

# Tarpey Elementary School

2700 Minnewawa Ave. • Clovis, CA 93612 • (559)327-8000 • Grades K-6

Tachua Vue, Principal  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Clovis Unified School District**

1450 Herndon Avenue  
Clovis, CA 93611  
(559) 327-9100  
www.cusd.com

#### **District Governing Board**

Christopher Casado  
**President**

Tiffany Stoker Madsen  
**Vice-President**

Susan K. Hatmaker  
**Clerk**

Hugh Awtrey  
**Member**

Ginny L. Hovsepian  
**Member**

Elizabeth "Betsy" Sandoval  
**Member**

Steven G. Fogg, M.D.  
**Member**

#### **District Administration**

Eimear O'Farrell  
**Superintendent**

### **Principal's Message**

Welcome to Tarpey Elementary School! I am excited about the 2019-2020 school year and look forward to working with you. As a Tarpey alumnus, I am devoted to working with our staff to continue the legacy of success established at Tarpey. We are dedicated to providing our students with the skills and knowledge to be successful!

At Tarpey, our mission is to prepare our students to become lifelong learners. We are committed to providing a safe and nurturing environment where all students can learn. Students will be provided with opportunities to be the best that they can be in mind, body and spirit. We want our students to believe in themselves, be good citizens, maximize their full potential and have pride! Our student will R.I.S.E. the Spartan Way!

Your involvement and support matters to us. Our students' success and achievements are a result of the partnerships we have with our parents, families and community members. We believe in working as a team toward doing what is best for kids. As your principal, I invite you to come to Tarpey and join us in making a difference with our students. Please take time to look through our website and learn about the opportunities available to students, families and the community. I look forward to meeting you!

Sincerely,

Tachua Vue, Ed.D.

Principal

### **School Mission Statement**

The mission of Tarpey Elementary School is to provide an excellent education to a diverse community through exemplary programs, services and activities. Our goal is to foster a lifelong commitment to academic and character development; to help each student develop in mind, body and spirit; and enable them to realize their potential as contributing members of society.

### **School Vision Statement**

The Spartan Way

## 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	121
Grade 1	103
Grade 2	97
Grade 3	95
Grade 4	100
Grade 5	108
Grade 6	106
<b>Total Enrollment</b>	<b>730</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.1
Asian	17
Filipino	0.3
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	0.5
White	20.7
Two or More Races	2.7
Socioeconomically Disadvantaged	85.5
English Learners	17.3
Students with Disabilities	8.2
Foster Youth	1.2

## 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 Tarpey Elementary	17-18	18-19	19-20
With Full Credential	28	28	29
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Clovis Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	1789
Without Full Credential	♦	♦	97
Teaching Outside Subject Area of Competence	♦	♦	88

### Teacher Misassignments and Vacant Teacher Positions at Tarpey Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	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)**

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 3301 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

The Department of Supplemental Services continues to support the school sites with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-12. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 9, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company A Legacy of Literacy, Houghton Mifflin California Collections, Houghton Mifflin  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	My Math, McGraw-Hill (K-5) California Mathematics, Glencoe/McGraw-Hill (6-8)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	California Science, Scott Foresman California Science, Houghton Mifflin Focus on Earth Sciences, McDougal Littell  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Discovering Our Past: Ancient Civilizations, Glencoe/McGraw-Hill Learn and Work, Scott Foresman Time and Place, Scott Foresman Reflections, Houghton Mifflin  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Tarpey was built in 1958. There are 23 standard classrooms and 14 portable classrooms, as well as two other rooms that fit into other categories. We also have a Read 180 computer lab classroom to support student learning. The campus is a cornerstone of elementary schools in CUSD, and the condition of its build-ings rivals that of recently built schools. The school is proud of its clean, orderly campus that contributes to a safe school environment in which the students, par-ents, community and staff all take pride. Our custodians perform basic cleaning operations daily and maintain the grounds and buildings. In addition, deep cleaning is conducted two times a year at each site in the district.

Our SART committee conducts eight clean-campus inspections each year. This committee of parents inspects the campus grounds and restrooms on a regular basis to provide feedback to our student body.

When asked to grade how well the build-ings and grounds are maintained at their child's school, more than 90 percent of parents rated the grounds "good" to "excellent." Districtwide, more than 90 percent of the parents rated their school "good" to "excellent." Graffiti is removed immediately.

Through increased community awareness, pride and an open-campus policy, we hope to keep vandalism and burglary to an all-time low.

The district believes schools are the hub of their neighborhoods. As a result, a high priority is placed on building and main-taining excellent facilities as economically as possible. Each year, special projects are completed at Tarpey to provide the best learning environment for our students.

