

# Cordova High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 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	Amy Strawn
Email Address	<a href="mailto:astrawn@fcusd.org">astrawn@fcusd.org</a>
School Website	<a href="https://chs.fcusd.org">https://chs.fcusd.org</a>
Grade Span	9-12
County-District-School (CDS) Code	34673303431533

## 2024-25 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	(916) 294-9000
Superintendent	Erik Swanson
Email Address	<a href="mailto:eswanson@fcusd.org">eswanson@fcusd.org</a>
District Website	<a href="https://fcusd.org">https://fcusd.org</a>

## 2024-25 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 is committed to college and career readiness for global citizens.

## 2024-25 School Description and Mission Statement

### 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

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.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	531
Grade 10	472
Grade 11	458
Grade 12	439
<b>Total Enrollment</b>	<b>1,900</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	8.5
Black or African American	8.8
Filipino	2.2
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	1.8
Two or More Races	10.2
White	29.7
English Learners	21.8
Foster Youth	0.5
Homeless	4.8
Socioeconomically Disadvantaged	74.3
Students with Disabilities	16.1

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	79.20	85.40	820.90	87.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.39	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.70	2.91	8.90	0.96	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	1.22	11.60	1.24	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	9.70	10.46	88.40	9.48	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	85.30	85.39	893.90	90.67	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	1.87	7.40	0.76	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.20	2.29	9.40	0.96	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.05	12.70	1.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	9.30	9.39	62.20	6.31	15831.90	5.67
<b>Total Teaching Positions</b>	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	83.30	85.77	907.90	90.94	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.50	1.54	12.40	1.24	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	3.77	16.80	1.69	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	0.82	19.50	1.95	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	7.80	8.09	41.70	4.18	14303.80	5.15
<b>Total Teaching Positions</b>	97.10	100.00	998.40	100.00	277698.00	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	2022-23
<b>Permits and Waivers</b>	0.80	1.80	3.5
<b>Misassignments</b>	1.90	0.40	0.1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.70	2.20	3.6

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.50	0.20	0
<b>Local Assignment Options</b>	0.60	0.80	0.8
<b>Total Out-of-Field Teachers</b>	1.10	1.00	0.8

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.90	0.9	0.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, 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** 2024 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, Pearson, iLit, 2016 Apex 2019, 2020	Yes	0.0%
<b>Mathematics</b>	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%
<b>Science</b>	Oxford Press University, 2014 Benjamin Cummings, 2016 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Apex 2019, 2020	Yes	0.0%
<b>History-Social Science</b>	Oxford University Press, 2012 Hodder Education. 2012, 2013, 2015, 2016	Yes	0.0%

	McGraw Hill, 2015, 2018, 2019 Cengage Learning, 2016 Teacher's Curriculum Institute, 2011, 2019 Apex 2019, 2020		
<b>Foreign Language</b>	Oxford University Press, 2019 EMC/Cengage, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	Yes	0.0%
<b>Health</b>	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	Yes	0.0%
<b>Visual and Performing Arts</b>	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 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%

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

## 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.

## School Facility Conditions and Planned Improvements

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/departments/maintenance-operations/covid-19-info-cleaning-standards>. 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 2024/2025 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: September 9, 2024

Year and month of the most recent FIT report

2024 September

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

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	51	54	58	58	46	47
<b>Mathematics</b> (grades 3-8 and 11)	17	19	48	49	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	420	98.59	1.41	54.42
Female	205	203	99.02	0.98	63.55
Male	221	217	98.19	1.81	45.83
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	59.09
Black or African American	37	37	100.00	0.00	45.95
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	174	172	98.85	1.15	49.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	58.33
White	116	113	97.41	2.59	61.06
English Learners	91	89	97.80	2.20	11.24
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	29.63
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	303	98.06	1.94	49.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	62	96.88	3.12	19.35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	427	419	98.13	1.87	18.66
<b>Female</b>	206	203	98.54	1.46	20.69
<b>Male</b>	221	216	97.74	2.26	16.74
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	44	44	100.00	0.00	27.27
<b>Black or African American</b>	37	37	100.00	0.00	2.70
<b>Filipino</b>	11	11	100.00	0.00	36.36
<b>Hispanic or Latino</b>	176	172	97.73	2.27	8.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	35	97.22	2.78	34.29
<b>White</b>	116	113	97.41	2.59	30.97
<b>English Learners</b>	91	88	96.70	3.30	4.60
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	28	26	92.86	7.14	7.69
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	310	302	97.42	2.58	13.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	61	95.31	4.69	4.92

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	22.55	24.65	45.75	45.67	30.29	30.73

## 2023-24 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	888	875	98.54	1.46	24.57
Female	423	417	98.58	1.42	26.62
Male	465	458	98.49	1.51	22.71
American Indian or Alaska Native	--	--	--	--	--
Asian	83	83	100.00	0.00	32.53
Black or African American	66	66	100.00	0.00	15.15
Filipino	21	21	100.00	0.00	42.86
Hispanic or Latino	357	352	98.60	1.40	17.05
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	6.67
Two or More Races	78	77	98.72	1.28	29.87
White	266	259	97.37	2.63	32.82
English Learners	189	184	97.35	2.65	1.63
Foster Youth	--	--	--	--	--
Homeless	54	51	94.44	5.56	15.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	635	623	98.11	1.89	18.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	135	130	96.30	3.70	5.38

## 2023-24 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 Services.

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, Business Technology, Engineering Polytech, and Culinary Academies.

