

Clovis North 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 North High School
Street	2770 East International Avenue
City, State, Zip	Fresno, CA 93730
Phone Number	(559) 327-5000
Principal	Joshua Shapiro, Ed.D.
Email Address	joshuashapiro@cusd.com
Website	www.cnec.cusd.com
County-District-School (CDS) Code	10621170113555

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)

Clovis North's mission is "To build a unified campus that inspires students to maximize their performance in mind, body and spirit." All resources at our site - both human and physical - are selected, cultivated, and deployed with a laser-focus to ensure that our students learn and achieve excellence. Thus, our schoolwide learner outcomes address the whole student.

Schoolwide Learner Outcomes:

MIND: Maximize Student Academic Achievement

- Improve Student Attendance
- Raise Standardized Test Scores of All Students
- Increase the Percentage of Students Earning Passing Grades (D or better)
- Raise the Percentage of Students Taking College Entrance Exams

BODY: Maximize Physical Wellness

- Increase the Percentage of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Test
- Promote Wellness and Healthy Living Choices

SPIRIT: Maximize Student Involvement and Inclusion

- Increase the Percentage of Students Participating in Co-Curricular Activities
- Develop Students' Connection to the Community through Volunteerism

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

Grade Level	Number of Students
Grade 9	622
Grade 10	680
Grade 11	632
Grade 12	589
Total Enrollment	2,523

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

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.6
Asian	16.4
Filipino	3.3
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.2
White	45.7
Two or More Races	3.4
Socioeconomically Disadvantaged	22.6
English Learners	1.5
Students with Disabilities	6
Foster Youth	0.1
Homeless	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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	100	102	98	1753
Without Full Credential	10	7	5	69
Teaching Outside Subject Area of Competence (with full credential)	13	14	15	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	2	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	R-141, 161, 160, 152, 155, 157, 167, 164, 180, 181, 182, 187, 703, 500, 554, 551, 550, 290, West Gym, Boys Locker Rm: Water Stain Ceiling Tile; R-165: Ceiling Tile Is Missing; 552: Cabinet Drawer Is Broken
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	R-140: Light Panel Is Out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	R-155: Paint Is Chipping On Wall; Boys Locker Rm: Paint Is Chipping On Ceiling; 703/Band, 285: Paint Is Chipping On Door; 267: Paint Is Chipping On Railing In Stairwell
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	96	N/A	73	N/A	50	N/A
Mathematics (grades 3-8 and 11)	70	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)	70	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)

Information about Career and Technical Education (CTE) programs, including a list of CTE and regional occupational program (ROP) courses is in the 2019-20 Course Description Catalog, available at the school and at www.cusd.com/parent/school-info/course-catalogs. At Clovis North Educational Center, we have a Health Careers CTE program. This elective course and its pathway classes align to district, state and applicable model curriculum standards. Our CTE committee works closely with each of the hospitals in our area as well as the nursing program at California State University, Fresno.

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.

The CNEC Health Careers Academy is a high-school curriculum that provides a four-year health careers pathway for students pursuing health-related careers after graduation. Freshman and sophomores are in a cohort with teachers in the Health Careers Pathway where their academic core classes are all integrated.

These integrated classes encompass English, health, science, social science, math and foreign language.

Through our CTE classes, we expose the students to medical topics and ideas that relate to what they learn in school. This helps prepare them for their junior and senior years, where they will be involved in a Capstone/ROP class such as Medical Careers or Principles of Athletic Training. The Capstone/ROP class prepares students to enter the health-care workforce and/or postsecondary health care education while developing proficient skills essential in the industry. Another opportunity we have for our Health Careers Academy students is volunteering with the Future Health Professionals organization HOSA. This is a club open to our Health Careers Academy students as well as all other students. Many of our HOSA students are not involved with the Health Careers Academy due to various reasons, but want to be involved in the medical field in some way. HOSA allows for opportunities for knowledge, skill and leadership development of all health-science technology of education students, therefore helping students meet the needs of the health-care community. This is done through medical guest speakers, community volunteering, officer and competitive opportunities and chapter, state and national affiliation membership with HOSA.

In the Capstone/ROP classes, students have the opportunity to work out in the medical community getting hands-on experience. Students work in hospitals, medical offices, with athletic teams and in other health professions. The feedback from our community where these students are serving has been very positive, and the increase in the number of health professions that are opening their doors for us has validated the strength of our program and the students who are involved.

Additionally, Clovis North offers the following CTE pathways on site: educational careers and software and systems development.

Students in the Education Pathway at CNEC can take G.P.A. weighted classes and dual-enrollment classes where they will earn college units for FREE. Students will study the nature and scope of the school system, the duties and opportunities of working in a school system, study children's literature, study and explore contemporary issues in education and determine credentialing requirements.

