Clovis West High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Clovis West High School
Street	1070 E. Teague Ave
City, State, Zip	Fresno CA 93720
Phone Number	(559) 327-2000
Principal	Eric Swain
Email Address	ericswain@cusd.com
School Website	cwhs.cusd.com
County-District-School (CDS) Code	10621171030196

2023-24 District Contact Information

District Name	Clovis Unified School District
Phone Number	(559) 327-9100
Superintendent	Corrine Folmer, Ed.D.
Email Address	corrinefolmer@cusd.com
District Website	www.cusd.com

2023-24 School Description and Mission Statement

At Clovis West High School, we strive to be the best by setting goals and challenging our students to attain the highest possible level of achievement.

In Clovis Unified, we believe in high standards. We believe that children should be the best they can be in mind, body and spirit. As part of the WASC accreditation process, schools must identify the schoolwide learner outcomes. At Clovis West, our inspiration comes from Clovis Unified School District's founding superintendent, Dr. Floyd B. "Doc" Buchanan. "Doc's Charge" is a compilation of his philosophy for the district, and it guides our schoolwide learner outcomes:
Doc believed that we should "teach students to work in groups and compete in groups." Clovis West students will be effective scholars.
Doc encouraged teachers to "help students build on their strengths and overcome their weaknesses." Clovis West students will be critical and creative thinkers.
Doc charged teachers and students to "win with class and lose with dignity" and to provide a "fair break for every kid." Clovis West students will learn to be respectful of all people in a diverse community.
Doc believed that "education revolves around teamwork and trust," and that as educators, we should prepare students "to be the best they can be in mind, body and spirit" and to "learn to compete against themselves." Clovis West students will be prepared for adult life as productive, analytical, cooperative members of society.
These goals and schoolwide learner outcomes drive us to provide the best education possible for our students so that they may reach beyond their academic potential and strive in a collaborative and global society.
This school year we are re-focusing our attention to the tenets of Professional Learning Communities to provide the best academic environment for ALL students.

School Mission Statement
Maximize and improve academic and individual achievement of all students.

School Vision Statement
The vision of Clovis West High School is for every student to achieve their highest potential academically and in cocurricular events in preparation for postsecondary life.

2023-24 School Description and Mission Statement

School Motto
"Be the best you can be" is the mantra of Clovis West High School students as they compete academically and in cocurricular events against the very best teams.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	583
Grade 10	563
Grade 11	517
Grade 12	426
Total Enrollment	2,089

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	48.8%
American Indian or Alaska Native	0.4%
Asian	8.6%
Black or African American	6%
Filipino	1.1%
Hispanic or Latino	47.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.3%
White	32.5%
English Learners	1.8%
Foster Youth	0.2%
Homeless	0.1%
Socioeconomically Disadvantaged	44.6%
Students with Disabilities	8.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	76.70	83.74	1583.60	87.90	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	1.96	26.70	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	1.52	18.60	1.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.00	10.94	106.30	5.90	12115.80	4.41
Unknown	1.60	1.83	66.20	3.68	18854.30	6.86
Total Teaching Positions	91.60	100.00	1801.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.50	81.38	1691.80	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	3.30	3.42	34.10	1.78	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	3.41	27.20	1.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.80	5.92	86.80	4.52	11953.10	4.28
Unknown	5.70	5.84	83.40	4.34	15831.90	5.67
Total Teaching Positions	99.00	100.00	1923.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.10	3.30
Misassignments	1.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	3.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.30
Local Assignment Options	10.00	5.50
Total Out-of-Field Teachers	10.00	5.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Clovis Unified School District sets a high priority upon ensuring there are sufficient textbooks and materials to support the district's instructional program. CUSD Board Policy Number 6161.1 establishes criteria and procedures for the adoption of all textbooks. All K-8 textbooks purchased have been approved by the State Board of Education and adopted by the Clovis Unified Governing Board. Textbooks and instructional materials purchased for grades 9-12 are aligned to the state content standards and adopted by the Clovis Unified Governing Board.

