

Cordova High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cordova High School
Street	2239 Chase Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	(916) 294-2450 x810110
Principal	Jerad Hyden
Email Address	jhyden@fcusd.org
Website	http://www.fcusd.org/chs
County-District-School (CDS) Code	34673303431533

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

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

School Vision and Mission:

In concert with the International Baccalaureate (IB) Mission and Vision and Mitchell Middle School, the Cordova High School (CHS) Mission and Vision are as follows:

Mission Statement:

- Cordova High School leads 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:

- Cordova High School is an extension of our community steeped in deep tradition and endeavors to develop intrinsically motivated, compassionate, and resilient learners who understand the importance of advancing their education while embracing diversity through active collaboration to become innovative global citizens of the world.

Cordova High Schools vision and mission are based on our embracing of the IB Learner Profile as our Schoolwide Learner Outcomes:

School-wide Learning 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 exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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.

PRINCIPLED

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.

Cordova High Goal Statement:

Cordova High School is committed to College and Career Readiness for all learners.

School & Community Profile:

1. Size of the community in which school is located: approximately 68,000

2. Total school enrollment: 1,857

Percentage of enrollment: American Indian/Alaska Native 0.7%, Asian 10%, Hawaiian/ Other Pacific Islander 1.5%, Hispanic/Latino 35.0%, Black/African American 10.7%, White (not Hispanic) 34.8%, Two or More Races 6.3%, and Unspecified 1.0%

Participants in Free or Reduced-Price Lunch: 74.3%

Size of 12th grade (class of 2019): 380

Pattern of school year: Semesters

Approved or accredited by: Western Association of Schools and Colleges (WASC) through 6.30.23

3. Significant college-related instructional characteristics:

Marking system: A, B, C, D, F

Graduation requirements: 220 total credits

40 credits English, 30 credits Social Studies, 30 credits Math (includes 10 credits of Algebra), 20 credits Science, 20 credits Physical Education, 5 credits Health Education, 10 credits Fine Art or Foreign Language or Career Technical Education (CTE) and 10 credits from 3rd year Science or CTE.

Method of computing GPA and Rank: A = 4, B = 3, C = 2, D = 1, F = 0

Honors, Advanced Placement (AP) and International Baccalaureate (IB) courses given extra grade point (W)

4. Staff: Teaching faculty = 85 Guidance Counselors = 5

5. Special features of the curriculum:

Honors English 9,10; Honors Biology; Honors Chemistry; Honor World, Honors US History, AP History; AP English 12; AP Calculus AB; AP Calculus BC; IB History of the Americas HL; IB Language and Literature HL; IB Math Studies SL; IB Math SL; IB French SL; IB Spanish SL; IB French; IB Visual Art HL and SL; IB Theory of

Knowledge; IB Economics SL; IB Global Politics HL; IB Biology HL; IB Chemistry SL (every other year), IB Environmental Systems and Societies HL.

6. Percent of 12th graders taking college entrance tests = 13,8% took the ACT. 27% took the SAT.

Average score: SAT Critical Reading = 488, SAT Math = 488, SAT Writing = 466

Average ACT composite score: 20.5

7. School is best described as a: A mid-sized comprehensive public high school.

8. Percent of high school seniors meeting requirements for 4-year college entrance = 31.6%

Post-secondary choices: Four-year colleges = 19.7%, Two-year colleges = 57.9%, Tech Institutes = 2.6%, Military = 8.4%, Other = 9.5%

9. Range of programs offered: (in addition to Honors, AP and IB mentioned above)

California Partnership Academy programs in Agriculture, Business, Culinary Arts and Pre-Engineering.

On-campus Air Force Reserve Officer Training Corps (AFROTC) program, two levels of Media Arts, and our Construction Program.

10. Cordova High School is currently an International Baccalaureate World Authorized School for the Diploma and Career Programmes, and we had our Middle Years Programme (MYP) fully authorized as of 8.11.15.

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

Grade Level	Number of Students
Grade 9	545
Grade 10	507
Grade 11	417
Grade 12	386
Total Enrollment	1,855

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	10.6
American Indian or Alaska Native	0.6
Asian	7.9
Filipino	2.8
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	1.6
White	34.6
Two or More Races	6.5
Socioeconomically Disadvantaged	70.2
English Learners	12.5
Students with Disabilities	16.1
Foster Youth	0.6
Homeless	7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	92	89	97	1111
Without Full Credential	0	1	0	14
Teaching Outside Subject Area of Competence (with full credential)	3	0	3	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	McGraw Hill, 2015, Pearson, iLit, 2016	Yes	0.0%0
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 College Preparatory Mathematics, 2015 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012 2019 Oxford University Press, 2012, 2019	Yes	0.0%
Science	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Biozone International, 2018	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Oxford University Press, 2012 Holder Education. 2012, 2013, 2015 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019	Yes	0.0%
Foreign Language	EMC, 2011, 2012, 2013, 2014 Saint Paul: EMC, 2015 Pearson, 2012, 2015	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Holt, Rinehart, Winston, 2007 American Red Cross, 2016	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 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 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.

