

Cordova High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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	astrawn@fcusd.org
School Website	https://chs.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673303431533

2025-26 District Contact Information

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

2025-26 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.

In concert with the International Baccalaureate (IB) Mission and Vision and IB school partner, W.E. 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.

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 School's vision and mission are based on our embracing of the IB Learner Profile as our Schoolwide Learner Outcomes:

School-Wide Learning Outcomes:

INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

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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 to 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 School (CHS) is a mid-sized, comprehensive public high school located in Rancho Cordova, California, a diverse and growing community of approximately 82,602 residents. With an enrollment of about 1,900 students, CHS serves a richly varied student population that reflects the cultural and ethnic diversity of the region. The Class of 2025 included 417 seniors, and the school operates on a traditional semester calendar.

CHS is one of three comprehensive senior high schools within the Folsom Cordova Unified School District (FCUSD), which serves over 21,780 students across Sacramento County. The district spans a range of educational levels from preschool through adult education and is known for its commitment to equity, social-emotional learning, and Professional Learning Communities (PLC). Schools in FCUSD are located approximately 20 miles from downtown Sacramento and just over 100 miles from San Francisco.

The student body at Cordova High is composed of 38.37% Hispanic/Latino students, 29.74% White (non-Hispanic), 8.79% Black/African American, 8.53% Asian, 1.79% Native Hawaiian or Pacific Islander, 0.16% American Indian/Alaska Native, and 10.21% identifying as multiple ethnicities or not reporting. The unduplicated pupil percentage is 75.68%, indicating a significant portion of students who qualify for additional educational support.

Cordova High is accredited by the Western Association of Schools and Colleges (WASC) and offers a broad and rigorous academic curriculum. The school awards grades on a standard A-F scale, with GPA calculated using a 4.0 scale (A = 4, B = 3, C = 2, D = 1, F = 0). Honors, Advanced Placement (AP), and International Baccalaureate (IB) courses are weighted. To graduate, students must earn 220 credits, including required coursework in English, mathematics (with at least 10 credits in Algebra), science, social studies, physical education, health, and electives in fine arts, foreign language, or career technical education (CTE).

As an International Baccalaureate (IB) World School, CHS offers the Diploma Programme (DP) and Career-related Programme

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(CP), with full Middle Years Programme (MYP) authorization achieved in August 2015. Students may choose from a range of IB subjects such as History of the Americas HL, Language and Literature HL, Biology HL, Chemistry SL, Environmental Systems and Societies HL, Visual Arts HL/SL, Theory of Knowledge, and Global Politics HL. AP offerings include U.S. History, English Literature, and both AB and BC levels of Calculus. Honors courses are available in core academic areas, including English, biology, chemistry, and history.

Beyond its academic rigor, CHS provides students with multiple pathways for career preparation. The school hosts California Partnership Academies in Agriculture, Business, Culinary Arts, and Pre-Engineering. Students also benefit from unique opportunities such as the on-campus Air Force Reserve Officer Training Corps (AFROTC), a hands-on Construction Program, and two levels of Media Arts courses. These programs reflect CHS's commitment to preparing students for both college and career pathways.

Despite the challenges facing many comprehensive public high schools, CHS remains committed to academic excellence and student support. Approximately 22.4% of seniors meet the entrance requirements for California's four-year universities. A dedicated team of 110 teaching faculty members and 5.5 guidance counselors works to ensure all students have access to the resources and guidance they need to succeed.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	530
Grade 10	531
Grade 11	448
Grade 12	435
Total Enrollment	1,944

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	51.5
American Indian or Alaska Native	0.2
Asian	11
Black or African American	8.6
Filipino	2.5
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	1.8
Two or More Races	12.1
White	26.9
English Learners	23
Foster Youth	0.4
Homeless	4.7
Socioeconomically Disadvantaged	72.1
Students with Disabilities	16

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.

