

Cordova Meadows Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cordova Meadows Elementary School
Street	2550 La Loma Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9120
Principal	Marie Pawlek
Email Address	mpawlek@fcusd.org
Website	http://www.fcusd.org/cme
County-District-School (CDS) Code	34673306033179

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

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

School Vision and Mission:

The mission of Cordova Meadows Elementary School is to ensure that all students learn at grade level or higher. Cordova Meadows Elementary School is a community of students, parents, volunteers and staff committed to providing excellence in educational programs by providing a safe, caring, and diverse learning environment where students grow academically and socially. Cordova Meadows Elementary School will accomplish this by working as a collaborative team to provide an instructional program focused on standards-aligned instruction. Our team will use data to close learning gaps and to ensure the success of all students.

School & Community Profile:

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of approximately 20,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult. There are twenty elementary schools, one charter school, four middle schools, three high schools, and five alternative schools. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners. Cordova Meadows Elementary School is an inviting campus with two gardens, large trees, a beautiful field, and two colorful murals. Cordova Meadows operates on a traditional schedule, and during the first month of the 2019-2020 school year, 412 students were enrolled in grades preschool through fifth grade. The school's largest ethnic group is Hispanic/Latino, with 39.6% of the school population describing themselves as Latino/Hispanic. In terms of racial subgroups, significant numbers include African-American at 14%, White at 17%, Asian 15.9%, Two or More Races, 10.2% and 3% of Native American, Filipino, and Pacific Islander. This includes a recent enrollment of approximately 100 student refugees from Afghanistan. Cordova Meadows Elementary School has 60 students enrolled in the After School Education Safety (ASES) program known as "STARS" daily until 6:00pm.

Our staff is trained in effective intervention practices with children, and our teachers are regularly provided professional development to increase and improve their instructional effectiveness. For our Professional Learning Communities (PLCs), we have contracted with The Core Collaborative to create Impact Teams which meet weekly. Funding from our School Improvement Grant (SIG), Local Control Funding Formula (LCFF), and the general fund assist to improve collective teacher efficacy and provide high levels of learning for all students. Our new master schedule provides for daily Response to Intervention (RtI) and/or remediation in small(er) group settings. We are a uniform school to minimize the clothing cost to parents, to help focus our students before their arrival at school, and to protect our students physically and socially. Cordova Meadows students in 4th and 5th grade receive instrumental music instruction.

Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. The school will be expending considerable time and resources establishing strong connections to the parent and family community through School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration has been having with parents. Parents are recruited to be involved in every aspect of the services to our students. We want parents in the classroom, in the Parent Teacher Association (PTA), in our Community Gardens, in our Adult English as a Second Language (ESL) classes, as well as other programs. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. Our community stakeholders like Rotary, Soil Born Farms, and Cordova Church of Christ support our students with donations and the gift of time.

Creating a positive culture and climate is a focus at Cordova Meadows. In order to keep the momentum of decreasing suspension rates, Cordova Meadows has expanded our Positive Behavioral Interventions and Supports (PBIS) focus to include a focus on culture and climate. We will continue to build positive school and classroom climates by extending existing Tier 1 PBIS initiatives. We recently received recognition from the California PBIS Coalition for successful PBIS implementation at the SILVER level. Buddy classrooms have been created to allow students to continue to be at school and learning if/when school rules are broken. Social-emotional development and well-being for educators and students continues to be a priority as we move into developing Tier 2 PBIS structure. Restorative Justice practices and how they can be best implemented at Cordova Meadows is also a focus of the PBIS team.

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

Grade Level	Number of Students
Kindergarten	56
Grade 1	69
Grade 2	71
Grade 3	63
Grade 4	61
Grade 5	61
Grade 6	2
Total Enrollment	383

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.6
Asian	18.5
Filipino	0.5
Hispanic or Latino	37.1
Native Hawaiian or Pacific Islander	2.1
White	14.9
Two or More Races	12.3
Socioeconomically Disadvantaged	93
English Learners	47.3
Students with Disabilities	9.7
Homeless	6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19	21	1111
Without Full Credential	0	0	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cordova Meadows' classrooms are organized into grade level zones, which provide the opportunity for grade level teachers to work as a team. All rooms have telephones, student and teacher computer stations, internet access, Smartboards, a schoolwide video delivery system, heating and air conditioning. Classrooms are space efficient and well maintained. Restrooms are easily accessible and cleaned daily. Roofs, walls, floors, plumbing, lighting, and electrical systems were updated during the renovation of 2004, with additional site modernization completed in 2008. The school's fire alarm system is tested and maintained regularly. Both students and staff work diligently to keep the buildings and surrounding grounds clean, safe, and litter-free. All safety issues are dealt with in a timely manner. Everyone at Cordova Meadows takes pride in our school and its appearance.

