

# Clovis Elementary 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>	Clovis Elementary School
<b>Street</b>	1100 Armstrong
<b>City, State, Zip</b>	Clovis, CA 93611
<b>Phone Number</b>	(559) 327-6100
<b>Principal</b>	Donelle Kellom
<b>Email Address</b>	donellekellom@cusd.com
<b>School Website</b>	cloviselem.cusd.com
<b>County-District-School (CDS) Code</b>	10-62117-6116313

## 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

### Principal's Message

Clovis Elementary School (CES) opened in the 2000-01 school year. Clovis Elementary has established a high standard that strives toward academic excellence and self-improvement. We are fortunate to serve the Clovis community with a faculty that is not only professionally skilled, but who also care about all aspects of your child's education. You will find a student body that is well-disciplined, motivated and has great pride in their school.

The students attending Clovis Elementary come from diverse backgrounds. Clovis Elementary has been named a California Gold Ribbon School, a California Distinguished School, and a recipient of the Title I Academic Achievement Award, the Bonner Center for Character Education Award, as well as a recipient of the California Business for Education Excellence Honor Roll School for seven consecutive years. In addition, Clovis Elementary has the Clovis Unified School District Exemplary School Award. This award is given in recognition of excellence in education through the attainment of high standards for student academic achievement, co-curricular performance, community involvement and school management. This is the most prestigious award that a school can earn in CUSD. The recognitions above are great accomplishments for our school. The Clovis community is very proud of the past and current awards received by the school. Upon entering the campus, you will see signs displaying these awards. As a staff, we will continue to focus on our subgroups and students that are struggling academically as well as continue to challenge students that are excelling academically.

### The school goals for 2022-23:

- Focus on professional learning communities (PLCs) that are data-driven and student-centered.
- Every child will show academic growth
- Use the Positivity Project to develop students who display outstanding character traits daily
- Become a Digital Citizenship School.
- Have fun!

Together with Clovis Elementary staff, parents and community, we can accomplish our school goals. Please feel free to request additional information regarding this School Accountability Report Card by calling the school office at (559) 327-6100.

Sincerely,  
Donelle Kellom

## 2022-23 School Overview

Principal

### School Mission Statement

The mission of Clovis Elementary School is to provide an excellent education to a diverse community through exemplary programs, services and activities. Our goal is to foster a lifelong commitment to academic and character development. Our intent is to nurture the unique potential of each student in mind, body and spirit to enable them to fulfill their goals and realize their potential as contributing members of society.

### School Vision Statement

All students will grow academically in a safe and caring environment.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	100
Grade 2	101
Grade 3	94
Grade 4	94
Grade 5	72
Grade 6	101
<b>Total Enrollment</b>	<b>651</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	1.2
Asian	6.8
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.7
White	40.9
English Learners	4.9
Foster Youth	1.5
Homeless	0.3
Migrant	0.3
Socioeconomically Disadvantaged	68.7
Students with Disabilities	10.0

### 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)	26.70	93.05	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)	0.50	1.74	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	1.50	5.21	66.20	3.68	18854.30	6.86
<b>Total Teaching Positions</b>	<b>28.70</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	0.50	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	

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	
<b>Total Out-of-Field Teachers</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.

## 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)	2.20	

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>	Benchmark Education Company 2017 A Legacy of Literacy, Houghton Mifflin 2003 California Collections, Houghton Mifflin 2017	Yes	0%
<b>Mathematics</b>	Ready Classroom Mathematics, Curriculum Associates 2019	Yes	0%
<b>Science</b>	Twig Science, Twig Education, Inc. 2020, 2021	Yes	0%
<b>History-Social Science</b>	Discovering Our Past: Ancient Civilizations, 2006 Glencoe/McGraw-Hill Learn and Work, Scott Foresman 2007 Time and Place, Scott Foresman 2007 Reflections, Houghton Mifflin 2007	Yes	0%
<b>Foreign Language</b>		Yes	0%
<b>Health</b>		Yes	0%
<b>Visual and Performing Arts</b>		Yes	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 2021-2022 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 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

9/20/2022

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		NURSES OFFICE: 4. WATER STAIN CEILING TILES IN HALLWAY R-11: 4. WATER STAINS CEILING TILES R-16: 4. WATER STAINS CEILING TILES R-23: 4. WATER STAINS CEILING TILES R-26: 4. WATER STAINS CEILING TILES SCIENCE LAB: 4. WATER STAINS CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			LIBRARY: 7. TRIP HAZARD FLOOR OUTLET COVER IS BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### 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	56	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	46	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>	369	363	98.37	1.63	56.20
<b>Female</b>	179	176	98.32	1.68	59.66
<b>Male</b>	190	187	98.42	1.58	52.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	24	92.31	7.69	54.17
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	178	176	98.88	1.12	52.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	146	144	98.63	1.37	59.72
<b>English Learners</b>	19	17	89.47	10.53	11.76
<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>	255	253	99.22	0.78	51.38
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	50	48	96.00	4.00	14.58