The Department of Supplemental Services continues to support the school sites with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-12. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

Year and month in which the data were collected	October 5, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, Houghton Mifflin (9-12) / 2016 The American Experience, Prentice Hall Literature / 2005 The Language of Composition, Bedford / 2009 Literature: An Introduction to Reading and Writing, Prentice Hall / 2004 Readings for Writers, Holt McDougal / 2010	Yes	0%
Mathematics	Core Connections Integrated 1, 2, & 3 CPM Educational Program (2020) Geometry: Concepts and Skills (2003) Precalculus with Limits (2023) Calculus for the AP Course, 3rd Edition (BFW) (2022) Thomas' Calculus, 14th Edition (2022) Statistics and Probability with Applications, 4th Ed. (2022) The Practice of Statistics, 6th Edition (2022)	Yes	0%
Science	Essential Health Skills 2021 STEMscopes CA NGSS 3D HS Chemistry in the Earth System 2022 STEMscopes CA NGSS 3D HS Physics in the Universe 2022 STEMscopes CA NGSS 3D HS The Living Earth 2022 Experience Biology (Savvas) 2022 Biology – Campbell/Reece, Pearson 2017 California Experience Chemistry in the Earth System, Vol.1 & 2 (Savvas) 2022 Chemistry A Molecular Approach - Tro, Pearson 2018 California Experience Chemistry in the Earth System, Vol.1 & 2 (Savvas) 2022 Experience Physics (Savvas) 2022 Physics for Scientists and Engineers, 10th Ed. (Cengage) 2022 College Physics (BFW) 2022 Exploring Environmental Science for AP (Cengage) 2022 Hole's Human Anatomy & Physiology, 16th Ed. (McGraw-Hill) 2022 Animal Diversity, 9th Edition (McGraw Hill) 2022	Yes	0%

History-Social Science	Art History 2016 The Cultural Landscape 2020 World History, Culture, & Geography 2020 United States History & Geography 2020 Principles of American Democracy 2020 Government in America 2020 Principles of Economics 2020 Krugman's Economics for the AP Course 2020 Thinking About Psychology, 4th Edition (BFW) 2022 Myers' Psychology, 3rd Edition (BFW) 2022 Sociology (HMH) 2022	Yes	0%
Foreign Language	Discovering French Today Bleu 2016 Discovering French Today Blanc 2016 Discovering French Rouge 2016 En Espanol 3 2015 Temas 2014 Chinese for Youth 2014	Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

In order to maintain our facilities in top condition, CUSD has utilized the services from a third party to perform the 2020-2021 Williams inspection utilizing the Facilities Inspection Tool (FIT). This will allow CUSD to obtain an objective evaluation of our facilities in order to continue to maintain the safest and best facilities for students and staff.
For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2020-2021 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report	9/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			BLDG N RM 1: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER FRESHMAN ACAD.: 4. WATER STAIN CEILING TILES RM 10/ FOODS: 4. WATER STAIN CEILING TILES RM 2: 4. WATER STAIN CEILING TILES RM 3: 4. WATER STAIN CEILING TILES RM 4: 4. WATER STAIN CEILING TILES RM 6: 4. FORMICA IS BROKEN ON COUNTER 9. DRINKING FOUNTAIN IS LOOSE AT BASE RM 6: 4. WATER STAIN CEILING TILES RM 7: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			RM N 5: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		BLDG N RM 1: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM 2: 7. ELECTRICAL COVER IS MISSING ON CONDUIT RM 5: 7. ELECTRICAL COVER IS MISSING BY WORKROOM DOOR
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		RM 6: 4. FORMICA IS BROKEN ON COUNTER 9. DRINKING FOUNTAIN IS LOOSE AT BASE
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	82	65	65	47	46
Mathematics (grades 3-8 and 11)	42	51	49	50	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	475	96.94	3.06	81.82
Female	258	252	97.67	2.33	84.92
Male	229	220	96.07	3.93	77.98
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	82.46
Black or African American	33	32	96.97	3.03	70.97
Filipino	--	--	--	--	--
Hispanic or Latino	221	211	95.48	4.52	78.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	77.78
White	154	152	98.70	1.30	88.16
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	182	95.79	4.21	74.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	26	72.22	27.78	23.08

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	490	483	98.57	1.43	51.35
Female	258	252	97.67	2.33	53.17
Male	229	228	99.56	0.44	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	57.89
Black or African American	33	33	100.00	0.00	39.39
Filipino	--	--	--	--	--
Hispanic or Latino	221	218	98.64	1.36	44.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	52.94
White	154	153	99.35	0.65	59.48
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	187	98.42	1.58	39.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	32	88.89	11.11	12.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.55	44.15	42.27	46.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	922	908	98.48	1.52	44.16
Female	463	452	97.62	2.38	44.69
Male	456	453	99.34	0.66	43.71
American Indian or Alaska Native	--	--	--	--	--
Asian	89	89	100.00	0.00	48.31
Black or African American	58	58	100.00	0.00	36.21
Filipino	--	--	--	--	--
Hispanic or Latino	423	413	97.64	2.36	34.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	35	94.59	5.41	57.14
White	302	302	100.00	0.00	54.97
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	364	359	98.63	1.37	29.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	57	85.07	14.93	8.77

2022-23 Career Technical Education Programs

Clovis West began exploring the creation of a Counseling/Career Center in 2002-03 with an expected goal of full implementation by the beginning of the 2003-04 school year. The goal was to update and centralize our services to students. Our counseling technician oversees the posting of local job listings and is available to hand out applications to students. As a part of our sophomore-counseling program, students are encouraged to consider either the Center for Advanced Research and Technology (CART) or Career Technical Education (CTE) classes to acquire hands-on experience in a number of career options. CWHS recently competed for and was awarded, a large state grant to improve the auto facilities, creating a transportation pathway with the ability to certify students for immediate placement in the industry.

