100.00	0.00	30.10
English Learners	92	92	100.00	0.00	34.78
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	19	19	100.00	0.00	31.58

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	26.5	13.2	22.1

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)

Parent involvement is essential to the academic success of children. Therefore each year we allocate a portion of our budget to fund parent workshops and parent education. Volunteers are encouraged to be involved in the classroom, on field trips, as well as other school wide events.

Opportunities for family involvement go beyond the instructional day. Parents are a required component of the school site plan, site council, and bilingual advisory council. Parents are asked to join our family STEM nights, Back to School Night, Open House, assemblies and student performances throughout the year. Our English Language Advisory Committee hosts regular meetings to provide input and recognize the cultural diversity of our families and students. The School Site Council plays a key role in reviewing the School Safety Plan and School Plan for Student Achievement.

We are proud to have a computer in the school office dedicated for parents' use to enhance communication through access to Powerschool, and we provide parent training for our Spanish speaking parents for six weeks during the summer. We are confident that these measures will not only enhance parent involvement but will allow us to disseminate important and/or urgent information to our families in a quick and efficient manner.

#### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Assistant Principal Rebecca Evers or Administrative Assistant Becky Muir at Cordova Villa Elementary, (916) 294-9125.

### 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
<b>Suspensions</b>	3.3	3.5	1.2	4.3	5.0	4.2	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.0	0.2	0.1	0.2	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Cordova Villa's campus is safe and clean. There were three (3) student accidents reported at our school in the 2018-19 school year. Restrooms and eating facilities are maintained daily. Classrooms are cleaned every day. Reported safety hazards are reviewed and resolved immediately. Safety plans and emergency plans are updated each fall and spring.

Our school is always seeking ways to improve safety. The Safety team meets regularly and oversees monthly drills. School phones/radios allow for quick communication. The school and district is currently in our first year of training and piloting Catapult EMS an Ap based emergency system designed to improve communication and tracking of missing persons during drills and/or emergency situations. Students are taught to freeze at the sound of a whistle and to listen for important directions.

Date of Last Review/Update: October 23 2019

Date Last Reviewed with Staff: October 24, 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	24		5		24		4		21	1	4	
1	23		3		22		3		24		3	
2	25		3		24		4		25		3	
3	24		3		23		3		19	3	1	
4	29		2		34			2	33		1	1
5	25	1	1	1	24	1	1	1	24	1	2	
Other**	9	1			11	1						

\*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	\$7,321.57	\$2,163.66	\$5,157.91	\$71,299.80
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-37.4	-4.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-32.0	-11.1

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, Cordova Villa 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 by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. 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 ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of Cordova Villa 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.