Completed projects at Tarpey Elementary School this year include:

- Seven new interactive projectors
- Landscaping materials installed in all play areas
- Resurfacing of the blacktop play courts
- Updated air-conditioning and heat-ing units in all classrooms
- Telephone and data system upgrade schoolwide
- New classroom furniture for new facilities
- Additional lighting installed at site entrances to provide safe access to the school
- 100 new computers added in three new computer carts to assist with technology-enhanced lessons
- 48 Chromebooks for classrooms in grades 1-2 to support technology integration inside the classroom
- Signage around campus
- Five new iPads for TK classroom for technology integration New projects currently underway at Tarpey

Elementary School:

- 35 new laptops to create a laptop cart that will be accessible to all students/teachers to assist with the integration of technology inside the classrooms

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/1/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Mpr: Floor Tiles Are Cracked; P-17, R-15: Water Stain Ceiling Tiles; Library/ Media Ctr: Carpet Is Stained And Worn
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	P-18, 17, R-5, 6, 1, 4: Paint Is Chipping On Door Frame; P-20, R-13, 12: Paint Is Chipping On Interior Of Door Frame; Boys Restroom: Paint Is Chipping On Stall Doors; Girls Restroom: Paint Is Cracking On Wall; Boys Restroom: Paint Is Chipping On Ceiling; R-23: Items Stacked On Shelves (Earthquake Hazard); P-27: Paint Is Chipping On Railing
<b>Structural:</b> Structural Damage, Roofs	Good	P-17, 29: Dry Rot On Partition Between Rooms

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P-28: Trip Hazard On Asphalt Walkway
<b>Overall Rating</b>	<b>Good</b>	

## 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	47	50	71	73	50	50
Math	42	40	58	59	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 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	19.4	20.4	45.6

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.

**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	401	396	98.75	49.75
Male	206	203	98.54	48.28
Female	195	193	98.97	51.30
Black or African American	22	22	100.00	40.91
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100.00	56.94
Filipino	--	--	--	--
Hispanic or Latino	214	213	99.53	47.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	76	97.44	55.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	345	341	98.84	46.33
English Learners	107	104	97.20	50.00
Students with Disabilities	43	43	100.00	4.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**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	401	398	99.25	40.45
Male	206	204	99.03	45.59
Female	195	194	99.49	35.05
Black or African American	22	22	100.00	36.36
American Indian or Alaska Native	--	--	--	--
Asian	72	72	100.00	44.44
Filipino	--	--	--	--
Hispanic or Latino	214	213	99.53	38.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	78	76	97.44	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	345	343	99.42	37.61
English Learners	107	106	99.07	33.96
Students with Disabilities	43	43	100.00	6.98
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## 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)

#### Parental Involvement

Parent involvement is an important part of the educational process. Community and parental support is critical in influencing the success or failure of any school. Parents are invited to visit the school or classrooms anytime. All visitors must re-port to the office and check out a visitor's badge before being allowed on campus. Tarpey conducts the following parent-involvement activities:

- Parent Teacher Club (PTC)
- School Assessment Review Team (SART)
- Intercultural and Diversity Advisory Committee (IDAC)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Annual Title I meeting
- Parent instructional and support nights
- Volunteer opportunities in the classroom

For further details on how to offer your time at Tarpey, please contact our guidance instructional specialist, Shane Gillen @ (559) 327-8000.

**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**

Tarpey has a school safety plan and a School Crisis Intervention Plan on file, and both are available to parents as well as the general public. Key elements of Tarpey's school safety plan include the following:

- Create a learning environment that ensures physical safety while providing inviting learning experiences
- Maximize student achievement for every individual student
- Involve all stakeholders in a collaborative process to ensure a safe, effective and efficient school environment
- Involve all stakeholders in a collaborative process that articulates and practices the procedures for response to crisis or emergency situations

The school's plans are reviewed and updated annually. Most recently, the plan was updated in January 2019. The administrative team develops both plans with input from staff, parents and community members who continue to work to ensure a safe, nonviolent environment on all of the Clovis Unified School District (CUSD) campuses. Campus monitors, teachers and administrators supervise students in an effort to keep students safe on campus before school beginning at 7:40 a.m., during recesses, lunch recesses, and after school until 6 p.m.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.2	2.1	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	3.9	3.7
Expulsions Rate	0.1	0.1	0.1

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*	730.0

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.8
Other	

\* 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	26		5		26		5		20	2	4	
1	27		4		26		4		26		4	
2	23		4		23		4		24		4	
3	26		4		25		4		24		4	
4	37			3	34			3	33			3
5	32		3		34			3	36			3
6	46		1	1	34			3	35			3
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	5 days	5 days	5 days

Opportunities for staff development are ongoing throughout the year. Many factors determine staff development needs during the 2018-19 school year, including teacher needs, assessment, and formal and informal discussions between faculty and the administration. Areas of priority include the following.