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)	85.3	85.39	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	1.8	1.87	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	2.29	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	1.05	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	9.3	9.39	62.2	6.31	15831.9	5.67
Total Teaching Positions	99.9	100	985.9	100	279044.8	100

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.3	85.77	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1.5	1.54	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	3.77	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	0.82	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	7.8	8.09	41.7	4.18	14303.8	5.15
Total Teaching Positions	97.1	100	998.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.80	3.5	
Misassignments	0.40	0.1	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	2.20	3.6	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0	
Local Assignment Options	0.80	0.8	
Total Out-of-Field Teachers	1.00	0.8	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	0.2	0.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015, Houghton Mifflin Harcourt, 2025	0.0%
Mathematics	Cengage Learning, 2006, 2013, 2014, 2016, 2017, 2018 Houghton Mifflin, 2002, 2007, 2008 Pearson, 2006, 2007, 2012 McGraw Hill Company, 2003 Pearson-Addison Wesley, 2009, 2014 Haese Mathematics, 2012, 2019 Oxford University Press, 2012, 2019 Apex 2019, 2020	0.0%
Science	Oxford Press University, 2014 Pearson Publishing, 2008, 2014, 2017 McGraw-Hill Ed, 2015 Pearson Baccalaureate, 2014 Prentice Hall, 2014 Apex 2019, 2020	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	0.0%

Foreign Language	Oxford University Press, 2019 EMC/Cengage, 2011, 2012, 2013, 2014, 2019, 2020 Saint Paul: EMC, 2015 Pearson, 2012, 2015 Apex 2019, 2020	0.0%
Health	McGraw Hill Education, 2015 McGraw Hill, 2011 Office of Adolescent Health, 2016 Goodheart Wilcox 2021 Apex 2019, 2020	0.0%
Visual and Performing Arts	Davis, 2006, 2007 Pearson, 2017 Adobe, 2017 Perfection Learning, 2008 Apex 2019, 2020	0.0%
Science Laboratory Equipment (grades 9-12)	All students utilizing the lab have access to appropriate equipment.	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.

Cordova High School has been the proud recipient of significant bond-funded and community-supported facility improvements over the past several years. Through Measure P Modernization, CHS gained a new Auxiliary Gym, upgraded parking lots, enhanced campus lighting and fencing, improved irrigation and landscaping, and added portable classrooms and new athletic equipment to support growing enrollment.

Recent upgrades include new roofs on major buildings, additional office spaces, a fully modernized CTE Business Academy and IB Career Programme Medical Patient Care classrooms, and comprehensive renovations to both PE locker rooms. Campus safety and visibility were strengthened with the installation of more than 20 high-quality cameras, refreshed signage, repaired gates, perimeter fencing, and updated striping across parking and PE areas.

CHS continues to benefit from district-level deferred maintenance funding, strong custodial and grounds support, and an efficient SchoolDude work order system that ensures timely repairs and immediate attention to safety concerns. The campus also reflects the generosity of its community: the Alumni Association has donated outdoor seating, and the City of Rancho Cordova, through Measure H Community Enhancement Grants, has provided branding funds, two new vans, close to \$300,000 in football safety equipment, upgraded press box sound systems, and additional resources to remove financial barriers for student athletes.

Measure S passed in 2024. This brings the next chapter of investment to Cordova High School. Districtwide, Measure S supports a wide array of modernization projects, with \$144 million allocated to improvements in the Rancho Cordova area alone. At CHS, Measure S will fund a new Administration Building designed to centralize all Student Services, creating a more accessible, student-centered hub for counseling, wellness, registration, and family support. Additionally, Measure S will deliver 13 new math classrooms, ensuring that CHS can support continued enrollment growth, expand course offerings, and maintain high-quality learning spaces that align with modern instructional needs.

These collective investments from bonds, district programs, alumni support, and city partnerships have transformed CHS into a cleaner, safer, and more beautiful campus that continues to evolve to meet the needs of its students and community.

School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. 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 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 2025/2026 school year, the LEA has budgeted three percent for the deferred maintenance program from the LEA's general fund budget.

Date of Inspection: October 24, 2025

Year and month of the most recent FIT report

2025 October

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).

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	48	58	59	47	48
Mathematics (grades 3-8 and 11)	19	19	49	48	35	37

2024-25 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	436	422	96.79	3.21	47.87
Female	230	227	98.70	1.30	50.22
Male	206	195	94.66	5.34	45.13
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	45.65
Black or African American	35	33	94.29	5.71	42.42
Filipino	--	--	--	--	--
Hispanic or Latino	165	157	95.15	4.85	50.96
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	51	49	96.08	3.92	38.78
White	118	117	99.15	0.85	52.14
English Learners	100	98	98.00	2.00	11.22
Foster Youth	0	0	0	0	0
Homeless	25	20	80.00	20.00	35.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	326	314	96.32	3.68	42.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	54	85.71	14.29	14.81

