



# CLOVIS HIGH SCHOOL

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

## GRADES 9-12

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Cheryl Rogers, Ed. D.  
Assistant Superintendent

Pam Winter  
Principal

## Principal's Message



Throughout its existence, Clovis High School has experienced a transformation that provides a vivid reflection of the excitement and challenges the past 111 years have brought to our State and nation as a whole. Our clear focus on continuous improvement has resulted in three-time recognition as a California State Distinguished School and two-time recognition as a National Blue Ribbon School. Our fundamental educational mandate is linked to our Governing Board goals of maximizing student achievement, a safe learning environment where character counts, and an effective and efficient operating system. Our mission is that all students will be given every opportunity to maximize their potential in the

areas of "Mind, Body, and Spirit", enabling them to become productive, contributing members of our society. As stated in our Single Plan for Student Achievement, all of our goals center on student achievement and include the focus needed to close the achievement gap amongst our focus group students as well as Special Education students. Our goals also focus on providing students with the most complete exposure to, and preparation for, the world beyond the classroom.

The range and diversity of our student population is matched by the wide variety of programs and activities developed to meet the ever expanding educational and enrichment requirements of our students. A safe, positive, and inclusive culture is a hallmark of our campus. We believe our positive climate is the product of working proactively together, with a focus on the development of quality human relations skills based on mutual respect for all the cultures that are represented among our students, community, and staff. At Clovis High, "Pride, Unity, and Excellence" is more than a motto - it is a way of life!

We would like to thank you for your ongoing support of our students and programs. We hope that you take great pride in knowing that you, personally, are assisting us in preserving and expanding the "Traditions of Excellence" that have long been our trademark at Clovis High. If you have any questions please contact us at (559) 327-1000—your input is always valued.

Sincerely,

*Pam Winter, Principal*

## 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.fresnolibrary.org](http://www.fresnolibrary.org).



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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"*

### School Safety

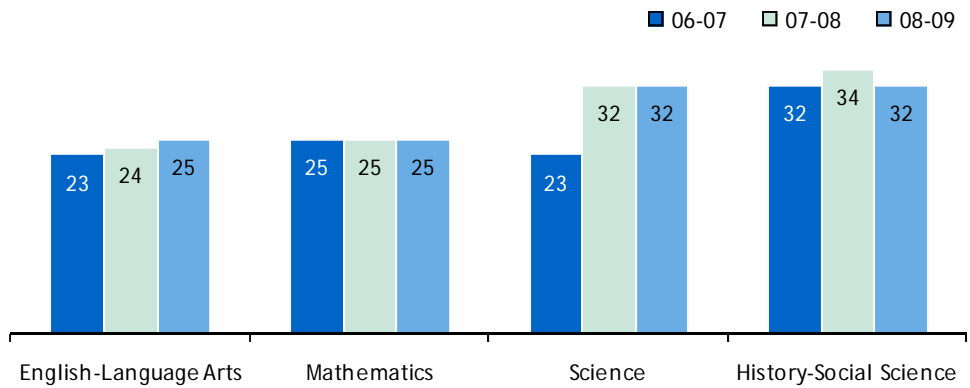
Clovis High works diligently to provide a safe school environment outside and during the actual school day. Administration and staff provide supervision before school, during the day, and after school long into the evening. The staff understands that student safety is everyone's responsibility and this extends out to all staff on campus. Students are also provided opportunities to assist staff in keeping the campus safe and orderly. Clovis High School fosters a safe school environment by enforcing the District-adopted Zero Tolerance Policy, a closed campus, and a student dress code. The SART Survey results for March 2009 indicate that 98% of our parents rated the school personnel as "satisfactory", "excellent", or "good" in providing a safe and orderly environment for students.

Clovis High has a School Safety Plan and a School Crisis Intervention Plan. These plans are evaluated and updated annually by staff and community members. Our current plan is presented at our before-school staff meetings in August. Most recently, the plan was updated in August 2009. Monthly drills are conducted to ensure the staff and students are prepared in the event of an emergency. The goal is to ensure a safe and non-violent environment on all of the CUSD campuses. Specific areas of focus, coupled with appropriate strategies to address concerns, are featured in our school plan. Another indication of CUSD's commitment to a safe and orderly school environment is the employment of full-time police officers and student relations liaisons.



