

# Cordova High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Cordova High School
<b>Street</b>	2239 Chase Drive
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-2450 x810110
<b>Principal</b>	Jerad Hyden
<b>E-mail Address</b>	jhyden@fcusd.org
<b>Web Site</b>	<a href="http://www.fcusd.org/chs">http://www.fcusd.org/chs</a>
<b>CDS Code</b>	34673303431533

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

### School Description and Mission Statement (School Year 2018-19)

#### Mission Statement:

- At Cordova High, we lead by example. We are citizens of the world and show respect for others through kind words and actions. We put forth our best effort and work hard to achieve academic excellence. We grow by taking risks and learning from our mistakes. We believe laughter is an important part of learning. With courage, this is who we are, especially when no one is looking.

#### Vision Statement:

- At Cordova High School we question, learn, think, care, and act!

#### CHS Goal:

- College and Career Readiness for All!

Cordova High School's vision and mission are based on our embracing of the IB Learner Profile as our new Schoolwide Learner Outcomes:

#### INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### THINKERS

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### PRINCIPILED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

## OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from experience.

## CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## COURAGEOUS (Formally "Risk Taker")

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

## BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

## REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Our student enrollment reported on the California Basic Educational Data System (CBEDS) in October 2017 was 1771

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	524
Grade 10	451
Grade 11	389
Grade 12	406
Ungraded Secondary	1
<b>Total Enrollment</b>	<b>1,771</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.0
American Indian or Alaska Native	0.7
Asian	7.6
Filipino	2.3
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	1.8
White	35.1
Socioeconomically Disadvantaged	75.6
English Learners	14.1
Students with Disabilities	15.5
Foster Youth	0.5

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	88	92	89	962
<b>Without Full Credential</b>	0	0	1	11
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	3	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	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 2018-19)

**Year and month in which data were collected:** 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, StudySync, 2015 Pearson, iLit, 2016	Yes	0.0%
<b>Mathematics</b>	Cengage Learning, 2006, 2013, 2014, 2017, 2018 Houghton Mifflin, 2002, 2008 Pearson, 2012 McGraw Hill Company 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Oxford Press University, 2014 Benjamin Cummings, 2016 Person, 2017 McGraw-Hill Ed, 2015 Pearson Bacculaureate, 2014 Globe Fearon, 2000	Yes	0.0%
<b>History-Social Science</b>	Wadsworth Publishing, 2010 Hold McDougal. 2010 McGraw Hill, 2015	Yes	0.0%
<b>Foreign Language</b>	EMC, 2014 Saint Paul: EMC, 2015 Pearson, 2015	Yes	0.0%
<b>Health</b>	Holt, Rinehaert, Winston McGraw Hill 2011 Pyramid Educational Consultants 2015	Yes	0.0%
<b>Visual and Performing Arts</b>	Davis, 2006 Pearson, 2017 Adobe, 2017 perfection Learning,2004	Yes	0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Cordova High School, located on a lovely 55 acre campus with nearly 250,000 square feet of classroom and support space, continues to have the feel of a park. There are over 75 mature trees, with 43 new trees planted within the last three years. The campus has over eight acres of green lawns among the buildings.

The Measure P Modernization continued for 2017-18 with a new Auxiliary Gym, replaced concrete surfaces near the new gym, and parking lot improvements. The lower parking lot received new energy efficient LED lights, new fencing, and lots of plants in new planters. The stadium received new drip irrigation for new trees, shrubbery, and ground cover.

Efforts to keep the grounds clean include volunteers who collect bottles and put trash in cans, and vigilant custodial efforts to remove graffiti. The district has also assigned two members of the district grounds crew to the site, and the site has never looked better.

When repairs are necessary, faculty, staff and administrators can submit a work order through SchoolDude. This report goes directly to the district maintenance staff. Through dialogue and conversation, maintenance staff makes repairs usually within a week, if not sooner. Safety issues are addressed immediately.

Efforts to improve the facility are ongoing. Modernization money has been crucial to make major changes and impact on the facility. Our efforts have been noted by visiting school officials, and community members who comment on how beautiful the campus looks. Cordova High School has also benefited from the Alumni Association which has donated many outdoor lunch tables and benches. The City of Rancho Cordova has continued its generosity through Community Enhancement Grants via Measure H. It bears repeating, 2016-17 CHS has been the recipient of 2 brand new vans, money for branding the school's identity on the exterior of the school, and close to \$300,000 for football safety equipment including high impact detecting helmets, and another \$20,000 for students who have financial barriers that would prohibit their participation in extra-curricular sports.

