

Clovis High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|-------------------------|
| School Name | Clovis High School |
| Street | 1055 Fowler Avenue |
| City, State, Zip | Clovis, CA 93611 |
| Phone Number | (559) 327-1000 |
| Principal | Stephanie Hanks |
| Email Address | stephaniehanks@cusd.com |
| Website | www.chs.cusd.com |
| County-District-School (CDS) Code | 10621171031053 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|--------------------------------|
| District Name | Clovis Unified School District |
| Phone Number | (559) 327-9100 |
| Superintendent | Eimear O'Farrell Ed. D. |
| Email Address | eimearofarrell@cusd.com |
| Website | www.cusd.com |

School Description and Mission Statement (School Year 2020-2021)

School Vision Statement

Clovis High seeks to connect today's students to tomorrow's opportunities.

School Mission Statement

All students will be given every opportunity to maximize their potential in the areas of mind, body, and spirit, enabling them to become productive, contributing members of society.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 811 |
| Grade 10 | 711 |
| Grade 11 | 666 |
| Grade 12 | 756 |
| Total Enrollment | 2,944 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 |
| American Indian or Alaska Native | 1.2 |
| Asian | 10.2 |
| Filipino | 1.7 |
| Hispanic or Latino | 41.3 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 40.5 |
| Two or More Races | 2.3 |
| Socioeconomically Disadvantaged | 48.8 |
| English Learners | 1.1 |
| Students with Disabilities | 11 |
| Foster Youth | 0.5 |
| Homeless | 0.2 |

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 107 | 107 | 104 | 1753 |
| Without Full Credential | 5 | 2 | 4 | 69 |
| Teaching Outside Subject Area of Competence (with full credential) | 9 | 8 | 14 | 111 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 4, 2020

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 3301 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.

| 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) / 2016 The American Experience, Prentice Hall Literature / 2005 The Language of Composition, Bedford / 2009 Literature: An Introduction to Reading and Writing, Prentice Hall / 2004 Readings for Writers, Holt McDougal / 2010 | Yes | 0% |

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------|---|----------------------------|--|
| Science | Hole's Essentials of Human Anatomy & Physiology, Glencoe / 2007 Anatomy & Physiology, 5th Edition; Pearson / 2007 Anatomy & Physiology, McGraw-Hill / 2000 Anatomy & Physiology, Mosby / 1999 Biology, Prentice Hall / 2007 Modern Biology, Holt / 2006 Biology in Focus, Prentice Hall / 2017 The Science of Agriculture, Cengage / 1999 Chemistry, Prentice Hall / 2007 Modern Chemistry, Holt 2006 Chemistry by Zumdahl, Houghton Mifflin / 2007 AP Environmental Science, McGraw-Hill / 2005 Living in the Environment, Wadsworth Publishing / 1998 Environment Science Peoples / 2009 Earth Science: Geology, the Environment, and the Universe; Glencoe / 2002 Physics: Principles and Problems, Glencoe / 2005 Physics for Scientists & Engineers, Thompson-Wiley / 2004 Physics by Giancoli, 4th Edition; Prentice Hall / 1995 College Physics, 2nd Edition; Addison-Wesley / 2010 Earth Science, Prentice Hall / 2006 Chemistry: Matter and Change, Glencoe / 2002 Biology of Animals, William C. Brown Publishers / 1998 Biology of Animals, McGraw-Hill / 1998 | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| History-Social Science | Principals of American Democracy, McGraw-Hill Education / 2020 Principles of Economics, McGraw-Hill / 2012 United States History & Geography, McGraw-Hill / 2020 World History, Culture & Geography, McGraw-Hill / 2020 The Cultural Landscape, Pearson / 2020 Government in America, Pearson / 2020 Krugman’s Economics for the AP Course, Bedford, Freeman & Worth / 2020 Traditions and Encounters, McGraw-Hill / 2008, 2011, 2014 Introduction to Psychology, Wadsworth Publishing (AP) / 2002, 2008 AP Psychology, Worth / 1995 Understanding Psychology, Glencoe / 2003 Sociology and You, Glencoe / 2003 Sociology, Holt / 1995 World Geography: Building a Global Perspective, Prentice Hall / 1998, 2007 | Yes | 0% |

Note: Cells with N/A values do not require data.

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/29/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---------------|---|
| Interior: Interior Surfaces | Fair | Student Services, D-1, Boys RR, D-5, Staff Dining, Activities Office, H01, H03, P15, 19, 13, 12, 23, Coach's Office, E06, C2, C4, D24, D32, C-28: Water Stain Ceiling Tiles; Ho2/ Dance: Floor Tiles Are Bubbling; H03/ Asb: Ceiling Tiles Are Loose; N3: Wallpaper Is Torn At Entry; N13: Floor Tiles Have Holes; P 1, P 2: West Wall Has Hole |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | Girls Rr, C36: Water Stain In Light Diffuser In Hallway; P17, N8: Outlet Cover Is Missing; P20, Boys RR: Light Diffuser Is Cracked; Coaches Office: Clock Is Missing/Exposed Wires; E01: Sensor Is Loose On Ceiling; E08: Ethernet Box Is Broken; Girls Rr: Light Diffuser Is Missing; Science Lab: Light Panel Is Out |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | D-6, 5: Paint Is Chipping On Interior Of Door; Coaches Office, D31: Paint Is Chipping On Door Frame |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | P14: Trip Hazard Cement/Asphalt Seam At Ramp Entry; Cafeteria, N-7: Trip Hazards On Walkway; P13: Weather Stripping Is Bent On Door; P8: Trip Hazard At Ramp Entry; N1: Door Does Not Open Properly |
| Overall Rating | Good | |

