



Clovis Community Day School

1715 David E. Cook Way • Clovis, CA 93611 • (559) 327-1980 • Grades 4-6

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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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Eimear O'Farrell
Superintendent

Principal's Message:

Local school boards for each public elementary and secondary school in the state issue the School Accountability Report Card (SARC) annually. The SARC provides parents and other interested people with a variety of information about the school's resources, its successes and the areas in which improvements are needed. It is important to note that since we are a community day school, the rate of transiency is very high, which makes it difficult to gather the data in the SARC.

Clovis Community Day School (CCDS) was established as one self-contained classroom in August 2003 to serve at-risk students in grades 4-6 who had not been successful in a comprehensive school setting nor benefited from on-site intervention programs. In 2004-05, one block-style classroom for grade 7 and one for grade 8 were added. In 2005-06, three block-style classrooms for grades 9-12 were added to form two small community day schools Clovis Community Day Elementary (one classroom, grades 4-6) and Clovis Community Day Secondary (five classrooms, grades 7-12). In 2008-09, two separate freshman classes were added to bring the total to seven secondary classrooms (105 students). In 2015-16, CCDS opened up a culinary arts classroom for all of Alternative Education. This now brings a total of eight secondary teachers. Instructional programs are designed to meet the needs of all students while maintaining high expectations and standards. We are dedicated to ongoing improvement and take pride in the achievement of our students.

As of 2017-18, Clovis Community Day School has two elementary classrooms for grades 4-6, two intermediate classrooms for grades 7-8, and six classrooms for grades 9-12. CCDS is committed to establishing strong academic programs in order to promote the success of all students as they transition into their comprehensive school sites. All CCDS staff members understand the importance of providing a quality education through exemplary teaching practices and a commitment to excellence. We feel that all students regardless of socioeconomic, physical or cultural differences can learn and be successful. We are committed to establishing traditions that will provide a strong foundation for future academic growth and achievement. Developing partnerships between staff members, students, parents and community members is essential for creating an environment that meets the needs of all students at Clovis Community Day School.

The mission of CCDS is to prepare all students academically to be successful and productive members of society by establishing interpersonal relationships and to provide services and support in a safe, nurturing environment. The responsibility of the school is to provide emotional support, academic instruction and behavioral skill building.

Alternative education is a valid intervention to the comprehensive school. Whether students are assigned voluntarily or involuntarily, our mission is to provide an excellent educational program with opportunities to positively change behaviors, correct academic deficiencies, demonstrate improved attendance, and provide evidence of improved attitudes. Students in grades 4-8 may complete their intervention plan and return to their home school within six to 18 weeks with a recommendation from their teacher, support from Student Services and School Attendance (SSSA) and approval from their comprehensive site. Appropriate students in grades 10-12 may transfer to a comprehensive high school at the end of the semester, Gateway High School after six weeks, or can possibly stay at Clovis Community Day Secondary. Credit and curriculum requirements are aligned with comprehensive schools in order for the students to make a smooth transition back to their home school, move to the next grade and earn a high-school diploma.

We are dedicated to continual improvement in all aspects of our school. High expectations, accountability, and high standards for our students and staff will provide the foundations for future growth and accomplishments. Our goal is for students to successfully exit CCDS so they can have the opportunity to become involved in the numerous school activities that are offered on a comprehensive campus. If you have any questions or concerns, please feel free to contact us at (559) 327-1980.

Sincerely,

Tom Judd
Principal

School Mission Statement

The mission of Clovis Community Day School (CCDS) is to provide a supportive and structured learning environment where all students can be behaviorally and academically successful. The staff is dedicated to ensuring that all students have the opportunity to achieve their full potential and become productive members of our society in a safe and nurturing environment by developing skills that address the whole student in “mind, body and spirit.”

