



Maple Creek Elementary School

2025 East Teague Avenue • Fresno, CA 93720 • (559) 327-7300 • Grades K-6

Gina Kismet, 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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Gina Kismet
Principal

Josh Turpin
**Senior Guidance Instructional
Specialist**

Principal's Message

Maple Creek Elementary School has a history of excellence and commitment to high academic standards. The community takes pride in the fact that Maple Creek has been recognized as a California Distinguished School in 1998, 2006 and 2010. In 2015-16, Maple Creek was recognized as a California Gold Ribbon School. In more recent years, Maple Creek has continued to be recognized by many prestige awards, such as; the California Civic Learning Award- Merit status for the past four consecutive years, 2018 CSU, Fresno Bonner Character Award and the California PBIS Coalition award for three consecutive years. Maple Creek has many teachers who have been recognized with various distinctions such as a Clovis Unified School District (CUSD) Crystal Award, and five of KSEE 24's Educators of the Week. Our entire teaching team holds high learning standards for all students coupled with individualized student support. We have a school community that is dedicated to its mission: to maintain an effective and efficient educational team of students, parents, educators and community members to direct and facilitate the delivery of exemplary curricular and co-curricular services.

Our community enthusiastically supports a partnership committed to maintaining this vision of excellence and exemplifies it through our Triangle of Success model, which involves an equal partnership between the school, students and the parent community. It is the winning combination through this partnership that will ensure our students are provided with the best educational opportunities.

Maple Creek holds many accomplishments and accolades with great pride. Maple Creek earned the Clovis Unified distinctive honor of CLASSI, which is short for Clovis Assessment System for Sustained Improvement. The Maple Creek Huskies continue to live by their school motto, "Every day, in every way, Huskies get better and better and better." None of this would be possible without the passion from our truly committed team of professionals.

Sincerely,
Gina Kismet
Principal

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	78
Grade 1	77
Grade 2	96
Grade 3	86
Grade 4	92
Grade 5	100
Grade 6	94
Total Enrollment	623

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
Asian	17.3
Filipino	3
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.5
White	40.6
Two or More Races	2.4
Socioeconomically Disadvantaged	37.9
English Learners	4.7
Students with Disabilities	8.8

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 Maple Creek	17-18	18-19	19-20
With Full Credential	25	23	21
Without Full Credential	4	4	4
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 Maple Creek 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, Glencoe/McGraw-Hill 2006 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)

Built in 1995, Maple Creek is 23 years old. We provide a clean, safe learning environment. Our custodians perform basic cleaning operations daily and maintain the grounds and buildings. In addition, deep cleaning is conducted two times a year. Our SART committee conducts eight clean-campus inspections each year. This committee of parents inspects the campus grounds and restrooms on a regular basis to provide feedback to our student body. When asked to grade how well the buildings and grounds are maintained at their child's school, 98 percent of parents rated the grounds "satisfactory" to "excellent." Graffiti is removed immediately. Through increased community awareness, pride and an open-campus policy, we hope to keep vandalism and burglary to an alltime low.

With the use of 20 classrooms, we comfortably house and provide instruction for our 640 students. Two additional classrooms are used for music and resource specialist services and one special day classroom. As an extension of the classroom, the Maple Creek media center operates as a library and research center of the school. Through cooperative planning and teaching, the library media center is a focus for teachers and students to become information literate, lifelong learners and informed decision makers. The district believes schools are the hub of their neighborhoods. As a result, a high priority is placed on building and maintaining excellent facilities as economically as possible.

In June 2012, voters within the CUSD approved Measure A, a \$298 million bond. The bond was designed to maintain good neighborhood schools and retain and attract quality teachers by upgrading classrooms, science labs, vocational education opportunities, fire-safety systems and libraries; ensuring accessibility for disabled individuals; and acquiring sites, constructing and equipping school facilities. In March 2015, construction began on several of our buildings, adding a conference room, expanding our technology classroom and library media center. Additionally, several improvements were made across our campus.

Maple Creek has installed a camera monitoring system; several cameras are strategically placed to assist in promoting a safe school environment.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Teachers Lounge, MPR, R-17: Water Stain Ceiling Tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	K-2: Light Panel Is Out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	R-10: Items Stacked On Shelves (Earthquake Hazard)
Structural: Structural Damage, Roofs	Good	P-23: Panel Is Loose On Eave; P-26: Dry Rot On North Corner At Entry
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P-28 Cc, P-29 Cc: Hole In Cement On Walkway/Trip Hazard
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	79	79	71	73	50	50
Math	68	73	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	13.0	21.0	60.0

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

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	363	361	99.45	79.22
Male	179	179	100.00	73.18
Female	184	182	98.91	85.16
Black or African American	20	20	100.00	65.00
Asian	72	71	98.61	91.55
Filipino	--	--	--	--
Hispanic or Latino	112	111	99.11	70.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	143	100.00	81.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	144	99.31	70.14
English Learners	49	49	100.00	83.67
Students with Disabilities	29	27	93.10	22.22
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	364	361	99.18	72.58
Male	180	179	99.44	73.18
Female	184	182	98.91	71.98
Black or African American	20	20	100.00	55.00
Asian	72	71	98.61	80.28
Filipino	--	--	--	--
Hispanic or Latino	113	112	99.12	66.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	142	99.30	75.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	59.03
English Learners	50	50	100.00	68.00
Students with Disabilities	29	27	93.10	22.22
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)

