

# Buchanan High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Buchanan High School
<b>Street</b>	1560 N Minnewawa Avenue
<b>City, State, Zip</b>	Clovis, CA 93619
<b>Phone Number</b>	(559) 327-3000
<b>Principal</b>	Omar Hemaidan
<b>Email Address</b>	omarhemaidan@clovisusd.k12.ca.us
<b>School Website</b>	<a href="https://bhs.cusd.com/">https://bhs.cusd.com/</a>
<b>County-District-School (CDS) Code</b>	10621171030501

## 2022-23 District Contact Information

<b>District Name</b>	Clovis Unified School District
<b>Phone Number</b>	(559) 327-9100
<b>Superintendent</b>	Eimear O'Brien Ed. D.
<b>Email Address</b>	eimearobrien@cusd.com
<b>District Website Address</b>	www.cusd.com

## 2022-23 School Overview

### School Mission Statement

Buchanan High School will provide a safe and inclusive environment where all students become informed and productive citizens by teaching approved content standards, modeling appropriate academic and social-emotional behavior, and providing support systems, guiding all students to reach their full potential.

### School Vision Statements

- All students can grow, learn, and engage at BHS
- Preparation, work ethic and accountability promote achievement
- Education is a journey of continuous improvement involving the school, the family, and the community
- Promote public responsibility, citizenship, and understanding within a diverse society

### Schoolwide Learner Outcomes (SLOs)

- Students will be Critical Thinkers and Problem Solvers
- Students will show Integrity and Respect
- Students will have a Growth Mindset and Resilience
-

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	727
Grade 10	651
Grade 11	641
Grade 12	666
Total Enrollment	2,685

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.5
Asian	10.8
Black or African American	2.8
Filipino	1.8
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.7
White	46.7
English Learners	1.7
Foster Youth	0.3
Homeless	0.1
Migrant	0.0
Socioeconomically Disadvantaged	37.2
Students with Disabilities	7.7

#### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.70	85.03	1583.60	87.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	0.94	26.70	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	1.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.10	9.47	106.30	5.90	12115.80	4.41
Unknown	5.30	4.57	66.20	3.68	18854.30	6.86
<b>Total Teaching Positions</b>	<b>117.30</b>	<b>100.00</b>	<b>1801.70</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	11.10	
<b>Total Out-of-Field Teachers</b>	11.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 6161.1 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

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

**Year and month in which the data were collected**

October 9, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Collections, Houghton Mifflin (9-12) / 2016 The American Experience, Prentice Hall Literature / 2005 The Language of Composition, Bedford / 2009 Literature: An Introduction to Reading and Writing, Prentice Hall / 2004 Readings for Writers, Holt McDougal / 2010	Yes	0%
<b>Mathematics</b>	Core Connections Integrated 1, CPM Educational Program / 2014 Pearson Integrated High School Mathematics Common Core (Mathematics II and III) / 2014 Pearson Integrated High School Mathematics Common Core (Mathematics III) / 2015 Algebra, California Edition; Prentice Hall / 2009 Algebra 2, McDougal Littell / 2004, 2007 Geometry: Concepts and Skills, McDougal Littell / 2003 Geometry, McDougal Littell / 2007 Precalculus with Limits, Houghton Mifflin / 2005, 2008 Advanced Mathematics, McDougal Littell / 2003 Calculus of a Single Variable, McDougal Littell / 2006 Calculus of a Single Variable With Analytic Geometry, HarperCollins / 1996 Elements of Calculus and Analytic Geometry, Addison-Wesley / 1989 Calculus, Scott Foresman / 1999 Calculus, Houghton Mifflin / 2002 Statistical Tutor for Elementary Statistics, 9th Edition; Thomson / 2004 Elementary Statistics, McGraw-Hill / 2004 Elementary Statistics, 7th Edition; Duxbury Press / 1996 Elementary Statistical Concepts, Prentice Hall / 1986 Stats: Modeling the World, Pearson / 2007 The Practice of Statistics, W.H. Freeman and Company / 2003 Introduction to the Practice of Statistics, W.H. Freeman and Company / 2008	Yes	0%