Date of inspection: 10/08/2019

School Facility Good Repair Status (Most Recent Year)

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

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	26	64	63	50	50
Mathematics (grades 3-8 and 11)	15	14	53	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	169	96.02	3.98	26.19
Male	98	95	96.94	3.06	17.02
Female	78	74	94.87	5.13	37.84
Black or African American	21	21	100.00	0.00	14.29
American Indian or Alaska Native					
Asian	30	30	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	74	73	98.65	1.35	30.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	19	79.17	20.83	16.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	45.45
Socioeconomically Disadvantaged	164	158	96.34	3.66	26.11
English Learners	89	84	94.38	5.62	15.48
Students with Disabilities	27	26	96.30	3.70	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	174	98.86	1.14	14.37
Male	98	96	97.96	2.04	12.50
Female	78	78	100.00	0.00	16.67
Black or African American	21	21	100.00	0.00	4.76
American Indian or Alaska Native					
Asian	30	30	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	12.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	24	22	91.67	8.33	22.73
Two or More Races	22	22	100.00	0.00	27.27
Socioeconomically Disadvantaged	164	162	98.78	1.22	12.35
English Learners	89	89	100.00	0.00	6.74
Students with Disabilities	27	25	92.59	7.41	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.9	20.8	30.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Cordova Meadows Elementary (CME) greatly benefits from its supportive parents. Cordova Meadows Elementary parents consistently and repeatedly express the desire to be involved in their child's education. The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. The school expends considerable time and resources establishing strong connections to the parent and family community through School Site Council (SSC), English Language Advisory Committee (ELAC), English classes, parent leadership activities, family nights, and informational events for parents in response to conversations administration has been having with parents. Parents are recruited to be involved in every aspect of the services to our students. We want parents in the classroom, in the Parent Teacher Association (PTA), in our Community Gardens, in our Adult English as a Second Language (ESL) classes, as well as other programs. Unique characteristics about our school make us desirable for many parents to select us through the district School Choice Program. Cordova Meadows is committed to partner with parents and community members to assist with the development of financial resources and volunteer time to help the Cordova Meadows' students have access to extended learning opportunities. We encourage stakeholders to volunteer in classrooms as well as participate in school activities and workshops to support struggling students. Parents at Cordova Meadows are valued and prioritized. Parents are welcomed, our PTA is growing in numbers, and Site Council Members and bilingual parents assist us in monitoring school progress through surveys, meetings, and data walks. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer, may contact Silia Blount, our CME Parent Coordinator, 916-294-9120 ext. 615601.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.0	7.0	3.8	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cordova Meadows is a safe and clean school. A partnership between a variety of stakeholders including the district, staff, students, parents, and the community support our comprehensive safety plan. The school rules are published in the School Handbook and shared with families at the start of the new school year. We continually promote a positive school culture through our PBIS (Positive Behavior Intervention and Supports) team, which is composed of staff, parents, and students. Restrooms and eating facilities are cleaned daily. Classrooms and all school buildings are cleaned on a regular schedule. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. There were five student accidents reported at our school in the 2018-2019 school year.

School safety plans are reviewed twice yearly, updated monthly, and school-wide emergency plans are in place in case a threatening situation should arise. These plans include safety accomodatio for physically challenged students. Monthly disaster and/or fire drills provide practice for all staff and students in emergency readiness.

Date of Last Review/Update: September 18, 2019

Date Last Reviewed with Staff: October 29, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		28		2		28		2	
1	24		2		22		3		23		3	
2	24		2		22		3		23		3	
3	24		2		24		2		21	1	2	
4	28		2		31		1	1	30		2	
5	33		1	1	33		1	1	28		2	
Other**	10	1			9	1			10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,093.60	\$2,053.93	\$5,039.66	\$74,617.13
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-34.7	-0.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-34.3	-6.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Cordova Meadows Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), After School Education and Safety (ASES) funds, School Improvement Grant (SIG) funds, and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

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

Each employee is encouraged to grow as a professional educator through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level Integration and implementation, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with the Teacher Induction program to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with many professional development opportunities which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of Cordova Meadows Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

In addition: For our Professional Learning Communities, we have contracted with The Core Collaborative to create Impact Teams. Funding from our School Improvement Grant, Local Control Funding Formula, and the general fund assist to improve collective teacher efficacy and provide high levels of learning for all students.