## 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>	369	362	98.10	1.90	46.41
<b>Female</b>	179	175	97.77	2.23	38.86
<b>Male</b>	190	187	98.42	1.58	53.48
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	24	92.31	7.69	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	178	176	98.88	1.12	35.23
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	146	143	97.95	2.05	58.74
<b>English Learners</b>	19	17	89.47	10.53	17.65
<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>	255	253	99.22	0.78	42.69
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	50	47	94.00	6.00	12.77

## 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	45.83	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>	74	72	97.3	2.7	45.83
<b>Female</b>	32	31	96.88	3.12	38.71
<b>Male</b>	42	41	97.62	2.38	51.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	31	100	0	38.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	31	100	0	45.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	49	98	2	44.9
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	97%	97%	97%	97%	97%

## 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

General community support, especially parental support and sufficient funding are critical factors that influence the success or failure of any school. Clovis Elementary enjoys the benefits of a very supportive community. We are proud of the partnership we have formed with our parents and will continue to serve the needs of our community by providing every child with a comprehensive and challenging educational program.

The Clovis Elementary Parent Club is very active on our campus. Its fundraising efforts have supported our students and staff with additional lunchtime monitors, technology, our new marquee, teacher grants, sports uniforms and much more. The Clovis Elementary Parent Club meets the second Tuesday of each month at 6 p.m. in the library Media Center. For any questions regarding the club, please contact Parent Club president Stephanie Hernandez. This is a wonderful opportunity to get involved with school activities. These meetings share a lot of information and are kept short and to the point. We encourage all parents to attend and bring their great ideas to share. The Parent Club is always looking for new ideas to generate funds and fun activities for our school. Additionally, the School Assessment and Review Team (SART) is a parent advisory group that also meets twice a year at 6 p.m. in the library; dates are to be announced. During these meetings, staff and district members present school and district initiatives and updates, curriculum and pro-grams that students are currently utilizing in their classrooms, and any other pertinent information. Watch for information topics on the weekly calendar, located online and on Peachjar.

In addition, we will be having two IDAC parent meetings this year. The purpose of this parent group is to look over our school programs to see that we are teaching about various cultures and have a safe campus for ALL students.

During the school year, the principal will be holding meetings that will highlight special programs and opportunities for the students and parents on the Jaguar Campus. The information will be posted on the web site and in Peachjar. Parents with questions regarding the meetings or topics should contact Donelle Kellom at (559) 327-6100.

The administration encourages all parents to become involved and attend all parent meetings. Your input is important to the continued success of Clovis Elementary. For general information on parent-involvement opportunities, please contact Laura Morton, office manager, at (559) 327-6100.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	689	163	23.7
Female	354	343	88	25.7
Male	358	346	75	21.7
American Indian or Alaska Native	8	8	1	12.5
Asian	50	48	7	14.6
Black or African American	7	6	2	33.3
Filipino	5	5	1	20.0
Hispanic or Latino	327	314	80	25.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	4	16.7
White	290	283	68	24.0
English Learners	36	34	5	14.7
Foster Youth	13	12	5	41.7
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	495	480	133	27.7
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	97	92	32	34.8

### 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	1.32	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	0.56	2.81	0.49	3.91	0.20	3.17
Expulsions	0.00	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	2.81	0.00
Female	1.13	0.00
Male	4.47	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	2.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	2.78	0.00
Foster Youth	15.38	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.09	0.00



## 2022-23 School Safety Plan

Clovis Elementary School Safety Plan includes a School Crisis Intervention Plan. The safety plan also addresses the After School and Safety Education (ASES) and Campus Club after-school programs. Staff and parents review and update both the Safety and School Crisis Intervention plans annually. The School Safety Plan was reviewed and updated in January 2022. The School Safety Plan is available for parent review in the school office.

Staff and students review fire, lockdown and earthquake drills at the beginning of the year and then practice several times during the year. Last year all staff members were trained in Active Shooter training in August. Staff members reviewed what steps to take if they encounter an active shooter on any campus in CUSD.

Local law-enforcement agencies have worked closely with school and district personnel to develop effective responses in the event of emergencies. Additionally, campus safety is promoted by the use of four adult campus monitors during the lunch periods, a Student Safety Patrol, and staff supervision at strategic points on campus before and after school and during recess periods.

In compliance with CUSD policy, all campus visitors are required to check in at the office and obtain a visitor's badge, which is always worn. Prior to volunteering in the classroom or chaperoning a field trip, all classroom and campus parent volunteers must clear a TB assessment, submit a volunteer form and be cleared through our Raptor System.

