



Mickey Cox Elementary School

2191 Sierra Ave • Clovis, Ca. 93611 • (559) 327-6400 • Grades K-6

Cheryl Floth, Principal

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



Clovis Unified School District

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Principal's Message

As you read this School Accountability Report Card (SARC) for Mickey Cox Elementary School, I believe you will find a picture of a school with a high degree of community involvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated to excel.

At Mickey Cox Elementary, we believe that all students should experience academic growth each year. We believe that cocurricular activities nurture the whole child and encourage school ownership. We believe that each shareholder must feel a commitment and a personal responsibility to put forth their best efforts to make our vision a reality. We are continually evaluating our school's mission and goals, which are currently in line with our newly revised School Site Plan. Our efforts have been rewarded and validated by being named a California Distinguished School during the 2009-10 and 2007-08 school years. In 2016, Mickey Cox was honored by being named a Gold Ribbon School for outstanding academic achievement and received the prestigious Title I Academic Achievement Award. In the 2011 through 2018 school years, Mickey Cox was recognized as a high-achievement school and awarded the California Business for Education Excellence Award.

Our goal for the current school year is to continue to close the achievement gap and validate the collaborative efforts of our students, staff and community.

Sincerely,
Cheryl Floth
Principal

School Mission Statement

All students are provided with a strong, coherent instructional program that is aligned with the Common Core State Standards and supports college and career readiness. In addition to a rigorous academic environment, students may participate in choir, band, oral interpretation, drama, the Fresno County Science Fair, Fresno County History Day, chess club, Media Masters Club and a variety of sports—all of which enhance the overall educational experience and Spartanian concept. We believe that all students can learn, and we are committed to providing the most valuable educational opportunities possible for every student.

School Vision Statement

The staff at Mickey Cox Elementary School is committed to nurturing an expectation of excellence and providing all students opportunities to develop in mind, body and spirit.

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	104
Grade 1	91
Grade 2	85
Grade 3	70
Grade 4	116
Grade 5	90
Grade 6	81
Total Enrollment	637

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.6
Asian	7.2
Filipino	0.6
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	0.5
White	44.3
Two or More Races	3.1
Socioeconomically Disadvantaged	54.2
English Learners	3.5
Students with Disabilities	10.7
Foster Youth	0.2

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 Mickey Cox	17-18	18-19	19-20
With Full Credential	28	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	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 Mickey Cox 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 2017 A Legacy of Literacy, Houghton Mifflin 2003 California Collections, Houghton Mifflin 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 California Mathematics, Glencoe/McGraw-Hill (6-8) 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Scott Foresman 2008 California Science, Houghton Mifflin 2009 Focus on Earth Sciences, McDougal Littell 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Discovering Our Past: Ancient Civilizations, 2006 Glencoe/McGraw-Hill Learn and Work, Scott Foresman 2007 Time and Place, Scott Foresman 2007 Reflections, Houghton Mifflin 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Mickey Cox Elementary was built in 1980 and is 39 years old. Mickey Cox has 22 permanent and three portable classrooms to accommodate our student body. These portables, along with the office facilities, multipurpose room, library media center, snack bar and restroom facilities are adequate to support our instructional programs. Our facilities also provide students with access to a wide variety of instructional materials, including workbooks; science kits; math manipulatives; a library collection of more than 17,000 books, averaging 28 books per student; and a vast collection of instructional videos. In addition, students have access to computers in their classroom and a computer lab in the library media center.

Mickey Cox has many athletic fields that are used for recess, sports, and other co-curricular activities during and outside of the school day. Various community groups utilize the fields in the evenings and on the weekends.

We provide a safe and clean environment for learning. Our custodial staff is exceptional, and evidence of their hard work has been recognized many times by our community and district.

Our plant supervisor, one full-time and one part-time custodian maintain the school daily and perform basic cleaning operations. In addition, our facilities go through deep cleaning twice a year to maintain our pristine campus. Members of our SART committee conduct eight clean-campus inspections each year. Feedback from these inspections is shared with our students, staff and community. When asked to grade how well the buildings and grounds are maintained at their child's school, 99 percent of parents rated the grounds as "good" to "excellent."

Graffiti is removed immediately, and everyone on campus makes it his or her responsibility to keep the campus clean. Through increased community awareness, school pride and an open-campus policy, we continue to keep vandalism and burglary incidents relatively low. New cameras were installed in 2016 as an additional safety measure. Additionally, CUSD provides a police officer to each secondary site and an additional officer is available for any elementary safety concerns or collaborative effort. A full-time dispatch position has been added to our police services allowing for quick response times.

Keeping our campus secure is always one of the top priorities, so strategic measures are taken to keep our students safe. Staff performs supervisory duty on the grounds 25 minutes before school begins, during all recesses and after school. Parent Club also provides volunteers for supervision before and after the regular school day. During lunch hours, four campus monitors support our safety plan by supervising our students. We are proud of the fact that all staff, including campus monitors, have participated in safety training. We further promote our safety plan by requiring that all visitors and volunteers fill out a volunteer form, complete a tuberculosis assessment, and are cross-checked with the Megan's Law website prior to being given access to classrooms or students. All visitors are required to check in at the office and get a visitor's badge.

