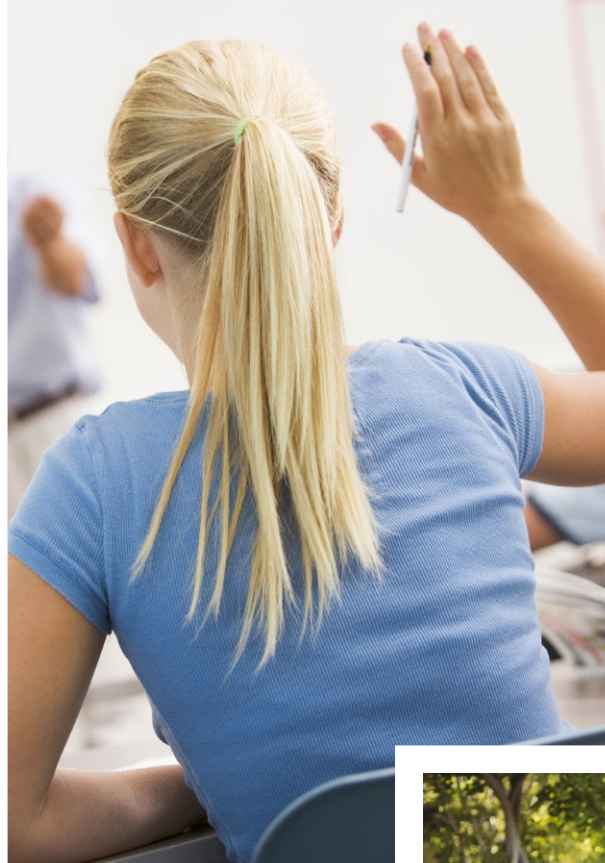


SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Clovis Online School

Grades 7-12
CDS Code 10-62117-0118018

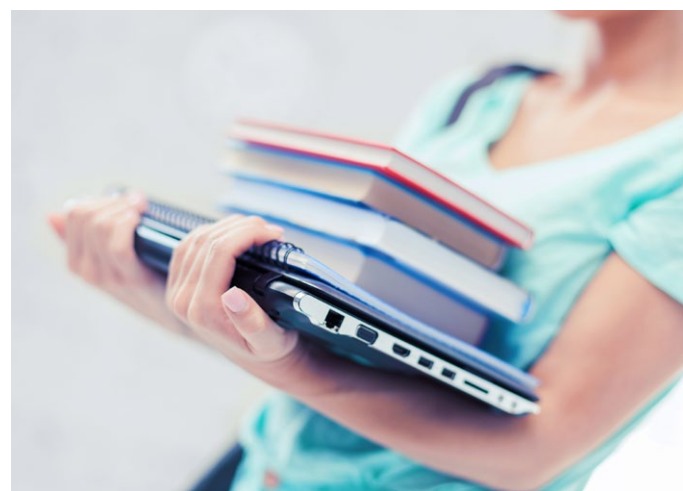
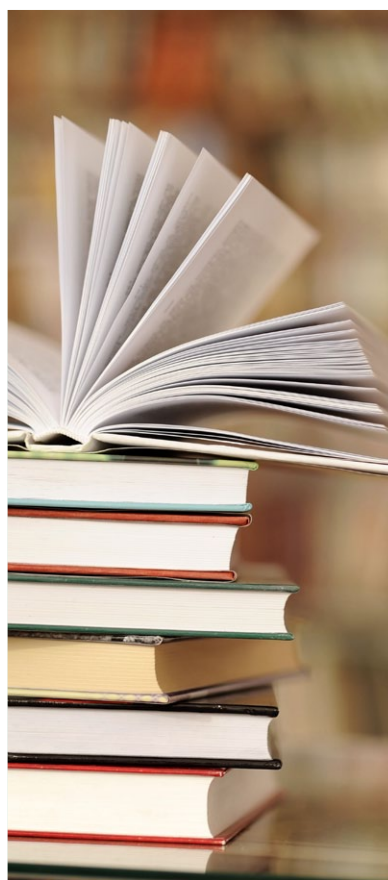
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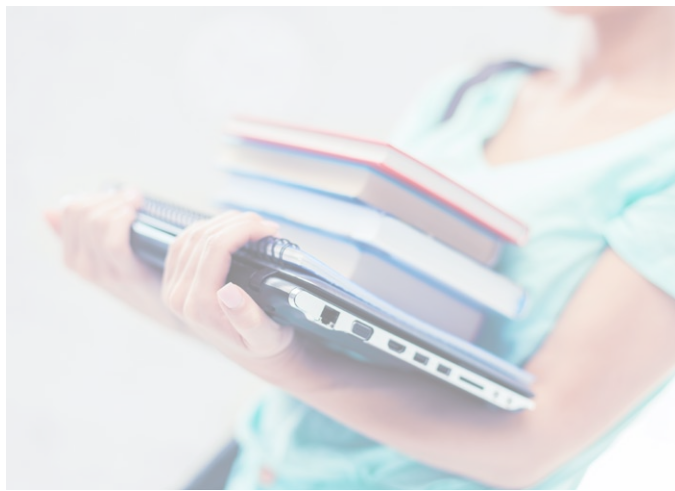
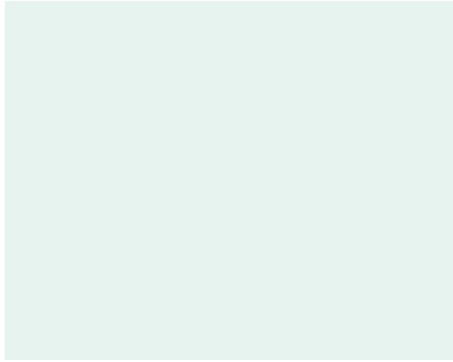
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*"Rigorous, Flexible, Student
Centered Learning"*