<b>Science</b>	Hole's Essentials of Human Anatomy & Physiology, Glencoe / 2007 Anatomy & Physiology, 5th Edition; Pearson / 2007 Anatomy & Physiology, McGraw-Hill / 2000 Anatomy & Physiology, Mosby / 1999 Biology, Prentice Hall / 2007 Modern Biology, Holt / 2006 Biology in Focus, Prentice Hall / 2017 The Science of Agriculture, Cengage / 1999 Chemistry, Prentice Hall / 2007 Modern Chemistry, Holt 2006 Chemistry by Zumdahl, Houghton Mifflin / 2007 AP Environmental Science, McGraw-Hill / 2005 Living in the Environment, Wadsworth Publishing / 1998 Environment Science Peoples / 2009 Earth Science: Geology, the Environment, and the Universe; Glencoe / 2002 Physics: Principles and Problems, Glencoe / 2005 Physics for Scientists & Engineers, Thompson-Wiley / 2004 Physics by Giancoli, 4th Edition; Prentice Hall / 1995 College Physics, 2nd Edition; Addison-Wesley / 2010 Earth Science, Prentice Hall / 2006 Chemistry: Matter and Change, Glencoe / 2002 Biology of Animals, William C. Brown Publishers / 1998 Biology of Animals, McGraw-Hill / 1998	Yes	0%
<b>History-Social Science</b>	Principals of American Democracy, McGraw-Hill Education / 2020 Principles of Economics, McGraw-Hill / 2012 United States History & Geography, McGraw-Hill / 2020 World History, Culture & Geography, McGraw-Hill / 2020 The Cultural Landscape, Pearson / 2020 Government in America, Pearson / 2020 Krugman's Economics for the AP Course, Bedford, Freeman & Worth / 2020 Traditions and Encounters, McGraw-Hill / 2008, 2011, 2014 Introduction to Psychology, Wadsworth Publishing (AP) / 2002, 2008 AP Psychology, Worth / 1995 Understanding Psychology, Glencoe / 2003 Sociology and You, Glencoe / 2003 Sociology, Holt / 1995 World Geography: Building a Global Perspective, Prentice Hall / 1998, 2007	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>		Yes	0%

## School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2020-2021 Williams inspection using the Facilities Inspection Tool (FIT). This will allow CUSD to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.

For all items inspected that were found to not be in "good repair," a work order has been created and maintenance will be done before the end of the 2021-2022 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report

9/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			P-01: 4. WALLPAPER IS TORN R 813: 4. WATER STAIN CEILING TILES R-105: 4. CEILING TILE IS BROKEN R-151: 4. WATER STAIN CEILING TILES R-315: 4. WATER STAIN CEILING TILES R-358: 4. CEILING TILE IS LOOSE
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			ASIP-1: 7. OUTLET COVER IS MISSING AT ENTRY 11. PAINT IS CHIPPING ON GUTTER R-502: 7. PINK BULBS IN ONE LIGHT PANEL R-559: 7. LIGHT PANEL IS LOOSE/ OUTLET COVER IS MISSING ON CONDUIT R-808: 7. ETHERNET OUTLET COVER IS MISSING ON CONDUIT
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			ASIP-1: 7. OUTLET COVER IS MISSING AT ENTRY 11. PAINT IS CHIPPING ON GUTTER
<b>Structural:</b> Structural Damage, Roofs	X			P-07: 12. DRY ROT ON SKIRTING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P-06: 15. DOOR DOES NOT CLOSE PROPERLY R-157: 15. DOOR DOES NOT CLOSE PROPERLY R-402/ DANCE: 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD R-804: 15. DOOR DOES NOT CLOSE PROPERLY

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	84	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	49	N/A	49	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	608	590	97.04	2.96	84.38
<b>Female</b>	268	263	98.13	1.87	88.97
<b>Male</b>	340	327	96.18	3.82	80.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	75	74	98.67	1.33	83.78
<b>Black or African American</b>	16	16	100.00	0.00	68.75
<b>Filipino</b>	16	16	100.00	0.00	100.00
<b>Hispanic or Latino</b>	188	183	97.34	2.66	80.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	85.71
<b>White</b>	280	268	95.71	4.29	87.64
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	223	214	95.96	4.04	74.18
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	48	38	79.17	20.83	36.84

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	608	589	96.88	3.12	49.24
<b>Female</b>	268	264	98.51	1.49	48.86
<b>Male</b>	340	325	95.59	4.41	49.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	75	73	97.33	2.67	60.27
<b>Black or African American</b>	16	16	100.00	0.00	43.75
<b>Filipino</b>	16	15	93.75	6.25	80.00
<b>Hispanic or Latino</b>	188	183	97.34	2.66	40.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	39.29
<b>White</b>	280	269	96.07	3.93	51.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	223	214	95.96	4.04	38.79
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	48	39	81.25	18.75	10.26

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	43.65	NT	42.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1240	1205	97.18	2.82	43.65
<b>Female</b>	580	568	97.93	2.07	42.61
<b>Male</b>	660	637	96.52	3.48	44.58
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	149	147	98.66	1.34	57.82
<b>Black or African American</b>	34	34	100	0	29.41
<b>Filipino</b>	26	26	100	0	69.23
<b>Hispanic or Latino</b>	389	376	96.66	3.34	32.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	55	54	98.18	1.82	44.44
<b>White</b>	578	560	96.89	3.11	47.5
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	436	420	96.33	3.67	30.24
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	71	63	88.73	11.27	11.11

