

Carl H. Sundahl Elementary School

Principal Donna Chulos Hays

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2008-09 School Accountability Report Card

Folsom Cordova Unified School District

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Superintendent

Board of Education

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School Profile

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Sundahl is a K-6 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2008, was 405 students. Our campus houses 16 classrooms, a library/media center, a technology lab, small group instructional spaces, and a Student Care/Preschool Center. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and indoor basketball court. Our Life Lab, an outdoor learning center and picnic bench area, was built by our PTA. The classrooms, library, technology lab, and office complex are linked through a computer network system that supports the instructional program technically and allows access to the Internet. All classrooms are equipped with multiple computer stations and Internet access for curriculum and research support. Our technology lab presently houses 34 Internet-linked computers for student instruction, a teaching station and an LCD projector for group technology lessons. The technology lab was funded in part by our Carl Sundahl Parent Foundation. Technology access for staff and students is a focus at Carl Sundahl which is supported by both teachers and parents.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	3.6%
American Indian	0.2%
Asian	5.7%
Caucasian	82.1%
Filipino	1.7%
Hispanic or Latino	6.0%
Pacific Islander	0.7%
Multiple or No Response	0.0%

At Carl Sundahl we are committed to preparing all our children to achieve all they are capable of. Our primary goal is to prepare our students to become responsible citizens and productive, caring members of our society. Our strong educational programs work to support each student in successfully meeting the challenges of learning. Opportunities for differentiated learning help to provide appropriate challenges for all students, including those identified for GATE. Instructional intervention programs are offered to insure all students are supported in meeting grade level standards in reading and math. These programs include our primary "Ready Reader" tutoring program, an individualized "Read Naturally" program, small group pull-out math and reading tutorial programs. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including primary music, choir, visual art instruction, class performances, and after school enrichment clubs.

Our school culture is to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of all veteran teachers, numerous mentor teachers, and two National Board Certified instructors. A school wide program of "Dazzling Dolphins" recognizes and celebrates students' positive behaviors. Our active Student Council provides awareness of the importance of community service.

Carl Sundahl is well known for its strong, supportive parent community. In addition to being classroom volunteers, parents also serve on our Site Council and Safety/SERT Committee, which assist with important curriculum, budget and facility decisions. Our PTA and Foundation parent groups plan numerous activities that serve as a positive bond between home and school and provide financial support for many of our programs.

Discipline & Climate for Learning

Parents and students are informed of school and classroom discipline policies at Parent Orientation Night, through the Student Handbook and the Parents' Rights and Responsibilities, both of which are accessible online. Updates and reminders are posted in our "Dateline" which is sent home to families. A well organized and managed discipline plan helps children correct inappropriate behavior, make good choices, and, in turn, decreases disruptions in the classrooms. It is our goal to continually teach and recognize students' use of appropriate skills in their interactions with others.

Our Dazzling Dolphin program helps provide positive recognition to our fine students, as does our Honor Table Award Program. Students receive certificates and special principal recognition through these programs. Our trimester behavior and academic awards also recognize students for their academic achievement and outstanding citizenship. Our goal is to reinforce desired behaviors with our positive recognition programs.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	6	4	3263	3153	3017
Suspension Rate	0.0%	1.5%	1.0%	17.4%	16.6%	15.8%
Expulsions	0	0	0	99	125	94
Expulsion Rate	0.0%	0.0%	0.0%	0.5%	0.7%	0.5%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary. During the 2008-09 school year (the most current information available), the actual attendance rate for all attendance categories at Carl H. Sundahl Elementary was 96.84%.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	52	56	64
1st	60	57	58
2nd	63	55	53
3rd	85	60	64
4th	61	84	61
5th	70	65	89
6th	27	28	29

