



# Clovis North High School

2770 East International Avenue • Fresno, CA 93730 • (559) 327-5000 • Grades 9-12

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Clovis Unified School District

1450 Herndon Avenue  
Clovis, CA 93611  
(559) 327-9100  
www.cusd.com

#### District Governing Board

Christopher Casado  
**President**

Tiffany Stoker Madsen  
**Vice-President**

Susan K. Hatmaker  
**Clerk**

Hugh Awtrey  
**Member**

Ginny L. Hovsepian  
**Member**

Elizabeth "Betsy" Sandoval  
**Member**

Steven G. Fogg, M.D.  
**Member**

#### District Administration

Eimear O'Farrell, Ed.D.  
**Superintendent**

Don Ulrich, Ed.D.  
**Deputy Superintendent**

Darin Tockey  
**Area Superintendent**

### School Description

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 CoCurricular Activities
- Develop Students' Connection to the Community through Volunteerism

## About the SARC

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	713
Grade 10	650
Grade 11	610
Grade 12	576
Total Enrollment	2,549

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.5
Asian	16.5
Filipino	3.1
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.3
White	47.1
Two or More Races	3.7
Socioeconomically Disadvantaged	23.9
English Learners	1.7
Students with Disabilities	6.2
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 for Clovis North High	17-18	18-19	19-20
With Full Credential	93	100	102
Without Full Credential	10	10	7
Teaching Outside Subject Area of Competence	13	13	14

Teacher Credentials for Clovis Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	1789
Without Full Credential	♦	♦	97
Teaching Outside Subject Area of Competence	♦	♦	88

### Teacher Misassignments and Vacant Teacher Positions at Clovis North High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	2

\* 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 Instructional Materials (School Year 2019-20)**

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.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 9, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>California Collections, Houghton Mifflin (9-12) 2016                      Literature, Platinum Level; Prentice Hall 2002                      Literature, Gold Level; Prentice Hall 2002                      Literature, McDougal Littell (10) 2009                      The Language of Literature, McDougal Littell (10, 12) 2006                      The Language of Literature, McDougal Littell (11) 2003                      American Literature, McDougal Littell 2009                      British Literature, McDougal Littell 2009                      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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Pearson Integrated High School Mathematics Common Core (Mathematics I, 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, Harper-Collins 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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>Hole's Essentials of Human Anatomy &amp; Physiology, Glencoe 2007  Anatomy &amp; Physiology, 5th Edition; Pearson 2007  Anatomy &amp; Physiology, McGraw-Hill 2000  Anatomy &amp; 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 &amp; 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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>United States Government, Holt McDougal 2009  Government in America, 11th Edition; Longman 2004  American Government, Houghton Mifflin 2001  Government in America, 12th Edition; Longman 2006  The American Pageant, 12th Edition; McDougal Littell 2002  Economics: Today and Tomorrow, Glencoe 2008  Economics, 19th Edition; McGraw-Hill 2012  A History of Western Society, 8th Edition; Houghton Mifflin 2006  The Americans: Reconstruction Through the 20th Century, McDougal Littell 2006  Modern World History: Patterns of Interaction, McDougal Littell 2006  Traditions and Encounters, McGraw-Hill 2008, 2011, 2014  Introduction to Psychology, Wadsworth Publishing (AP) 2002, 2008  AP Psychology, Worth 1995  Psychology: An Introduction, Prentice Hall 1996  Psychology: Principles in Practice, Holt 1998  Understanding Psychology, Glencoe 2003  Sociology and You, Glencoe 2003  Sociology, Holt 1995  World Geography: Building a Global Perspective, Prentice Hall 1998, 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2018-19 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.