All staff members and students review the CUSD Zero Tolerance Policy at the beginning of the year. The administration follows the education codes and enforces these codes when handling education code violations on the school campus. Clovis Elementary is an "antibully school." We have invested time and resources to provide our students with training in the area of making good choices. Several of our upper-grade students are trained yearly in conflict resolution (Mediator Mentors). This training has benefited our entire student body. The Human Relations/Mediator Mentors presence at recess is a great support and reminder to our students on ways to resolve problems in a positive manner. Positive Attitude With Safety (PAWS) and Success for ALL kids will be implemented. This year the PAWS group will be formed of fifth and six grade students. The student's role will be to serve as a student IDAC Committee. Their role will include reviewing multicultural lessons taught in fifth and sixth grade and helping to roll out those student lessons in their class-rooms. The PAWS group will be supervised by Resource Teacher See Thao. Any parents interested in more information can contact Miss Thao at (559) 327-6100. Students are reminded to be respectful of others at all times. If a situation arises, students are told to report the incident to an adult immediately so that it can be resolved.

The staff at Clovis Elementary believes if we instill the power of positive relationships in our students, it will minimize the number of incidents on our campus. Students who understand what is expected from them tend to do better in a school setting. The Positivity Project highly visible on the Jaguar campus. Wednesdays are designated as Positivity Project Day. On those days, students and staff members proudly wear their P2 T-shirts on the Jaguar campus.

The school has signs posted on the buildings outlining student expectations. The signs are visual reminders to students to make good choices. They also inform parents and community about the high expectations we have for our students. The staff continues to receive training working with students from diverse backgrounds and how to work with students who are problematic in the classroom. This year all teachers will be implementing the Second Step Curriculum in their classrooms. This curriculum gives students ways to work through problems and how to respond to adults and peers. We are very excited about the positive outcome this curriculum will have for our staff and students. For the third year, teachers will be taking all students grades 2-6 through Digital Citizenship Curriculum. This is an online curriculum that teaches our kids about computer safety and the negative effects that social media can have on kids.

### 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
K	18	3	4	
1	20	2	3	
2	23	1	3	
3	26		3	
4	37			3
5	32		3	1
6	34		2	1
Other	5	3		

## 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
K	13	6	2	
1	20	4	1	
2	19	3	2	
3	23	1	3	
4	24	1	2	
5	27	1	5	1
6	27	1	5	1
Other	9	5		

## 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
K	15	4	2	
1	25	1	3	
2	25		4	
3	19	1	4	
4	19	2	3	
5	23	3	2	1
6	28	1	5	1
Other	10	4		

## 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	0

## 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
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	\$5,934.65	\$644.75	\$5,289.91	\$78,006.27
District	N/A	N/A	\$5,734.66	\$73,614
Percent Difference - School Site and District	N/A	N/A	-8.1	5.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-21.9	-9.0

## 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.

## 2021-22 Types of Services Funded

**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.

## 2021-22 Types of Services Funded

### 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. 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%

## Professional Development

Professional development is ongoing to keep the Clovis Elementary teachers abreast of new learning strategies, innovative teaching techniques and applied technology in the field of education. Weekly planning opportunities are provided for teachers on Wednesday early release days to coordinate and plan lessons or units as an entire grade level. In addition, site funding is provided for teachers to take additional planning days to spend time looking over new ELA curriculum and other resources to better meet the needs of our students. Teachers will continue to receive training in the areas of math, Close Reading, diversity training and working with problematic students.

Teachers also share research-based teaching strategies that will assist all students in making academic growth during Professional Learning Community (PLC) meetings. These weekly planning meetings assist with closely monitoring student growth. Instructional adjustments can be made to ensure teachers are providing a challenging curriculum for those students excelling and provide support to those students struggling academically. Additionally, assessment data is reviewed, and Action Plans are developed to assist students. These Action Plans are then implemented and revisited every quarter. For the 2022-23 school year, teachers will focus on one Essential Standard in math and ELA. Teachers will write assessments and have PLC meetings to look over data and adjust their instruction where necessary. Mastery of the Essential Standard in ELA and math will assist all our students on the SBAC and district assessments. Building strategies and stamina at every grade level in the areas of math word problems and reading with justification will also support our students on the end of year assessments.

Teachers acquire new knowledge through district workshops, curriculum rollouts, on-site training provided by administration, district personnel and conferences. Teachers are supported through principal observations and feedback. Clovis Elementary students continue to show academic progress due to our staff training. For-mal Progress Monitoring meetings are held twice a year with teachers and administration to review student assessment data. Informal meetings are held throughout the year. These meetings help to keep us focused on the academic progress of all students and target areas of concern.

Parents are welcome to observe classroom instruction anytime, as long as they make arrangements with teachers prior to their visit and have been cleared through Megan's Law and have taken a TB risk assessment.

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 cultural relevant understanding.

In the 2022-23 school year, the district dedicated five professional development days for certificated staff. Teachers were offered professional development opportunities on staff development days, substitute release days, and on early release days. A variety of after-school workshops were also offered throughout the school year.

One hundred mentors and one hundred and thirty-five participating teachers received ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, Visible Learning, 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	3	3