School Vision Statement

To give ALL students the opportunity to maximize their potential to be responsible, members of our school, community, and society and be lifelong learners in the 21st century

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
Grade 4	1
Grade 5	1
Grade 6	2
Grade 7	1
Grade 8	6
Grade 9	19
Grade 10	5
Grade 11	6
Grade 12	2
Total Enrollment	43

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	25
White	75
Socioeconomically Disadvantaged	100
Students with Disabilities	25

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 Community Day	17-18	18-19	19-20
With Full Credential	2	2	2
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 Clovis Community Day 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	California Collections, Houghton Mifflin (9-12) Literature, Platinum Level; Prentice Hall Literature, Gold Level; Prentice Hall Literature, McDougal Littell (10) The Language of Literature, McDougal Littell (10, 12) The Language of Literature, McDougal Littell (11) American Literature, McDougal Littell British Literature, McDougal Littell The American Experience, Prentice Hall Literature The Language of Composition, Bedford Literature: An Introduction to Reading and Writing, Prentice Hall Readings for Writers, Holt McDougal The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Integrated High School Mathematics Common Core (Mathematics I, II and III) Pearson Integrated High School Mathematics Common Core (Mathematics III) Algebra, California Edition; Prentice Hall Algebra 2, McDougal Littell Geometry: Concepts and Skills, McDougal Littell Geometry, McDougal Littell Precalculus with Limits, Houghton Mifflin Advanced Mathematics, McDougal Littell Calculus of a Single Variable, McDougal Littell Calculus of a Single Variable With Analytic Geometry, Harper-Collins Elements of Calculus and Analytic Geometry, Addison-Wesley Calculus, Scott Foresman Calculus, Houghton Mifflin Statistical Tutor for Elementary Statistics, 9th Edition; Thomson Elementary Statistics, McGraw-Hill Elementary Statistics, 7th Edition; Duxbury Press Elementary Statistical Concepts, Prentice Hall Stats: Modeling the World, Pearson The Practice of Statistics, W.H. Freeman and Company Introduction to the Practice of Statistics, W.H. Freeman and Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Hole's Essentials of Human Anatomy & Physiology, Glencoe Anatomy & Physiology, 5th Edition; Pearson Anatomy & Physiology, McGraw-Hill Anatomy & Physiology, Mosby Biology, Prentice Hall Modern Biology, Holt Biology in Focus, Prentice Hall The Science of Agriculture, Cengage Chemistry, Prentice Hall Modern Chemistry, Holt Chemistry by Zumdahl, Houghton Mifflin AP Environmental Science, McGraw-Hill Living in the Environment, Wadsworth Publishing Environment Science Peoples Earth Science: Geology, the Environment, and the Universe; Glencoe Physics: Principles and Problems, Glencoe Physics for Scientists & Engineers, Thompson-Wiley Physics by Giancoli, 4th Edition; Prentice Hall College Physics, 2nd Edition; Addison-Wesley Earth Science, Prentice Hall Chemistry: Matter and Change, Glencoe Biology of Animals, William C. Brown Publishers Biology of Animals, McGraw-Hill</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>United States Government, Holt McDougal Government in America, 11th Edition; Longman American Government, Houghton Mifflin Government in America, 12th Edition; Longman The American Pageant, 12th Edition; McDougal Littell Economics: Today and Tomorrow, Glencoe Economics, 19th Edition; McGraw-Hill A History of Western Society, 8th Edition; Houghton Mifflin The Americans: Reconstruction Through the 20th Century, McDougal Littell Modern World History: Patterns of Interaction, McDougal Littell Traditions and Encounters, McGraw-Hill Introduction to Psychology, Wadsworth Publishing (AP) AP Psychology, Worth Psychology: An Introduction, Prentice Hall Psychology: Principles in Practice, Holt Understanding Psychology, Glencoe Sociology and You, Glencoe Sociology, Holt World Geography: Building a Global Perspective, Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Clovis Community Day School moved to its current location at the portable school in 2010-11. This facility provides the students with fenced-in playground areas, a basketball blacktop and two baseball/softball fields.

This also includes 10 portable classrooms, a large portable multipurpose room with a kitchen area, a counseling center, portables used for psychological and intervention services, a workroom and a future library presently being used for staff and student meetings. CCDS is located across from the Professional Development Building on the east side of the district office complex.

