



Clay Joint Elementary School District

12449 S. Smith Ave. • Kingsburg, CA 93631 • (559) 897-4185 • Grades K-8

Judith Szpor, Principal
jszpor@clayelementary.org
www.clayschool.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Clay Joint Elementary School District

12449 South Smith Ave.
Kingsburg
(559) 897-4185
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District Governing Board

Jeff Boldt
President

Bill Johnson
Member

Nancy Tikkanen
Clerk

District Administration

Judith Szpor
Superintendent

School Description

Clay School maintains a long-standing tradition of excellence and high expectations from its community. Since the late 1800s, Clay School has retained a mark on the map of south Fresno County and the greater Kingsburg community. The Clay School staff is one of exceptional experience and loyalty to the school district. Representing the community are three Governing Board trustees. Clay School has been recognized as both a California Distinguished School and National Blue Ribbon School. The committed staff provides outstanding learning experiences for all students, and the curriculum is aligned to the California Common Core State Standards.

Clay's Professional Vision Statement:

One Community, One Goal: Exceed Expectations!

Clay's Mission Statement:

The Clay Joint Elementary School District's mission is to develop responsible and productive citizens with a passion for life-long learning, by providing a standards-based education in a supportive and safe learning environment.

Overview:

The Clay Joint Elementary School District's goal is to accomplish its mission through exceptional conditions of learning and student/parent engagement facilitated by a professional staff dedicated to the success of all students as demonstrated by student achievement.

Students enrolled at Clay School will be supported with excellent conditions of learning. Students will be taught by educators who are appropriately credentialed. The school facilities are well maintained. ALL students (including English Learners, Special Education, Title I, and homeless/foster students) have access to CCSS-aligned English Language Arts and Math instructional materials, research-based supplemental instructional and Multi-Tiered Systems of Support along with a broad course of instruction (English Language Arts, Math, Science, Social Studies, Music, Art, and Physical Education) in a normal school day. In addition, students in grades 4-8 have access to drama club and to compete in a progressive spelling bee; students in grades 5-8 have access to the band program, and students in grades 6-8 have access to the competitive sports program, competitive band, and choral programs.

Student and parent engagement at Clay School cultivates the educational environment where students can thrive and succeed. Parent articulation and participation in ways to improve Clay School is sought at monthly Parent Club meetings, Parent Advisory meetings, annual Parent-Teacher Conferences, and informal Parent-Teacher encounters. Additionally, every year, an anonymous parent survey is provided to each family, whose responses are analyzed by the CJESD School Board, Superintendent/Principal, teachers, and staff who search for areas of improvement in the educational environment. Parents are on-campus volunteering in classrooms, Fall Festival, and Jog-a-Thon. Parents chaperone field trips, coach sports, and bring educational programs to Clay School. Back-to-School Night, Open House, and Parent-Teacher Conferences are well attended. Student engagement academically is key to a successful educational environment by eliminating poor attendance and suspension/expulsions. Clay School utilizes Kagan structures and a Positive Behavior Intervention System, which are proven to engage students academically and reduce negative attendance patterns and suspension/expulsions.

Clay School's professional staff is dedicated to the success of all students as demonstrated by student achievement on formative and summative assessments. At designated intervals, formative assessments are administered to monitor student progress toward the acquisition of the CCSS in English Language Arts and Math, with support from classroom teachers and the reading intervention teacher. Beginning 2015 and each year thereafter, all students in grades 3-8 participate in the Common Core-aligned CAASPP summative assessment to measure academic achievement. ALL students are expected to make growth, and 85% of ALL students are expected to perform at or above grade level (proficiency). English Language Learners are expected to attain English Language Proficiency, as measured by the ELPAC. As evidenced by our 2019 dashboard result of BLUE in 4 categories for the first time; Mathematics, English Language Arts, Chronic Absenteeism and Suspension Rate, it is our goal to maintain this level of excellence for the students and community of Clay Joint Elementary.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	25
Grade 3	27
Grade 4	29
Grade 5	33
Grade 6	31
Grade 7	29
Grade 8	30
Total Enrollment	248

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	4
Hispanic or Latino	27.8
White	57.3
Two or More Races	3.2
Socioeconomically Disadvantaged	14.1
English Learners	5.6
Students with Disabilities	4
Homeless	0.4

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 for Clay Joint Elementary	17-18	18-19	19-20
With Full Credential	12	11	12
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Clay Joint Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	12
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Clay Joint Elementary School District

