

Cordova High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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/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).

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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.

THINKERS

2022-23 School Overview

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.

SECONDARY SCHOOL PROFILE

Continue to access our CHS Website (<https://www.fcusd.org/chs>) for important updates and pertinent information moving forward.

1. Size of the community in which the school is located: 80,413

2. Total school enrollment: 2,036

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: 70.2%

Size of 12th grade (class of 2021): 413

The pattern of the 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 and International Baccalaureate (IB) courses given extra grade points (W)

2022-23 School Overview

4. Staff: Teaching faculty = 105 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 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 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	540
Grade 10	526
Grade 11	426
Grade 12	481
Total Enrollment	1,973

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.5
Asian	7.2
Black or African American	10.2
Filipino	2.5
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	1.5
Two or More Races	7.7
White	30.2
English Learners	15.4
Foster Youth	0.4
Homeless	7.0
Migrant	0.0
Socioeconomically Disadvantaged	56.7
Students with Disabilities	18.2



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)	79.20	85.40	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	2.91	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.22	11.60	1.24	12115.80	4.41
Unknown	9.70	10.46	88.40	9.48	18854.30	6.86
Total Teaching Positions	92.70	100.00	933.60	100.00	274759.10	100.00

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)	85.30	85.39	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	1.87	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	2.29	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.05	12.70	1.30	11953.10	4.28
Unknown	9.30	9.39	62.20	6.31	15831.90	5.67
Total Teaching Positions	99.90	100.00	985.90	100.00	279044.80	100.00

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	0.80	1.80
Misassignments	1.90	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	2.20

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	0.50	0.20
Local Assignment Options	0.60	0.80
Total Out-of-Field Teachers	1.10	1.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.90	0.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, 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	2022 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	McGraw Hill, 2015, Pearson, iLit, 2016 Apex 2019, 2020	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 Apex 2019, 2020	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 Apex 2019, 2020	Yes	0.0%
History-Social Science	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016 McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020	Yes	0.0%
Foreign Language	Oxford University Press, 2019 EMC, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	FLINN Scientific Inc.	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.

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.

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 31, 2022

Year and month of the most recent FIT report	2022 October
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	48	N/A	33

2021-22 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	413	402	97.34	2.66	37.56
Female	194	188	96.91	3.09	46.28
Male	219	214	97.72	2.28	29.91
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	50.00
Black or African American	32	31	96.88	3.12	19.35
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	176	170	96.59	3.41	28.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	36.36
White	125	123	98.40	1.60	48.78
English Learners	77	71	92.21	7.79	1.41
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	170	97.70	2.30	31.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	69	64	92.75	7.25	6.25

2021-22 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	414	405	97.83	2.17	20.99
Female	195	191	97.95	2.05	17.80
Male	219	214	97.72	2.28	23.83
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	38.24
Black or African American	32	31	96.88	3.12	9.68
Filipino	12	12	100.00	0.00	25.00
Hispanic or Latino	176	171	97.16	2.84	11.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	21.74
White	125	123	98.40	1.60	32.52
English Learners	77	73	94.81	5.19	1.37
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	171	98.28	1.72	16.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	69	64	92.75	7.25	4.69

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.03	NT	44.81	28.5	29.47

2021-22 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 Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	826	800	96.85	3.15	21.03
Female	405	394	97.28	2.72	20.61
Male	421	406	96.44	3.56	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100	0	26.03
Black or African American	69	67	97.1	2.9	8.96
Filipino	26	26	100	0	42.31
Hispanic or Latino	337	320	94.96	5.04	13.44
Native Hawaiian or Pacific Islander	13	12	92.31	7.69	16.67
Two or More Races	49	47	95.92	4.08	21.74
White	252	249	98.81	1.19	30.12
English Learners	124	111	89.52	10.48	0
Foster Youth	--	--	--	--	--
Homeless	60	54	90	10	16.67
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	318	303	95.28	4.72	14.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	102	92.73	7.27	0.98

2021-22 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 & Recreation, Manufacturing & Product Development, and Marketing, Sales & 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 & 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 community colleges. 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, Advanced Interdisciplinary Science for Sustainable Agriculture The Art & History of Floral Design, Advanced Floral Design, Animal Science, Advanced Animal Science, 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	949
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82.6
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	24.04

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93%	93%	94%	92%	93%

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.

