Clovis Elementary School

1100 Armstrong • Clovis, CA 93611 • (559) 327-6100 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Clovis Unified School District
1450 Herndon Avenue
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Superintendent

Principal's Message

Clovis Elementary School (CES) opened in the 2000-01 school year. Clovis Elementary has established a high standard that strives toward academic excellence and self-improvement. We are fortunate to serve the Clovis community with a faculty that is not only professionally skilled, but who also care about all aspects of your child's education. You will find a student body that is well-disciplined, motivated and has great pride in their school.

The students attending Clovis Elementary come from diverse backgrounds. Clovis Elementary has been named a California Gold Ribbon School, a California Distinguished School, and a recipient of the Title I Academic Achievement Award, the Bonner Center for Character Education Award, as well as a recipient of the California Business for Education Excellence Honor Roll School for seven consecutive years. In addition, Clovis Elementary has the Clovis Unified School District Exemplary School Award. This award is given in recognition of excellence in education through the attainment of high standards for student academic achievement, co-curricular performance, community involvement and school management. This is the most prestigious award that a school can earn in CUSD. The recognitions above are great accomplishments for our school. The Clovis community is very proud of the past and current awards received by the school. Upon entering the campus, you will see signs displaying these awards. As a staff, we will continue to focus on our subgroups and students that are struggling academically as well as continue to challenge students that are excelling academically.

The school goals for 2019-20:
- Focus on professional learning communities (PLCs) that are data-driven and student-centered.
- Every child will show academic growth
- Use the Positivity Project to develop students who display outstanding character traits daily
- Become a Digital Citizenship School.
- Attain Clovis Assessment System for Sustained Improvement (CLASSI) Award
- Have fun!

Together with Clovis Elementary staff, parents and community, we can accomplish our school goals. Please feel free to request additional information regarding this School Accountability Report Card by calling the school office at (559) 327-6100.

Sincerely,

Donelle Kellom

Principal

School Mission Statement

The mission of Clovis 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. Our intent is to nurture the unique potential of each student in mind, body and spirit to enable them to fulfill their goals and realize their potential as contributing members of society.

School Vision Statement

All students will grow academically in a safe and caring environment.

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	128
Grade 1	90
Grade 2	78
Grade 3	102
Grade 4	98
Grade 5	103
Grade 6	97
Total Enrollment	696

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1
Asian	6.8
Filipino	0.7
Hispanic or Latino	46.8
White	41.2
Two or More Races	2.9
Socioeconomically Disadvantaged	61.4
English Learners	6.3
Students with Disabilities	9.2
Foster Youth	0.6
Homeless	0.1

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 Clovis Elementary	17-18	18-19	19-20
With Full Credential	26	28	30
Without Full Credential	4	3	1
Teaching Outside Subject Area of Competence	0	1	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 Clovis 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)

Clovis Elementary is going into its 19th year. We opened at the campus in the 2000-01 school year. Located on 18.6 acres just east of Clovis High School, our modern campus currently enrolls approximately 700 stu- dents but can house additional students if necessary. The campus features the following structures:

- A large multipurpose room
- A beautiful library media center
- Four transitional-kindergarten classrooms
- 20 regular education classrooms for grades 1-6
- Three music classrooms
- One resource-specialist classroom
- Two intervention classrooms
- Two portable classrooms housing preschool and Campus Club
- Two portable classrooms housing medically fragile students
- One speech classroom shared with the school psychologist

The campus grounds are kept clean through the efforts of our students and custodial staff. Our custodians perform basic cleaning operations daily and maintain the grounds and buildings. In addition, deep cleaning is conducted two times a year. The plant supervisor is on campus from early morning to afternoon. Two night custodians work from afternoon to late night. Clovis Elementary has received "superior" as a rating on the clean-campus inspections for the past several years. This high rating is due to the efforts of our custodial staff, general staff, students and the community. Moreover, 96 percent of our parents indicated on the 2018 SART survey that our school environment was "exceptional."

Districtwide, 90 percent of parents rated their school "good" to "excellent." Graf-fiti is removed immediately. Through increased community awareness, school pride and an open-campus policy, we hope to keep vandalism and burglary at an all-time low.

This summer, all the buildings and doors were painted. The blacktop was taken out and new pavement was laid. New lines were painted on the blacktop and two volleyball courts were added. The kinder-garten play area was also repainted, and additional hop scotch games were added. Window murals and art were added on some of the buildings to get students and families excited about the start of the school year.

A safety measure put in place for our stu-dents and staff are large signs in the three main locations leading into the campus. These signs direct all visitors to the main office. Once in the office, visitors sign in and receive a badge. The badge needs to be worn in a visible area so that staff members can see it without hesitation. This protocol is in place for the safety of all our students and staff.

