Cole Elementary School

615 W Stuart Ave. • Clovis, Ca 93612 • (559) 327-6200 • Grades K-6
Marshall Hamm, Principal
marshallhamm@cusd.com
www.cole.cusd.com

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

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

District Governing Board

Christopher Casado
President

Tiffany Stoker Madsen
Vice-President

Susan K. Hatmaker
Clerk

Hugh Awtrey
Member

Ginny L. Hovsepian
Member

Elizabeth "Betsy" Sandoval
Member

Steven G. Fogg, M.D
Member

District Administration

Eimear O'Farrell
Superintendent

Principal's Message

As you read Cole Elementary's School Accountability Report Card for the 2018-19 school year, I believe you will find a picture of a school with a solid record of providing a quality education, faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a diverse student body that is motivated to perform well both academically and in co-curricular programs. All of these factors are the reason Cole Elementary continues to be successful year after year, receiving recognition three times as a California Distinguished School. Cole Elementary continued this tradition of excellence this past school year by being awarded the Bonner Character Award, California Business for Education Excellence, Civic Learning Award of Merit, Common Sense Media-Digital Citizenship Award, Clovis Unified CLASSI Award, and the California PBIS School-Sliver Award. Cole's mission statement provides the template to ensure that Cole strives to promote educational growth, productive citizenship and lifelong learning through quality instruction that is aligned with the California state standards. Our motto, "PAW Pride: Be Positive, Be Accountable, and Be Wise About Safety," reflects our belief that through hard work, having a positive attitude, and being accountable for one's actions, students will be successful academically. We urge you to become involved at Cole Elementary School. Research shows that children who have parents involved at school generally perform better. We look forward to working with you!

Sincerely,
Marshall Hamm
Principal

School Mission Statement

The Cole Elementary School mission is to support all students in becoming successful learners.

School Vision Statement

Cole Elementary envisions a community of lifelong learners built on a foundation of collaboration, mutual responsibility and maintaining high expectations for all students to reach their fullest potential in mind, body and spirit.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	115
Grade 2	89
Grade 3	106
Grade 4	75
Grade 5	114
Grade 6	116
Total Enrollment	734

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1.2
Asian	8
Filipino	1.8
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	0.1
White	36
Two or More Races	3.8
Socioeconomically Disadvantaged	58.3
English Learners	4.6
Students with Disabilities	9.8
Foster Youth	0.7
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Cole Elementary	17-18	18-19	19-20
With Full Credential	33	34	
Without Full Credential	1	0	
Teaching Outside Subject Area of Competence	1	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Cole Elementary School

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

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company 2017 A Legacy of Literacy, Houghton Mifflin 2003 California Collections, Houghton Mifflin 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	My Math, McGraw-Hill (K-5) 2014 California Mathematics, Glencoe/McGraw-Hill (6-8) 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, Scott Foresman 2008 California Science, Houghton Mifflin 2009 Focus on Earth Sciences, McDougal Littell 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Discovering Our Past: Ancient Civilizations, 2006 Glencoe/McGraw-Hill Learn and Work, Scott Foresman 2007 Time and Place, Scott Foresman 2007 Reflections, Houghton Mifflin 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cole Elementary was originally built in 1958 and has been very fortunate to have completed multiple remodeling projects. During the summer of 2015, Cole under-went a complete remodel. Each classroom was completely redone, the kitchen was remodeled for better efficiency, the library and computer lab were completely restructured, and the main office was expanded and improved. During the summer of 2019 the Multi-Purpose Room was completely remodeled and updated. An amphitheater was added on the north side of campus to provide opportunities for outdoor assemblies and rallies. We provide a clean, safe environment for learning. Our custodial staff consists of one daytime lead custodian and two evening custodians who perform basic cleaning operations daily and maintain the grounds and buildings. We also have a grounds com-missioner as part of our student council.

