

# Cordova High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

|  |                          |
|--|--------------------------|
| <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           |
| <b>Principal</b>                         | Amy Strawn               |
| <b>Email Address</b>                     | astrawn@fcusd.org        |
| <b>School Website</b>                    | www.fcusd.org/chs        |
| <b>County-District-School (CDS) Code</b> | 34673303431533           |

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### 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:

### 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.

## 2023-24 School Description and Mission Statement

### 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 the experience.

### CARING

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

### COURAGEOUS

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.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

### 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                              | 2020-21 | 2021-22 |
|---|---------|---------|
| Permits and Waivers                                   |         |         |
| Misassignments  |         |         |
| Vacant Positions                                      |         |         |
| Total Teachers Without Credentials and Misassignments |         |         |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver |         |         |
| Local Assignment Options                               |         |         |
| Total Out-of-Field Teachers                            |         |         |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |         |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine 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.

|   |             |
|---|-------------|
| Year and month in which the data were collected | 2023 August |
|---|-------------|

| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|--|-----------------------------|--|
| <b>Reading/Language Arts</b>                      | McGraw Hill, 2015,<br>Pearson, iLit, 2016<br>Apex 2019, 2020   | Yes                         | 0.0%                                       |
| <b>Mathematics</b>                                | Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018<br>Houghton Mifflin, 2002, 2007, 2008<br>Pearson, 2006, 2007, 2012<br>McGraw Hill Company, 2003<br>College Preparatory Mathematics, 2015<br>Pearson-Addison Wesley, 2009, 2014<br>Haese Mathematics, 2012, 2019<br>Oxford University Press, 2012, 2019<br>Apex 2019, 2020 | Yes                         | 0.0%                                       |
| <b>Science</b>                                    | Oxford Press University, 2014<br>Benjamin Cummings, 2016<br>Pearson Publishing, 2008, 2014, 2017<br>McGraw-Hill Ed, 2015<br>Pearson Baccalaureate, 2014<br>Prentice Hall, 2014<br>Biozone International, 2018<br>Apex 2019, 2020   | Yes                         | 0.0%                                       |
| <b>History-Social Science</b>                     | Oxford University Press, 2012<br>Hodder Education. 2012, 2013, 2015, 2016<br>McGraw Hill, 2015, 2018, 2019<br>Cengage Learning, 2016<br>Teacher's Curriculum Institute, 2011, 2019<br>Apex 2019, 2020  | Yes                         | 0.0%                                       |
| <b>Foreign Language</b>                           | Oxford University Press, 2019<br>EMC, 2011, 2012, 2013, 2014, 2019, 2020<br>Saint Paul: EMC, 2015<br>Pearson, 2012, 2015<br>Apex 2019, 2020  | Yes                         | 0.0%                                       |
| <b>Health</b>                                     | McGraw Hill Education, 2015<br>McGraw Hill, 2011<br>Office of Adolescent Health, 2016<br>Goodheart Wilcox 2021<br>Apex 2019, 2020  | Yes                         | 0.0%                                       |
| <b>Visual and Performing Arts</b>                 | Davis, 2006, 2007<br>Pearson, 2017<br>Adobe, 2017<br>Perfection Learning, 2008<br>Apex 2019, 2020  | Yes                         | 0.0%                                       |
| <b>Science Laboratory Equipment (grades 9-12)</b> | All Students utilizing the lab have access to appropriate equipment.   | yes                         | 0.0%                                       |



## School Facility Conditions and Planned Improvements

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. This school has 91 classrooms. The school was built in 1961. It has a multipurpose room, two gymnasiums, and several Art rooms. Permanent buildings were added to the site in 1963, 1967, 2011, and 2017. A Performing Arts Center was constructed in 2015. Portables were added in 1998, 2000, 2002, 2004, 2019, and 2021, and two Science building portables were added in 2018.

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 many plants in new planters. The stadium received new drip irrigation for new trees, shrubbery, and ground cover. Additionally, we added several new portable classroom spaces and new basketball nets to the upper blacktop area to account for significant growth in student enrollment.

A renewed focus this past year resulted in substantial repairs and upgrades to our facilities including a new roof on the Media Arts Center (MAC) Building, the Library, and our Main Offices. We have also added new office spaces in the Library, the Administration Office, and through various campus wings. A major project completed resulted in a brand-new classroom space for both our Career Technical Education Business Academy as well as our Career Programme Medical Patient Care -- with state-of-the-art equipment and the associated computer lab, our students will greatly benefit. Additionally, we have revamped our PE Locker Rooms with new lighting, ceilings, and fixtures, and brand-new lockers installed in both locker room areas. Thanks to a joint effort with FCUSD, we successfully installed over 20 high-quality cameras throughout campus with direct wireless capabilities and remote access. The major camera enhancement has allowed site administration to better monitor the campus, specifically on the weekend. New signage, gate repair, and re-stripped parking spaces and PE areas have been completed. Additionally, the Main Gymnasium and Auxiliary Gym both had signage painted to better direct visitors and staff.