Additionally, all staff members have handheld radios to utilize on campus in the case of an emergency. If a student is injured out on the playground, the nurse can be called on the radio and report out to the field for support. The radios also provide an opportunity for teach-ers to report anything that is out of the ordinary on campus or the perimeter of the campus.

To provide a safe environment for our stu-dents, adult supervision is available from 8 a.m. to 3:15 p.m., except on early release days on Wednesdays, where supervision ends at 1:45 p.m.

Students not participating in the ASES or Campus Club programs must exit campus at the end of the day. The district provides before- and after-school service for inter-ested parents. Contact the Campus Club at (559) 327-9160.

Philosophically, the district believes schools are the hub of their neighbor- hoods. As a result, we place a high priority on building and maintaining excellent facilities as economically as possible.

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	
Interior: Interior Surfaces	Poor	Admin Bldg., R-23, 24, 27, 22, 16, 19, 20, 17, 9, 12, 11, 8, 5, K-1: Water Stain Ceiling Tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Girls Restroom: Light Panel Is Out Above Sink
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	56	61	71	73	50	50
Math	54	54	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	16.5	19.4	54.4

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	61.36
Male	216	213	98.61	54.93
Female	185	183	98.92	68.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	50.00
Hispanic or Latino	192	191	99.48	61.26
White	165	161	97.58	63.35
Two or More Races	18	18	100.00	77.78
Socioeconomically Disadvantaged	260	258	99.23	53.49
English Learners	50	50	100.00	52.00
Students with Disabilities	41	40	97.56	10.00
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	401	396	98.75	54.04
Male	216	213	98.61	54.46
Female	185	183	98.92	53.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	50.00
Hispanic or Latino	192	191	99.48	48.69
White	165	161	97.58	62.73
Two or More Races	18	18	100.00	61.11
Socioeconomically Disadvantaged	260	258	99.23	44.96
English Learners	50	50	100.00	34.00
Students with Disabilities	41	40	97.56	5.00
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)
General community support, especially parental support and sufficient funding are critical factors that influ-ence the success or failure of any school. Clovis Elementary enjoys the benefits of a very supportive community. We are proud of the partnership we have formed with our parents and will continue to serve the needs of our community by providing every child with a comprehensive and challenging educational program.

The Clovis Elementary Parent Club is very active on our campus. Its fundraising efforts have supported our students and staff with additional lunchtime monitors, technology, our new marquee, teacher grants, sports uniforms and much more. The Clovis Elementary Parent Club meets the second Tuesday of each month at 6 p.m. in the library Media Center. For any questions regarding the club, please contact Parent Club president Stacy SantAgata at (559) 284-8938. This is a wonderful opportunity to get involved with school activities. These meetings share a lot of information and are kept short and to the point. We encourage all parents to attend and bring their great ideas to share. The Parent Club is always looking for new ideas to generate funds and fun activities for our school. Additionally, the School Assessment and Review Team (SART) is a parent advisory group that also meets twice a year at 6 p.m. in the library; dates are to be announced. During these meetings, staff and district members present school and district initiatives and updates, curriculum and pro-grams that students are currently utilizing in their classrooms, and any other pertinent information. Watch for information topics on the weekly calendar, located online and on Peachjar. For any questions regarding SART, please contact the SART chairperson, Michi Williamson, at (510) 862-4545.

In addition, we will be having two IDAC parent meetings this year. The purpose of this parent group is to look over our school programs to see that we are teaching about various cultures and have a safe campus for ALL students.

During the school year, the principal will be holding meetings that will highlight special programs and opportunities for the students and parents on the Jaguar Campus. The information will be posted on the web site and in Peachjar. Parents with questions regarding the meetings or topics should contact Donelle Kellom at (559) 327-6100.

The administration encourages all parents to become involved and attend all parent meetings. Your input is important to the continued success of Clovis Elementary. For general information on parent-involvement opportunities, please contact Laura Morton, office manager, at (559) 327-6100.

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
Clovis Elementary School Safety Plan includes a School Crisis Intervention Plan. The safety plan also addresses the After School and Safety Education (ASES) and Campus Club after-school programs. Staff and parents review and update both the Safety and School Crisis Intervention plans annually. The School Safety Plan was reviewed and updated in January 2020. The School Safety Plan is available for parent review in the school office.

Staff and students review fire, lockdown and earthquake drills at the beginning of the year and then practice several times during the year. This year all staff members were trained in Active Shooter training

in August. Staff members reviewed what steps to take if they encounter an active shooter on any campus in CUSD.

Local law-enforcement agencies have worked closely with school and district personnel to develop effective responses in the event of emergencies. Additionally, campus safety is promoted by the use of four adult campus monitors during the lunch periods, a Student Safety Patrol, and staff supervision at strategic points on campus before and after school and during recess periods. Currently a Clovis Elementary parent is working with administration to create a crossing guard position on the corner of Barstow and Armstrong. Any parents interested in helping out should contact Kathryn Poduska at (559) 940-0425.