In addition, we conduct deep cleaning two times a year at each site. Our SART committee conducts eight clean-campus inspections each year. This committee of community members inspects the campus grounds and restrooms on a regular basis to provide feedback. When we asked parents to grade how well the buildings and grounds are maintained at Cole, over 90% rated the grounds as good to excellent. Removing graffiti is a top priority, thus, we remove it immediately. We strive to improve student responsibility and community support in keeping our campus safe and clean.

Through increased community awareness, school pride, and an open campus policy, we hope to keep vandalism and burglary to an all-time low. Teachers, campus monitors and parent volunteers are on duty whenever students are outside the classroom in an effort to maintain student safety at all times.

The school features well maintained athletic fields used for multiple sports encompassing all seasons; a large newly remodeled multipurpose room used as a lunchroom and for performing arts, wrestling and assemblies; and a Library Media Center (LMC), which is managed by a library media technician and houses a computer lab managed by a technology teacher with internet access and thousands of books; and 35 classrooms.

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

Recent improvements include the installation of new carpet throughout the classrooms and office, the addition of two outdoor retaining walls and several concrete walkways, the replacement of windows in many classrooms, upgraded restrooms, landscaping improvements, and several minor projects improving the aesthetics of the campus. Attention is focused annually on the drop-off and pick-up zone, where improvements are continuously being made to improve safety. We just completed our snack-bar remodel.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	K-1, K-2: Soap Dispenser Is Leaking; K-1: Water Damage On Counter Top; P-34: Wall Has Tears And Holes At Entry
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Snack Bar: 2 Light Panels Are Out; P-30 Cc: Fan Is Rattling
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	R-8, 13, 15, 16, 17: Items Are Stacked On Shelves (Earthquake Hazard); P-31 Pre Sch: Fire Extinguisher Cover Is Missing; P-29, 32: Paint Is Chipping On Railing; R-21: Paint Is Chipping On Window Trim
Structural: Structural Damage, Roofs	Good	Snack Bar: Exterior Wall Is Cracked At Room Sign
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P-31 Pre Sch: Weather Stripping Is Loose On Windows; Library/ Media Ctr: Cracks In Concrete Walkway At Entry (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	54	58	71	73	50	50
Math	46	50	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	14.2	27.4	52.2

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	404	396	98.02	58.33
Male	210	205	97.62	53.66
Female	194	191	98.45	63.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00	59.46
Filipino	--	--	--	--
Hispanic or Latino	189	186	98.41	52.69
White	142	139	97.89	63.31
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	236	229	97.03	44.54
English Learners	32	32	100.00	40.63
Students with Disabilities	35	33	94.29	21.21
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	403	395	98.01	49.87
Male	210	205	97.62	52.68
Female	193	190	98.45	46.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00	62.16
Filipino	--	--	--	--
Hispanic or Latino	188	185	98.40	45.95
White	142	139	97.89	50.36
Two or More Races	18	18	100.00	72.22
Socioeconomically Disadvantaged	235	228	97.02	39.91
English Learners	31	31	100.00	38.71
Students with Disabilities	34	32	94.12	12.50
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Cole enjoys the benefits of a very supportive community and provides a variety of options for parents who want to be involved. Since 1973, CUSD has benefited from the formation of a parent advisory group known as the School Assessment Review Team (SART). SART committees meet on a quarterly basis and provide a forum for school personnel and interested parents to meet and discuss items related to the effectiveness of the school's operation. Parents may also become involved at school by joining the Cole Foundation, a very active group that organizes activities and fundraisers for the school. In addition, parents may volunteer in the classroom or as crossing guards; serve on various committees, such as the School Site Council (SSC), English Learner Advisory Committee (ELAC) or Intercultural Diversity Advisory Council (IDAC); and participate in a wide variety of other activities. Community pride, support and involvement continue to be a major factor in Cole's success. For more information on how to become involved at the school, please contact Heidi Powell, Cole's SART coordinator at (559) 790-1517, or PTC President Jennifer Latham at (559) 289-8418.