The Pathway program connects learning in the classroom with real-world applications and is an excellent opportunity for any student considering a career in education. The Educational Careers pathway has articulation agreements with Clovis Community College, Reedley College, and Madera Community College Center allowing students to earn college credits while still in high school.

The long-term objective is to develop a "grow your own" teacher development program within Clovis Unified to produce an increasing number of high-quality teachers that mirror the culture and diversity of the students we serve. In the high-tech world in which we live, programming is quickly becoming an integral part of all industries from engineering to medicine. Learning to navigate complex programming languages, apply algorithms that solve real-world problems, and communicate those solutions, are key ingredients to the success of every project. Software and System Development strives to prepare students for the rigor of college and the workplace by teaching the essential tools of programming, data and system analysis, software engineering and communication.

This unique pathway is designed to take students on an articulated journey through the multifaceted world of Information Technology, Software and System Development. Starting in seventh grade, students can begin taking courses with Computer Applications that teach, among other things, programming, robotics and analysis of data systems. In high school, courses build on that knowledge and delve deeper into programming languages and engineering principles. In 11th and 12th grades, student can take an engineering course with our partner Clovis Community College for dual credit. Culminating this pathway is an apprentice opportunity to work with community partners creating real-life software solutions. Supporting this pathway are community partners Bitwise Industries, Geekwise Academy, Clovis Unified School District, Clovis Community College and Fresno State Lyles College of Engineering.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	780
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.9
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	97.86
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	68.07

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 North Educational Center parents are provided a variety of opportunities for involvement. Parent committees such as the School Assessment Review Team (SART), School Site Council (SSC), Intercultural Diversity Advisory Council (IDAC) and English Language Advisory Committee (ELAC) provide a forum for parent input regarding school operations. The nonprofit Bronco Foundation is a fundraising and parent-volunteer organization that provides many opportunities for parent involvement including the annual Bronco Stampede and other dinners. Various parent booster groups are available that are primarily focused on students' participation and interests. The traditional open house and back-to-school nights annually attract parents to our campus to observe our academic and co-curricular programs. Clovis North Educational Center also encourages active parent volunteerism.

For more information on how to become involved at Clovis North Educational Center, contact Deputy Principal Jonathan Bowns at (559) 327-5075 or jonathanbowns@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	0.3	1.9	1.2	2.2	2.9	2.8	9.1	9.6	9
Graduation Rate	97.8	95.7	95.9	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	3.3	2.7	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	2.0	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 North Educational Center works diligently to provide a safe school environment inside and outside during the school day. Administration and staff provide supervision before school, during the day, after school and long into the evening. The staff understands that student safety is everyone's responsibility, and this extends to all staff on campus. Students are also provided opportunities to assist staff in keeping the campus safe and orderly. Clovis North Educational Center fosters a safe school environment by enforcing the district-adopted zero-tolerance policy, a closed-campus policy and a student dress code. The SART survey results for March 2020 indicates 96 percent of our parents rated the school personnel as "satisfactory," "excellent" or "good" in providing a safe and orderly environment for students.

Clovis North Educational Center has a school safety plan and a School Crisis Intervention Plan. The staff and community members evaluate and update these plans annually. We presented our current plan at our before-school staff meetings in August and recently updated it in December 2020. We conduct monthly drills 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 CUSD campuses. Specific areas of focus, coupled with appropriate strategies to address concerns, feature in our school plan. 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	63	29	40	20	64	19	47	21	50	25	39
Mathematics	28	16	39	29	29	14	27	41	32	6	25	41
Science	25	22	28	30	27	18	33	30	26	15	32	23
Social Science	28	16	20	39	27	19	19	40	29	16	17	49

*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*	841

*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)	3
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.4

*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	\$6,051.14	\$95.39	\$5,955.75	\$71,213.31
District	N/A	N/A	\$5,734.66	\$72,296
Percent Difference - School Site and District	N/A	N/A	3.8	-1.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-26.2	-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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

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	6	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	9	N/A
Science	9	N/A
Social Science	25	N/A
All courses	55	31.2

*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

CNEC provides staff development on a variety of levels. Site and district programs include in-services in the areas of technology, instructional strategies and multicultural awareness. Staff-development funds are also used to send teachers to conferences and provide release time to develop new programs and share strategies. The focus on staff development is decided by a staff survey and district initiatives. Clovis North Educational Center has a bell schedule that allows for two mornings each week of collaboration time for the teachers to have staff development, review student-performance data and adjust instruction to meet the needs of 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.