2024-25 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
All Students	436	418	95.87	4.13	18.94
Female	230	226	98.26	1.74	12.83
Male	206	192	93.20	6.80	26.18
American Indian or Alaska Native	0	0	0	0	0
Asian	47	46	97.87	2.13	31.11
Black or African American	35	31	88.57	11.43	9.68
Filipino	--	--	--	--	--
Hispanic or Latino	165	156	94.55	5.45	16.67
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	0.00
Two or More Races	51	49	96.08	3.92	16.33
White	118	116	98.31	1.69	21.55
English Learners	100	97	97.00	3.00	6.19
Foster Youth	0	0	0	0	0
Homeless	25	20	80.00	20.00	5.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	326	310	95.09	4.91	15.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	53	84.13	15.87	3.77

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.65	22.89	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	878	858	97.72	2.28	22.73
Female	446	438	98.21	1.79	22.60
Male	432	420	97.22	2.78	22.86
American Indian or Alaska Native	--	--	--	--	--
Asian	93	91	97.85	2.15	27.47
Black or African American	71	67	94.37	5.63	14.93
Filipino	21	21	100.00	0.00	42.86
Hispanic or Latino	344	335	97.38	2.62	16.72
Native Hawaiian or Pacific Islander	17	17	100.00	0.00	5.88
Two or More Races	93	91	97.85	2.15	24.18
White	237	234	98.73	1.27	30.77
English Learners	195	192	98.46	1.54	2.08
Foster Youth	--	--	--	--	--
Homeless	54	49	90.74	9.26	12.24
Military	17	17	100.00	0.00	17.65
Socioeconomically Disadvantaged	626	607	96.96	3.04	17.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	117	91.41	8.59	5.98

2024-25 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, Entertainment & Design, 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 through 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

2024-25 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 Agriculture Science 1, Agriculture Science 2, Forestry and Environmental Resource Management 1, 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.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

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 5					9
Grade 9	96%	97%	97%	97%	98%

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.

2025-26 Opportunities for Parental Involvement

Parent and family engagement is a cornerstone of the school's culture. Parents frequently express a desire to be involved in their children's education, and the school is responding with expanded efforts to build strong connections through initiatives like School Site Council (SSC), English Learner Advisory Committee (ELAC), ESL classes, parent leadership activities, family fun nights, and informational events.

Cordova High School continues to evolve as a learning community, guided by a strong belief in equity, academic opportunity, and preparing students for a successful future. For ongoing updates and further information, families and community members are encouraged to visit the school's website at <https://www.fcusd.org/chs>.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.4	7.2		2.9	3.8		8.2	8.9	
Graduation Rate	90.8	87.5		93.1	92.3		86.2	86.4	

2024-25 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.

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

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

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.51%	6.09%		3.48%	3.31%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.1%	0%		0.03%	0.04%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 School Safety Plan

Safety and cleanliness are high priorities at Cordova High School. At Cordova High School, thirty-five (35) student accidents were reported in 2024-2025. 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 Lockdown) 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 the 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 in the Main Gym. All staff have been trained in emergency procedures. The administration team, front office staff, and multiple teachers have been 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 an 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.

Date of Last Review/Update: October 9, 2025
Date of Last Review with Staff: October 28, 2025

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 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	

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$12,023	\$3,520	\$8,503	\$91,429
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-17.8	4.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-23.5	-6.7

Fiscal Year 2024-25 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 2024-2025 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Where there are student course enrollments of at least one student.

Professional Development

Folsom Cordova Unified School District provided three professional development days this year, along with ongoing workshops and training aligned to Cordova High School's SPSA goals. Staff participate in district-sponsored learning through PLCs, Teachers on Special Assignment (TOSAs), site-level coaches, and additional trainings. Professional development focused on the Marzano High Reliability Schools, English Language Development, PBIS, and research-based instructional practices. The district also offers an induction program to support new teachers.

Professional Development

Cordova High School teachers receive additional International Baccalaureate (IB) training in subject-area instruction, unit writing, assessment, and IB philosophy. This year included an increased focus on strategies to support Emerging Bilingual students, consistent with SPSA priorities.

CHS counselors assist students with graduation requirements, academic advising, college and career planning, and social-emotional needs. Special attention is given to students experiencing academic challenges or personal difficulties. The counselor-to-student ratio is approximately 1:367, supported by a College and Career Clerk, a Student Support Specialist, and an Attendance/Engagement Specialist.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3