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"Be the Best You Can be in Mind, Body and Spirit"



Clovis Unified School District Core Values

In Clovis Unified, we hold ourselves accountable to a set of core values that we consider nonnegotiable. These values are expressed in the following key phrases and words.

- **Students:** Educate the whole child in mind, body and spirit; a fair break for every kid; every child can learn, and we can teach every child; meet the educational needs of all students; student-centered decision-making.
- **Employees:** It's people, not programs; support our employees; mutual respect; professionalism; commitment; shared decision-making; accountability; high standards, both individually and collectively.
- **Community:** Education is a partnership; parent involvement; community involvement; business partnerships; collaboration with all stakeholders; mutual effort.
- **Expectations:** Continuous improvement; quality education; clear expectations; win with class, lose with dignity; do the right thing; integrity; innovation; forward-thinking; the higher the expectation, the greater the achievement.
- **Schools and facilities:** World-class; community-centered; kids deserve the best; community-accessible.

Principal's Message

The Clovis Online School (COS) is in the middle of a six-year Western Association of Schools and Colleges (WASC) accreditation, which is the highest level given. Our learning-management system has all the resources to make learning online a unique reality. We are in our ninth year of operation, and it has been both exciting and challenging. Last year was very exciting with enrollment at over 500 students and our largest graduating class of 120 students. We currently have 15 full-time teachers, four counselors, four office secretaries and two full-time technology specialists working with our students and staff. Clovis Online School's goals for the 2018-19 school year are to keep working to realize our full potential and continue to develop strategies to offer our students, who come from all over central California, the opportunity to work toward earning a high-school diploma. We will continue to add high-quality curriculum, courses and opportunities for our students. This includes expanded Career and Technical Education (CTE) offerings and even more Advanced Placement courses. Clovis Online School will continue to give our teachers of weekly professional learning community (PLC) opportunities, helping them keep up with current best practices as instructors. Our state-of-the-art computer lab, getting all core courses A-G approved, getting our career-tech courses online and getting approval from the NCAA shows how with total support from the top down, great things can happen. Clovis Online welcomes all new stakeholders to our amazing program and promises to continue creating the standards and excellence that is expected in Clovis Unified.

School Mission Statement

Clovis Online School is committed to providing students with a nontraditional, distance learning program designed to meet the individual needs and learning abilities of students who may have not been successful at traditional comprehensive schools or have been successful, but at this time, need an alternative approach to learning. All students can learn, and we must explore different approaches to learning so that all students can graduate and have the opportunity to be the "Best in mind, body and spirit."

School Vision Statement

The vision and purpose of Clovis Online School is to take in and ensure all students acquire the academic skills to succeed as competent critical thinkers, independent learners and academic achievers through technology, and be responsible citizens and effective communicators. This is accomplished through an alternative learning environment with a caring, committed, qualified staff working in partnership with our diverse students and community.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit.