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
Cole has as school safety plan and School Crisis Intervention Plan on file and available to all parents as well as the general public. Both plans are reviewed and updated annually. Most recently, the school safety plan was updated in January 2019. The staff develops the plans with input from parents and community members to ensure a safe and nonviolent environment on all of the CUSD campuses.

The school safety plan covers a variety of situations such as injuries, acts of violence, earthquakes and suicide. In addition, Cole utilizes a "safety week" each month to review and discuss safety procedures with both faculty and students. A safety drill is practiced and reviewed each month as well. Cole has four campus monitors who provide adult supervision during both cafeteria and playground lunches. Cole faculty and staff have assigned duties before school, during recess and after school. Parent volunteers also help provide additional supervision before and after school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.2	2.4
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)	5.0
Other	.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		5		20	2	5		19	2	4	
1	25		4		23		4		25		4	
2	26		3		26		4		25		4	
3	23		5		26		3		26		4	
4	37			3	33		1	2	37			2
5	29		3		33		1	3	31		3	
6	30		4		23	2		3	28	1	2	2
Other**	11	2							9	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

Many factors determined staff-development needs during the 2017-18 year, including teacher needs, assessment, and formal and informal discussions between faculty and the administration. Areas of priority included the following:

- Strategies for improving student achievement in math
- Strategies for improving student achievement in reading comprehension, including utilizing social science and science text for reading instruction
- Closing the achievement gap with our Focus Group Students
- Developing the Positive Behavioral Interventions and Supports (PBIS) program to reward positive behaviors

Teachers: Professional-growth time for teachers is provided each week on early-release Wednesdays. During this time, teachers share best practices and strategies; review student performance data to inform instruction, intervention and reteaching; and provide information gleaned from conferences.

Teachers are aware of school and district funds that provide for substitutes so that staff may observe other exemplary teachers, meet in grade-level articulation sessions or attend conferences that focus on student achievement.

Teachers, upon their return from these conferences, share valuable information with their colleagues. The district also provides professional growth opportunities that offer demonstration school forums and educational seminars. New teachers to the profession or grade level receive further support through the many workshops of the Beginning Teacher Sup-port and Assessment (BTSA) program and through their association with individual support providers.

Cole places strong emphasis on professional growth and provides many formal and informal avenues for teachers to continue their development.

Paraprofessionals and other school personnel: Cole believes that paraprofessionals and other school personnel make a strong and valuable impact on students and their efforts toward educational excellence. All personnel are made aware of the availability of school and district staff development and training funds. Personnel are invited to attend meet-ngs in which school resources are being allocated, participate in forums on current educational topics, attend school commit-tees and be involved in the planning of the yearly program.

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

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

FY 2017-18 Teacher and Administrative Salaries

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

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

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,361	$347	$5,014	78,111.46
District	N/A	N/A	$5,290	$70,643.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.4	10.0
School Site/ State	-39.8	-5.3

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

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

Types of Services Funded

"Children Are Our Most Precious Resource"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Categorical Program Descriptions
After School Safety and Education Funds (ASES): This state funded and administered program provides three-year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
1. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
2. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
3. Title I, Part A Equity Performance and Improvement Program: Designed to support and build capacity within school districts and schools to promote equity for disadvantaged student populations in California schools. The CEPIP will build the capacity of school districts and schools in order to implement proven or promising evidence-based program and practices, specially targeted at building equity and narrowing the achievement and opportunity gaps for all underserved students.
4. Title I, Part C (Migrant Education Program): A federal-funded program focused on providing services for migratory students and their families.
5. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs.
6. Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
7. Title IV, Part A Student Support and Academic Enrichment: The Student Support and Academic Enrichment program under Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local education agencies (LEAs) to meet the goals of the

ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students

8. Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

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

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.