

CLOVIS COMMUNITY DAY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



Clovis CDS (Elementary - GRADES 4-6)
655 David E. Cook Way Clovis, CA 93611
Phone: (559) 327-1980 Fax: (559) 327-1989
Website: www.clovisusd.k12.ca.us/gee

Clovis CDS (Secondary - GRADES 7-12)
655 David E. Cook Way Clovis, CA 93611
Phone: (559) 327-1980 Fax: (559) 327-1989
Website: www.clovisusd.k12.ca.us/gee

Steve France
Assistant Superintendent
Tom Judd
Principal

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 this document represents the 2007-08 school year.

Clovis Community Day School (CCDS) was established as one self-contained classroom in August 2003 to serve special at-risk students in grades 4-6 who have 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 (seven classrooms, grades 7-12).

Presently, Clovis Community Day School has one elementary classroom (grades 4-6), two intermediate classrooms grades (7-8), two classrooms (grade 9), and three classrooms (grades 10-12). 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 socio-economic, physical, and/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 meet 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 4-9 may complete their intervention plan and return to their home school within 6-18 weeks with a recommendation from their teacher, support from SSSA and approval from their comprehensive site. Appropriate students in grade 10-12 may transfer to a comprehensive high school at the end of the semester, Gateway High School after six weeks, or 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, pass the California High School Exit Exam (CAHSEE), and earn a high school diploma.

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Dr. David E. Cash
Superintendent

Mission Statement

To be a quality educational system providing the opportunity for all students to reach their potential in mind, body, and spirit

"Where Character Counts!"



"Be the Best You Can be in Mind, Body, Spirit"



Class Size

The bar graphs display the three-year data for average class size.

■ 06-07 □ 07-08 ■ 08-09



"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."

Principal's Message

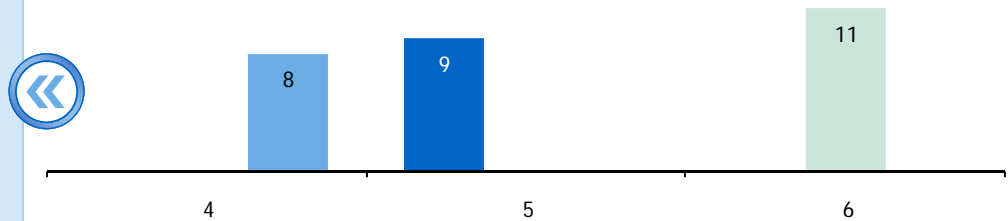
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We are dedicated to continual improvement in all aspects of our school. High expectations, accountability, and high standards for our students and staff will provide the foundations for future growth and accomplishments. If you have any questions or concerns, please feel free to contact us at (559) 327-1980.

Sincerely,

Tom Judd, Clovis Community Day School Principal

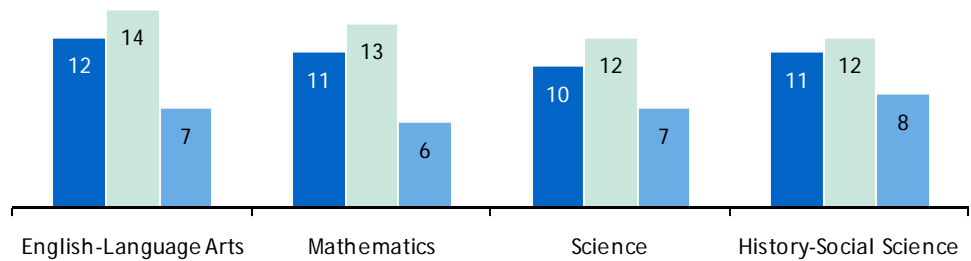
Class Size: Clovis Community Day School (Elementary)



Class Size Distribution — Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
4							1		
5	1								
6				1					

Class Size: Clovis Community Day School (Secondary)



Class Size Distribution — Number of Classrooms By Size

Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	7			7			12		
Mathematics	8			8			12		
Science	5			5			7		
History-Social Science	6			7			7		

Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Holt, Rinehart & Winston <i>World Literature</i>	1993
English-Language Arts	McDougal Littell <i>Cultural Perspectives</i>	1993
English-Language Arts	Scribner <i>American Literature</i>	1993
English-Language Arts	Scribner <i>English and Western Literature</i>	1993
English-Language Arts	Foresman <i>Bible As in Literature</i>	1994
English-Language Arts	BLP <i>Bible and It's Influence</i>	1996
English-Language Arts	Harcourt <i>Prose Models</i>	1996
English-Language Arts	McDougal Littell <i>Language Network</i>	2000
English-Language Arts	Norton <i>Norton Reader</i>	2000
English-Language Arts	Zondervan <i>Holy Bible NIV</i>	2000
English-Language Arts	National Textbook <i>World Mythology</i>	2002
English-Language Arts	Prentice Hall <i>American Experiences in Literature</i>	2002
English-Language Arts	Prentice Hall <i>Literature Gold/Platinum</i>	2002
English-Language Arts	McDougal Littell <i>The Language of Literature</i>	2002
English-Language Arts	Prentice Hall <i>Literature An Introduction to Reading and Writing, 7th Ed. (AP)</i>	2004
English-Language Arts	McDougal Littell <i>Language of Literature - World</i>	2006
English-Language Arts	McDougal Littell <i>American Literature</i>	2009
English-Language Arts	McDougal Littell <i>Literature 10</i>	2009
Mathematics	Prentice Hall <i>Elementary Statistical Concepts</i>	1986
Mathematics	Houghton Mifflin <i>Advanced Mathematics and PreCalculus</i>	1992
Mathematics	Duxbury Press <i>Elementary Statistics, 7th Ed.</i>	1996
Mathematics	Harper Collins <i>Calculus of Single Variables</i>	1996
Mathematics	McGraw Hill <i>Elementary Statistics: A Step by Step Approach</i>	2001
Mathematics	Prentice Hall <i>Pre-Algebra</i>	2001
Mathematics	Prentice Hall <i>Algebra (California Edition)</i>	2001
Mathematics	McDougal Littell <i>Advanced Math</i>	2003
Mathematics	McDougal Littell <i>Geometry: Concepts</i>	2003
Mathematics	Wadsworth <i>Elementary Statistics, 9th Ed.</i>	2004

Textbooks and Instructional Materials

Clovis Unified School District sets a high priority upon ensuring that there are sufficient textbooks and materials to support each school's instructional program. CUSD Board Policy No. 3301 establishes criteria and procedures for the adoption of textbooks. Textbook selection is done by District, grade level, and subject area committees coordinated by District curriculum and instruction administrators. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit. This commitment is clearly visible as indicated in the 2009 Parent SART Survey, with 98% of the parents grading the quality of instructional supplies as "satisfactory" to "excellent".

The Department of Special Projects continues to support the school sites with funding that allows the sites to purchase supplementary instructional materials for English learners in kindergarten through twelfth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to State Standards.

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Textbooks and Instructional Materials

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Clovis Unified continues to purchase Standards-aligned textbooks each year with new adoption cycles per core area. However, there are many textbooks still in use by schools and teachers that are outside the adoption cycle. The reason for this is threefold: 1) these texts are still valuable instructional resources in use by teachers and students, 2) all are correlated to the academic content standards for delivery of curriculum, and 3) some may be in areas that do not have explicit academic core content standards (e.g. zoology, anatomy/physiology).

All students in visual and performing arts classes (which include drama, dance, instrumental, vocal, art, ceramics, and photography) have access to the appropriate textbooks.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Textbooks and Instructional Materials

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Textbooks and Instructional Materials List

Subject	Textbook	Adopted
Mathematics	Houghton Mifflin <i>Calculus w/Analytical Geometry, 7th Ed.</i>	2005
Mathematics	Houghton Mifflin <i>Pre-Calculus with Limits</i>	2005
Mathematics	WH Freeman <i>Introduction to the Practice of Statistics</i>	2005
Mathematics	McDougal Littell <i>Calculus of a Single Variable</i>	2006
Mathematics	McDougal Littell <i>Algebra 2</i>	2007
Mathematics	McDougal Littell <i>Geometry</i>	2007
Mathematics	McDougal Littell <i>Algebra Readiness</i>	2008
Science	Mosby <i>Biology of Animals</i>	1990
Science	Prentice Hall <i>Physics by Giancoli, 4th Ed.</i>	1995
Science	Wadsworth <i>Living in the Environment</i>	1998
Science	Willaim Brown Publishing <i>Biology of Animals</i>	1998
Science	Cengage <i>Science of Agriculture</i>	1999
Science	Mosby <i>Anatomy and Physiology</i>	1999
Science	Addison Wesley <i>Conceptual Physical Science</i>	2000
Science	McGraw Hill <i>Anatomy and Physiology</i>	2000
Science	Prentice Hall <i>Focus on Physical Science</i>	2001
Science	Delmar <i>Agricultural Science Fundamentals and Applications</i>	2002
Science	Glencoe <i>Chemistry: Matter & Change</i>	2002
Science	Glencoe <i>Earth Science Geology</i>	2002
Science	Glencoe <i>Physics</i>	2002
Science	McGraw Hill <i>Biology</i>	2002
Science	Thompson Learning <i>Science of Agriculture: A Biological Approach</i>	2002
Science	Prentice Hall <i>Chemistry</i>	2003
Science	Thomson/Wiley <i>Foundations of College Chemistry</i>	2004
Science	Thomson/Wiley <i>Physics for Scientists and Engineers</i>	2004
Science	Glencoe <i>Biology: Dynamics of Life</i>	2005
Science	Holt, Rinehart & Winston <i>Decisions for Health</i>	2005
Science	Holt, Rinehart & Winston <i>Lifetime Health</i>	2005
Science	Houghton-Mifflin <i>Chemistry, by Zumdahl, 7th Ed. (AP)</i>	2005
Science	McGraw Hill <i>Environmental Science</i>	2005
Science	Pearson <i>Biology</i>	2005