CCDS provides a clean, safe learning environment. The care and maintenance of the classrooms, office facilities, restrooms, exterior maintenance and landscaping are of the highest priority. Alternative education shares three daytime and two evening custodians who perform basic cleaning operations in each classroom every day. In addition, deep cleaning is conducted twice a year at each site. A planned maintenance meeting is scheduled each year to review school repairs and to discuss future school improvements. When parents and guardians were asked to grade how well the buildings and grounds are maintained at Clovis Community Day School on the 2018-19 School Parent SART Survey, 100% of the parents in grades 4-12 indicated they “strongly agreed” to “agreed” that they were well maintained. The custodial staff maintains a clean and safe learning environment for everyone stepping on to the CCDS campus. Repairs are taken care of in a timely manner and graffiti is removed immediately. Through increased community awareness, school pride and an open-campus policy, we hope to continue to keep vandalism and burglary low.

Staff members are placed on yard duty before school, during lunchtime, breaks and after school at strategic points throughout campus to view student interaction and address visitors to campus. A student relations liaison helps provide a safe school campus along with a school resource officer (SRO).

Clovis Community Day Elementary comprises of two classrooms, and Clovis Community Day Secondary consists of two grade 7-8 classrooms and six grade 9-12 classrooms. CCDS went through new construction in 2014-15 as we added a high school science lab, a Career Technical Education (CTE) classroom (culinary arts) and a new office building that includes a nurse’s and SRO’s office, a conference room, a student responsibility room/center (SRC) and a Resource Specialist Program classroom. Restrooms were added along with a playground area for our elementary students. Junior high and high school restrooms are centrally located in the center of campus. The school secretaries and/or the school nurse, located at the neighboring Gateway High School campus, provide nursing support. Concrete planter boxes, tables and benches, playground areas, and fields allow the students the same opportunity as on comprehensive campuses. Technology is available with document cameras, ceiling-mounted LCD projectors and computers with internet are accessible in every classroom. Currently, all four alternative education schools share one central library that is located at Gateway.

Teachers, instructional aides, school administration, our SRL, the Transitions Team and SRO help maintain a safe school environment by being out to duty on a regular, scheduled basis. Cameras have been installed around campus and all staff members have radios to better communicate needs and issues. According to the 2018-19 School Parent SART Survey, 100% of the parents in grades 4-12 felt that school personnel and site safety procedures are in place to maintain a safe and secure school environment for their child.

Philosophically, the district believes that 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. This bond measure assisted in the construction during the 2014-15 school-year. These bond measure funds were combined with state bond funds and developer fees to initiate projects throughout the district. Funds from Measure A provide improvements at every CUSD school site, including Community Day School.

Since CCDS moved during the summer of 2010, additional improvements have been made to make the campus accommodating to students and support staff needs. Regular school maintenance is provided to keep our campus clean and orderly.

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	Science Lab 14: Water Stain Ceiling Tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 2: Cracks In Concrete 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	24/9	--/9	71	73	50	50
Math	13/0	--/0	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.

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.

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			

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	--/37	--/34	--/92	--/9
Male	--/26	--/23	--/88	--/5
Female	--/11	--/11	--/100	--/18
Black or African American	--	--	--	--
Hispanic or Latino	--/25	--/24	--/96	--/13
White	--/9	--/7	--/78	--/--
Socioeconomically Disadvantaged	--/29	--/27	--/93	--/8
Students with Disabilities	--/9	--/7	--/78	--/--

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	--/37	--/33	--/89	--/0
Male	--/26	--/22	--/85	--/0
Female	--/11	--/11	--/100	--/0
Black or African American	--	--	--	--
Hispanic or Latino	--/25	--/23	--/92	--/0
White	--/9	--/7	--/78	--/--
Socioeconomically Disadvantaged	--/29	--/26	--/90	--/0
Students with Disabilities	--/9	--/6	--/67	--/--

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, combined with the availability of sufficient funding, are the critical factors that influence the success or failure of any school. Without this support, schools cannot be expected to produce the results desired for students. Clovis Community Day School benefits from strong community support including the Foundation as evidenced by the facilities and other factors under the control of the school board and CUSD administration.

