



CLOVIS ONLINE SCHOOL

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

GRADES 9-10

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Dr. David E. Cash
Superintendent
Michelle Steagall
Associate Superintendent
Rob Darrow
Principal

Data Representation

Clovis Online School opened in August 2009. The majority of the data and information in this SARC reflects the 2008-09 school year. Therefore, there is no data to report for Christopher High School regarding the following areas:

- Enrollment and Demographics
- Class Size
- Suspensions and Expulsions
- Standardized Testing and Reporting Program
- Adequate Yearly Progress
- Academic Performance Index
- Graduates and Dropouts
- California High School Exit Exam Results
- Advanced Placement Courses
- Teacher Qualifications
- NCLB Compliant Teachers
- Counselors and Support Staff
- School Financial Data and Comparisons

Principal's Message

Welcome to the first year of the Clovis Online School (COS), a charter school serving the students of Central California. We are excited that you are here. Together (students, teachers, and parents), we are on a journey of learning. For students, this will lead to great accomplishments including a high school diploma and then to college and/or the world of work. For teachers and parents, this will lead to an increased understanding of how students learn online. In life, learning never ends. Learning occurs in drawing a picture, watching TV, surfing the web, texting on a phone, reading a book, listening to music, racing a bike, or taking a walk with a friend. In our online school, learning occurs all the time. Together, we are on this learning journey, and the path we take will be determined by you, the students: the way you learn and the way you treat one another.

During our first year, we have learned how to support one another's learning through Instant Messaging, phone calls, Elluminate and through the face-to-face leadership summits. The students have been active in participating as part of the student leadership team and the parents have established monthly school outings and monthly parent club meetings. The teachers have developed engaging standards-based online curriculum and utilized many of the best tools on the web to provide dynamic individualized learning for each student. It has been an honor to serve as your principal this first year and to learn from everyone on this journey of learning which is leading to greater student achievement. Remember, it is your school...your web...your future.

Our Purpose and Our Motto

Our Purpose: To provide students of Central California with an engaging and comprehensive online course delivery system that prepares them for college and the world of work.

Our motto: Your school...your web...your future.



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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"

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

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 | McDougal Littell <i>Advanced Math</i> | 2003 |
| Mathematics | McDougal Littell <i>Geometry: Concepts</i> | 2003 |
| Mathematics | Wadsworth <i>Elementary Statistics 9th Ed.</i> | 2004 |
| Mathematics | Houghton Mifflin <i>Calculus w/Analytical Geometry, 7th Ed.</i> | 2005 |

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Textbooks and Instructional Materials

Continued from page 2

| Textbooks and Instructional Materials List | | |
|--|--|---------|
| Subject | Textbook | Adopted |
| 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 | Prentice Hall <i>Algebra (California Edition)</i> | 2001 |
| Mathematics | McDougal Littell <i>Geometry</i> | 2007 |
| Mathematics | McDougal Littel <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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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).

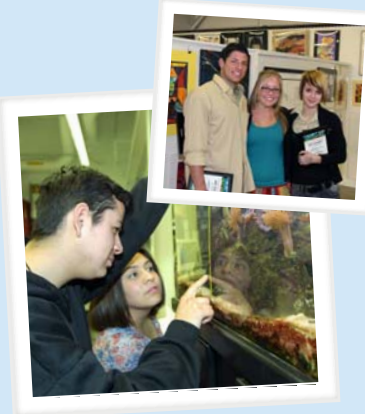
All students in visual and performing arts classes (which include drama, dance, instrumental, vocal, art, ceramics, and photography) have access to the appropriate textbooks.

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% |



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.



Textbooks and Instructional Materials

Continued from page 3

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.

Our Beliefs

- The students, teachers, parents, administration and community of this school are a collaborative team of learners.
- All students can learn when provided with the right resources, time and motivation.
- Students deserve to learn their way and should contribute to their learning.
- The staff is the difference between a good school and a great school.
- Building relationships with students and the team of learners is important.
- Ongoing communication and feedback with students is critical for online learning to occur.
- Using the Internet and the newest and most effective technologies enables greater learning.
- Diversity is strength.

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 | Poor |
| Overall Summary | ✓ | | | |

Note: The most recent school site inspection occurred on February 4, 2010, and the inspection form was most recently completed on February 4, 2010.



School Facilities

Clovis Online School is a new school which opened in 2009.

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.



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% |

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

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.



Parental Involvement

The parents in the Clovis Online School have been active in the ongoing development and improvement of the online school. Monthly outings have been coordinated to build relationships between parents and between students. Through these relationships, monthly parent meetings have been established. During the monthly parent meetings, the focus has been on ways to increase student learning, improve student organization and time management skills, and identify ways parents can support their student's learning in the online school. In addition to face-to-face meetings, parents, students and teachers in the school interact in an ongoing way on the school Ning which provides an online forum for sharing ideas and suggestions for continuous improvement (clovisonlineschool.ning.com).

For more information on how to become involved, contact Rob Darrow, Principal, at (559) 327-4400.



Types of Services Funded

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| 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 Education Code (EC) 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." EC 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> | |

Teacher Misassignments and Vacant Teacher Positions

| Teacher Misassignments and Vacant Teacher Positions | | | |
|---|----------------------|-------|-------|
| | Clovis Online School | | |
| | 07-08 | 08-09 | 09-10 |
| Teacher Misassignments of English Learners | ⌘ | ⌘ | 1 |
| Total Teacher Misassignments | ⌘ | ⌘ | 1 |
| Vacant Teacher Positions | ⌘ | ⌘ | 0 |

⌘ Clovis Online School first opened in the 2009-10 year. Therefore, there is no data prior to 2009-10 for the school.

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.

Federal Intervention Program

| Federal Intervention Program | | |
|---|----------------------|------------|
| | Clovis Online School | 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.

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/.

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 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% |

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.



CLOVIS ONLINE SCHOOL

Clovis Unified School District

GRADES 9-10

1715 David E. Cook Way Clovis, CA 93611
Phone: (559) 327-4400 Fax: (559) 327-4490
Website: <http://onlineschool.cusd.com/>



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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.