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Textbooks and Instructional Materials

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Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Science	Thomson-Wiley <i>Foundations of College Chemistry</i>	2005
Science	Holt, Rinehart & Winston <i>Modern Biology</i>	2006
Science	Holt, Rinehart & Winston <i>Modern Chemistry</i>	2006
Science	Prentice Hall <i>Earth Science</i>	2006
Science	Addison Wesley <i>Conceptual Physical Science (Science 1)</i>	2007
Science	Glencoe <i>Hole's Human Anatomy and Physiology</i>	2007
Science	Holt <i>Life Science</i>	2007
Science	Pearson <i>Human Anatomy and Physiology, 5th Ed.</i>	2007
Science	Prentice Hall <i>Biology</i>	2007
Science	Prentice Hall <i>Chemistry</i>	2007
Science	Prentice Hall <i>Earth Science</i>	2007
History-Social Science	Houghton Mifflin <i>History of Western Society, 5th Ed.</i>	1995
History-Social Science	Houghton Mifflin <i>American Pageant</i>	1998
History-Social Science	Glencoe <i>Economics Principles</i>	1999
History-Social Science	Prentice Hall <i>World Geography</i>	1999
History-Social Science	Houghton Mifflin <i>American Government</i>	2001
History-Social Science	McDougal Littell <i>The Americans</i>	2001
History-Social Science	McDougal Littell <i>American Pageant</i>	2002
History-Social Science	McGraw Hill <i>Economics, 15th Ed.</i>	2002
History-Social Science	Glencoe <i>Economics: Today & Tomorrow</i>	2003
History-Social Science	Glencoe <i>Traditions & Encounters, A Global Perspective (AP World History)</i>	2003
History-Social Science	Glencoe <i>Traditions and Encounters</i>	2006
History-Social Science	Longman <i>Government in America, 10th Ed.</i>	2006
History-Social Science	Glencoe <i>Discovering Our Past: Medieval and Early Modern Times</i>	2007
History-Social Science	Glencoe <i>Economics</i>	2007
History-Social Science	Harcourt Reflections	2007
History-Social Science	McDougal Littell <i>Modern World History: Patterns of Interaction</i>	2007
History-Social Science	McDougal Littell <i>The Americans: Reconstruction to the 21st Century</i>	2007
History-Social Science	Scott Foresman	2007
History-Social Science	Holt <i>United States Government</i>	2009

Note: This data was most recently collected and verified in October 2009.



Public 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 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. For information on usage of Fresno County public libraries, including public use of computers with Internet access, please call (559) 488-3195 or visit www.fresnolib.org.





School Facilities

Clovis Community Day School was established in 2003 as a one room elementary school. It expanded to include intermediate high classrooms in 2004 and three high school classrooms were added the following year. Presently, there are eight portable classrooms, one multi-purpose room and one office building, but most of the portables are less than 10 years old. CCDS is located directly east and south of Gateway High School and north of the District's Professional Development Building.

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 two 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. When asked to grade how well the buildings and grounds are maintained at your child's school on the 2009 School SART Survey, 100% grades 4-6 and 91% grades 7-12 indicated they were "satisfactory" to "excellent." Graffiti is removed immediately. Through increased community awareness, pride, and an open campus policy, we hope to continue to keep vandalism and burglary low.