Currently, CWHS offers the following CTE pathways on site: educational careers, theater arts, bank and finance, small-business management, diesel and auto mechanics. A whole range of courses are offered at the other district sites also, and these can be found in the course catalog as referenced below.

The primary representative of the district's career technical advisory committee is Dr. 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.

Additional information, including a list of CTE and ROP courses can be found in the Course Description Catalog available at the school or online at www.cusd.com/parent/school-info/course-catalogs.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	446
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	58.28

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86%	86%	86%		
Grade 9	89%	93%	94%	93%	94%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Clovis West has a very active School Assessment Review Team (SART) and Intercultural Diversity Council (IDAC) that reviews and discusses curriculum, policies, school climate and community concerns on a monthly basis. An active Principals Advisory of Student Affairs (PASA) group that reviews school culture and climate. We also have a School Site Council (SSC) composed of parents, students, and staff members responsible for developing, implementing, and evaluating the School Plan for Student Achievement programs. Our English Learner Advisory Committee (ELAC) provides input and makes recommendations to the principal, staff and SSC regarding services for English learners as well as conducts an annual survey. Our very busy Foundation West Booster Organization serves as a central focus for academic, performing arts, and athletic cocurricular parent booster groups. During the last year, Foundation West and all provided scholarships to members of the Clovis West school community.

For further details on how to offer your time, please contact the school at (559) 327-2000.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.7	1.2	1.4	1.9	1.7	2.2	9.4	7.8	8.2
Graduation Rate	93.1	96.1	95.3	92.4	95.5	94.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	430	410	95.3
Female	199	196	98.5
Male	230	213	92.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	33	31	93.9
Black or African American	29	28	96.6
Filipino	--	--	--
Hispanic or Latino	204	195	95.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	18	18	100.0
White	141	135	95.7
English Learners	19	19	100.0
Foster Youth	--	--	--
Homeless	12	10	83.3
Socioeconomically Disadvantaged	234	223	95.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	23	60.5

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2192	2149	473	22.0
Female	1110	1089	258	23.7
Male	1072	1051	211	20.1
Non-Binary	10	9	4	44.4
American Indian or Alaska Native	10	10	4	40.0
Asian	186	182	25	13.7
Black or African American	134	128	29	22.7
Filipino	24	23	3	13.0
Hispanic or Latino	1050	1030	243	23.6
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	72	71	20	28.2
White	704	693	145	20.9
English Learners	65	61	16	26.2
Foster Youth	14	9	1	11.1
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	1079	1051	271	25.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	192	185	59	31.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.48	6.31	6.07	0.49	3.91	4.65	0.20	3.17	3.60
Expulsions	0.00	0.18	0.09	0.01	0.06	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.07	0.09
Female	3.6	0
Male	8.49	0.19
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.76	0.54
Black or African American	12.69	0
Filipino	4.17	0
Hispanic or Latino	6.1	0.1
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	5.4	0
English Learners	3.08	0
Foster Youth	7.14	0
Homeless	0	0
Socioeconomically Disadvantaged	8.34	0.19
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.98	0

2023-24 School Safety Plan

Clovis West provides a safe, clean environment for learning. Consistently on the SART Survey, a high percentage of Clovis West parents have rated the school as "satisfactory" or higher in providing a safe and orderly environment for its students.

The Clovis West School Safety Plan is revised and discussed annually with various stakeholders and is continually reviewed throughout the school year as part of an ongoing process which will culminate in the approval of the plan by the School Site Council committee and ultimately submitted to the district each January. The faculty reviews the plan at the beginning of each school year to maximize faculty response in the event of any fire or hazardous situation. CWHS has three full-time student relations liaisons who facilitate social-emotional safety on-site with students, and a full-time police officer who provides a range of on-site resources. The officer is situated in the Student Responsibility Center, which is the hub of student safety on campus.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	66	23	27
Mathematics	25	25	16	34
Science	19	47	11	30
Social Science	17	45	20	18

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	45	17	38
Mathematics	30	9	26	27
Science	22	27	22	23
Social Science	26	17	11	37