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 as soon as possible. School Safety issues are addressed immediately.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Efforts to improve the facility are ongoing. Modernization of money has been crucial to making major changes and impacts 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. Additionally, funding has allowed for an update to the Press Box sound system and external speakers in the CHS Stadium.

Date of Inspection: October 18, 2023

**Year and month of the most recent FIT report**

2023 October

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|------------------|-----------|-----------|-----------|---|
| Systems:         | X         |           |           |   |



## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject   | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) |                   |                   |                     |                     |                  |                  |
| Mathematics<br>(grades 3-8 and 11)                    |                   |                   |                     |                     |                  |                  |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| All Students                                  |                               |                            |                             |                                 |   |
| Female  |                               |                            |                             |                                 |   |
| Male  |                               |                            |                             |                                 |   |
| American Indian or Alaska Native              |                               |                            |                             |                                 |   |
| Asian   |                               |                            |                             |                                 |   |
| Black or African American                     |                               |                            |                             |                                 |   |
| Filipino                                      |                               |                            |                             |                                 |   |
| Hispanic or Latino                            |                               |                            |                             |                                 |   |
| Native Hawaiian or Pacific Islander           |                               |                            |                             |                                 |   |
| Two or More Races                             |                               |                            |                             |                                 |   |
| White   |                               |                            |                             |                                 |   |
| English Learners                              |                               |                            |                             |                                 |   |
| Foster Youth                                  |                               |                            |                             |                                 |   |
| Homeless                                      |                               |                            |                             |                                 |   |
| Military                                      |                               |                            |                             |                                 |   |
| Socioeconomically Disadvantaged               |                               |                            |                             |                                 |   |
| Students Receiving Migrant Education Services |                               |                            |                             |                                 |   |
| Students with Disabilities                    |                               |                            |                             |                                 |   |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  |                         |                      |                       |                           |                                |
| Female  |                         |                      |                       |                           |                                |
| Male  |                         |                      |                       |                           |                                |
| American Indian or Alaska Native              |                         |                      |                       |                           |                                |
| Asian   |                         |                      |                       |                           |                                |
| Black or African American                     |                         |                      |                       |                           |                                |
| Filipino                                      |                         |                      |                       |                           |                                |
| Hispanic or Latino                            |                         |                      |                       |                           |                                |
| Native Hawaiian or Pacific Islander           |                         |                      |                       |                           |                                |
| Two or More Races                             |                         |                      |                       |                           |                                |
| White   |                         |                      |                       |                           |                                |
| English Learners                              |                         |                      |                       |                           |                                |
| Foster Youth                                  |                         |                      |                       |                           |                                |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      |                         |                      |                       |                           |                                |
| Socioeconomically Disadvantaged               |                         |                      |                       |                           |                                |
| Students Receiving Migrant Education Services |                         |                      |                       |                           |                                |
| Students with Disabilities                    |                         |                      |                       |                           |                                |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                   |                   |                     |                     |                  |                  |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  |                     |                  |                   |                       |                               |
| <b>Female</b>  |                     |                  |                   |                       |                               |
| <b>Male</b>  |                     |                  |                   |                       |                               |
| <b>American Indian or Alaska Native</b>              |                     |                  |                   |                       |                               |
| <b>Asian</b>   |                     |                  |                   |                       |                               |
| <b>Black or African American</b>                     |                     |                  |                   |                       |                               |
| <b>Filipino</b>                                      |                     |                  |                   |                       |                               |
| <b>Hispanic or Latino</b>                            |                     |                  |                   |                       |                               |
| <b>Native Hawaiian or Pacific Islander</b>           |                     |                  |                   |                       |                               |
| <b>Two or More Races</b>                             |                     |                  |                   |                       |                               |
| <b>White</b>   |                     |                  |                   |                       |                               |
| <b>English Learners</b>                              |                     |                  |                   |                       |                               |
| <b>Foster Youth</b>                                  |                     |                  |                   |                       |                               |
| <b>Homeless</b>                                      |                     |                  |                   |                       |                               |
| <b>Military</b>                                      |                     |                  |                   |                       |                               |
| <b>Socioeconomically Disadvantaged</b>               |                     |                  |                   |                       |                               |
| <b>Students Receiving Migrant Education Services</b> |                     |                  |                   |                       |                               |
| <b>Students with Disabilities</b>                    |                     |                  |                   |                       |                               |