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School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

In order to maintain our facilities in top condition, CUSD has utilized the services from a 3rd party to perform the 2009-10 *William's* Inspection utilizing the Facilities Inspection Tool (FIT). This will allow Clovis Unified to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings) <u>Repair Needed:</u> Torn tack board on west wall and holes in restroom ceiling tiles. Damaged ceiling tile in north-west corner. On west wall, possible dry rot located on bottom of wall. <u>Action Taken or Planned:</u> Ceiling tiles will be replaced and other repairs will be made prior to February 1, 2010.*		✓		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) <u>Repair Needed:</u> Laminate edge on sink cabinet coming off. <u>Action Taken or Planned:</u> Repairs will be made prior to February 1, 2010.*	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds <u>Repair Needed:</u> Fence behind P-5 that separates the shopping center and back of the portables has been cut open. Large tree growing between P-4 and P-5. <u>Action Taken or Planned:</u> Repairs will be made prior to February 1, 2010.*	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on December 30, 2009, and the inspection form was most recently completed on December 30, 2009.

* For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be done before the end of the 2009-10 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Facilities

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Clovis Community Day Elementary is made up of one classroom and Clovis Community Day Secondary is made of two grade 7 and 8 classrooms, two freshman classes and three grade 10-12 classrooms. One main office has an entry counter and secretary area with separate offices for the guidance learning director, principal, and a conference room. A second office area is a part of two portable classrooms accommodating the RSP teacher, mentoring counselor, and mentoring coordinator. Restrooms are located in a separate room of most classrooms. The school secretary and/or the school nurse, located at the neighboring Gateway High School campus, provide nursing support. Cement and picnic benches, lighting, security cameras, and pedestrian walkways have been added outside of campus. Technology is available with a TV, VCR/DVD, overhead projector, LCD projector, dot camera and computers with internet in every classroom. All four Alternative Education schools share one central library that is located at Gateway.

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. CUSD participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

On March 2, 2004, voters within the CUSD approved Measure A. This bond measure of \$168 million will be combined with State bond funds and developer fees to produce \$246 million in projects throughout the District. Funds from Measure A financed the District's fifth comprehensive high school and intermediate school, three new elementary schools, and the purchase of one additional elementary school site. Building additions, remodels, and/or site improvements will take place at all District schools. In addition to this new construction, modernization and renovation projects are underway at several of our older school facilities. With the passage of Measure A, the CUSD Governing Board has committed to the community that there will be no other bond requests until 2010 at the earliest.

Improvements completed during 2007-08 include:

- A new parking lot east of the elementary classroom.
- A new pull station on site for fire alarms.
- New sensor fire alarms in every room on campus.
- A multipurpose room for breakfast, lunch, recreation, and meeting place for assemblies.
- New sidewalk leading to the new parking lot.
- New outside water hose bib.

Improvements completed during 2008-09 include:

- The addition of two freshman portables
- A fence in the PE field to separate the students from CCDS and Gateway
- A new sign designating the location of Clovis Community Day School
- A gate to enter the outside PE field area
- New sod was placed around the PE gate area
- Additional cafeteria appliances

Two freshman portable classrooms with restrooms will be moved on the CCDS campus for the 2009-10 school year. Landscaping, sod and irrigation will be added to the front of the school and the area between the elementary and new freshman portables. Fencing will be added to separate the freshman students from the elementary and grade 10-12 students. Concrete will be placed in front of the freshman portable classrooms as well as a walk way to the front of the school. Outdoor drinking fountains will be added in front of the freshman classrooms and by the elementary classroom. The older freshman portable will be painted on the inside. Infrastructure for internet access will be added to the freshman portables.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$2,510,508 for the Deferred Maintenance Program. This represents 0.8% of the District's general fund budget.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate		
Clovis CDS		
06-07	07-08	08-09
3.905	3.645	5.527
Clovis USD		
06-07	07-08	08-09
0.137	0.140	0.145
Expulsion Rate		
Clovis CDS		
06-07	07-08	08-09
0.016	0.105	0.200
Clovis USD		
06-07	07-08	08-09
0.001	0.001	0.001





NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The table below and the table on page 10 show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



School Safety

Alternative Education (including CCDS, Enterprise High School, and Gateway High School) has a comprehensive School Safety Plan and School Crisis Intervention Plan on file and both are available to parents and the public. Management, staff, and parents annually review each school plan and updates are made at faculty meetings throughout the year. Most recently, the plan was updated in February 2009. Specific areas of focus, coupled with appropriate strategies to address concerns, are emphasized. Staff and students reviewed and conducted a variety of safety drills during 2008-09 including evacuations, earthquake, fire, and lockdown drills. The staff is trained regarding each type of emergency and an emergency flip chart is kept in a handy location for reference.