## 2021-22 Career Technical Education Programs

Freshman and sophomore students take foundational electives either in an academic or career pathway. For example, the Energy Academy has been established to prepare students for postsecondary education, employment, or advanced training in the rapidly expanding field of green technology. This program pathway will incorporate the learning of science through foundational courses. Students in the academy are in a cohort with teachers in English and science that support cross-curricular projects. Students may also take visual or performing arts, art of music production, basic foods, culinary management, fashion design, marketing and entrepreneurship, engineering robotics, basic woodworking, education careers, sports medicine, yearbook, videography, or multimedia. Juniors and seniors at Buchanan have the opportunity to participate in the Regional Occupational Program (ROP) courses offered on-site or throughout the district. These are courses designed with career preparation in mind. Students also can attend the Center for Advanced Research and Technology (CART). CART is a project-based program with an integrated curriculum offered in a laboratory classroom setting. This program is a joint venture with Clovis Unified School District and Fresno Unified School District. Students may also take agriculture classes offered at Clovis East High School as part of their school day. Buchanan High School is also excited that a new CTE Multi-Media building will be available in the Spring of 2022.

Buchanan High School continues to seek employers and industry partners to serve on CTE advisory panels. Buchanan is receiving grant funds through the Career Technical Education Incentive Grant (CTEIG) for the following pathways: Production and Managerial Arts, Hospitality and Tourism, Patient Care, and Energy Technology with Environmental Engineering. In addition, BHS has courses in business and industrial technology.

BHS students who meet qualifications for special education earn a vocational certificate. The program is for students pursuing preparation for the workforce upon leaving high school. The alternative vocational curriculum focuses on academics that match student abilities and interests and provide skills needed for the future. Upon completing the Vocational Certificate Program, students will receive a Vocational Certificate and Employability Transcript listing specific skills mastered from the Secretary's Commission on Achieving Necessary Skills (SCANS).

Additional information, including a list of CTE and ROP courses, may be found in the 2022-23 Course Description Catalog, available at the school or online at [www.cusd.com/parent/school-info/course-catalogs](http://www.cusd.com/parent/school-info/course-catalogs).

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	937
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.18
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	61.29

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	79%	79%	79%	79%	79%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Buchanan High enjoys the benefits of a very supportive community and provides a variety of options for parents who want to be involved. We follow the Clovis Quality Initiative (Baldrige) philosophy when involving parents and the community in the decision-making process. Buchanan also benefits from a strong parent advisory group, SART, which was established in 1973 to enable parents and community members to be a part of assessing the quality of programs and in decision-making processes at the school site.

The SART committee does not duplicate or assume the functions of other school organizations. Other groups that parents may be involved with that are not a duplicate of SART are:

- The Buchanan Foundation
- Various academic, athletic and co-curricular
- Parent outreach groups booster organizations
- School Site Council
- Classrooms
- English Language Advisory Council
- Offices
- School safety

A viable parent-volunteer program constantly seeks to involve parents in school programs. The Buchanan Foundation annually seeks parents and volunteers to assist in classrooms, offices, and during activities. Buchanan has a reservoir of parents willing to assist in a variety of ways. This lends great support to the classrooms, operations, and events at Buchanan High School.

For more information on how to become involved at the school, please contact Annette Lantis at (559) 327-3073 or [annettelantis@cusd.com](mailto:annettelantis@cusd.com).

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.2	0.6		1.9	1.7		8.9	7.8
Graduation Rate		97	97.5		94.8	95.5		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	653	637	97.5
Female	315	310	98.4
Male	338	327	96.7
American Indian or Alaska Native	--	--	--
Asian	75	74	98.7
Black or African American	18	18	100.0
Filipino	--	--	--
Hispanic or Latino	204	201	98.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	28	26	92.9
White	315	305	96.8
English Learners	20	19	95.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	265	256	96.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	42	33	78.6



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2811	2738	522	19.1
Female	1352	1313	259	19.7
Male	1456	1423	263	18.5
American Indian or Alaska Native	14	14	4	28.6
Asian	299	298	29	9.7
Black or African American	82	81	25	30.9
Filipino	48	48	3	6.3
Hispanic or Latino	944	916	206	22.5
Native Hawaiian or Pacific Islander	11	10	4	40.0
Two or More Races	104	100	17	17.0
White	1306	1270	234	18.4
English Learners	51	50	11	22.0
Foster Youth	13	13	6	46.2
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	1085	1049	298	28.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	231	222	75	33.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.87	2.63	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.37	4.20	0.49	3.91	0.20	3.17
Expulsions	0.00	0.11	0.01	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.20	0.11
Female	2.59	0.00
Male	5.70	0.21
American Indian or Alaska Native	21.43	0.00
Asian	1.67	0.00
Black or African American	10.98	0.00
Filipino	2.08	0.00
Hispanic or Latino	5.40	0.21
Native Hawaiian or Pacific Islander	9.09	0.00
Two or More Races	2.88	0.00
White	3.45	0.08
English Learners	7.84	0.00
Foster Youth	23.08	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.08	0.18
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.23	0.43