## 2022-23 Career Technical Education Programs

Folsom Cordova Unified School District defines its career pathways following the 12 Elements of High Quality CTE Programs, requirements of Perkins V (Strengthening Career and Technical Education for the 21st Century Act), California Partnership Academy, and International Baccalaureate Career Programme guidelines. The Career Technical Education (CTE) Programs at Cordova High School prepare students for college and career readiness. The CTE Programs are offered in seven industry sectors and nine pathways. The industry sectors include Agriculture & Natural Resources, Arts, Media & Entertainment, Building & Construction Trades, Health Science & Medical Technology, Hospitality, Tourism and recreation, Manufacturing and product Development, and Marketing, Sales and service. The programs concentrate on the following pathways: Agriscience, Animal Science, Ornamental Horticulture, Film/Video Production, Residential & Commercial Construction, Patient Care, Food Service & Hospitality, Product Innovation and design, and Professional Sales. Four of the seven 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 Agriculture Academy, Business Technology Academy, Engineering Polytech Academy, and Culinary Academy.

Pathways are supported by three to four course sequences that offer rigorous academic and technical curriculum, hands-on, project-based learning. The courses offer A-G college preparatory status and early college credit through dual enrollments with Folsom Lake College. Additionally, the Academies 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.

CTE courses include Sustainable Agriculture Biology, Agriculture & Soil Chemistry, The Art & History of Floral Design, Advanced Floral Design, Animal Science, Advanced Animal Science, Digital Video Production, Advanced Digital Video Production, BITA 1, BITA 2, Construction Management, Patient Care Year 1, Patient Care Year 2, Foods & Nutrition, Culinary Arts 1, Culinary Arts 2, Catering Production, Introduction to Product Design, Electronics & Robotics, Product Innovation & Design, Advanced Product Innovation & Design, Business Communications Technology, Business Marketing Concepts, E-Business, and Business Professionals & Finance.

The Patient Care Pathway is an International Baccalaureate Career Programme (IB-CP). Students enrolled in the program take the two-course sequence of CTE courses, as well as two years of the Personal & Professional Skills courses.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios, industry certifications, and other means. Summer work-based learning is available through the District's CTE Summer Preceptorship Program.

There are five Career Technical Student Organizations to support the development of student leadership, professional skills, service learning, and work-based learning. These include Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), DECA, 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, college representatives, and students.

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## B. Pupil Outcomes

### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 9     | 0.451745379876797                | 0.470225872689938                                      | 0.470225872689938   | 0.462012320328542                                       | 0.472279260780287           |

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

We continue to send multiple notifications and communication at home and on our website regarding parental involvement opportunities. New this year is a weekly parent newsletter which is sent electronically and posted on our website each week. Parents are continually encouraged to attend our annual Back to School Night (August 31, 2023) and our 8th-Grade Parent Night (January 24, 2024). Additionally, we are offering participation in clubs, Parent Teacher Student Association (PTSA), WASC, athletics events, and assistance with available tutoring each day after school (3:30-4:30 PM). PTSA provides opportunities for students to experience extracurricular activities, including our annual fundraising events and our Senior Celebration event. Our Homeless and Foster Youth program provides school supplies for students in an effort to reduce those tangible barriers to success. Rancho Community Council and the City of Rancho Cordova work to continue to support students at CHS and have multiple events and organizations in which to volunteer and get involved.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932). Parents and community members are encouraged to be on School Site Council, ELAC (Title III), WASC, IB, and their input and ideas are always appreciated. Parent committees are valuable to the whole school partnership as we continue to foster relationships to support our collective students at CHS.



2023-24 Opportunities for Parental Involvement

For additional information about organized opportunities for parent involvement at Cordova High School, please contact Amy Strawn, Principal, at (916) 294-2450 x810110.