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 09/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Amplify CKLA - 2018 Grades (K-5) Amplify - 2018 Grades (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math - 2015 Grades (K-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify - 2018 Grades (K-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly - 2018 Grades (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Duo Lingo - 2017 Grades (6-8) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus updated - 2017 Grade (8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 9/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Bus Garage: Repair drywall hole at south west wall. Multi-Purpose Bldg , RR & custodial closet: Dry-wall patch corner, Windows heavily water spotted Music w/ stage: 5 ceiling tiles need replacing, aphid infestating Hackberry Trees, Constant water drip/Gutter
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Music w/ stage: 5 ceiling tiles need replacing, aphid infestating Hackberry Trees, Constant water drip/Gutter Playground: Gophers and ants are natural pests we combat daily.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Supt Office, Hallway Restroom: Keep custodial closet door closed, low water pressure in girls restroom. Boys toilet shut off not working properly. Door closer in boys restroom worn out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	<p>Learning Center: Flooring uneven, carpet wrinkles covered with mats.</p> <p>Music w/ stage: 5 ceiling tiles need replacing, aphid infestating Hackberry Trees, Constant water drip/Gutter</p> <p>Room 4: Floor slopest. Carpet wrinkles.</p> <p>Room 5: Flooring uneven, carpet wrinkles covered with mats.</p> <p>Room 6: Ceiling molding is detached at center of room. Can be reattached for cosmetic improvement only.</p> <p>Room 7: Uneven flooring. Minor carpet wrinkles,</p> <p>Room 8: Flooring is very uneven, Carpet wrinkles minor. Flex in flooring.</p> <p>Well Gas drain: Well has a continuing sand collection issue. Well needs a shut-off at main valve. Drain does not work from back parking lot to drain basin on yard.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	<p>Main Office, Nurse ect: Blinds on windows need to be replaced in office and Room 1, and 3. Main shut off valve needs repair</p> <p>Exterior fascia board has signs of dry rot above workroom.</p> <p>Room 1: 1 sreen got replaced, 1 still needs replacing. Ceiling tiles (5) discolored.</p> <p>Room 2: Replace 1 screen.</p> <p>Room 3: Needs screen and blinds. Exterior fascia boards rotted over windows</p>
Overall Rating	Fair	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	81	80	81	50	50
Math	68	76	68	76	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	176	98.88	80.68
Male	95	93	97.89	81.72
Female	83	83	100.00	79.52
Asian	--	--	--	--
Hispanic or Latino	47	46	97.87	63.04
White	110	109	99.09	88.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	64.29
English Learners	18	17	94.44	52.94
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.9	32.3	35.5
7	23.3	16.7	60.0

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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	177	99.44	75.71
Male	95	94	98.95	85.11
Female	83	83	100.00	65.06
Asian	--	--	--	--
Hispanic or Latino	47	47	100.00	53.19
White	110	109	99.09	84.40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	62.07
English Learners	18	18	100.00	44.44
Students with Disabilities	--	--	--	--

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.

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)

The Clay School staff believes that quality education can be provided when there is a true partnership among parents, community members, and staff. Opportunities provided for parent and community involvement include:

- Back-to-School Night
- Career Day
- Field trip chaperone
- Fall Festival
- Room parent
- Fundraisers
- All-School Track Meet
- Golf Tournament
- Newsletter
- Awards Assemblies
- Open House
- Parent Club
- Multicultural Events
- Parent /Teacher conferences
- Classroom volunteer
- Jog-a-Thon
- Parent Advisory Committee
- Ski trip
- Game days and Youth Boardgaming
- Spring Barbecue
- Garden/Campus Beautification Day

For more information on how to become involved, contact Judi Szpor, Superintendent/Principal, or David Grant at (559) 897-4185

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.

School Safety Plan

Our School Safety Plan has three main components, which include personal characteristics of students and staff, the school's physical environment, and the school's social environment. Our Plan addresses the school response to earthquake, Fire, and/or intruders. In addition to addressing emergency responses, our plan calls for regular practices. Drills for fire are conducted each month, and drills for earthquake/intruders/evacuation are conducted at least two times each year. Our School Safety plan was last reviewed, updated, and discussed in January 2019. Also, Visitors must sign in. First aid, CPR and Epi-pen training are provided for the entire staff, and Clay Elementary enforces the Education Discipline Codes and Local policy. A copy of our Clay School Safety Plan is available in the school office for parents and community members to review.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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.

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	21		1		24		1		22		1	
1	22		1		26		1		22		1	
2	28		1		27		1		25		1	
3	27		1		27		1		27		1	
4	30		1		32		1		29		1	
5	30		1		30		1		33			1
6	30		1		31		1		31		1	
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Provide 3-5 days of County-level Professional Development in math for 4-8 grade and Guided Reading in K-3. District level Professional Development provided on Visible Learning, Guided Reading, SEL, Threat Assessment, ELD, Math, VAPA, ELA-Amplify, science and instructional technology throughout the year during Professional Growth Day and Teacher release days. Clay's K-8 teachers will participate in site based Staff Development, with activities that focus on the use of standards-based materials in Reading, Math and Language acquisition strategies for English Learners and SED. Provide on-going professional development about how to store data on I-Ready, how to generate teacher-made materials, how to generate reports, and how to analyze data and monitor progress. The school has nine wireless carts complete with Chromebooks (32 each) allowing Internet access when used at any location. District Administrator will participate in PLC collaborative meeting sessions throughout the school year connected to Fresno County, Tulare County, Selma Unified, and Kingsburg. Topics to include instructional materials, assessments, Local Control Funding, LCAP, Technology plans, facilities expansion, SEL, Threat and Suicide prevention, Transportation and other relevant topics.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,600	\$45,252
Mid-Range Teacher Salary	\$69,148	\$65,210
Highest Teacher Salary	\$82,114	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$121,770	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	5%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10295.39	2784.00	7511.39	69366.25
District	N/A	N/A	7511.39	69,366.25
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	0.1	6.6

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

Clay JESD is a very small one school, school district of 250 students in grades K-8. The use of federal Title funds will provide additional personnel that the district could not otherwise afford. The supplemental certificated and instructional support positions provide focused and in-depth support to subgroup and at-risk/under-performing students according to the CJESD LCAP goals 1 and 3 and state priorities 1, 2, 4 and 6. This support is intended for academic achievement in the broad subjects with a particular focus on ELA/ELD K-8 and to support a positive school climate via school connectedness.

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.