District Vision Statement

Clovis Unified School District strives to be America's benchmark for excellence in education.

"Where Character Counts"

Clovis USD Governing Board

The Clovis Unified School District Governing Board consists of seven board seats. Each seat represents a geographic portion of the district. Board member terms are four years.

Brian D. Heryford, president

Christopher Casado, vice president

Steven G. Fogg, M.D.; clerk

Susan K. Hatmaker, member

Ginny L. Hovsepian, member

Elizabeth "Betsy" Sandoval, member

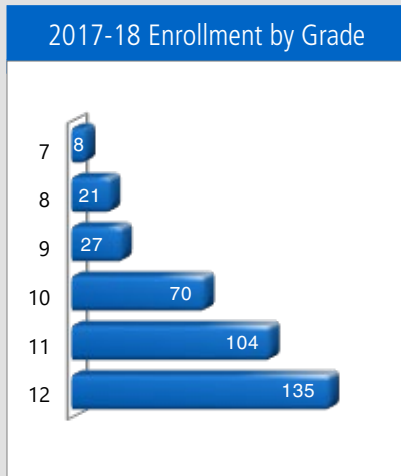
Tiffany Stoker Madsen, member

District Aims

- Maximize student achievement for all students
- Operate with increasing efficiency and effectiveness
- Develop, sustain and value a quality workforce

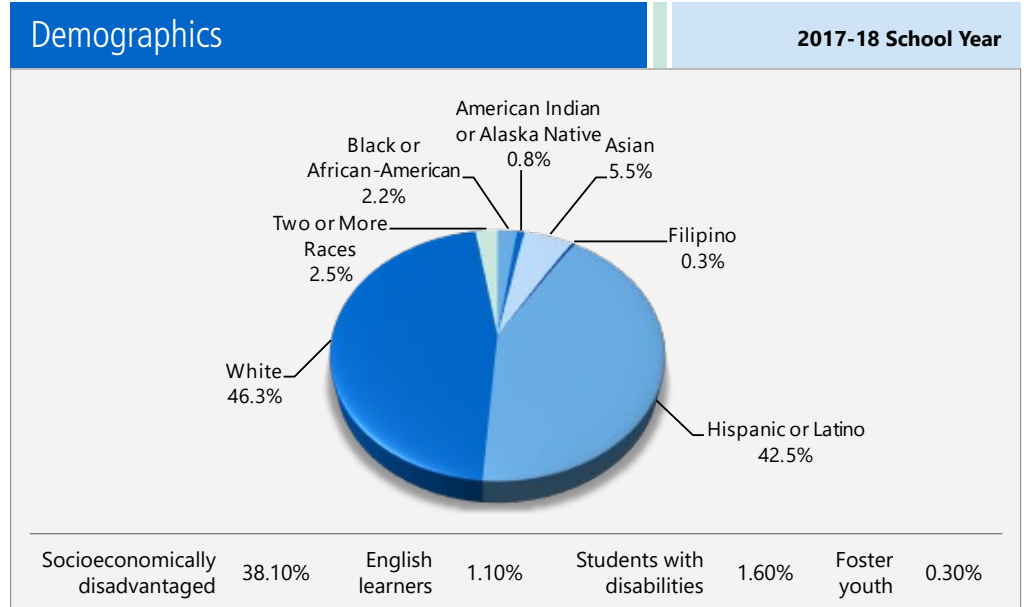
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Enrollment by Student Group

The total enrollment at the school was 365 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