Parents are encouraged to volunteer with the school in a variety of ways, and involvement opportunities are discussed at the intake meeting. Other areas where parents can become involved include the following:

- Intake and exit meetings
- High School and Jr. High Exit Celebration Dinner
- Local Control and Accountability Plan (LCAP) Committee Planning
- Healthy Start Support Services and meetings
- Healthy Start Health Fair
- Pastries with Parents/Goodies with Guardians Back-to-School Events
- Transitions Community Resource Center
- IDAC parent meetings
- Title I meeting in October
- School Site Council (SSC) meetings
- School Assessment Review Team (SART) meetings
- Student Attendance Review Board (SARB)
- WASC accreditation process
- Student Study Team meetings
- Individualized Education Program (IEP) and Section 504 meetings
- Disciplinary reviews

If you have any questions or would like to volunteer at the school, you may contact community member Greg Johnson at (559) 327-1980.

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

On an annual basis, Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two 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 proud and pleased 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)
- District Indian Education Parent Advisory Committee (IPAC)
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC) and School Advisory Committee (SAC)
- School and District level School Assessment Review Team (SART)
- District Learner Advisory Committee (DELAC)
- Intercultural and Diversity Advisory Council (IDAC)
- District Migrant Education Parent Advisory Committee (DMEPAC)
- 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 schoolwide 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 www.cusd.com/supplementalservices.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to <http://www.cusd.com/supplementalservices>.

School Site Council (SSC): All schools receiving categorical funds are required to form an 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 provided to students who are disadvantaged, English learners (EL), 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 as well as 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 student (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 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 assists in developing an annual plan 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 schools, 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	27.3/32.1	23.8/33.5	12.0/32.6
Expulsions Rate	0.0/5.0	0.0/3.6	8.0/7.1

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*	6.7

* 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)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
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+
4									1	1		
5					4	1			1	1		
6	5	1			5	1			2	1		
Other**	10	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 at CCDS to ensure the staff keeps abreast of new instructional strategies, innovative teaching techniques, current trends in education and applied technology in the field of education.

Staff development is collaboratively selected by the staff and administration from a yearly staff survey. For the last several years, the focus has been on the following areas: team building activities, universal screening, Positive Behavioral Interventions and Strategies (PBIS), MTSS/RtI, inservices on new textbook materials, Ruby Payne strategies, aligning and revising our quarterly benchmark assessments to the Common Core, developing professional learning communities (PLC), the use of technology in education (such as using achievement data to lead instruction), technology as an instructional tool, social emotional learning, Stop the Bleed, Digital Citizenship and discipline strategies. Our focus in technology and teaching strategies provide teachers with an alternative teaching modality. Multiple modalities offer students avenues to success. Credit recovery classes also utilize technology.

Alternative education continues to address strategies with the at-risk students and training the teacher to use student-testing data to drive instruction. It continues to be addressed through PLC meetings, faculty meetings, and conferences. During staff and PLC meetings, teachers share best practices, establish school goals, discuss behavioral strategies, review curriculum, participate in articulation meetings, and discuss progress toward goal attainment.

Staff development this year will continue to integrate more hands-on learning and activities into the classrooms as well as focus on technology and instructional strategies to help raise student achievement. There will also be a focus on revising pretests and post-tests that help prepare students for the CAASSP test. Teachers also discuss behavioral situations that occur on campus and how to better support our student population, MTSS and the establishment of an intervention team, review intervention resources, and provide support groups to assist students in changing behaviors so they can better focus on learning.

We will also continue to improve team building and curriculum articulation between elementary, intermediate and high school as related to common instructional strategies. Teachers are encouraged to take advantage of professional growth opportunities that reinforce the subject content standards. Release time to visit classrooms is provided to support staff development topics. Additional site and district staff development opportunities may be provided for conferences and in-services offered through our CI & A Department, including release time to develop new programs and share strategies.

Staff development time along with PLC collaboration is also provided during staff meetings.

Teachers are supported through implementation of new instructional strategies by the observation process and reflective conversations. Individual conferences are conducted with each teacher to discuss classroom instruction and to collaboratively develop teacher self-evaluations so the teachers can target areas of improvement and praise teachers for their areas of strength. Data is collected through the quarter benchmark assessments. A yearly meeting also takes place with every teacher to review individual goals and their self-evaluation.

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 may have included: curriculum training, utilization of AVID strategies, Visible Learning, multi-tiered systems of support or RtI, 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	\$26,317	\$565	\$25,752	82,101.18
District	N/A	N/A		\$70,643.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		15.0
School Site/ State	109.7	-0.4

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 (EL's) 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 (LEA's) 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>.