In fall of 2013, CHS had a CDE ADA compliance review and for the most part we were exemplary. The areas of concern have been addressed through Measure P the past two years and we should get a 100% exemplary rating the next time CDE visits for an ADA compliance review.

Date of inspection: 9/26/2018

**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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 2018 November</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<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	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 2018 November</b>	
<b>Overall Rating</b>	<b>Exemplary</b>
	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	48.0	44.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	19.0	51.0	53.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	348	98.31	43.77
Male	183	179	97.81	36.72
Female	171	169	98.83	51.19
Black or African American	39	38	97.44	36.84
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	51.52
Filipino	--	--	--	--
Hispanic or Latino	126	123	97.62	32.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	120	98.36	53.39
Two or More Races	17	17	100.00	52.94
Socioeconomically Disadvantaged	260	254	97.69	36.90
English Learners	76	74	97.37	13.70
Students with Disabilities	43	42	97.67	2.44

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	354	346	97.74	19.13
Male	183	178	97.27	21.47
Female	171	168	98.25	16.67
Black or African American	39	38	97.44	10.53
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	32.35
Filipino	--	--	--	--
Hispanic or Latino	126	122	96.83	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	119	97.54	23.73
Two or More Races	17	17	100	41.18
Socioeconomically Disadvantaged	260	252	96.92	15.87
English Learners	76	73	96.05	5.48
Students with Disabilities	43	41	95.35	2.5

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## Career Technical Education Programs (School Year 2017-18)

The Career Technical Education (CTE) Programs at Cordova High School prepare students for success in college and careers. The CTE Programs are offered in six industry sectors and eight pathways. The industry sectors include: Agriculture & Natural Resources, Building, Trade & Construction, Business & Finance, Engineering & Architecture, Hospitality, Tourism & Recreation, and Information Technology. The programs concentrate on the following pathways: Agriscience, Ornamental Horticulture, Residential & Commercial Construction, Engineering Design, Engineering Technology, Software & Systems Development, Business Management, and Food Service & Hospitality.

Four of the five CTE programs at Cordova High School are California Partnership Academies (CPA). The CPA model is a three-year program (grades ten-twelve) structured as a school-within-a-school. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. The academies provide a small learning community, and additional funding for the pathways. These include the Engineering Polytech Academy, Business Technology Academy, Culinary Academy, and Agriculture Academy.

The pathways are supported by three to four course sequences that offer rigorous, hands-on, project based learning. Some courses offer A-G college preparatory status, college credit, and are articulated with community colleges.

The CTE courses include: Agriculture & Soil Chemistry, Sustainable Agriculture Biology, Agriculture & Systems Management, The Art and History of Floral Design, Advanced Floral Design, Construction 1 & 2, Construction Management, Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Engineering Design & Development, Exploring Computer Science, Web Design & Animation, Business Communications Technology, Computer Applications Foods & Nutrition, and Culinary 1 & 2.

The development of student leadership, service and work based learning are supported by three Career Technical Student Organizations. These include: FCCLA, FFA, and SkillsUSA.

The CTE Advisory boards for each industry sector meet at least once a year, and are comprised of stakeholders, business partners, and college representatives.

## Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	789
% of pupils completing a CTE program and earning a high school diploma	8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.143

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	37.5

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.8	19.8	31.5

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.

## 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 2018-19)

Parent involvement is an essential component of a successful school and we welcome parent participation and input to help make Cordova High School the best high school possible. Parents are always welcome to come on campus and visit their children's classes, as long as they stop in at the office to sign in (if a parent wants to visit a classroom they are asked to give the teacher a 24 hour advanced notice). Furthermore, parents can check their child's attendance and grades on the school's website at any time using Power School Parent Portal. All teachers have voice mail and e-mail accounts to facilitate parental communication.

Parent volunteers help the school in many ways. They serve on many committees, including the School Site Council, Band Boosters, PTSA, Sober Grad Night, English Learners Advisory Council, and other team boosters. In addition, parents may join the Academic Advisory Panel for the Business and Polytech Academies. Parent volunteers help at various school events such as chaperoning field trips, dances, Freshman Orientation, and Campus Beautification.

