

Clovis Community Day 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

School Name	Clovis Community Day School
Street	1715 David E. Cook Way
City, State, Zip	Clovis, CA 93611
Phone Number	(559) 327-1980
Principal	Monica Castillo
Email Address	monicacastillo@cusd.com
School Website	https://ccds.cusd.com
County-District-School (CDS) Code	10621170101949

2022-23 District Contact Information

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

2022-23 School Overview

School Mission Statement

The mission of Clovis Community Day School (CCDS) is to provide a supportive and structured learning environment where all students can be behaviorally and academically successful. The staff is dedicated to ensuring that all students have the opportunity to achieve their full potential and become productive members of our society in a safe and nurturing environment by developing skills that address the whole student in “mind, body and spirit.”

School Vision Statement

To give ALL students the opportunity to maximize their potential to be responsible, members of our school, community, and society and be lifelong learners in the 21st century

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	1
Total Enrollment	2

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	50.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	50.0
White	0.0
English Learners	50.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	100.0
Students with Disabilities	50.0

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)	1.00	100.00	1583.60	87.90	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	0.00	0.00	106.30	5.90	12115.80	4.41
Unknown	0.00	0.00	66.20	3.68	18854.30	6.86
Total Teaching Positions	1.00	100.00	1801.70	100.00	274759.10	100.00

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						
Total Teaching Positions						

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	
Total Teachers Without Credentials and Misassignments	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	0.00	
Total Out-of-Field Teachers	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.

2021-22 Class Assignments

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

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
Reading/Language Arts	California Collections, Houghton Mifflin (9-12) Literature, Platinum Level; Prentice Hall Literature, Gold Level; Prentice Hall Literature, McDougal Littell (10) The Language of Literature, McDougal Littell (10, 12) The Language of Literature, McDougal Littell (11) American Literature, McDougal Littell British Literature, McDougal Littell The American Experience, Prentice Hall Literature The Language of Composition, Bedford Literature: An Introduction to Reading and Writing, Prentice Hall Readings for Writers, Holt McDougal	Yes	0%
Mathematics	Pearson Integrated High School Mathematics Common Core (Mathematics I, II and III) Pearson Integrated High School Mathematics Common Core (Mathematics III) Algebra, California Edition; Prentice Hall Algebra 2, McDougal Littell Geometry: Concepts and Skills, McDougal Littell Geometry, McDougal Littell Precalculus with Limits, Houghton Mifflin Advanced Mathematics, McDougal Littell Calculus of a Single Variable, McDougal Littell Calculus of a Single Variable With Analytic Geometry, Harper-Collins Elements of Calculus and Analytic Geometry, Addison-Wesley Calculus, Scott Foresman Calculus, Houghton Mifflin Statistical Tutor for Elementary Statistics, 9th Edition; Thomson Elementary Statistics, McGraw-Hill Elementary Statistics, 7th Edition; Duxbury Press Elementary Statistical Concepts, Prentice Hall Stats: Modeling the World, Pearson	Yes	0%

	The Practice of Statistics, W.H. Freeman and Company Introduction to the Practice of Statistics, W.H. Freeman and Company		
Science	Twig Science, Twig Education, Inc. 2020, 2021	Yes	0%
History-Social Science	United States Government, Holt McDougal Government in America, 11th Edition; Longman American Government, Houghton Mifflin Government in America, 12th Edition; Longman The American Pageant, 12th Edition; McDougal Littell Economics: Today and Tomorrow, Glencoe Economics, 19th Edition; McGraw-Hill A History of Western Society, 8th Edition; Houghton Mifflin The Americans: Reconstruction Through the 20th Century, McDougal Littell Modern World History: Patterns of Interaction, McDougal Littell Traditions and Encounters, McGraw-Hill Introduction to Psychology, Wadsworth Publishing (AP) AP Psychology, Worth Psychology: An Introduction, Prentice Hall Psychology: Principles in Practice, Holt Understanding Psychology, Glencoe Sociology and You, Glencoe Sociology, Holt World Geography: Building a Global Perspective, Prentice Hall	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)		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 utilizing 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 2020-2021 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report

9/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			RM 12: 4. WALLPAPER IS TORN AT ENTRY 15. DOOR DOES NOT CLOSE PROPERLY
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			MPR: 7. AV OUTLET COVER IS MISSING RM 13: 7. ELECTRICAL COVER IS LOOSE ON CONDUIT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 12: 4. WALLPAPER IS TORN AT ENTRY 15. DOOR DOES NOT CLOSE PROPERLY RM 4: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	18	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	9	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
All Students	12	11	91.67	8.33	18.18
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

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
All Students	12	11	91.67	8.33	9.09
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	0	0	0.00	0.00	0.00

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
Science (grades 5, 8 and high school)	NT	--	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
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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 5	100%	100%	100%	100%	100%
Grade 7	73%	73%	73%	73%	73%
Grade 9	91%	91%	91%	91%	91%

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

Community and parental support, combined with the availability of sufficient funding, are the critical factors that influence the success or failure of any school. Without this support, schools cannot be expected to produce the results desired for students. Clovis Community Day School benefits from strong community support including the Foundation as evidenced by the facilities and other factors under the control of the school board and CUSD administration.