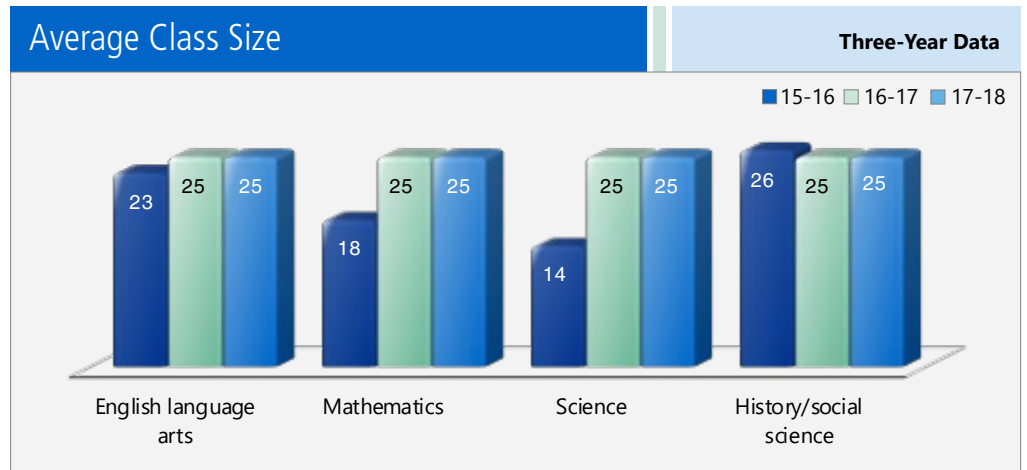
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Clovis Online			
	15-16	16-17	17-18
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Clovis USD			
	15-16	16-17	17-18
Suspension rates	3.9%	3.4%	4.0%
Expulsion rates	0.1%	0.1%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size

Subject	Three-Year Data								
	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	6	5	3		13			13	
Mathematics	11	3			13			13	
Science	13	1			13			13	
History/social science	5	3	6		13			13	

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Clovis Online		Clovis USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Clovis Online		Clovis USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	60%	42%	69%	71%	48%	50%
Mathematics	15%	9%	56%	58%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards		Clovis Online	
		Grade 7	Grade 9
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

◇ Not applicable.

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 7, 8 and 11.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 7, 8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	210	192	91.43%	42.33%
Male	85	78	91.76%	39.74%
Female	125	114	91.20%	44.14%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	95	86	90.53%	33.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	88	81	92.05%	51.25%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	81	96.43%	35.80%
English learners	15	14	93.33%	7.14%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	209	194	92.82%	9.14%
Male	85	80	94.12%	12.99%
Female	124	114	91.94%	6.42%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	94	85	90.43%	4.88%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	89	84	94.38%	12.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	82	79	96.34%	2.67%
English learners	15	14	93.33%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Clovis Online School's Beliefs

- Education is a partnership between the student, teacher, school, parent and community
- Everyone is a lifelong learner, but we must individually address each student's diversity, learning style and levels of proficiency
- Success is an individual journey of continuous achievement, and learners should be enabled and empowered to make critical decisions for their futures through alternative learning processes
- Students should continue to be given the opportunity to learn and become academic achievers
- The knowledge and use of information, technology, and online technologies and resources are crucial for future employment needs
- Equitable access to various types of learning is a key component of education
- Quality standards-based online curriculum with rigorous coursework will prepare students for high school graduation and beyond
- Technology used with an engaging purpose will enhance the learning process
- The "one size fits all" approach is not for all students
- Students should exhibit higher-level thinking skills while using a variety of learning strategies
- Choice is a very powerful tool for parents and students—online programs offer a choice to students o want to try or may need something different
- Online virtual programs offer many students an educational platform that better suits their learning style
- Students can learn self-discipline, responsibility and accountability as an independent learner
- Students who learn the quality skills of being an independent online learner will have a leg up as they continue their lifelong journey (in higher education, the number of students taking at least one online course is more than 3 million out of 15 million, and that number is increasing by 20 percent to 25 percent each year, according to The Journal, in 2011)
- Learning comes at different times and stages, it is COS philosophy to continue to foster education at these different times and stages
- Giving last-chance students an opportunity and a different format to learn and work toward a high-school diploma
- All students can learn and should be proficient at reading, writing, listening and speaking effectively
- We can better get to know students with the amount of one-on-one attention given and the habits created by the fingerprints left with students in online education
- All teachers should be lifelong coaches, motivators and advocate for all students
- To maintain a curriculum aligned with district and state A-G requirements
- All students can learn when provided with the right resources, time and motivation

Career Technical Education Programs

Clovis Online School has added new Career Technical Education (CTE) programs for students. These courses offer prerequisite work needed for certification. Some courses added are career explorations, Microsoft Specialist, Medical Terminology, Introduction to Information Technology, Nursing Assistant, Pharmacy Technician, Introduction Health Sciences, Introduction to Business and Introduction to Entrepreneurship. Since these are new programs to Clovis Online School, data about the numbers of students moving on to certification programs will be tracked and available in the future.