2022-23 Opportunities for Parental Involvement

We continue to send multiple notifications and communication at home and on our website regarding parental involvement opportunities. Parents are continually encouraged to attend our annual Back To School Night (September 1, 2022) and our 8th-Grade Parent Night (January 25, 2023). Additionally, we are offering participation in clubs, Parent Teacher Student Association (PTSA), WASC, IB Parent Nights, athletics events, and assistance with available tutoring each day after school (3:30-4:30 PM). The IB Parent Nights will be on a designated evening hosted at both CHS and MtMS. 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 Measure H the Community Enhancement Fund, 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.

For additional information about organized opportunities for parent involvement at Cordova High School, please contact Jerad Hyden, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.5	4.9		2.7	2.9		8.9	7.8
Graduation Rate		88.9	91.4		91.1	92.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	451	412	91.4
Female	224	216	96.4
Male	227	196	86.3
American Indian or Alaska Native	--	--	--
Asian	42	40	95.2
Black or African American	40	35	87.5
Filipino	16	15	93.8
Hispanic or Latino	177	156	88.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	27	24	88.9
White	139	135	97.1
English Learners	79	62	78.5
Foster Youth	--	--	--
Homeless	63	50	79.4
Socioeconomically Disadvantaged	337	300	89.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	68	52	76.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2170	2098	672	32.0
Female	1043	1008	321	31.8
Male	1127	1090	351	32.2
American Indian or Alaska Native	11	11	4	36.4
Asian	160	157	23	14.6
Black or African American	230	216	102	47.2
Filipino	54	52	13	25.0
Hispanic or Latino	856	842	292	34.7
Native Hawaiian or Pacific Islander	33	30	13	43.3
Two or More Races	172	165	56	33.9
White	653	624	168	26.9
English Learners	405	392	121	30.9
Foster Youth	16	14	12	85.7
Homeless	180	167	79	47.3
Socioeconomically Disadvantaged	1280	1235	463	37.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	399	385	180	46.8

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.88	3.25	2.45
Expulsions	0.20	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.59	12.63	0.20	4.04	0.20	3.17
Expulsions	0.00	0.05	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.63	0.05
Female	9.49	0.00
Male	15.53	0.09
American Indian or Alaska Native	27.27	0.00
Asian	2.50	0.00
Black or African American	23.04	0.00
Filipino	3.70	0.00
Hispanic or Latino	13.08	0.00
Native Hawaiian or Pacific Islander	15.15	0.00
Two or More Races	16.28	0.58
White	10.26	0.00
English Learners	11.85	0.00
Foster Youth	25.00	0.00
Homeless	16.11	0.00
Socioeconomically Disadvantaged	14.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.05	0.25

2022-23 School Safety Plan

Safety and cleanliness are high priorities at Cordova High School. At Cordova High School, there were 37 student accidents reported in 2021-2022. 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 Code Blue 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.

Date of Last Review/Update: September 27, 2022

Date of Last Review with Staff: September 27, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	23	35	27
Mathematics	26	21	22	27
Science	31	6	3	32
Social Science	29	13	17	41

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	31	15	16	46
Mathematics	28	18	15	35
Science	33	4	5	30
Social Science	31	10	12	48

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	27	25	37	26
Mathematics	24	27	38	15
Science	32	4	8	27
Social Science	29	11	31	33

2021-22 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	394.6

2021-22 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,174	\$2,143	\$6,031	\$80,747
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-25.9	0.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-8.9	-9.0

2021-22 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, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

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/>).

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.3
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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	0
English	0
Fine and Performing Arts	2
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

Folsom Cordova Unified School District has provided up to two 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 and local workshops; reading professional literature, and networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), our K-12 Curriculum Specialists, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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 such as Gran-Lebakken Resort in North Shore Lake Tahoe, CA, 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 led through Go-Sign-Me-Up and includes, but is not limited to Edmentum, Illuminate, i-Ready, 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2