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from instructional assistants based on program needs (Title 1, special education, bilingual), a Resource Specialist and adult volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size	Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
		07	08	09	07	08	09	07	08	09		
K	26	28	32	-	-	-	2	2	2	-	-	-
1	20	19	19	3	3	3	-	-	-	-	-	-
2	19	18	18	4	3	3	-	-	-	-	-	-
3	17	20	32	30	18	-	-	-	12	-	-	-
4	31	28	31	-	-	-	12	18	12	-	-	-
5	34	33	30	-	-	-	-	6	18	12	6	-
6	26	28	29	-	-	-	6	6	6	-	-	-

Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2009/10 school year, Carl Sundahl Elementary has 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	22	19	18	908
Without Full Credentials	0	0	0	9
Working Outside Subject	0	0	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009/10 school year, the most current data is reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of June 2006. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.8%	3.2%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.5%	2.5%

Staff Development

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 inservice and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. Professional growth is also offered to all classroom aides and certificated classroom instructors through the State Professional Development Program, commonly referred to as the State Buy-Back Program. This program provides three "outside-the-contract" inservice days for all qualified staff. 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 35 National Board Certified teachers within the district. The district is involved with both AB430 (Principal Training) and AB 742 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Carl Sundahl 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. The Carl Sundahl Foundation funds additional psychologist time which allows for class lessons each trimester. These lessons have covered and reinforced such areas as Being an Optimist, Choices, No Bullies, and Respect.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavior Specialist	4	As Needed
Library Technician	1	0.36
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.0
Special Education Aides	4	2.28

Opportunities for Parental Involvement

There are numerous opportunities for parent involvement at Carl Sundahl. Parents can assist teachers in the classroom by tutoring students, copying and/or correcting papers, filing, field trip assistance, and serving as a room parent. Through our various remediation programs, parents can tutor students on a one-to-one basis or small group basis in reading and math. Our front office staff is always grateful for assistance with telephones and general paperwork.

Parents can also serve as members of our Site Council. This is an advisory group of parents and teachers that work with the administration on program and fiscal decisions. Our safety committee, consisting of parents and staff, focuses on school and community safety issues.

Our PTA, Parent Foundation, and Four Fathers rely totally on parent support and involvement. The creativity, talents and energy shared by our parents in numerous capacities are what enable Carl Sundahl to have the numerous enrichment and remedial programs and extracurricular activities rarely found in a public school setting.

We work closely with local businesses to increase the learning opportunities for our students. We are very grateful for all the support local businesses provide to our school. Parents and community businesses are viewed as valuable assets and partners in our educational endeavors.

An important part of our effective home/school partnership focus is our school website: www.carlsundahl.com. The website contains information and updates on all aspects of the school program. The EdLine program will give parents password-protected access to academic progress, assignments, grades, attendance, and other key information about their child.

For additional information about organized opportunities for parent involvement at Carl H. Sundahl Elementary School, please contact the office at 916-989-9182.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Nancy Rieger, Administrative Assistant, Carl Sundahl Elementary, 916-989-9182.

Instructional Materials

Folsom-Cordova Unified held a Public Hearing on September 17, 2009, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
1st-5th	ELD	Avenues	N/A	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	McGraw-Hill	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Rancho Cordova and Folsom. These libraries contain numerous computer workstations.

School Facilities

Each teacher at Sundahl has his/her own classroom. Each classroom is equipped with multiple computer stations. We have two large playing fields, three playground areas, and a basketball court for recesses and P.E. classes. Our P.E. teacher also has a separate field, a storage area, and accessibility to the multi-purpose room and stage area when needed for rainy day activities.

The classrooms, library, technology center and office complex are linked through a computer network system that supports the instructional programs technically and allows access to the Internet. Our school is totally networked to our LAN (local area network) and to the WAN (wide area network). There are computer stations in each classroom and our technology lab houses 34 work stations where classes receive specific technology instruction. Our technology lab also includes a teaching station with a LCD projection unit for instruction.

All restrooms are cleaned daily and classrooms are cleaned every other day. Heavier cleaning is done on a rotating basis. Items in need of simple repairs are done on the spot by our custodians. Safety issues are reported immediately to the district. Safety concerns are the top priority for our district maintenance department and are often corrected the same day. We also have a School Safety Committee that discusses potential problems and ways to improve our school environment. Our efforts are successful because our staff is committed to providing a safe and clean learning environment for our students.