### Class Size

The bar graph displays the three-year data for average class size.

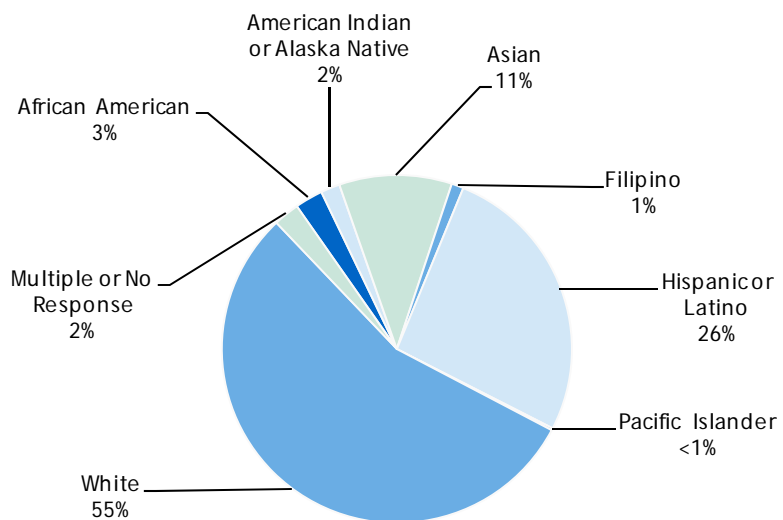


Class Size Distribution — Number of Classrooms By Size

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	61	21	31	56	20	28	47	18	34
Mathematics	48	22	31	54	22	27	47	29	23
Science	2	24	25	2	24	27	3	23	30
History-Social Science	8	13	49	4	18	47	2	6	57

### Enrollment and Demographics

The total enrollment at the school was 2,582 students for the 2008-09 school year.



## 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

*Continued from page 3*

### Textbooks and Instructional Materials List

Subject	Textbook	Adopted
Mathematics	Houghton Mifflin <i>Calculus w/Analytical Geometry, 7<sup>th</sup> 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, 4<sup>th</sup> 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 &amp; 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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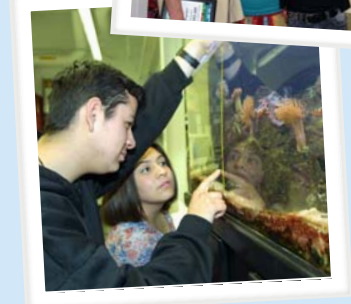
Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
Science	Thomson-Wiley <i>Foundations of College Chemistry</i>	2005
Science	Holt, Rinehart & Winston <i>Modern Biology</i>	2006
Science	Holt, Rinehart & Winston <i>Modern Chemistry</i>	2006
Science	Prentice Hall <i>Earth Science</i>	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 &amp; Tomorrow</i>	2003
History-Social Science	Glencoe <i>Traditions &amp; 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.

## Parental Involvement

Clovis High parents are provided a variety of opportunities for involvement. Parent committees such as the School Assessment Review Team (SART) committee, the School Site Council (SSC), the Intercultural and Diversity Advisory Council (IDAC), and the English Language Advisory Committee (ELAC) provide a forum for parent input regarding school operations. Various parent booster groups are available that are primarily focused on students' participation and interests. The traditional Open House and Back-to-School Nights annually attract parents to our campus to observe our academic and co-curricular programs. Annual events such as the Latino Student Success Conference, Asian Achievement Seminar, and Beyond High School are trademark programs that encourage parent and community involvement. Clovis High also encourages active parent volunteerism. There is a rich tradition of community support that is firmly embedded into the Clovis High culture.

Please contact our school principal, Mrs. Pam Winter, at (559) 327-1000 or via email at [pamwinter@cusd.com](mailto:pamwinter@cusd.com) for further details on how to offer your time.