For additional information about organized opportunities for parent involvement at Cordova High School, please contact Jerad Hyden, Principal, at 916-294-2450 x810110.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	3.0	3.2	1.1	3.2	3.3	2.8	10.7	9.7	9.1
<b>Graduation Rate</b>	95.3	93.6	94.0	92.7	92.6	91.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	90.1	91.3	88.7
Black or African American	96.0	84.5	82.2
American Indian or Alaska Native	0.0	66.7	82.8
Asian	96.0	96.2	94.9
Filipino	75.0	93.0	93.5
Hispanic or Latino	88.2	81.6	86.5
Native Hawaiian/Pacific Islander	77.8	76.9	88.6
White	93.0	93.8	92.1
Two or More Races	72.7	100.0	91.2
Socioeconomically Disadvantaged	89.7	83.4	88.6
English Learners	53.7	52.7	56.7
Students with Disabilities	67.9	70.6	67.1
Foster Youth	50.0	50.0	74.1

**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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.4	8.8	8.2	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.6	0.5	0.4	0.2	0.2	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Safety and cleanliness are high priorities at Cordova High School. There were fifty-four (54) student accidents reported at our school for the 17-18 school year. Restrooms and eating/food preparation facilities are cleaned, sanitized and stocked each day. Classrooms are cleaned every other night, and trash is emptied each night. Any safety hazard that is reported is reviewed immediately and resolved, including routinely assessing site integrity. Safe School plans are updated annually and any large scale safety concerns are addressed with the Director of Maintenance each spring. Emergency plans have been developed in case a threatening situation should arise. School safety drills (fire, lock-down) are planned and executed each year. Upon completion of the drill, staff members reflect on the drill in order to find ways to improve and work closely with Rancho Cordova Police Department to continue to proactively plan for all emergencies.

First aid kits are provided in each classroom, a revised escape route is posted in each classroom (includes obstacles due to construction), and several employees are trained in the use of an Automatic Electronic Defibrillator (AED) machine. Two AED devices are located on campus; one in the Front Office and the other located in the Main Gym. All staff have been trained in Code Blue procedure. The administration team, front office staff, and multiple teachers are trained in the use of epinephrine (EPI) pens.

Each campus monitor is equipped with a radio and earpiece for rapid communication. Campus monitors have been trained how to effectively communicate with school personnel for day-to-day operations and during emergency incidents. Campus monitors utilize motorized carts, as well as bicycles, to monitor campus activity, and to transport students with minor injuries to the office. All restrooms currently meet ADA requirements and written into the Measure P Modernization Plan, and the school is continuing the use of hot air hand dryers in student restrooms to be both environmentally-friendly and energy efficient.

Multiple staff members have been trained with the local fire department on the proper procedures for the Stryker Chair. The Stryker team list has been updated.

Date of Last Review/Update: September 25, 2018

Date Last Reviewed with Staff: September 25, 2018

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	23	24	21	24.0	22	23	25	24.0	27	33	18
Mathematics	26.0	19	19	25	24.0	22	25	17	27.0	17	23	25
Science	27.0	13	4	25	28.0	11	8	22	28.0	12	9	22
Social Science	26.0	24	14	35	28.0	19	14	37	27.0	20	20	36

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	365
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.6	N/A
Social Worker	0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,498.77	\$1,805.48	\$6,693.29	\$73,866.24
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-11.8	-1.2
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-6.2	-7.6

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 2017-18)**

District Revenue Sources

In addition to general state funding, Cordova High receives state and federal funding from the following categorical funds and other support programs: Title 1, English Learner/Low Income (EL/LI).

Other Funding: Carl Perkins Vocational Education Program money (Federal funds), CTIEG, Ag Sci Grants, Mandated Costs, City of Rancho Cordova Community Enhancement Funds and California Partnership Academies.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	0	N/A
All courses	1	1.7

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

FCUSD provides up to three professional development days for certificated staff for the current year and the last two years.

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 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.

In addition, CHS teachers have received extensive training for International Baccalaureate philosophy and instructional strategies. Teachers have been trained in their subject area, unit writing, and assessment implementation. Training has been every summer at Gran Lebakken Resort in North Shore Lake Tahoe, CA and as needed in Portland, OR, Anaheim, CA, Memphis, TN, and Houston, TX.

On-going CTE training has occurred in the past 3 summers at CSU San Jose for Project Lead the Way.

District Professional Development is lead through Go Sign Me Up and includes, but is not limited to, Illuminate, iReady, ManageBac, and PLCs. Training has occurred on PD Days, district-wide release days, and after school at the District Office Educational Services Center.

It is the goal of Cordova High School to assist students to fulfill graduation, college prep and career requirements. Counselors also assist students in their social and personal development. 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. Counselors also assist students with college and career planning including scholarship assistance. The counselor to pupil ratio is approximately 1:352.

Professional Development Days	2015-16	2016-17	2017-18
Cordova High School	2	2	3