C. Engagement

**State Priority: Pupil Engagement**

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |                |                |                |                  |                  |                  |               |               |               |
|--|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Indicator  | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
| Dropout Rate   |                |                |                |                  |                  |                  |               |               |               |
| Graduation Rate  |                |                |                |                  |                  |                  |               |               |               |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  |                              |                            |                        |
| Female  |                              |                            |                        |
| Male  |                              |                            |                        |
| Non-Binary                                    |                              |                            |                        |
| American Indian or Alaska Native              |                              |                            |                        |
| Asian   |                              |                            |                        |
| Black or African American                     |                              |                            |                        |
| Filipino                                      |                              |                            |                        |
| Hispanic or Latino                            |                              |                            |                        |
| Native Hawaiian or Pacific Islander           |                              |                            |                        |
| Two or More Races                             |                              |                            |                        |
| White   |                              |                            |                        |
| English Learners                              |                              |                            |                        |
| Foster Youth                                  |                              |                            |                        |
| Homeless                                      |                              |                            |                        |
| Socioeconomically Disadvantaged               |                              |                            |                        |
| Students Receiving Migrant Education Services |                              |                            |                        |
| Students with Disabilities                    |                              |                            |                        |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  |                       |   |                           |                          |
| Female  |                       |   |                           |                          |
| Male  |                       |   |                           |                          |
| American Indian or Alaska Native              |                       |   |                           |                          |
| Asian   |                       |   |                           |                          |
| Black or African American                     |                       |   |                           |                          |
| Filipino                                      |                       |   |                           |                          |
| Hispanic or Latino                            |                       |   |                           |                          |
| Native Hawaiian or Pacific Islander           |                       |   |                           |                          |
| Two or More Races                             |                       |   |                           |                          |
| White   |                       |   |                           |                          |
| English Learners                              |                       |   |                           |                          |
| Foster Youth                                  |                       |   |                           |                          |
| Homeless                                      |                       |   |                           |                          |
| Socioeconomically Disadvantaged               |                       |   |                           |                          |
| Students Receiving Migrant Education Services |                       |   |                           |                          |
| Students with Disabilities                    |                       |   |                           |                          |

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions |                |                |                |                  |                  |                  |               |               |               |
| Expulsions  |                |                |                |                  |                  |                  |               |               |               |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  |                  |                 |
| Female  |                  |                 |
| Male  |                  |                 |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              |                  |                 |
| Asian   |                  |                 |
| Black or African American                     |                  |                 |
| Filipino                                      |                  |                 |
| Hispanic or Latino                            |                  |                 |
| Native Hawaiian or Pacific Islander           |                  |                 |
| Two or More Races                             |                  |                 |
| White   |                  |                 |
| English Learners                              |                  |                 |
| Foster Youth                                  |                  |                 |
| Homeless                                      |                  |                 |
| Socioeconomically Disadvantaged               |                  |                 |
| Students Receiving Migrant Education Services |                  |                 |
| Students with Disabilities                    |                  |                 |

## 2023-24 School Safety Plan

Safety and cleanliness are high priorities at Cordova High School. At Cordova High School, there were thirteen (13) student accidents reported in 2022-2023. 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, and 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 has been trained in emergency procedures. The administration team, front office staff, and multiple teachers have trained in the use of epinephrine (EPI) pens as well as the use of NARCAN to be utilized in case of an emergency opioid situation. Each campus security is equipped with a radio and earpiece for rapid communication. Campus security has been trained on how to effectively communicate with school personnel for day-to-day operations and during emergency incidents. Campus security utilizes motorized carts to monitor campus activity, and to transport students with minor injuries to the office. In addition, a complete surveillance system was recently installed throughout campus and inside key building locations with over 20 high-quality cameras, which allow for wireless capabilities and remote access to continue to proactively monitor campus, including on the weekends.

All restrooms currently meet ADA requirements and are 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.

## 2023-24 School Safety Plan

Date of Last Review/Update: October 31, 2023  
Date of Last Review with Staff: October 31, 2023

### 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

### 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

### 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor |       |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$10,084                     | \$2,920                             | \$7,164                               | \$82.855               |
| District                                      | N/A                          | N/A                                 | \$8,430.26                            |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -16.2                                 | -199.6                 |
| State   | N/A                          | N/A                                 |                                       |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 8.3                                   | -199.6                 |

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Cordova High receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and Career and Technical Educations grants: Perkins, California Career Technical Education Incentive Grant.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District and 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. In addition, the California School Dashboard is another great resource with helpful diagrams, tables, and associated school data which can be accessed year-over-year (<https://www.caschooldashboard.org/>).

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      |                 |  |
| Mid-Range Teacher Salary                      |                 |  |
| Highest Teacher Salary                        |                 |  |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 |  |
| Average Principal Salary (High)               |                 |  |
| Superintendent Salary                         |                 |  |
| Percent of Budget for Teacher Salaries        |                 |  |
| Percent of Budget for Administrative Salaries |                 |  |



## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   |                              |
| English  |                              |
| Fine and Performing Arts   |                              |
| Foreign Language   |                              |
| Mathematics  |                              |
| Science  |                              |
| Social Science   |                              |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. |                              |

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

In addition, Cordova High School teachers have received extensive training in International Baccalaureate philosophy and instructional strategies. Teachers have been trained in their subject area, unit writing, and assessment implementation and have attended conferences in locations both in and out of state. This year there is an additional focus for training on instructional strategies for Emerging Bilingual students.

District Professional Development (PD) is led through Go-Sign-Me-Up and includes, but is not limited to Edmentum, Illuminate, 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 1:390, not including our College and Career Clerk, Student Support Specialist, and out Attendance/Engagement Specialist.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 2       | 2       | 2       |