In order to know and easily identify students, a digital picture is taken of every student enrolling at CCDS; ID cards are provided for each student; and individual color class pictures are provided for staff, police, and bus drivers. Two security cameras were installed during the summer of 2003 to monitor potential safety issues. Restrooms have been built in every classroom (grades 4-12) for safety and control instead of one central location. One full-time probation officer is located in the Healthy Start portable. Community Day School has a Student Relations Liaison (SRL) that oversees the Student Responsibility Center (SRC). A CUSD police officer is also located on the Gateway campus for additional assistance in safety matters.

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Percentage of Students Scoring At Proficient or Advanced Levels

	Clovis CDS (Elementary)			Clovis CDS (Secondary)		
	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	8%	❖	❖	11%	6%	14%
Mathematics	8%	❖	❖	8%	8%	23%
Science	❖	❖	❖	5%	❖	18%
History-Social Science	❖	❖	❖	5%	0%	7%
	Clovis USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	62%	65%	68%	43%	46%	50%
Mathematics	60%	64%	65%	40%	43%	46%
Science	56%	64%	67%	38%	46%	50%
History-Social Science	47%	51%	55%	33%	36%	41%

Note: The district STAR results for the percentage of students scoring at proficient or advanced levels include the scores from all students in grades 2-11 combined at Clovis USD.

- ❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
- ❖ Not applicable.

School Safety

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On the 2009 School SART survey, 97% of the grades 4-6 parents and 85% of the grades 7-12 parents surveyed felt the school maintained a safe and secure school environment with a "satisfactory" to "excellent" rating.

The capacity of CCDS is 120 students; 15 maximum in each classroom. The student-to-teacher ratio is lower than other programs in the District in order to meet the needs of students who require a high degree of individual attention. Administration, teachers, and instructional assistants supervise the school area before, during, and after the school day. An electric cart provides mobility for trips to the other alternative education campuses and support services as needed by the principal, teachers, and other staff members. About 70% of students are transported by school bus, with the balance either walking or being dropped off and picked up by car.



Enrollment and Demographics

The total enrollment at Clovis Community Day School (Secondary) was 47 students for the 2008-09 school year.

Due to low enrollment, no demographics chart is shown for Clovis Community Day School (Elementary). The total enrollment at the school was eight students for the 2008-09 school year.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

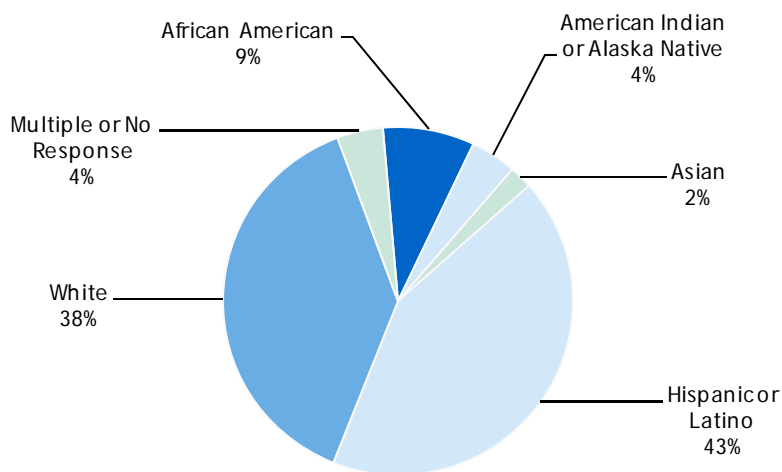
-Clovis Community Day School (Secondary)

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	14%	27%	❖	11%
Female	14%	16%	❖	❖
Economically Disadvantaged	11%	22%	❖	0%
English Learners	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	10%	17%	❖	❖
Pacific Islander	❖	❖	❖	❖
White	19%	31%	❖	12%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Enrollment and Demographics

-Clovis Community Day School (Secondary)



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Clovis Community Day School. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Clovis CDS (Secondary)			Clovis USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	91.4%	90.8%	91.0%	91.4%	90.8%	91.0%	83.4%	80.6%	80.2%
1-year Dropout Rate	18.9%	36.6%	29.3%	1.6%	2.1%	2.0%	3.5%	4.4%	3.9%

Professional Development

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: use of technology in education (such as using achievement data to lead instruction); development of individual teacher Web pages; technology as an instructional tool; attendance; grading programs; mark reporting; plus all technology programs (PowerPoint, Word, Excel); and how to motivate the unmotivated and at-risk student. Our focus in technology and teaching strategies provides teachers with an alternative teaching modality. Multiple modalities offer students avenues to success.

Continued on sidebar

Professional Development

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Alternative Education continues to address strategies with the at-risk student and training the teacher to use student-testing data to drive instruction. It continues to be addressed through three full staff development days, faculty meetings and conferences. At staff meetings, teachers share best practices, establish school goals, review curriculum, participate in articulation meetings, and discuss progress towards goal attainment.