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

Items

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/6/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> 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
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	R-140: Light Panel Is Out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> 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
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	92	96	71	73	50	50
Math	65	70	58	59	38	39

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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	10.9	15.0	66.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	586	576	98.29	95.83
<b>Male</b>	308	301	97.73	94.02
<b>Female</b>	278	275	98.92	97.82
<b>Black or African American</b>	11	11	100.00	81.82
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	98	96	97.96	94.79
<b>Filipino</b>	12	12	100.00	100.00
<b>Hispanic or Latino</b>	154	152	98.70	96.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	286	280	97.90	96.43
<b>Two or More Races</b>	21	21	100.00	90.48
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	91.74
<b>English Learners</b>	12	11	91.67	90.91
<b>Students with Disabilities</b>	23	20	86.96	80.00
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	583	566	97.08	69.91
Male	305	299	98.03	70.90
Female	278	267	96.04	68.80
Black or African American	11	11	100.00	54.55
American Indian or Alaska Native	--	--	--	--
Asian	97	93	95.88	87.10
Filipino	12	12	100.00	91.67
Hispanic or Latino	154	150	97.40	53.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	284	275	96.83	73.09
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	120	118	98.33	56.78
English Learners	11	11	100.00	36.36
Students with Disabilities	23	19	82.61	15.79
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

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

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

### 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 2019-20)

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 Family Fest 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: 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.



### School Safety Plan

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 2019 indicates 97 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 2019. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	3.3	2.7
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	3.9	3.7
Expulsions Rate	0.1	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	849.7

\* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.7
Other	

\* 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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	19	67	22	45	19	63	29	40	20	64	19	47
Mathematics	24	11	12	8	28	16	39	29	29	14	27	41
Science	25	27	17	39	25	22	28	30	27	18	33	30
Social Science	27	17	21	41	28	16	20	39	27	19	19	40

\* 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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5 days	5 days	5 days

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.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,914	\$48,612
Mid-Range Teacher Salary	\$64,773	\$74,676
Highest Teacher Salary	\$87,991	\$99,791
Average Principal Salary (ES)	\$109,974	\$125,830
Average Principal Salary (MS)	\$113,593	\$131,167
Average Principal Salary (HS)	\$124,720	\$144,822
Superintendent Salary	\$230,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,572	93	5,481	69,409.85
District	N/A	N/A	5,290	\$70,643.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.5	-1.8
School Site/ State	-31.2	-17.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

### “Children Are Our Most Precious Resource”

On an annual basis, Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Application and Reporting System for Categorical Aid Programs commonly called CARS. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

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

CUSD is 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 Learner Advisory Committee (DELAC)
- District Migrant Education Parent Advisory Committee (DMEPAC)
- 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 of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site’s SPSA and to the District’s Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child’s school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/supplementalservices>.

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

**School Site Council (SSC):** All schools receiving categorical funds are required to form a 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 provides input and makes recommendations to the principal, staff and SSC regarding services for English learners and conducts an annual survey. Members serve for two years.

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

After School Safety and Education Funds (ASES): This state funded and administered program provides three-year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. 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.

1. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
2. 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.
3. Title I, Part A Equity Performance and Improvement Program: Designed to support and build capacity within school districts and schools to promote equity for disadvantaged student populations in California schools. The CEPIP will build the capacity of school districts and schools in order to implement proven or promising evidence-based program and practices, specially targeted at building equity and narrowing the achievement and opportunity gaps for all underserved students.
4. Title I, Part C (Migrant Education Program): A federal-funded program focused on providing services for migratory students and their families.
5. 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.
6. 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.
7. Title IV, Part A Student Support and Academic Enrichment: The Student Support and Academic Enrichment program under Title IV, Part A of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) is a federal categorical program contained in the Consolidated Application. These funds are intended to increase the capacity of local education agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students
8. 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 or the CUSD Department of Supplemental Services @ 327.0661, additional information may be found @ <http://www.cusd.com/supplementalservices>.

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

Rate for Clovis North High School	2015-16	2016-17	2017-18
Dropout Rate	0.5	0.3	1.9
Graduation Rate	97.9	97.8	95.7

Rate for Clovis Unified School District	2015-16	2016-17	2017-18
Dropout Rate	2.1	2.2	2.9
Graduation Rate	94.2	93.7	92.9

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	335
% of pupils completing a CTE program and earning a high school diploma	31.90%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14.20%

### Career Technical Education Programs

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](http://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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.04

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	6	N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	9	N/A
Science	11	N/A
Social Science	23	N/A
All courses	57	31.1

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

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

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.

### **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).

### **Internet Access**

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