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 78 | N/A | 73 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 49 | N/A | 59 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 42 | N/A | 45 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

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

The primary representative of the district’s career technical advisory committee is Gregory Lomack. The industries represented are agriculture and natural resources; arts, media and entertainment; building trades and construction; education, child development and family services; fashion and interior design; finance and business; health science and medical technology; information technology; manufacturing and product development; marketing, sales and service; public services; and transportation.

Clovis High School recently received a Construction CTE grant. A four-year program has been developed, including Introduction to Construction for freshmen, Foundations of Construction for sophomores, and ROP Construction Technology for juniors and seniors. The current woodshop and welding shop have been remodeled, and new construction included a computer-assisted drafting lab; a building-systems lab; and a twostory, outdoor covered construction lab. The construction curriculum is integrated with the students’ English and mathematics classes.

Additional information including a list of CTE and ROP courses is available through the 2018-19 Course Description Catalog available at the school or online at www.cusd.com/parent/school-info/course-catalogs.

Career Technical Education (CTE) Participation (School Year 2019-2020)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1084 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 52.3 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 93.61 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 54.83 |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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

For further details on how to offer your time, please contact the Principal Secretary, Janis Tatum, at (559) 327-1224 or janistatum@cusd.com.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 1.1 | 1.3 | 1.3 | 2.2 | 2.9 | 2.8 | 9.1 | 9.6 | 9 |
| Graduation Rate | 96.9 | 96.3 | 95.8 | 93.7 | 92.9 | 93.5 | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 4.3 | 4.6 | 3.9 | 3.7 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 4.3 | 2.6 | |
| Expulsions | 0.0 | 0.0 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Clovis High works diligently to provide a safe school environment. Administration and staff provide supervision before school, during the day, and after school, as well as late into the evening. All staff members on campus understand that student safety is everyone's responsibility. Students are also provided opportunities to assist staff in keeping the campus safe and orderly. Clovis High School fosters a safe school environment by enforcing the district-adopted zero-tolerance policy and student dress code guidelines.

Clovis High has a school safety plan and a School Crisis Intervention Plan. Staff and community members update and evaluate these plans annually. Our current plan is presented at our before-school staff meetings in August. Most recently, the plan was updated in December 2020. Monthly drills are conducted to ensure the staff and students are prepared in the event of an emergency. The goal is to ensure a safe and nonviolent environment on all of the Clovis Unified School District (CUSD) campuses. The Clovis High School Safety Plan addresses specific areas of concern, along with appropriate strategies to address the concerns. Another indication of CUSD's commitment to a safe and orderly school environment is the employment of full-time police officers and student relations liaisons.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 19 | 80 | 24 | 42 | 19 | 73 | 41 | 27 | 20 | 66 | 41 | 29 |
| Mathematics | 26 | 26 | 33 | 40 | 25 | 33 | 40 | 35 | 30 | 11 | 46 | 33 |
| Science | 24 | 34 | 19 | 36 | 26 | 22 | 30 | 27 | 29 | 14 | 11 | 45 |
| Social Science | 27 | 22 | 9 | 41 | 26 | 21 | 18 | 33 | 28 | 24 | 5 | 44 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 334.5 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 8.8 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 5 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,358.10 | \$72.97 | \$6,285.13 | \$71,213.44 |
| District | N/A | N/A | \$5,734.66 | \$72,296 |
| Percent Difference - School Site and District | N/A | N/A | 9.2 | -1.5 |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -20.9 | -15.3 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

“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)

District Advisory Committee (DAC) 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.

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 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. 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>.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$42,141 | \$50,029 |
| Mid-Range Teacher Salary | \$66,716 | \$77,680 |
| Highest Teacher Salary | \$90,631 | \$102,143 |
| Average Principal Salary (Elementary) | \$113,110 | \$128,526 |
| Average Principal Salary (Middle) | \$117,001 | \$133,574 |
| Average Principal Salary (High) | \$128,462 | \$147,006 |
| Superintendent Salary | \$230,000 | \$284,736 |
| Percent of Budget for Teacher Salaries | 34.0 | 33.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

Advanced Placement (AP) Courses (School Year 2019-2020)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 4 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 6 | N/A |
| Science | 5 | N/A |
| Social Science | 14 | N/A |
| All courses | 34 | 17.3 |

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 days | 5 days | 5 |

Staff development is provided for our staff on a variety of levels. Site and district programs include in-services in the areas of technology, instructional strategies, newly adopted state standards and multicultural awareness and cultural proficiency. Staff development funds are also used to support teacher attendance at conferences and provide release time to develop new programs and build knowledge on shared strategies. Staff development is determined by the school site plan and identified needs, staff surveys, and district initiatives.

The Clovis High School bell schedule allows for collaboration time two mornings each week for teachers to have staff development, review student performance data and adjust instruction to meet the needs of all students.

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 2018-19 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.