Staff development will take place in the following areas based on a staff survey and informal discussions with staff and administrative evaluations: team building; developing instructional strategies; current trends in school violence, gang activities and drug awareness; character development; curriculum articulation between elementary, intermediate and high school as related to the California content standards; technology development; and coordinating discipline consistency and collaboration. 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 inservices including release time to develop new programs and share strategies. We continue to dedicate three full days a year to staff development and professional growth.



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitness-gram*[®] as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitness-gram*[®] is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Clovis Community Day School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria						
	Clovis CDS (Elementary)		Clovis CDS (Secondary)		Clovis USD	
Met Overall AYP	Yes		Yes		Yes	
AYP Criteria	English-Language Arts	Math	English-Language Arts	Math	English-Language Arts	Math
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes	Yes	Yes
API	Yes		Yes		Yes	
Graduation Rate	✧		Yes		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program			
	Clovis CDS (Elementary)	Clovis CDS (Secondary)	Clovis USD
Program Improvement Status	Not In PI	Not In PI	Not In PI
First Year of Program Improvement	✧	✧	✧
Year in Program Improvement	✧	✧	✧
Number of Schools Identified for Program Improvement			2
Percent of Schools Identified for Program Improvement			4.4%

✧ Not applicable.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Clovis CDS (Secondary)
	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	27.6%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆

◆ Information not available.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
	Clovis CDS (Secondary)
	08-09
Number of Pupils Participating in CTE	◆
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	◆
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	26.0%

◆ Information not available.

Career Technical Education Programs

One teacher develops the curriculum for two sections for Careers AB each semester. Guest speakers from the military, community employers, and employees and union representatives make presentations to students throughout the school year. Field trips to community businesses, colleges, and other organizations are conducted in alignment with appropriate classes. The career teacher actively promotes the school-to-work program and frequently coordinates and combines efforts with the academic teachers.

Teachers measure success by noting the increase of students participating in employers' visits, increased class enrollment, attendance at optional workshops, and interest in after-school employment. During the 2008-09 school-year, work permits were issued to students with some enrolling in Work Experience and Youth Employment Service (YES) program. Special Education has a separate work program available to special needs students.

CUSD has a District administrator, Diane Genco, who coordinates the Career Technical Education (CTE) program and is the primary representative for the Career Technical Advisory Committee. The industries represented are agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; fashion and interior design; finance and business; health science and medical technology; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation.

CTE is a federal act established to improve career-technical education programs, integrate academic and special populations, and meet gender equity needs.

Additional information, including a list of CTE and ROP courses can be found in the 2009-10 Course Description Catalog available at the school or online at www.cusd.com/counselors.

Courses Required for UC/CSU Admission

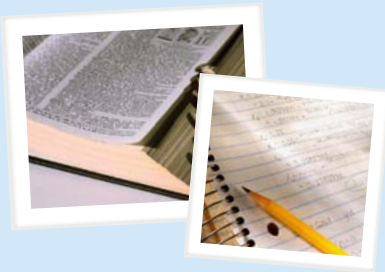
University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.



Advanced Placement Courses

No information is available for Clovis Community Day School (Secondary) regarding advanced placement (AP) courses offered.



Parental Involvement

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 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:

- Healthy Start Support services and meetings
- Back to School Night in the fall semester
- Back to School Night in the spring semester
- Title I meeting for grades 4-6
- School Assessment Review Team (SART) and School Site Council (SSC) meetings
- Student Attendance Review Board (SARB)
- Classroom and/or Office Volunteer

If you have any questions or would like to volunteer, you may contact the principal, Tom Judd, at (559) 327-1980.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Please note scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Clovis Community Day School (Secondary). The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.

Percentage of Students Scoring At Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	06-07	07-08	08-09	06-07	07-08	08-09
Clovis CDS (Secondary)	❖	❖	❖	❖	❖	❖
Clovis USD	67.0%	67.2%	71.3%	68.1%	67.6%	74.4%
California	48.6%	52.9%	52.0%	49.9%	51.3%	53.3%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2008-09 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	Clovis CDS (Secondary)	Clovis USD
All Students	7.69%	90.04%
Socioeconomically Disadvantaged	❖	81.38%
English Learners	❖	79.14%
Students with Disabilities	❖	44.00%
African American	❖	85.23%
American Indian or Alaska Native	❖	82.86%
Asian	❖	91.22%
Filipino	❖	90.20%
Hispanic or Latino	16.67%	83.66%
Pacific Islander	❖	100.00%
White	❖	92.59%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Teacher Qualifications