Maple Creek benefits from a very supportive school community. We strive to provide a multitude of opportunities for our parents and guardians to become involved. Parent committees such as our School Assessment Review Team (SART), School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Club serve a critical role in the success of the school. We encourage parents to get involved in the following forums, activities and volunteer programs:

- Lego Robotics
- Drama
- Library media volunteer
- Crosswalk guard
- Mac & Kids
- Room parent
- Fundraisers
- Crossing Guard

The Parent Teacher Club strives to promote active parent involvement throughout the school year. Parents stay informed of school activities via classroom newsletters, the school website, Parent Connect, Social Media and the weekly Chronicle newsletter. Maple Creek programs are enthusiastically supported; we have more than 150 parents who are regularly and actively involved in multiple school activities.

Please contact the president of the Parent Teacher Club, LeeAnn Hutchings, at (559) 327-7300 for further details on how to offer your time at Maple Creek.

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

Maple Creek is committed to maintaining a safe school environment. Certificated staff provides supervision before school, after school and during recess. Maple Creek employs seven campus monitors daily—four are scheduled to supervise students during lunch. All visitors and volunteers must check in at the office and wear a visitor badge. On the 2018-19 SART survey, 94 percent of parents agreed or strongly agreed that Maple Creek personnel and site safety procedures are in place to maintain a safe and secure school environment for their child. Our school safety plan and Crisis Intervention Plan are reviewed and updated on an annual basis and discussed with staff and community members during the beginning of the school year. We reviewed the safety response plan during our August staff development buyback days, and regularly throughout the year. Our previously updated plan was presented and approved in December 2018. Key elements of the plan include monthly safety drills practiced with students to ensure they have an understanding of all emergency procedures. These include lockdown, school alert, evacuation, fire drill, power outage and earthquake.

Throughout each year, we review safety procedures with staff and run drills with our students. We welcome parent input during SART meetings. We work with Fresno Police Department traffic division as well as CUSD police for additional support during our drop off and pick up.

Each room on our campus has a folder with our school safety plan. Each teacher has a black emergency whistle, an emergency flip chart and a walkie-talkie for communication. We use several methods of media for communication with our staff including text messages, emails, telephones and walkie-talkies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.4	1.6	2.3
Expulsions Rate	0.0	0.0	0.0

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

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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	25	1	3		25		3		26		3	
1	27		3		23		4		23		3	
2	25		3		26		3		23		4	
3	27		4		23		4		21	1	3	
4	33			3	33		1	2	35			2
5	35			2	36			2	36			3
6	35			3	36			3	36			3
Other**	10	2			12	2			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

Annually, an effective process for staff development is planned and implemented to support staff in their professional growth. Staff development in-services are scheduled prior to the beginning of the school year as well as throughout the year based on input gathered from the staff. Maple Creek staff constantly seeks to improve its teaching practices and strategies, as well as its use of technology through release time for a variety of trainings, grade-level meetings and in-service experiences. Early student dismissal on Wednesdays provides teachers an additional 90 minutes weekly to collaborate and articulate within their grade-level professional learning teams and across grade levels.

Throughout the year, we use our faculty meeting days and Wednesday early release days for professional development. Our goal with professional development is to improve instructional practices to help all students reach and maintain academic proficiency. Over the past few years, professional development has concentrated on the development of a Mastery Learning model, professional learning communities, Kagan strategies, Growth Mindset, Cultural proficiency, innovative instruction through technology, reading comprehension and writing instruction, best instructional practices, and use of technology and data to inform instruction. Our teachers at Maple Creek are role models of lifelong learning. Many of our veteran teachers have their master's degrees. All staff members are encouraged to attend professional-development seminars offered in and out of the district, particularly those aligned with our goal of all students meeting and maintaining academic proficiency. Upon attendance and completion of professional development, all teachers are strongly encouraged to share their knowledge of new practices with all staff.

In 2018-19, we will continue to work toward deeper implementation of our professional learning teams. Our professional learning teams (grade-level teams) will continue to center conversations on data. Our grade-level teams regularly review both formative and summative assessment data to identify areas of strength and weakness. After reviewing data, they develop instructional goals and adjust their instruction. We have an identified MTSS (multi-tiered support system) in place to support all students to academic success. Our intervention is targeted and progress monitored every two weeks. Our focus on Writing and Close reading continue this year.

Teachers are supported in several ways, for example: administrative participation in professional learning teams; teacher data meetings; informal walk-through with coaching; and by conversations on data, best instructional practices and research.

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	\$4,714	\$23	\$4,691	69,026.01
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	-12.0	-2.3
School Site/ State	-46.2	-17.7

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.

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.