Date of Last Review: November 09, 2009

School Facility Conditions				
Date of Last Inspection: 11/09/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

Our school is safe and clean. There were 5 student accidents reported at our school in the 2008-09 school year. All restrooms and eating facilities are cleaned daily. Classrooms are cleaned every other day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise.

Carl Sundahl Elementary School is very concerned about student safety and has a very involved Safety Committee made up of parents and staff. Our safety committee meets regularly to address areas of concern and to continuously update and improve our emergency procedures and response time. We also work very closely with the Folsom Police and Fire Departments. Evacuation routes are in place and an emergency folder with supplies, pictures, and class lists is kept up to date and easily accessible. Our Emergency Plan Quick Reference Guide for School Staff folder, which contains specific instructions for a variety of emergencies, is reviewed every year and a copy is placed in each classroom. A variety of potential emergency scenarios are practiced monthly with our students. Parents have been involved in emergency dismissal drills and all parents are informed of emergency plans and procedures through our Dateline Bulletin.

Date of Last Review/Update: October 28, 2009

Date Last Reviewed with Staff: September 9, 2009 and ongoing



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	72	75	80	57	59	63	43	46	50
Mathematics	75	78	78	53	55	56	40	43	46
Science	69	82	78	53	60	63	38	46	50
History/Social Science	*	*	*	41	46	51	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	78	78	*	*
Filipino	*	*	*	*
Hispanic or Latino	62	54	*	*
Pacific Islander	*	*	*	*
Caucasian	81	80	79	*
Males	76	83	85	*
Females	85	73	67	*
Socioeconomically Disadvantaged	64	50	*	*
English Learners	*	*	*	*
Students with Disabilities	64	67	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	9	9	
Similar Schools Rank	6	6	4	
All Students				
Actual Growth	-9	6	4	894
Caucasian				
Actual Growth	-10	7	9	898
Students with Disabilities				
Actual Growth	-11	-	-	-

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, Sundahl (Carl H.) Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	5.56%

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.1%	39.5%	16.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2007-08 financial statements).

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Teacher Salaries	
School & District	
School	\$61,036
District	\$65,021
Percentage of Variation	6.13%
School & State	
All Unified School Districts	\$65,905
Percentage of Variation	7.39%

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$35,642	\$40,786
Mid-Range Teachers	\$61,036	\$65,726
Highest Teachers	\$80,586	\$85,230
Elementary School Principals	\$106,688	\$106,548
Middle School Principals	\$114,012	\$112,237
High School Principals	\$118,625	\$121,617
Superintendent	\$198,000	\$191,155
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	40.6%
Administrative Salaries	5.8%	5.3%

District Expenditures

Folsom-Cordova Unified spent an average of \$4,232 to educate each student, based on 2007-08 actual expenditures, the most current information available. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,718
From Restricted Sources	\$781
From Unrestricted Sources	\$4,938
District	
From Unrestricted Sources	\$4,232
Percentage of Variation between School & District	16.68%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	10.41%

District Revenue Sources

In addition to general state funding, Carl Sundahl Elementary receives state and federal funding for the following categorical funds and other support programs: English Language Acquisition Program (ELAP), Economic Impact Aid (EIA), School and Library Improvement Program (SLIP), and Discretionary Site Block Grant. Carl Sundahl School Improvement Plan utilized categorical funds for such items as Lexia Software and Open Book programs. These programs provide supplemental skill development activities for all students K-6. New computers were purchased to increase the availability of student access to these programs. Field trips were funded, on a limited basis, to extend and enhance grade level curriculum and standards. Purchasing additional time for the school psychologist was also funded out of categorical funds. Communication with parents continues to be a priority. Funds associated with printing parent notifications, purchasing materials, and providing our Parent coordinator remained as an important role of SLIP.

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2008-09 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.