## School Facilities

Clovis High's current facility is 40 years old. We provide a clean, safe learning environment. The grounds are well maintained and provide adequate space for the multitude of activities that a large high school sponsors. Leadership students, in cooperation with teachers, continue efforts to maintain a clean and safe environment for learning. Our custodians perform basic cleaning operations daily and maintain the grounds and buildings. In addition, deep cleaning is conducted two times a year at each site. Our SART committee conducts eight clean campus inspections each year. This committee of parents inspects the campus grounds and restrooms on a regular basis to provide feedback to our student body. When asked to grade how well the buildings and grounds are maintained at their child's school, 80% of parents rated the grounds as "good" to "excellent".

Graffiti is removed immediately. Through increased community awareness, pride, and an open campus policy, we hope to keep vandalism and burglary to an all-time low.

Classroom space was adequate to support teacher need as well as have teacher stations to facilitate collaboration. Thirteen portable classrooms are used to serve our expanding student population. Although additional classrooms can be added through portables, our main infrastructure (restrooms, cafeteria, etc.) is at capacity. Between the 1997-98 and 1998-99 school years, Clovis High was fortunate to undergo multimillion-dollar modernization projects.

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## 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 HS			Clovis USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Graduation Rate	94.4%	91.4%	90.7%	91.4%	90.8%	91.0%	83.4%	80.6%	80.2%
1-year Dropout Rate	0.9%	1.6%	2.0%	1.6%	2.1%	2.0%	3.5%	4.4%	3.9%

## 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)	✓		
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)	✓		
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓		
Structural: Structural Condition, Roofs	✓		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓		
Overall Summary of Facility Conditions			
	Exemplary	Good	Fair
Overall Summary		✓	

Note: The most recent school site inspection occurred on November 12, 2009, and the inspection form was most recently completed on November 12, 2009.

## School Facilities

*Continued from page 6*

More recently, irrigation improvements and Fitness Center improvements were completed in 2003-04. During the 2005-06 school year, upgrades and improvements were made to the Lecture Hall and Weight Room. During the 2006-07 school year and through the summer of 2007, the school's trim was repainted and the track and tennis courts were resurfaced.

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.

During the summer of 2009, over one million dollars was spent to modernize the 40 year old student and staff bathrooms. The girls and boys locker rooms were modernized and the roof of the multipurpose room was replaced. Clovis Unified School District received a matching grant for Clovis High School to update the wood and welding shops and build a computer assisted drafting lab, a building systems lab and an outdoor two-story covered construction lab. These new facilities will be completed in February 2010.

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.

## 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 (SBE) designated the *Fitnessgram*® 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 *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tq/pf/](http://www.cde.ca.gov/ta/tq/pf/).

California Physical Fitness Test Results	
	Clovis HS
Percentage of Students Meeting Fitness Standards	Grade 9
Four of Six Standards	8.3%
Five of Six Standards	18.2%
Six of Six Standards	63.5%

## 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 HS		
06-07	07-08	08-09
0.192	0.220	0.213
Clovis USD		
06-07	07-08	08-09
0.137	0.140	0.145
Expulsion Rate		
Clovis HS		
06-07	07-08	08-09
0.001	0.001	0.001
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/](http://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) 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 tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Clovis HS			Clovis USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	56%	59%	56%	62%	65%	68%	43%	46%	50%
Mathematics	40%	39%	44%	60%	64%	65%	40%	43%	46%
Science	44%	44%	50%	56%	64%	67%	38%	46%	50%
History-Social Science	52%	56%	56%	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.

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	52%	47%	54%	62%
Female	60%	41%	47%	52%
Economically Disadvantaged	40%	38%	38%	48%
English Learners	11%	23%	21%	22%
Students with Disabilities	32%	32%	31%	22%
Students Receiving Migrant Education Services	17%	27%	❖	13%
African American	28%	36%	5%	37%
American Indian or Alaska Native	35%	35%	❖	64%
Asian	53%	51%	40%	59%
Filipino	54%	58%	23%	47%
Hispanic or Latino	46%	35%	37%	49%
Pacific Islander	❖	❖	❖	❖
White	64%	47%	62%	61%

❖ 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.