Parents are encouraged to volunteer with the school in a variety of ways, and involvement opportunities are discussed at the intake meeting. Other areas where parents can become involved include the following:

- Intake and exit meetings
- High School and Jr. High Exit Celebration Dinner
- Local Control and Accountability Plan (LCAP) Committee Planning
- Healthy Start Support Services and meetings
- Healthy Start Health Fair
- Pastries with Parents/Goodies with Guardians (Back-to-School Events)
- Transitions Community Resource Center
- IDAC parent meetings
- Title I meeting in October
- School Site Council (SSC) meetings
- School Assessment Review Team (SART) meetings
- Student Attendance Review Board (SARB)
- WASC accreditation process
- Student Study Team meetings
- Individualized Education Program (IEP) and Section 504 meetings
- Disciplinary reviews
-

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	30	20	10	50.0
Female	5	3	0	0.0
Male	25	17	10	58.8
American Indian or Alaska Native	0	0	0	0.0
Asian	2	1	0	0.0
Black or African American	5	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	14	9	3	33.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	1	50.0
White	4	3	3	100.0
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	25	16	9	56.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	2	2	100.0

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	14.29	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	--	10.00	0.49	3.91	0.20	3.17
Expulsions	--	0.00	0.01	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.00	0.00
Female	0.00	0.00
Male	12.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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

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

CUSD is proud and pleased 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)
- District Indian Education Parent Advisory Committee (IPAC)
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC) and School Advisory Committee (SAC)
- School and District level School Assessment Review Team (SART)
- District Learner Advisory Committee (DELAC)
- Intercultural and Diversity Advisory Council (IDAC)
- District Migrant Education Parent Advisory Committee (DMEPAC)
- 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 schoolwide level as well as the district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA and to the district's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The principal, learning director, guidance learning specialist (counselor) or guidance instructional specialist (GIS) would be happy to assist you, or go to www.cusd.com/supplementalservices.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to <http://www.cusd.com/supplementalservices>.

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

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

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

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws

2022-23 School Safety Plan

require each DELAC representative to be 1) a parent/guardian of an EL or former EL student (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 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 assists in developing an annual plan 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 schools, 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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	1	1		
5	1	1		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	1	1		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	1	1		
6	1	1		

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	3.33

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)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$33,768.62	\$713.64	\$33,054.98	\$84,375.70
District	N/A	N/A	\$5,734.66	\$73,614
Percent Difference - School Site and District	N/A	N/A	140.9	13.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	133.5	-1.2

“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.

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

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.

2021-22 Types of Services Funded

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

Professional Development

Professional development is ongoing at CCDS to ensure the staff keeps abreast of new instructional strategies, innovative teaching techniques, current trends in education and applied technology in the field of education.

Staff development is collaboratively selected by the staff and administration from a yearly staff survey. For the last several years, the focus has been on the following areas: team building activities, universal screening, Positive Behavioral Interventions and Strategies (PBIS), MTSS, inservices on new textbook materials, Ruby Payne strategies, aligning and revising our quarterly benchmark assessments to the Common Core, developing professional learning communities (PLC), the use of technology in education (such as using achievement data to lead instruction), technology as an instructional tool, social emotional learning, Stop the Bleed, Digital Citizenship discipline strategies and just recently, distance learning techniques/strategies and technology. Our focus in technology and teaching strategies provide teachers with an alternative teaching modality. Multiple modalities offer students avenues to success. Credit recovery classes also utilize technology.

Alternative education continues to address strategies with the at-risk students and training the teacher to use student-testing data to drive instruction. It continues to be addressed through PLC meetings, faculty meetings, and conferences. During staff and PLC meetings, teachers share best practices, establish school goals, discuss behavioral strategies, review curriculum, participate in articulation meetings and discuss progress toward goal attainment.

We will also continue to improve team building and curriculum articulation between elementary, intermediate and high school as related to common instructional strategies. Teachers are encouraged to take advantage of professional growth opportunities that reinforce the subject content standards. Release time to visit classrooms is provided to support staff development topics. Additional site and district staff development opportunities may be provided through conferences and in-services offered through our CI & A Department, including release time to develop new programs and share strategies.

Teachers are supported through implementation of new instructional strategies by the observation process and reflective conversations. Individual conferences are conducted with each teacher to discuss classroom instruction and to collaboratively develop teacher self-evaluations so the teachers can target areas of improvement and praise teachers for their areas of strength. Data is collected through the quarter benchmark assessments. A yearly meeting also takes place with every teacher to review individual goals and their self-evaluation.

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

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

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