## 2022-23 School Safety Plan

Buchanan has a School Safety Plan and a School Crisis Intervention Plan on file; both are available to all parents and the general public. The staff develops both plans with input from parents and community members to ensure a safe and non-violent environment. Staff, parents and the community annually review and update the school plans. Most recently, the plan was updated on December 20, 2022. The School Safety Plan includes information on communication with outside organizations, police, and fire protection. It also includes responses to school crises: loss of a faculty member or student, as well as safety drills, including evacuation, facility alert, lockdown, earthquake, and power outages, which are practiced monthly.

At the beginning of the year and mid-year, lessons are conducted in classrooms with the administration discussing school rules, climate, and goals with students.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	61	24	41
Mathematics	33	4	18	52
Science	30	10	17	36
Social Science	28	16	14	44

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	56	35	32
Mathematics	31	5	37	35
Science	24	31	24	28
Social Science	26	26	18	38

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	57	24	42
Mathematics	32	4	29	41
Science	24	28	17	35
Social Science	27	26	12	42

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	462.93

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,221.75	\$142.55	\$6,079.19	\$76,653.62
District	N/A	N/A	\$5,734.66	\$73,614
Percent Difference - School Site and District	N/A	N/A	5.8	4.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-8.1	-10.8

## 2021-22 Types of Services Funded

### “Children Are Our Most Precious Resource”

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

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

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

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

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

Listed below are several parent committees that assist with categorical programs and funding.

School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

## 2021-22 Types of Services Funded

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

**English Learner Advisory Committee (ELAC):** All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

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

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

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

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

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

### Rationale

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

### Philosophy

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

### Categorical Program Descriptions

## 2021-22 Types of Services Funded

1. **After School Safety and Education Funds (ASES):** This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving Academic Achievement):** A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
4. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals):** A federal-funded program focused on teacher and principal training and recruitment programs.
5. **Title III (Language Instruction for English Learners (ELs) and Immigrants):** A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
6. **Title VI (Indian Education Formula Grant):** A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

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

Additional information may be found @ <http://www.cusd.com/supplementalservices>.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$42,984	\$51,081
<b>Mid-Range Teacher Salary</b>	\$68,050	\$77,514
<b>Highest Teacher Salary</b>	\$92,444	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$115,366	\$133,421
<b>Average Principal Salary (Middle)</b>	\$119,341	\$138,594
<b>Average Principal Salary (High)</b>	\$131,031	\$153,392
<b>Superintendent Salary</b>	\$230,000	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	33%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	22
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	2
<b>English</b>	4
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	3
<b>Mathematics</b>	7
<b>Science</b>	7
<b>Social Science</b>	17
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	42



## Professional Development

The leadership team, including administration and department chairpersons, decides on the departmental needs for staff development. Each department sets goals that are aligned with the district's strategic plan. Two 33-minute Professional Learning Community time periods per week are allocated for the teaching staff. This time is used to align the curriculum, assess what students are learning, and adjust curriculum and intervention offerings based on the current student's strengths and weaknesses. In addition:

- Rigorous Curriculum Design teams for English language arts, mathematics, and science
- Reading apprenticeship literacy framework
- Advancement Via Individual Determination (AVID) site, district, and outside conferences
- CPR and first aid
- Comprehensive counseling and career advisement workshops and conferences
- District technology training
- Career and Technical Education path-ways and workshops
- Advanced Placement teacher training and conference
- State conferences for English, science, social science, visual and performing arts, technology, and physical education
- Project Lead the Way training for the Energy and Environmental Engineering Pathway

Teachers and administrators work in collaboration meetings two times per week with ongoing staff development. These sessions have been led by the administrative team and teacher leaders.

The district focused all professional development activities around five identified needs: first-time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and culturally relevant understanding.

The district has dedicated three professional development days for certificated staff. Teachers were offered professional development opportunities on staff development days, substitute release days, and early release days. A variety of after-school workshops were also offered throughout the school year.

Participating teachers receive ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based and district-sponsored training that included: curriculum training, utilization of AVID strategies, multi-tiered systems of support, and culturally relevant instructional practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5 days	3 days	3 days