### Standardized Testing and Reporting Program

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.

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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## School Honors



California  
Distinguished School &  
National Blue Ribbon School



*"Our mission is that all students will be given every opportunity to maximize their potential in the areas of "Mind, Body, and Spirit", enabling them to become productive, contributing members of our society."*

## 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/](http://www.cde.ca.gov/ta/ac/ay/).

## Adequate Yearly Progress Criteria

	Clovis HS		Clovis USD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	

## 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/](http://www.cde.ca.gov/ta/ac/ay/).

## Federal Intervention Program

	Clovis HS	Clovis USD
Program Improvement Status	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.

## 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. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://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](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	8	9	9
Similar Schools API Rank	4	8	7

## Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	38	10	-5	798
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	54	9	-4	804
Filipino	■	■	■	■
Hispanic or Latino	45	3	4	757
Pacific Islander	■	■	■	■
White	32	12	-3	825
Socioeconomically Disadvantaged	38	13	-3	748
English Learners	56	2	-9	700
Students with Disabilities	20	1	-13	575

■ Data are reported only for numerically significant groups.

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.



## Academic Performance Index Ranks

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. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



## 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](http://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](http://www.calstate.edu/admission).



## 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	
	07-08
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	68.1%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	44.5%

## Career Technical Education Participation

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

Career Technical Education Data	
	08-09
Number of Pupils Participating in CTE	343
Percentage of Pupils Who Complete a CTE Program and Earn a High School Diploma	94.0%
Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	26.0%

## Career Technical Education Programs

Every effort is made to integrate "real world" applications into the core curriculum. Students interested in specific career preparations have the opportunity to meet graduation requirements through the Center for Advanced Research and Technology (CART), Regional Occupational Program (ROP), and the Special Education Workability Program. Our students are also provided access to the CUSD Agricultural Center located on the Clovis East Campus. Students who are currently employed are able to earn graduation credit through the Work Experience program, where employability skills are the basis of the curriculum taught. Students are annually surveyed to determine their plans after graduation. Included in this survey is feedback by our students on their level of preparation for college, technical school, or work. Results are analyzed and used to improve our career preparation education. Additionally, all freshmen conduct a "career search" research project through their English class. Special needs students experience the world of work "hands-on" through the Functional Skills class. Funding from the Small Learning Communities Grant provides additional Career Counseling.

The CUSD also participates in the Career Technical Education (CTE) program. This program is a federal act established to improve CTE programs, integrate academic and special populations, and meet gender equity needs.

The primary representative of the District's career technical advisory committee is Diane Genco and 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.

*Continued on page 13*

## 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. 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 HS	65.8%	61.8%	66.3%	65.7%	63.5%	69.0%
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%

## CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students	33.7%	30.9%	35.4%
Male	38.8%	30.1%	31.1%
Female	28.2%	31.7%	40.1%
Socioeconomically Disadvantaged	51.7%	26.6%	21.7%
English Learners	69.0%	15.5%	15.5%
Students with Disabilities	88.0%	12.0%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	75.0%	6.2%	18.8%
American Indian or Alaska Native	❖	❖	❖
Asian	47.4%	26.3%	26.3%
Filipino	33.3%	33.3%	33.3%
Hispanic or Latino	45.9%	28.1%	26.0%
Pacific Islander	❖	❖	❖
White	22.8%	34.3%	42.9%

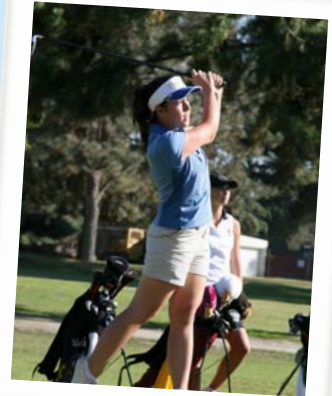
❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Career Technical Education Programs

*Continued from page 12*

Clovis High School recently received a Construction CTE grant. A four year program has been developed including Introduction to Construction for freshmen, Foundations of Construction for sophomores and ROP Building Trades for juniors and seniors. The current wood and welding shops will be remodeled and new construction will include a CAD lab, a Building Systems lab, and a two-story outdoor covered construction lab. The construction curriculum will be integrated with the students' English and mathematics classes.