In compliance with CUSD policy, all campus visitors are required to check in at the office and obtain a visitor's badge, which is always worn. Prior to volunteering in the classroom or chaperoning a field trip, all classroom and campus parent volunteers must clear a TB assessment, submit a volunteer form and be cleared through our Raptor System.

All staff members and students review the CUSD Zero Tolerance Policy at the beginning of the year. The administration follows the education codes and enforces these codes when handling education code violations on the school campus. Clovis Elementary is an "antibully school." We have invested time and resources to provide our students with training in the area of making good choices. Several of our upper-grade students are trained yearly in conflict resolution (Mediator Mentors). This training has benefited our entire student body. The Human Relations/Mediator Mentors presence at recess is a great sup-port and reminder to our students on ways to resolve problems in a positive manner. Positive Attitude With Safety (PAWS) and Success for ALL kids will be implemented. This year the PAWS group will be formed of fifth and six grade students. The stu-dent's role will be to serve as a student IDAC Committee.

Their role will include reviewing multicultural lessons taught in fifth and sixth grade and helping to roll out those student lessons in their class-rooms. The PAWS group will be super-vised by Resource Teacher See Thao. Any parents interested in more information can contact Miss Thao at (559) 327-6100. Students are reminded to be respectful of others at all times. If a situation arises, students are told to report the incident to an adult immediately so that it can be resolved.

The staff at Clovis Elementary believes if we instill the power of positive relationships in our students, it will minimize the number of incidents on our campus. Students who understand what is expected from them tend to do better in a school setting. The Positivity Project highly visible on the Jaguar campus. Wednesdays are designated as Character Counts Day. On those days, students and staff members proudly wear their Character Counts T-shirts on the Jaguar campus.

The school has signs posted on the buildings outlining student expectations. The signs are visual reminders to students to make good choices. They also inform parents and community about the high expectations we have for our students. The staff continues to receive training working with students from diverse backgrounds and how to work with students who are problematic in the classroom. This year all teachers will be implementing the Second Step Curriculum in their classrooms. This curriculum gives students ways to work through problems and how to respond to adults and peers. We are very excited about the positive outcome this curricilum will have for our staff and students. For the third year, teachers will be taking all students grades 2-6 through Digital Citizenship Curriculum. This is an online curriculum that teaches our kids about computer safety and the negative effects that social media can have on kids.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.2	3.1
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)	3.5
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	22	1	4		22	1	4		23	1	5	
1	25		4		26		3		27		3	
2	27		3		26		4		26		3	
3	27		4		26		4		26		4	
4	28		3		32		2	1	32		2	1
5	29	1		3	29		3		32		2	1
6	21	2	3		25	2		3	20	2	3	
Other**					7	1			6	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

Professional development is ongoing to keep the Clovis Elementary teachers abreast of new learning strat-egies, innovative teaching techniques and applied technology in the field of education. Weekly planning opportunities are provided for teachers on Wednesday early release days to coordinate and plan lessons or units as an entire grade level. In addition, site funding is provided for teachers to take additional planning days to spend time looking over new ELA curriculum and other resources to better meet the needs of our students. Teachers will continue to receive training in the areas of math, Close Reading, diversity training and working with problematic students. The Second Step Curriculum was purchased through a grant that was written in June. A presentation on the curriculum was held in October for parents. The staff is very excited about the implementation of this curriculum.

Teachers also share research-based teaching strategies that will assist all students in making academic growth during Professional Learning Community (PLC) meetings. These weekly planning meetings assist with closely monitoring student growth. Instructional adjustments can be made to ensure teachers are provid-ing a challenging curriculum for those students excelling and provide support to those students struggling academically. Additionally, assessment data is reviewed, and Action Plans are developed to assist students. These Action Plans are then implemented and revisited every quarter. For the 2018-19 school year, teachers will focus on one Essential Standard in math and ELA. Teachers will write assessments and have PLC meet-ings to look over data and adjust their instruction where necessary. Mastery of the Essential Standard in ELA and math will assist all our students on the SBAC and district assessments. Building strategies and stamina at every grade level in the areas of math word problems and reading with justification will also support our students on the end of year assessments.

Teachers acquire new knowledge through district workshops, curriculum rollouts, on-site training provided by administration, district personnel and conferences. Teachers are supported through principal observations and feedback. Clovis Elementary students continue to show academic progress due to our staff training. For-mal Progress Monitoring meetings are held twice a year with teachers and administration to review student assessment data. Informal meetings are held throughout the year. These meetings help to keep us focused on the academic progress of all students and target areas of concern.

Parents are welcome to observe classroom instruction anytime, as long as they make arrangements with teachers prior to their visit and have been cleared through Megan's Law and have taken a TB assessment.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,183	$531	$4,653	74,777.46
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	-12.8	5.7
School Site/ State	-46.9	-9.7

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

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

Types of Services Funded

"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 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.