

Cordova Gardens Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cordova Gardens Elementary School
Street	2400 Dawes Street
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9115
Principal	John Bliss
Email Address	jbliss@fcusd.org
Website	http://www.fcusd.org/cge
County-District-School (CDS) Code	34673306033153

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

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

School Vision and Mission:

19-20 The team at Cordova Gardens Elementary School commits to assist in the growth of each student personally, academically, emotionally, and socially. This effort will be accomplished through a collaborative team approach with support from all involved stakeholders. All students will receive focused Standards aligned instruction and will be supported by data informed interventions designed to close learning gaps. Science, Technology Engineering, Art Music/Math) (STEAM) focus for the 19-20 school year.

School & Community Profile:

Cordova Gardens Elementary School is located just east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Cordova Gardens has a rich heritage of community pride, family involvement, and neighborhood charm. It is affectionately referred to as, "The Gardens." The campus presents an inviting landscape with beautiful large trees and colorful murals. The newest mural, a tree full of student handprints, was added during the 2016-2017 school year. Located in Rancho Cordova, a city of 68,000, Cordova Gardens is one of twenty elementary schools in Folsom Cordova Unified School District (FCUSD). In addition FCUSD includes four middle schools, three high schools, 5 alternative schools, and one charter school. The district serves approximately 19,500 students. The communities of Rancho Cordova and Folsom, which comprise FCUSD, are both communities that have characteristics of small towns. The communities have active parent groups, service organizations, and business partners.

Cordova Gardens is home to a regular K-5th grade education program. One preschool class is offered on campus. Preschool students and families are invited to participate in all school activities. In addition, Cordova Gardens houses two district Opportunity Program for students in grades 4-6 and for students K-3. The Opportunity Program at Cordova Gardens is pleased to welcome general education students from all sites in FCUSD who demonstrate a need for additional support with social school skills in order to be successful learners. Once students gain proficiency in the social skills, they return to their home schools. The student population at Cordova Gardens is culturally diverse. There are 7 different home languages represented. Students in Specialized Academic Instructional (SAI) programs are mainstreamed with typical peers as appropriate to the child and the Individual Education Plan (IEP). Our students with disabilities population is 19.2% of the total student body population. There are three self contained SAI classes on campus. The learning center approach, with daily Multi-Tiered Systems of Support (MTSS) blocks, supports all students with targeted specific instruction through the Response to Intervention (RTI) model. The percent of English language learners (ELL) is at 21.49% currently. In addition 5% of English Learners have been redesignated as Fluent in English. Cordova Gardens is supported by the district with funding sources providing for two part time bilingual instructional assistants. The teaching staff and support personnel collaborate to provide appropriate instruction and specialized learning experiences to meet the needs of all students. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2016, was 347 students. The 2017-2018 school year showed a slight increase in enrollment as the school year started in August. August 2018 power school numbers show that there are 358 students currently enrolled. The school's largest ethnic group is Hispanic at 40.1 % followed by White, with 30.95%. Black or African American comprises 15.19%, followed by 8.6% Asian, 2.58 % American Indian, and 2.01% Native Hawaiian. In the 18-19 school year, 18.62% of our student population is socioeconomically disadvantaged.

The strong parent and community support we receive supports the goal of providing an excellent educational program in a warm, caring, and safe environment. School spirit abounds on campus as the Cordova Gardens Eagles student body participates in Spirit Days planned by the Staff. The Student Council is active in supporting spirit events on campus, as well as local community programs. Cordova Gardens offers students an enriching physical education program, with visiting PE teachers. Students participate in drama and there are a variety of club activities from which to choose. Students in grades 4 through 6 receive instrumental music instruction.

Cordova Gardens was designated as a Foreign Language Elementary School in the past and will be entering in a new direction as we move into the 19-20 school year. The school community has looked at STEAM as the direction for the school. STEAM stands for science, technology, engineering, arts, and math.

Local Control Funding Formula (LCFF) funds and general fund dollars are being spent to create a reading-rich environment at the appropriate levels. Site goals are aligned to the Folsom Cordova Unified Local Control Accountability Plan (LCAP).

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

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	61
Grade 3	46
Grade 4	54
Grade 5	59
Grade 6	31
Total Enrollment	343

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	1.2
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	2.6
White	30.3
Two or More Races	13.1
Socioeconomically Disadvantaged	80.8
English Learners	24.2
Students with Disabilities	20.4
Foster Youth	0.3
Homeless	9.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	23	22	1111
Without Full Credential	0	1	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 2019 August

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cordova Gardens Elementary was originally constructed in 1965 and consists of 21 classrooms, one multipurpose room/cafeteria, a library, staff lounge, and three separate playground areas. Our interior spaces were improved in 2006 with paint, cabinetry, carpeting, and other improvements. Our instructional programs are housed in comfortable settings. The spacious playgrounds and athletic fields provide adequate space to separate primary and intermediate students. The following areas have also been updated: restrooms, roofing, plumbing, and other areas. Our electrical capacity was significantly increased to allow for the growing use of technology throughout the school, including a multimedia computer lab connected to the library media center. In conjunction with the city of Rancho Cordova, through Measure H funding, a new garden area was built in August 2017.

All of our classrooms are equipped with Smartboards and LCD projectors to enhance educational opportunities for our students as instructional materials are saved in the Smartboard Notebook for access by all and allows internet access for instructional purposes that can be viewed simultaneously by students. These instructional tools support a comprehensive learning process in a collective and collaborative manner. Our custodial staff works hard to keep our facilities neat, clean, and safe for our students, parents, and the community.