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	45	31	25
Mathematics	31	9	18	34
Science	24	22	16	31
Social Science	24	21	22	25

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	342.46

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,213.18	$70.77	$7,142.41	$74,396.72
District	N/A	N/A	$5,734.66	$76,931
Percent Difference - School Site and District	N/A	N/A	21.9	1.1
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	8.0	-13.7

Fiscal Year 2022-23 Types of Services Funded

"Children Are Our Most Precious Resource" On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards. Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids! CUSD is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include: School Site Council (SSC) English Learner Advisory Committee (ELAC) Parent Advisory Committee (PAC) and School Advisory Committee (SAC) District English Learner Advisory Committee (DELAC) District Indian Education Parent Advisory Committee (IPAC) School and District level School Assessment Review Team (SART) Intercultural and Diversity Advisory

Fiscal Year 2022-23 Types of Services Funded

Council (IDAC) Local Control Accountability Plan Public Forums (LCAP) We encourage all parents and guardians to become involved with their child's education at the classroom level, the school-wide level, as well as the district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA. If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you. Listed below are several parent committees that assist with categorical programs and funding. School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the School Plan for Student Achievement programs. Members serve for two years and are elected by their peers. Parent Advisory Committee (PAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee. English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site's ELAC. District Indian Education Parent Advisory Committee (IPAC): The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12. Local Control Accountability Plan (LCAP) Forums: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years. These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation. The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs. Philosophy All CUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential. Categorical Program Descriptions 1.   After School Safety and Education Funds (ASES): This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that

Fiscal Year 2022-23 Types of Services Funded

conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program. 2.   Title I, Part A (Improving Academic Achievement): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. 3.   Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. 4.   Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs. 5.   Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students. 6.   Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students. The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send you additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school. Additional information may be found @ http://www.cusd.com/supplementalservices.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,348	$55,550
Mid-Range Teacher Salary	$71,793	$80,703
Highest Teacher Salary	$97,528	$109,418
Average Principal Salary (Elementary)	$121,893	$137,703
Average Principal Salary (Middle)	$125,905	$143,760
Average Principal Salary (High)	$138,238	$159,021
Superintendent Salary	$286,760	$319,443
Percent of Budget for Teacher Salaries	30.3%	30.35%
Percent of Budget for Administrative Salaries	4.81%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.4

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	5
English	9
Fine and Performing Arts	2
Foreign Language	2
Mathematics	4
Science	7
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	40

Professional Development

Clovis West continues to implement a professional learning community model and culture. On this journey, teachers are organized into subject specific professional learning teams (PLTs) and are hard at work initiating weekly PLT meetings wherein teachers collaborate to analyze data and develop effective strategies to help all students attain mastery of their respective subjects. Every Wednesday and Thursday morning is a late-start day for students, and the staff is committed to PLT meetings. It is during this PLT collaboration that best practices in instructional delivery are honed and shared to allow for maximized student learning.

Learning directors regularly join PLT teams as collaborative colleagues. This year, PLT collaboration conversations center is creating a college going culture within our student body by examining student data and focusing on academic behavior expectations for all students.

Students who are learning or not learning are identified through student-work data (site and district common assessments, common student work, teacher grade distribution comparisons, progress reports, etc.). A plan of action for additional reteaching support and/or enrichment is developed by the PLTs.

To ensure optimal weekly PLT meeting functions, teacher leadership roles have been restructured from a one-department chair structure to the following:
1. Assignment of one department PLT coordinator who coordinates, assists, guides and ensures the subject department PLTs have what they need to be successful in their work. The PLC coordinator reports to the learning director that oversees the department.
2. Assignment of one lead teacher for every PLT. This person's primary role is to ensure that every PLT meeting is functioning as intended. This person reports to the department PLC coordinator and sometimes the learning director as needed.
3. Assignment of one department manager for every department. This person is there to support the department's teachers with nonacademic and operational teaching needs. This person often serves as a communication liaison between teachers and learning directors in handling nonacademic needs. The department manager reports to the learning director who oversees the department.

The PLT coordinators and leads of each department meet monthly with the learning directors, deputy principal, and principal as an academic PLC leadership council. The meetings serve as a PLC evaluation process whereby discussions to improve the PLT process schoolwide are discussed. It is also a learning community that serves as a PLC leadership training forum.

Professional Development

Lastly, the department managers and cabinet (principal, deputy principal, learning directors, athletic director, activities director and head counselor) meet once a month to discuss school operational issues. These meetings usually occur before a monthly department meeting where the department managers share information and get feedback from their department to share with the cabinet.

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.

The district has 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, multi-tiered systems of support, and culturally relevant instructional practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	