Clovis Online School student also have the opportunity to take a wide variety of courses offered by our district's CTE program.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2017-18 Participation
	Clovis Online
Number of pupils participating in CTE	5
Percentage of pupils who completed a CTE program and earned a high school diploma	20.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission

Clovis Online

2016-17 and 2017-18 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	92.05%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	16.00%



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	4.10%
Number of AP courses offered at the school	14
Number of AP Courses by Subject	
Computer science	0
English	6
Fine and performing arts	0
Foreign language	0
Mathematics	1
Science	0
Social science	7

"Our learning-management system has all the resources to make learning online a unique reality."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsgsrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Clovis Online	Clovis USD	California
All students	93.46%	90.82%	88.72%
Black or African-American	100.00%	92.23%	82.15%
American Indian or Alaska Native	50.00%	82.76%	82.81%
Asian	100.00%	95.56%	94.93%
Filipino	❖	95.40%	93.45%
Hispanic or Latino	86.67%	87.52%	86.54%
Native Hawaiian or Pacific Islander	❖	100.00%	88.56%
White	94.83%	91.17%	92.12%
Two or more races	50.00%	93.68%	91.15%
Socioeconomically disadvantaged	100.00%	95.21%	88.64%
English learners	100.00%	59.77%	56.74%
Students with disabilities	100.00%	48.95%	67.12%
Foster youth	❖	59.09%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Clovis Online	68.60%	75.80%	79.30%	24.50%	15.80%	6.90%
Clovis USD	94.60%	94.20%	93.70%	2.90%	2.10%	2.20%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials List Grades 7 and 8

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	7th StudySync, McGraw-Hill (7-8)	2017
Mathematics	<i>California Mathematics</i> , Glencoe/McGraw-Hill (6-8)	2014
Mathematics	<i>Math Accelerated</i> , Glencoe/McGraw-Hill (7)	2014
Science	<i>Focus on Physical Science</i> , Glencoe/McGraw-Hill	2007
Science	<i>California Life Science</i> ; Holt, Rinehart and Winston	2007
History/Social Science	<i>Discovering Our Past: Medieval and Early Modern Times</i> , Glencoe	2006
History/Social Science	<i>United States History: Independence to 1914</i> ; Holt, Rinehart and Winston	2007

Textbooks and Instructional Materials List Grades 9-12

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>California Collections</i> , Houghton Mifflin (9-12)	2016
Reading/language arts	<i>Literature</i> , Platinum Level; Prentice Hall	2002
Reading/language arts	<i>Literature</i> , Gold Level; Prentice Hall	2002
Reading/language arts	<i>Literature</i> , McDougal Littell (10)	2009
Reading/language arts	<i>The Language of Literature</i> , McDougal Littell (10, 12)	2006
Reading/language arts	<i>The Language of Literature</i> , McDougal Littell (11)	2003
Reading/language arts	<i>American Literature</i> , McDougal Littell	2009
Reading/language arts	<i>British Literature</i> , McDougal Littell	2009
Reading/language arts	<i>The American Experience</i> , Prentice Hall Literature	2005
Reading/language arts	<i>The Language of Composition</i> , Bedford	2009
Reading/language arts	<i>Literature: An Introduction to Reading and Writing</i> , Prentice Hall	2004
Reading/language arts	<i>Readings for Writers</i> , Holt McDougal	2010
Mathematics	<i>Pearson Integrated High School Mathematics Common Core</i> (Mathematics I, II and III)	2014
Mathematics	<i>Pearson Integrated High School Mathematics Common Core</i> (Mathematics III)	2015
Mathematics	<i>Algebra</i> , California Edition; Prentice Hall	2009
Mathematics	<i>Algebra 2</i> , McDougal Littell	2004, 2007
Mathematics	<i>Geometry: Concepts and Skills</i> , McDougal Littell	2003
Mathematics	<i>Geometry</i> , McDougal Littell	2007

Textbooks and Instructional Materials

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 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.

Social Media

Follow Clovis Unified news and events on Twitter and Facebook. Clovis Unified uses Facebook and Twitter to update our community on current events and decisions impacting our schools. Parents, students, employees and community members are invited to follow the district by clicking on the social-media icons located on the upper right-hand corner of the district website, www.cusd.com.





Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Subject	Percentage
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Public Internet Access

Internet access is available at all CUSD school sites, 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 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.

For information on usage of Fresno County public libraries, including public use of computers with internet access, please call (559) 488-3195 or visit www.fresnolibrary.org.

Textbooks and Instructional Materials List Grades 9-12 - *continued from page 9*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Mathematics	<i>Precalculus with Limits</i> , Houghton Mifflin	2005, 2008
Mathematics	<i>Advanced Mathematics</i> , McDougal Littell	2003
Mathematics	<i>Calculus of a Single Variable</i> , McDougal Littell	2006
Mathematics	<i>Calculus of a Single Variable With Analytic Geometry</i> , Harper-Collins	1996
Mathematics	<i>Elements of Calculus and Analytic Geometry</i> , Addison-Wesley	1989
Mathematics	<i>Calculus</i> , Scott Foresman	1999
Mathematics	<i>Calculus</i> , Houghton Mifflin	2002
Mathematics	<i>Statistical Tutor for Elementary Statistics</i> , 9th Edition; Thomson	2004
Mathematics	<i>Elementary Statistics</i> , McGraw-Hill	2004
Mathematics	<i>Elementary Statistics</i> , 7th Edition; Duxbury Press	1996
Mathematics	<i>Elementary Statistical Concepts</i> , Prentice Hall	1986
Mathematics	<i>Stats: Modeling the World</i> , Pearson	2007
Mathematics	<i>The Practice of Statistics</i> , W.H. Freeman and Company	2003
Mathematics	<i>Introduction to the Practice of Statistics</i> , W.H. Freeman and Company	2008
Science	<i>Hole's Essentials of Human Anatomy & Physiology</i> , Glencoe	2007
Science	<i>Anatomy & Physiology</i> , 5th Edition; Pearson	2007
Science	<i>Anatomy & Physiology</i> , McGraw-Hill	2000
Science	<i>Anatomy & Physiology</i> , Mosby	1999
Science	<i>Biology</i> , Prentice Hall	2007
Science	<i>Modern Biology</i> , Holt	2006
Science	<i>Biology in Focus</i> , Prentice Hall	2017
Science	<i>The Science of Agriculture</i> , Cengage	1999
Science	<i>Chemistry</i> , Prentice Hall	2007
Science	<i>Modern Chemistry</i> , Holt	2006
Science	<i>Chemistry by Zumdahl</i> , Houghton Mifflin	2007
Science	<i>AP Environmental Science</i> , McGraw-Hill	2005
Science	<i>Living in the Environment</i> , Wadsworth Publishing	1998
Science	Environment Science Peoples	2009

Continued on page 11

Textbooks and Instructional Materials List Grades 9-12 - *continued from page 10*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Earth Science: Geology, the Environment, and the Universe</i> ; Glencoe	2002
Science	<i>Physics: Principles and Problems</i> , Glencoe	2005
Science	<i>Physics for Scientists & Engineers</i> , Thompson-Wiley	2004
Science	<i>Physics</i> by Giancoli, 4th Edition; Prentice Hall	1995
Science	<i>College Physics</i> , 2nd Edition; Addison-Wesley	2010
Science	<i>Earth Science</i> , Prentice Hall	2006
Science	<i>Chemistry: Matter and Change</i> , Glencoe	2002
Science	<i>Biology of Animals</i> , William C. Brown Publishers	1998
Science	<i>Biology of Animals</i> , McGraw-Hill	1998
History/social science	<i>United States Government</i> , Holt McDougal	2009
History/social science	<i>Government in America</i> , 11th Edition; Longman	2004
History/social science	<i>American Government</i> , Houghton Mifflin	2001
History/social science	<i>Government in America</i> , 12th Edition; Longman	2006
History/social science	<i>The American Pageant</i> , 12th Edition; McDougal Littell	2002
History/social science	<i>Economics: Today and Tomorrow</i> , Glencoe	2008
History/social science	<i>Economics</i> , 19th Edition; McGraw-Hill	2012
History/social science	<i>A History of Western Society</i> , 8th Edition; Houghton Mifflin	2006
History/social science	<i>The Americans: Reconstruction Through the 20th Century</i> , McDougal Littell	2006
History/social science	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	2006
History/social science	<i>Traditions and Encounters</i> , McGraw-Hill	2008, 2011, 2014
History/social science	<i>Introduction to Psychology</i> , Wadsworth Publishing (AP)	2002, 2008
History/social science	<i>AP Psychology</i> , Worth	1995
History/social science	<i>Psychology: An Introduction</i> , Prentice Hall	1996
History/social science	<i>Psychology: Principles in Practice</i> , Holt	1998
History/social science	<i>Understanding Psychology</i> , Glencoe	2003
History/social science	<i>Sociology and You</i> , Glencoe	2003
History/social science	<i>Sociology</i> , Holt	1995
History/social science	<i>World Geography: Building a Global Perspective</i> , Prentice Hall	1998, 2007