The athletic fields and multipurpose room are used by the local Little League, Cordova Parks and Recreation Department programs, and the Lancer Rugby Club. The extended use of school facilities at night and on the weekends helps reduce instances of vandalism of the school site. Improvements to the athletic fields and the planting of additional shade trees are helping to keep the grounds safe and attractive.

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 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 district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/10/2019

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	39	64	63	50	50
Mathematics (grades 3-8 and 11)	40	34	53	52	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	198	197	99.49	0.51	39.09
Male	110	109	99.09	0.91	36.70
Female	88	88	100.00	0.00	42.05
Black or African American	21	21	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	34.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	48.33
Two or More Races	28	28	100.00	0.00	28.57
Socioeconomically Disadvantaged	165	164	99.39	0.61	35.37
English Learners	55	54	98.18	1.82	24.07
Students with Disabilities	48	47	97.92	2.08	12.77
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74	5.26	22.22

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	196	99.49	0.51	34.18
Male	109	108	99.08	0.92	34.26
Female	88	88	100.00	0.00	34.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	20	20	100.00	0.00	55.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	29.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	60	60	100.00	0.00	41.67
Two or More Races	28	28	100.00	0.00	28.57
Socioeconomically Disadvantaged	164	163	99.39	0.61	30.67
English Learners	55	54	98.18	1.82	25.93
Students with Disabilities	48	47	97.92	2.08	6.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	23.53

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.0	19.0	19.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are the cornerstone to student success and are encouraged to take an active role in their child's school activities and learning program at Cordova Gardens. Parent involvement in their child's education supports the child's effort to do better in school. Students of actively involved parents continue their educational pursuits in higher education and rates of college attendance — and the schools the students attend are enhanced by their ongoing support. Parent participation supports the on-going efforts of a school and home relationship that enhances student learning and the importance of a good education.

Cordova Gardens' Parent teacher Association (PTA) supports school programs with: volunteers, fundraising activities that provide funding for classroom supplemental materials, field trips, assemblies, and special projects. The PTA sponsors monthly activities as well as the Garden Party prior to the beginning of school, the annual fall festival and other events to build school and community support.

Parents are invited to participate on the School Site Council (SSC), English Language Advisory Committee (ELAC), assisting in the development of the School Site Plan for Student Achievement (SPSA), safety programs, and reviewing goals and programs to supplement our core curriculum. Parents and community volunteers are encouraged to volunteer in our classrooms, supporting instruction and assisting teachers in meeting the needs of our students. As we implement our Positive Behavior System to ensure that we provide an optimally safe learning environment, we invite parent members to our committee. Parent input is sought through surveys, committee members, and meetings throughout the school year.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Cordova Gardens Elementary School at (916) 294-9115. Information is available on our school website for volunteer requirements.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.8	7.4	7.1	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cordova Gardens is a beautiful, safe and clean facility. We pride ourselves on the wonderful custodial and yard maintenance support we receive at our school. High traffic areas like restrooms and eating facilities are thoroughly cleaned daily. Teachers maintain excellent habits of cleaning practices at the end of each school day and classrooms are cleaned on a regular basis by the custodial staff on site. Any safety hazard that is reported is reviewed immediately and resolved at the site and/or district level. Safety plans are reviewed each fall and spring with the staff. Emergency plans have been developed in case a threatening situation should arise.

A School Safety Committee reviews emergency procedures and campus safety issues annually and makes recommendations for improvement. Two-way, hand-held radios are used daily to assist with communication around campus. Monthly drills include staging scenarios to assure that students and staff are prepared to react to a variety of emergency situations. Evacuation plans are in place should students need to be moved away from buildings or to another location off campus. Hour-Zero Crisis Consulting Ltd. has collaborated with district and school staff to create a comprehensive plan to deal with emergencies that might occur on or near the campus.

The school reported 5 student accidents to the district office in the 18-19 school year.

Date of Last Review/Update: August 27, 2019

Date Last Reviewed with Staff: August 27, 2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1	2		19	1	2		17	2	1	
1	22	1	1		24		2		19	2		
2	23		2		21	1	1		26		2	
3	16	2	1		19	2	1		22		2	
4	20	1	1		31		1		29		1	
5	31		1	1	18	2	2		26	1	2	
6	19	1	1		26	1	1		25		1	
Other**	15	1							12	4		

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

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

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

Title	Ratio
Academic Counselors*	.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,722.67	\$2,250.55	\$5,472.12	\$74,512.11
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-31.7	-0.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-26.2	-6.7

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

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

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources are provided to Cordova Gardens.

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

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

It is the goal of Cordova Gardens Elementary to assist students in their social-emotional growth and personal development as well as academics. The school provides additional support to students who may be experiencing academic achievement problems, difficulty coping with personal and family problems, trouble with decision making, behavior and/or medical related issues that interfere with the learning process, or handling peer pressure.

Teachers at Cordova Gardens participate in on-site Professional Development on Thursdays after students are dismissed. Additionally, in order to support teachers through the Professional Learning Community model, teachers are released several times a year to review student assessment results, analyze student work/ outcomes, and develop intervention and enrichment opportunities. Instructional Aides are offered Professional Development through the District and on-site several times a year.