Cordova High School has been the recipient of two 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 extracurricular sports.

Date of Inspection: 10/10/2019

School Facility Good Repair Status (Most Recent Year)

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

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

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

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

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)	44	49	64	63	50	50
Mathematics (grades 3-8 and 11)	19	20	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	361	355	98.34	1.66	49.01
Male	182	179	98.35	1.65	44.69
Female	179	176	98.32	1.68	53.41
Black or African American	31	29	93.55	6.45	51.72
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	46.88
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	135	132	97.78	2.22	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	122	121	99.18	0.82	59.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	35.00
Socioeconomically Disadvantaged	261	256	98.08	1.92	44.14
English Learners	94	91	96.81	3.19	14.29
Students with Disabilities	63	60	95.24	4.76	16.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	40.74

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	360	354	98.33	1.67	20.40
Male	181	177	97.79	2.21	20.34
Female	179	177	98.88	1.12	20.45
Black or African American	31	30	96.77	3.23	20.69
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	31.25
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	134	131	97.76	2.24	16.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	122	120	98.36	1.64	23.33
Two or More Races	20	20	100.00	0.00	0.00
Socioeconomically Disadvantaged	261	256	98.08	1.92	16.86
English Learners	94	91	96.81	3.19	6.59
Students with Disabilities	63	61	96.83	3.17	1.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	11.11

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.

Career Technical Education Programs (School Year 2018-19)

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. Additionally, these programs directly work to support "at-risk" youth seeking a 50% ratio of enrolling 10th-grade students into the programs with over 95% of students earning Qualified status representing improved attendance with greater than 90% of course credit earned.

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, and Patient Care Year 1.

The development of student leadership, service and work based learning are supported by three Career Technical Student Organizations. These include: Family, Career and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), 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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1005
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.9

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.87
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	27.25

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
9	25.3	22.6	32.9

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 an essential component of a successful school and we welcome parent participation and input to help make Cordova High School the premier educational destination for our students. Parents and community members are encouraged to join a wide variety of school-sponsored cohorts: English Language Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), School Site Council, or our WASC Action Team. Additionally, parents volunteers may serve on our Athletic/VAPA Booster Programs, Sober Grad Night, join one of our Academic Advisory Panels for our Business and Plytech Academies, or volunteer to chaperone school events such as field trips, dances, Freshmen Orientation, or Campus Beautification. Parent committees are valuable to the whole school partnership as we continue to foster relationships to support our collective students at CHS. Lastly, parents can check their child's attendance and grades on the school's website at any time using Power School Parent Portal or schedule time to visit and observe their student in class through coordinating with teachers through either direct phone or email access found on our school website.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	3.2	1.1	2	3.3	2.8	2.2	9.7	9.1	9.6
Graduation Rate	93.6	94	91.9	92.6	91.4	90.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.8	8.2	9.8	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.5	0.4	0.3	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety and cleanliness are high priorities at Cordova High School. At Cordova High School, there were 20 student accidents reported in 2018-2019; that was a decrease by 26 from the prior 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 (Active Shooter, 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. Canine searches are utilized as a District-wide initiative to promote a safe and secure school campus.

First aid kits are provided in each classroom, a revised escape route is posted in each classroom, 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 procedures. The administration team, front office staff, and multiple teachers are trained in the use of epinephrine (EPI) pens.

Each campus security is equipped with a radio and earpiece for rapid communication. Campus security have been trained how to effectively communicate with school personnel for day-to-day operations and during emergency incidents. Campus security 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 24, 2019

Date of Last Review With Staff: October 29, 2019

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	22	23	25	24	27	33	18	27	25	20	37
Mathematics	24	22	25	17	27	17	23	25	26	24	22	24
Science	28	11	8	22	28	12	9	22	29	10	3	32
Social Science	28	19	14	37	27	20	20	36	28	18	18	38

*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.

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

Title	Ratio
Academic Counselors*	309.2

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$8,498.77	\$1,805.48	\$6,693.29	\$73,866.24
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-11.8	-1.2
State	N/A	N/A	\$7,506.64	\$82,031.00
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 2018-19)

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 I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), 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

Category	District Amount	State Average For Districts In Same Category
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/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	1	0.7

Note: 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)

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

Folsom Cordova Unified School District 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 (PD), 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, Cordova High School 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.

Continuing Career Technical Education (CTE) training has occurred in the past three summers at CSU San Jose for Project Lead the Way.

District Professional Development (PD) is lead through Go-Sign-Me-Up and includes, but is not limited to, Illuminate, iReady, ManageBac, and Professional Learning Communities (PLC). 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 1:370, not including our College and Career Clerk.