Quality of Textbooks

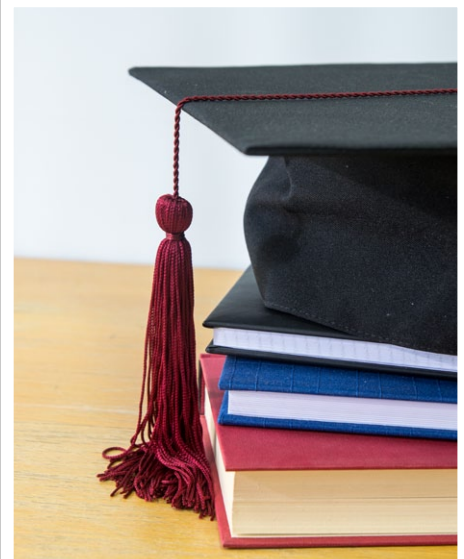
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	10/10/2018



School Facilities

Clovis Online School opened in August 2009 and is located in the central area of the CUSD Alternative Education sites and district office administration buildings. The first online school in CUSD was in a portable setting. The current location is 1655 David E. Cook Way and consists of a main office, counseling center, new state-of-the-art computer-lab center, new teacher center and five rooms with individual cubical teaching stations. Each teaching station also has a mini-lab area. The campus is surrounded by plenty of parking and nice landscaping. The district is successfully providing sufficient resources to the establishment of the school program, growth and future planning. Although growth is happening at a quick rate, all necessary resources are being utilized for planning, ordering and hiring. Remodeling of the teacher center, site restrooms and other rooms provide a positive teaching environment. Updated computer and phone systems have also been provided. COS will continue to add staffing as enrollment increases, and the district is in complete agreement with staffing ratios established.

Parental Involvement

Our staff is utilizing the following student and parent groups to produce the most efficient strategies to meet student needs. Clovis Online School has created a parent advisory team, and a student leadership group, which meet at different times each year, as well as attend district committees such as the School Attendance Review Team (SART), Intercultural Diversity Advisory Council (IDAC), and Local Control and Accountability Plan (LCAP). The administration team is reviewing student academic data in order to gain a starting point, propose action, and monitor achievement based on learning and student needs. The parent and student teams, as well as the school-leadership teams (administrators and department chairs) hold discussions and give recommendations that are given considerable weight in developing and adjusting the Single Plan for Student Achievement and student learning objectives (SLOs). Our students and parents are also involved through discussions with teachers weekly and student and parent questionnaires. Clovis Online is always looking for new parent and student involvement. Parents may become involved by filling out the questionnaire that is given when they meet with the child's teachers or contacting the school.

Contact Clovis Online School SART Representative Tina Dietz for any information at (559)-327-4400.

School Facility Good Repair Status

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/1/2018	
Date of the most recent completion of the inspection form	10/1/2018	

School Safety

The mission of Clovis Online School is to prepare all students academically to be successful and productive members of society by establishing relationships and providing services and support in a safe learning environment. The administration and staff strive to project a school culture that promotes very positive high achievement for all students, parental involvement and technology climate. Staff is responsible for supervision of the campus and reports any unusual activity. The campus sits in the middle of the district office facilities, so a lot of traffic comes and goes. All staff has access to call the Clovis Unified School District (CUSD) police office, which is approximately 100 yards away. Both the Clovis Police Department and CUSD police actively participate in overseeing and maintaining campus security. Signs inform the public that the campus is free of violence, tobacco and drugs. First-aid and CPR training is offered to all employees; currently, three staff members are certified. All teachers are trained on safe exit drills and lockdown procedures. Performance goal No. 4 of our district plan outlines the Environments Conducive to Learning plan. Though our students are not on campus daily, we still conduct safety drills and post all emergency plans on the walls and with each teacher.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2018.