- Strategies for improving student achievement in reading, writing and math using the new textbooks and online support programs for students
- Strategies for improving student achievement in reading comprehension, including utilizing social science and science text for reading instruction
- Use of technology in the classroom to improve lesson engagement and more resources for student learning. Many classes use computers and iPods to aid learning in the classroom. Teachers will also be able to take an entire class to the new computer lab for technology-enhanced lessons.
- Supporting instruction provided by our push-in teachers and support staff

Teachers: Professional growth time for teachers is provided each week on early release Wednesdays. During this time, teachers share best practices and strategies; review student-performance data to inform instruction, intervention and reteaching; and provide information gleaned from conferences. Teachers are also supported monthly by individual mentoring and in-class coaching. Teachers are aware of school and district funds that can provide for substitutes so that staff may observe other exemplary teachers, meet in grade-level articulation sessions or attend conferences that focus on student achievement. Programs have focused on teaching writing, reading comprehension and English language development (ELD) curriculum. We also implemented new intervention/reteaching materials for mathematics during class time as well as during our

After School Education and Safety (ASES) program.

Teachers attend conferences throughout the year, and upon their return from these conferences, they share valuable information with their colleagues. The district also provides professional growth opportunities that offer demonstration school forums and educational seminars.

New teachers to our school or a grade level receive further support through the many workshops of the Beginning Teacher Support and Assessment (BTSA) program and through their association with individual support providers.

Tarpey places strong emphasis on professional growth and provides many formal and informal avenues for teachers to continue their development. Grade-level leaders and teams have spent time at conferences learning how to develop effective teams as professional learning communities. This information has helped our students as we focus on common essential standard instruction, data evaluation and strategic intervention support.

Teachers are given extra time to process information gathered from staff development and work with peers to implement new strategies and instructional practices consistent throughout the grade level and school. Paraprofessionals and other school personnel: Tarpey believes paraprofessionals and other school personnel make a strong and valuable impact on students and their efforts toward educational excellence. All personnel are made aware of the availability of school and district staff development and training funds. Personnel are invited to attend meetings in which school resources are being allocated, participate in forums on current educational topics, attend school committees and be involved in the planning of the yearly program.

Volunteers: Tarpey utilizes many members of the community to enhance support to its students and strengthen the ties with the entire community. Training for volunteers is provided at the district or site level. Volunteer members participate in many capacities, including the high-school physical-education tutorial program, crossing guards, parent classroom volunteers, SSC and SART.

The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and cultural relevant understanding. In the 2018-19 school year, the district dedicated five professional development days for certificated staff. Teachers were offered professional development opportunities on staff development days, substitute release days, and on early release days. A variety of after-school workshops were also offered throughout the school year. One hundred mentors and one hundred and thirty-five participating teachers received ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, Visible Learning, multi-tiered systems of support, and culturally relevant instructional practices.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,914	\$48,612
Mid-Range Teacher Salary	\$64,773	\$74,676
Highest Teacher Salary	\$87,991	\$99,791
Average Principal Salary (ES)	\$109,974	\$125,830
Average Principal Salary (MS)	\$113,593	\$131,167
Average Principal Salary (HS)	\$124,720	\$144,822
Superintendent Salary	\$230,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$5,852	\$792	\$5,060	74,627.23
District	N/A	N/A		\$70,643.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		5.5
School Site/ State	-38.9	-9.9

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

"Children Are Our Most Precious Resource"

On an annual basis, Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Application and Reporting System for Categorical Aid Programs commonly called CARS. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids!

CUSD is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC) and School Advisory Committee (SAC)
- District Learner Advisory Committee (DELAC)
- District Migrant Education Parent Advisory Committee (DMEPAC)
- District Indian Education Parent Advisory Committee (IPAC)
- School and District level School Assessment Review Team (SART)
- Intercultural and Diversity Advisory Council (IDAC)
- Local Control Accountability Plan Public Forums (LCAP)

We encourage all parents and guardians to become involved with their child's education at the classroom level the school-wide level as well as the district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/supplementalservices>.

Listed below are several parent committees that assist with categorical programs and funding.

**School Site Council (SSC):** All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

**District Advisory Committee (DAC) & School Advisory Committee (SAC):** The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

**English Learner Advisory Committee (ELAC):** All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC provides input and makes recommendations to the principal, staff and SSC regarding services for English learners and conducts an annual survey. Members serve for two years.

**District English Learner Advisory Committee (DELAC):** Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site's ELAC.

**District Indian Education Parent Advisory Committee (IPAC):** The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K - 12.

**Local Control Accountability Plan (LCAP) Forums:** CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

#### Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

#### Philosophy

All CUSD schools offer students with special needs the same kinds of high quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

### Categorical Program Descriptions

**After School Safety and Education Funds (ASES):** This state funded and administered program provides three-year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.

1. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
2. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
3. Title I, Part A Equity Performance and Improvement Program: Designed to support and build capacity within school districts and schools to promote equity for disadvantaged student populations in California schools. The CEPPI will build the capacity of school districts and schools in order to implement proven or promising evidence-based program and practices, specially targeted at building equity and narrowing the achievement and opportunity gaps for all underserved students.
4. Title I, Part C (Migrant Education Program): A federal-funded program focused on providing services for migratory students and their families.
5. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs.
6. Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
7. Title IV, Part A Student Support and Academic Enrichment: The Student Support and Academic Enrichment program under Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local education agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students
8. Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send you additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.0661, additional information may be found @ <http://www.cusd.com/supplementalservices>.

### 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.