Teacher Credential Information

	Clovis USD	Clovis CDS (Elementary)			Clovis CDS (Secondary)		
	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Teachers							
With Full Credential	1,731	3	2	3	5	5	8
Without Full Credential	23	0	0	0	0	0	0
Teaching Outside Subject Area of Competence		1	0	0	1	0	0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions

	Clovis CDS (Elementary)			Clovis CDS (Secondary)		
	07-08	08-09	09-10	07-08	08-09	09-10
Teacher Misassignments of English Learners	1	0	0	1	0	2
Total Teacher Misassignments	1	0	0	1	0	2
Vacant Teacher Positions	0	0	0	0	0	0

Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors

Number of Academic Counselors (FTE)	2.0
Ratio of Students Per Academic Counselor	60:1

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers

	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Clovis CDS (Elementary)	100.0%	0.0%
Clovis CDS (Secondary)	73.0%	27.0%
All Schools in District	95.5%	4.5%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	95.2%	4.8%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff

Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	1.0
Other	9.0

Types of Services Funded

Clovis Unified School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on yearly basis based on student population and needs at each individual site. Listed in the table are the types of funds CUSD receives.

In addition, Clovis Unified School District offers State Funded Intervention Programs to students in grades 2-12. Reading Intervention is offered to students in grades 2-6 who are in the Far Below Basic band and are failing. Intervention takes place before school and/or after school and on Saturday, depending on the school site. Intervention programs are offered to students in grades 7-12 as a before-school and/or after-school program to students who are at risk of not passing the California High School Exit Exam (CAHSEE). Intervention instruction focuses on reading/language arts and math. It is a school site decision as to how many intervention programs are offered.



Types of Services Funded

Types of Services Funded

Federal Programs

Title I, Part A: Title I, Part A is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the State Content Standards and Assessments. The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools.

Title I, Part A Stimulus Funds: The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools. The funds will be used to help districts in this fiscal year and next. The remaining 50 percent of the will be awarded in the fall. These recovery funds constitute a one-time increase for Title I Funding. This funding should be used for short-term investments that have the potential for long-term benefits rather than for expenditures that cannot be sustained once the recovery funds are expended. For example; Providing intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication; proven and innovative evidence-based school-wide strategies in reading, math, writing, and science; and positive behavioral supports to improve outcomes for students with disabilities.

Title III, Limited English Proficient (LEP): The purpose of Title III, LEP, is to ensure that all LEP students, referred to as English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards as all other students.

Title III, Immigrant Funds: The purpose of the Title III - Immigrant Education Program sub-grants is to support enhanced instructional opportunities to immigrant students and their families. Title III - Immigrant Education Program funds are to be specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students. The term "eligible immigrant student" is defined in Title III.

Migrant Education (Held at District): This state-administered, federally funded program assists Migrant Students to meet standards for student achievement through educational instruction and health services. The purpose is to ensure that migrant children are provided with appropriate educational services including supportive services that address their special needs in a coordinated and efficient manner; and design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of the children to do well in school. The program is designed to support and ensure that the Migrant Students we serve reach challenging academic standards, pass the CAHSEE, and ultimately graduate from high school with the option to pursue post graduate education. The Migrant Parent Advisory Committee participates in the creation of the annual Migrant Service Agreement, any budget revisions, program planning and evaluation. A needs assessment is conducted annually to solicit ideas and topics that parents would like to discuss. Topics included: transportation, instructional aides, graduation and CAHSEE.

Title VII Indian Education (Held at District): Title VII Indian Education Funds under NCLB are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected by all students. The program supports American Indian students, who have a completed 506 Form on file, to meet the same rigorous standards that have been set for all students in reading/language arts and math in grades Kindergarten - grade twelve. Through a Memorandum of Understanding, OSA Center for Indian Education provides additional services to students in grades 7-12. The Center provides tutors and offers one-on-one support or small group instruction depending on the needs of students. The MOU allows CUSD to provide additional support and targeted instruction for students in grades 7-12 through OSA at no additional funds from Clovis USD. The program is guided by the Indian Education Program Parent Advisory Committee (PAC), comprised of: American Indian and Alaskan Native parents or guardians and District teachers and Administration. The PAC is responsible for advising the district to ensure effective school programs and services are provided for Native American students and assists in conducting an annual Needs Assessment.