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](http://www.cusd.com/counselors).



## Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2008-09 school year, 4.6% of the school's students were enrolled in a total of 13 AP courses offered.

### Advanced Placement Courses

Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	2
Social Science	4

## 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](http://www.cde.ca.gov/ta/tg/hs).



## CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving At Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students	31.0%	47.5%	21.5%
Male	29.3%	46.3%	24.4%
Female	32.9%	48.8%	18.3%
Socioeconomically Disadvantaged	43.8%	48.8%	7.4%
English Learners	45.1%	50.7%	4.2%
Students with Disabilities	96.0%	4.0%	0.0%
Students Receiving Migrant Education Services	❖	❖	❖
African American	68.8%	31.2%	0.0%
American Indian or Alaska Native	❖	❖	❖
Asian	34.2%	44.7%	21.1%
Filipino	50.0%	33.3%	16.7%
Hispanic or Latino	33.6%	56.8%	9.6%
Pacific Islander	❖	❖	❖
White	26.5%	45.1%	28.3%

❖ 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

Group	Completion of High School Graduation Requirements	
	Graduating Class of 2009	
	Clovis HS	Clovis USD
All Students	93.22%	90.04%
Socioeconomically Disadvantaged	91.51%	81.38%
English Learners	89.66%	79.14%
Students with Disabilities	50.00%	44.00%
African American	84.62%	85.23%
American Indian or Alaska Native	76.92%	82.86%
Asian	98.41%	91.22%
Filipino	71.43%	90.20%
Hispanic or Latino	91.56%	83.66%
Pacific Islander	100.00%	100.00%
White	94.38%	92.59%

## 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 Credential Information				
	Clovis USD	Clovis HS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	1,731	116	110	107
Without Full Credential	23	2	2	3
Teaching Outside Subject Area of Competence		17	13	13

## 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 HS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	22	18	19
Total Teacher Misassignments	22	18	19
Vacant Teacher Positions	0	0	0

## 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](http://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 HS	95.6%	4.4%
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.



## Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	7.0
Ratio of Students Per Academic Counselor	380:1

## 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)	1.0
Library Media Services Staff (paraprofessional)	1.5
Psychologist	1.2
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.6
Other	0.0

## 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 subgrants 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	
<b>Federal Programs</b>	
<p><b>21st Century Community Learning Centers (21st CCLC) and After School Education and Safety Grant (ASES):</b> 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>	
<b>State Programs</b>	
<p><b>Economic Impact Aid (EIA):</b> 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><b>State Flexibility Funds:</b> 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><b>English Language Acquisition Program (ELAP):</b> 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><b>Lottery: Instructional Materials:</b> 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><b>California School-Age Families Education (Cal-SAFE):</b> 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>	



## Professional Development

Staff development is provided for our staff on a variety of levels. Site and District programs include in-services in the areas of technology, instructional strategies, and multi-cultural awareness. Staff development funds are also used to send teachers to conferences and provide release time to develop new programs and share strategies. The focus on staff development is decided by a staff survey and District initiatives.

For the previous three school years, we had three days each year dedicated to staff and professional development.



## 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 HS
Total Expenditures Per Pupil	\$5,747
Expenditures Per Pupil From Restricted Sources	\$408
Expenditures Per Pupil From Unrestricted Sources	\$5,339
Average Teacher Salary	\$56,035

## 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 HS	\$5,339	\$56,035
Clovis USD	\$4,827	\$60,424
California	\$5,512	\$67,049
School and District – Percent Difference	+9.6%	-7.8%
School and California – Percent Difference	-3.2%	-19.7%

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.