Philosophically, the district believes that schools are the focal point of their neighborhoods. As a result, we place a high priority on building and maintaining excellent facilities. In 2012, voters within the CUSD boundaries approved Measure A. With the Measure A and bond monies, many older CUSD schools were modernized and improved. As part of the remodel, the office area, nurse's office and library were expanded. All classrooms have lighting upgrades and new touch-board projectors. Construction began in April 2016 and was completed in January 2017. In August of 2018, our MPR was completely remodeled. Polished concrete was installed, our sound system was upgraded and stage lighting and curtains were re-placed. One of the points of pride and joy in the remodeled MPR is the state-of-the-art filtered water fountain and refillable water bottle station. Students can read the meter on the water station to see how many plastic water bottles were saved by using the water station.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/28/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	R-22: A/C Unit Is Rattling
Interior: Interior Surfaces	Fair	R-5, 6, 15, P-CC/30: Water Stain Ceiling Tiles; P-29: Ceiling Tile Is Torn And Cracked; P-Cc/30: Ceiling Tile Has Hole; Boys Restroom: Rust On Hand Dryer; Girls Restroom: Rust On Soap Dispenser And Hand Dryer
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	R-7, R-8: Mosquitos Apparent In Room (Per Teacher)
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Boys Restroom: Paint Chipping On Hand Dryer
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P-Cc/ 30: Door Does Not Close Properly

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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	63	65	71	73	50	50
Math	67	69	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	15.7	21.3	56.2

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	342	337	98.54	64.69
Male	171	171	100.00	59.06
Female	171	166	97.08	70.48
Black or African American	16	16	100.00	68.75
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	60.71
Filipino	--	--	--	--
Hispanic or Latino	139	138	99.28	61.59
White	140	136	97.14	69.12
Two or More Races	12	12	100.00	50.00
Socioeconomically Disadvantaged	189	188	99.47	59.04
English Learners	27	27	100.00	37.04
Students with Disabilities	32	32	100.00	25.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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	342	337	98.54	69.14
Male	171	171	100.00	64.91
Female	171	166	97.08	73.49
Black or African American	16	16	100.00	56.25
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	82.14
Filipino	--	--	--	--
Hispanic or Latino	139	138	99.28	67.39
White	140	136	97.14	69.12
Two or More Races	12	12	100.00	75.00
Socioeconomically Disadvantaged	189	188	99.47	64.36
English Learners	27	27	100.00	70.37
Students with Disabilities	32	32	100.00	21.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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)

Community and parental support are critical factors that influence the success or failure of any school. The mutually supportive relationship between the school and community forms the foundation of our school-wide culture. Mickey Cox has always enjoyed the benefits of a supportive community over the years. Parent volunteers, members of the Mickey Cox Parent Club, our School Assessment Review Team (SART), our Intercultural and Diversity Advisory Council (IDAC), and School Site Council (SSC) have been instrumental in the growth and success of our school. According to the 2018-19 SART Survey, 97 percent of our families rated the quality of our school as excellent or good. On the same SART survey, 91 percent of our families indicated that we maintain a safe environment. We are proud of the partnership that we have with our parents and community, and invite everyone to be a participant. We will continue to service the needs of our community by providing every child with a comprehensive and challenging educational program and co-curricular activities that promote development of mind, body and spirit.

For further details on how to offer your time at our school, please contact one of our Parent Club Co-Presidents Anna Marie Maldonado or Andre Dillon at (559) 327-6400.

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

Mickey Cox Elementary has a School Safety Plan and School Crisis Intervention Plan on file, and update both annually. Procedures for emergencies (such as fire, intruder, earthquake, lock down) that may occur on campus are described in the document, conveyed to all staff and practiced monthly with students. Most recently, the school safety plan was reviewed, updated and discussed with the school staff in August 2019 and is reviewed with parents in quarterly SART meetings. The school safety plan is also reviewed and feedback is solicited by our local fire department. Staff, parents and community members give input and recommendations for changes to the School Safety Plan annually to ensure a secure environment at our site and other Clovis Unified School District (CUSD) campuses. Specific areas of focus, coupled with appropriate strategies to address concerns are featured in our school plan. Mickey Cox supports and follows the district's zero-tolerance policy for expulsions. Suspensions are utilized as a last resort when all other efforts have failed to change behaviors that may contribute to an unsafe environment.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.9	4.9	1.3
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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
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	24	1	3		36		2	1	26		4	
1	26		3		27		3		25		3	
2	26		4		22		3		23		4	
3	21	1	3		25		4		21	1	2	
4	30		1	2	32		1	2	33		1	3
5	37			2	33		1	1	31		2	
6	27	1	2	1	26	1	3		33		2	1
Other**					13	1			13	1		

*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

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators collaboratively. All staff complete a staff-development needs survey each year. Topics are prioritized from the survey results. Staff development sessions were scheduled according to the needs and priorities established for the district and school site. Professional development efforts at the site are ongoing to ensure that the Mickey Cox staff is effectively implementing the California Common Core State Standards. Teachers have added a technology component to the curriculum to prepare students for the future requirements of assessments and to meet career-readiness goals. Mickey Cox is recognized as a Digital Citizenship school.

After-school staff meetings include dedicated time for collaboration on our site instructional focus—improving reading comprehension skills through CLOSE reading. Selected staff and grade-level teams also attend district and site trainings. Teachers continue to have bimonthly Professional Learning Community meetings to discuss best practices, share data and evaluate progress on our instructional focus. CUSD offers Beginning Teacher Support and Assessment (BTSA) training for beginning teachers. This is a two-year program targeted at five performance areas. Teachers and administration utilize the Illuminate Education data reporting system to monitor student achievement, identify areas for reteaching, and to formulate deployment groups for intervention and enrichment.

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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,031	\$319	\$4,712	67,364.07
District	N/A	N/A	\$5,290	\$70,643.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.6	-4.8
School Site/ State	-45.7	-20.1

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.

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 CEPIP 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.