"We will continue to add high-quality curriculum, courses and opportunities for our students."

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

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

CUSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

- **School Site Council (SSC)**
- **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 schoolwide level as well as the district level. Each school's Single 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 www.cusd.com/supplementalservices.

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

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

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

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

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

Continued on sidebar



"Clovis Online School's goals for the 2018-19 school year are to keep working to realize our full potential and continue to develop strategies to offer our students, who come from all over central California, the opportunity to work toward earning a high-school diploma."

Types of Services Funded

Continued from left

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.

Continued on page 14



Professional Development

COS ensures staff members are involved in ongoing professional development by building professional learning communities (PLCs) at the school site that reinforce student growth. Teachers are mandated and encouraged to share good teaching practices within school and room teams. For consistent continuity of the school, a leadership team member leads each room. Teachers attend a two-hour PLC meeting weekly led by administration, teachers, tech and curriculum experts to share information and keep up with the best teaching practices in online learning. In addition, teachers work with fellow colleagues on a daily basis on what is working and what is not working. Weekly PLC and leadership team meetings are used for discussion of curriculum, data analysis, best practices, student needs and professional growth among staff. These meetings are instrumental in the evaluation of the school's single plan for student achievement and SLOs. COS will need to continue to work with the online management system curriculum by learning new developed curriculum and mechanics for best student-teacher practices, as well as working with the editing process as needed with our course-management system. In addition to site professional-development opportunities, COS teachers will be required to attend districtwide professional-development opportunities so that they can stay up-to-date with districtwide initiatives, such as Common Core State Standards. These opportunities are great for our teachers to work with fellow colleagues at comprehensive sites and other alternative education sites on best practices. These opportunities are calendared, and the staff is aware of these dates.

The staff has every opportunity to attend other online or charter-type schools. They are given release time from the district. Teachers who take advantage of this type of professional development are then required to come back and share what they have learned. This is a great teaching opportunity for all staff.

Continued on page 15

Types of Services Funded

Continued from page 13

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 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 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.
- 2. 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.
- 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 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 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 VII (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 SSC, ELAC and/or attend the Annual Title I Parent Meeting. During the fall, each school will send 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 at (559) 327-9086. Additional information may be found at www.cusd.com/supplementalservices.

Professional Development

Continued from page 14

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 Common Core State and NGSS Standards, and cultural relevant understanding.

In the 2017-18 school year, we dedicated five professional development days for our certificated staff. Teachers were offered professional development opportunities during professional development days, release days during the school year, in after-school workshops, on early release days and within the classroom. 316 mentors and participating teachers received continuous professional development and classroom coaching through the CUSD induction program. In addition, 50 elementary teachers are participating in a three-year math partnership grant that includes professional development and follow-up coaching in the classroom.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Clovis Online	5 days	5 days	5 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Clovis USD	Clovis Online		
Teachers	18-19	16-17	17-18	18-19
With a full credential	1,772	13	16	16
Without a full credential	105	0	0	0
Teaching outside subject area of competence (with full credential)	98	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Clovis Online		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	3.00
Average number of students per academic counselor	130
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.10
Resource specialist (nonteaching)	1.00
Other	FTE
Student relations liaison	1.00

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$6,763
Expenditures per pupil from restricted sources	\$70
Expenditures per pupil from unrestricted sources	\$6,694
Annual average teacher salary	\$75,646

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Clovis USD	Similar Sized District
Beginning teacher salary	\$40,309	\$47,903
Midrange teacher salary	\$63,816	\$74,481
Highest teacher salary	\$86,691	\$98,269
Average elementary school principal salary	\$109,974	\$123,495
Average middle school principal salary	\$113,593	\$129,482
Average high school principal salary	\$124,720	\$142,414
Superintendent salary	\$230,000	\$271,429
Teacher salaries: percentage of budget	34%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Clovis Online	\$6,694	\$75,646
Clovis USD	\$5,290	\$71,929
California	\$7,125	\$80,764
School and district: percentage difference	+26.5%	+5.2%
School and California: percentage difference	-6.1%	-6.3%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.

School Accountability Report Card

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