Pathways are comprised of two to four course sequences that provide a challenging academic and technical curriculum, along

## 2023-24 Career Technical Education Programs

with hands-on, project-based learning. These courses are A-G college preparatory approved and offer early college credit through dual enrollment with Folsom Lake College. Additionally, the Academies focus on supporting "at-risk" youth, aiming for a 50% enrollment rate of 10th-grade students in the programs. Over 95% of students achieve qualified status, reflecting improved attendance and earning more than 90% of their course credits.

The courses are robust and industry standards based, which include Sustainable Agriculture Biology, Agriculture & Soil Chemistry, Animal Science, Advanced Animal Science, The Art & History of Floral Design, Advanced Floral Design, 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 part of the International Baccalaureate Career Programme (IB-CP). Students in this program complete a two-course sequence of Career and Technical Education (CTE) courses, along with two years of Personal & Professional Skills courses. Additionally, students have the opportunity to enroll in three dual enrollment courses at Folsom Lake College, focusing on Allied Health, as part of the two-year pathway.

Student assessment of work readiness skills in CTE programs is conducted through end-of-course exams, projects, portfolios, industry certifications, and other methods. Additionally, summer work-based learning opportunities are offered through the district's CTE Summer Preceptorship and the Creative Career Connections enrichment programs.

There are four Career and Technical Student Organizations (CTSOs) aimed at enhancing student growth in areas such as leadership, professional skills, service learning, and work-based learning. These organizations offer students valuable extracurricular opportunities that promote leadership development, improve career readiness, and encourage community engagement. Through CTOSs, students take part in industry-specific competitions, attend workshops, and collaborate on projects that help them apply classroom learning to real-world scenarios. Additionally, these organizations provide platforms for networking, mentorship, and skill-building, all contributing to the development of well-rounded, career-ready individuals. The CTOSs include Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and SkillsUSA.

The Folsom Cordova Unified School District's CTE Advisory Boards for each industry sector meet annually and consist of stakeholders, business partners, college representatives, staff, and students.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	881
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.89
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.72

## 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.

## 2023-24 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 requires only participation results 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	60%	75%	69%	75%	75%

## 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.

## 2024-25 Opportunities for Parental Involvement

We continue to send multiple notifications and communication at home and on our website regarding parental involvement opportunities. The Cordova Chronicle, a weekly parent newsletter is sent electronically and posted on our website each week. Parents are continually encouraged to attend our annual Back to School Night (August 28, 2024) and our 8th-Grade Parent Night (January 22, 2025). 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.

## 2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	4.9	6.4	7.2	2.9	2.9	3.8	7.8	8.2	8.9
<b>Graduation Rate</b>	91.4	90.8	87.5	92.9	93.1	92.3	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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
<b>All Students</b>	433	379	87.5
<b>Female</b>	207	189	91.3
<b>Male</b>	226	190	84.1
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	38	34	89.5
<b>Black or African American</b>	29	25	86.2
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	173	148	85.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	38	35	92.1
<b>White</b>	136	119	87.5
<b>English Learners</b>	117	98	83.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	50	30	60.0
<b>Socioeconomically Disadvantaged</b>	344	298	86.6
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	69	49	71.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2087	2024	335	16.6
Female	1034	1001	163	16.3
Male	1053	1023	172	16.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	184	179	11	6.1
Black or African American	191	181	50	27.6
Filipino	44	43	4	9.3
Hispanic or Latino	800	779	132	16.9
Native Hawaiian or Pacific Islander	37	36	13	36.1
Two or More Races	218	210	43	20.5
White	605	588	80	13.6
English Learners	505	480	76	15.8
Foster Youth	15	15	4	26.7
Homeless	154	148	58	39.2
Socioeconomically Disadvantaged	1556	1516	279	18.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	327	325	98	30.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
12.63	10.51	6.09	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.05	0.1	0	0.02	0.03	0.04	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.09	0.00
Female	5.03	0.00
Male	7.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.43	0.00
Black or African American	13.61	0.00
Filipino	2.27	0.00
Hispanic or Latino	5.25	0.00
Native Hawaiian or Pacific Islander	5.41	0.00
Two or More Races	8.72	0.00
White	4.46	0.00
English Learners	5.74	0.00
Foster Youth	20.00	0.00
Homeless	12.34	0.00
Socioeconomically Disadvantaged	6.49	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Safety and cleanliness are high priorities at Cordova High School. At Cordova High School, twenty-three (23) student accidents were reported in 2023-2024. 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

## 2024-25 School Safety Plan

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.

Date of Last Review/Update: October 29, 2024

Date of Last Review with Staff: November 1, 2024

## 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

## 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	30	17	18	46
Mathematics	26	32	19	27
Science	34	1	8	28
Social Science	32	7	14	46

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	26	25	33	26
Mathematics	24	25	38	10
Science	32	2	12	23
Social Science	30	6	27	35

## 2023-24 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	380

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	1.2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$11,000	\$2,973	\$8,027	\$89,712
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-19.0	2.1
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-29.2	-8.6

## Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Cordova High receives supplemental state and federal funding through various categorical and support programs, including Title I Improving Academic Achievement, Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, and LCAP Supplemental Funds for English Learners and Low-Income Students.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 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 the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34.2	31
Percent of Budget for Administrative Salaries	4.98	4.91

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0.2
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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	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## Professional Development

Folsom Cordova Unified School District provided staff with three 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, Building Thinking Classrooms, 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	3