Types of Services Funded

Continued from page 16

Types of Services Funded	
Federal Programs	
<p>21st Century Community Learning Centers (21st CCLC) and After School Education and Safety Grant (ASES): This state-administered, federally funded program provides five-year grant funding to establish or expand before- and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21st CCLC program and After School Education and Safety Grant (ASES), as described in federal statute, is to provide opportunities for communities to establish or expand activities within the learning community. Cole Elementary offers a Before and After School Program: 1) Improved academic achievement, 2) Enrichment services that reinforce and complement the academic program, and 3) Family literacy and related educational development services.</p>	
State Programs	
<p>Economic Impact Aid (EIA): EIA is a State categorical program contained in the Consolidated Application. These supplemental funds are used to support (1) additional programs and services for English learners or (2) compensatory educational services for educationally disadvantaged students. EIA funding is open to all public school districts that request participation using Part I of the annual Consolidated Application.</p>	
<p>State Flexibility Funds: These funds were once known as SIP or SLIBG. This year the state has lifted the categorical restrictions the funds once had. LEAs are allowed to exercise flexibility and use the funds as they best see fit to increase student learning. These funds will no longer be under the umbrella of SBCP and school SSCs will no longer be responsible and oversee this funding base. The state has allowed for flexibility for a number of state funded programs.</p>	
<p>English Language Acquisition Program (ELAP): The purpose of ELAP funds is to improve the English proficiency of English learners and to prepare them to meet the State's academic content and performance standards. ELAP is a program that provides additional funds to schools with large numbers of English learners, but to be used only for the acquisition of English in grades 4-8.</p>	
<p>Lottery: Instructional Materials: This funding source allows for the purchase of instructional materials. "Instructional materials" is defined in <i>Education Code (EC)</i> Section 60010 (h) as "all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests." <i>EC</i> Section 60010(m) further defines "technology-based materials" as "those basic or supplemental instructional materials that are designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. Technology-based materials include, but are not limited to software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, and databases. Technology-based materials do not include the equipment required to make use of those materials."</p>	
<p>California School-Age Families Education (Cal-SAFE): Is a program to assist all expectant and parenting students in reaching their educational goals by completing their high school education. Cal-SAFE promotes self-sufficiency in pregnant and parenting teens and works with Cal-SAFE students to eliminate any repeat pregnancy during high school. Cal-SAFE is a state funded program with additional funds supplemented by the district general fund and various grants. Buchanan, Clovis High, Clovis East, Clovis West and Gateway offer a Cal-SAFE program and enrolled students interact with selected site staff and a Cal-SAFE Community Liaison in a one-to-one relationship and in twice monthly support groups. Infant/toddlers of enrolled Cal-SAFE teens may use one of the two district Childcare Centers for child development and childcare located on the Clovis High and Gateway campus.</p>	

Mission Statement

The mission of Clovis Community Day School is to provide a supportive and disciplined 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 to their full potential and become productive members of our society in a safe and nurturing environment.



Goals

The goals of Clovis Community Day School are to:

- Have all students participate in academic, vocational and social advisement
- Provide a structured learning environment for all students
- Assess each student's educational and/or emotional needs and design a plan appropriate to those needs
- Maximize student achievement across multiple grade levels in all academic areas
- Promote positive character development and encourage life-long social skills for every student
- Work with students, parents/guardians and social services to facilitate regular student attendance
- Maintain a positive climate where students are provided with individual and group opportunities to develop resiliency, physical well-being, self-awareness, and interpersonal skills
- Complete the level system and successfully return to a comprehensive school setting

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



District Financial Data

District Salary Data

Category	Clovis USD	Similar Sized District
Beginning Teacher Salary	\$35,268	\$42,065
Mid-Range Teacher Salary	\$58,781	\$67,109
Highest Teacher Salary	\$75,361	\$86,293
Average Principal Salary (Elementary School)	\$91,749	\$107,115
Average Principal Salary (Middle School)	\$96,503	\$112,279
Average Principal Salary (High School)	\$106,667	\$122,532
Superintendent Salary	\$215,000	\$216,356
Teacher Salaries – Percent of Budget	38.7%	39.4%
Administrative Salaries – Percent of Budget	5.5%	5.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data

	Clovis CDS
Total Expenditures Per Pupil	\$22,957
Expenditures Per Pupil From Restricted Sources	\$4,171
Expenditures Per Pupil From Unrestricted Sources	\$18,786
Average Teacher Salary	\$65,713

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Clovis CDS	\$18,786	\$65,713
Clovis USD	\$4,827	\$60,424
California	\$5,512	\$67,049
School and District – Percent Difference	+74.3%	+8.0%
School and California – Percent Difference	+70.7%	-2.0%

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.