Reagan Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Reagan Elementary School
Street	3701 Ashlan Avenue
City, State, Zip	Clovis, CA 93619
Phone Number	(559) 327-8900
Principal	Pamela Hoffhous
Email Address	pamelahoffhous@cusd.com
School Website	https://reagan.cusd.com/
County-District-School (CDS) Code	10621170111153

2022-23 District Contact Information

District Name	Clovis Unified School District
Phone Number	(559) 327-9100
Superintendent	Eimear O'Brien Ed. D.
Email Address	eimearobrien@cusd.com
District Website Address	www.cusd.com

2022-23 School Overview

Greetings Parents,

On behalf of the Reagan staff, I would like to welcome you to the 2022-23 school year! My name is Pamela Hoffhous, and I am the proud principal of Reagan Elementary School, home of the Timberwolves! This year will mark my 29th year in education and my 27th year in Clovis Unified School District! and I look forward to serving our students, staff and parent community for a fourth year! The past few years have proven that we can get through anything together - Wolfpack Means Family! We are excited to begin our 17th school year as one of Reagan Educational Center's feeder elementary schools. Reagan Elementary students proudly wear our school colors of navy, hunter green and silver. Reagan is one of eight elementary schools that feed into Reyburn Intermediate and Clovis East High School.

As we begin the 2022-23 School Year, I want to reassure you that student and staff safety are our #1 priority, along with providing our students with the highest of quality education. Our Timberwolves deserve the very best educational experience and our teachers and staff are all highly qualified for the job. I am looking forward to another exciting school year!

The 2022-23 school year marks the district's 62nd year and Clovis Unified continues to strive to provide the best education for ALL students! Our district motto this year is "Building Tomorrow Today". Reagan has taken on the same motto this year as we believe that the time we spend with each student today will make an impact on their future. We truly believe that it is our job to inspire students to be the best they can be in mind, body, and spirit and we can accomplish all our goals when we work together and aspire toward excellence. This is possible when all stakeholders work together with the same goal in mind. Our students and staff are unified in their commitment day in and day out to be thoughtful about their interactions with our Timberwolves - encourage, inspire, and create positive interactions. We hold ourselves to high standards and follow a PACK Pride mentality. PACK stands for "Prepared, Accountable, Caring, and Kind!"

I am proud to announce that Reagan Elementary has received Platinum Recognition by the state of California for our PBIS model AGAIN which means that Reagan has continued to implement effective research-based interventions to support our students both academically and behaviorally. Reagan has also earned recognition by Fresno State University as a Bonner School of Character Education and Citizenship Award! Additionally, Reagan was also received the 2022 California Pivotal Practice Award for continuing to keep our students engaged and connected to school during the most challenging times in education. To say I am a proud principal is an understatement. It takes the entire PACK for programs to be effeicive - this staff is all in! We are also proud to continue promoting the development of positive character strength through the school-wide implementation of Positivity Project. Reagan will continue to provide students with character strength knowledge and

2022-23 School Overview

development through year 4. This will provide further education on character development, citizenship, and empathy for others - with the motto of "Other People Mindset". Reagan is also again working on becoming a Common Sense Digital Citizenship School by providing all students lessons on how to be responsible while accessing technology. These are just a few areas that we feel contribute toward the development of the whole child, beyond the textbooks.

I hope that you find some way to get involved at Reagan regardless of how much or how little of time you have to offer - we welcome you and your partnership in your child's education.

Pamela Hoffhous
Reagan Elementary School Principal

"We are the showcase of the future. And it is within our power to mold that future - this year and for decades to come. It can be as grand and great as we make it." - Ronald W. Reagan

School Mission Statement
We believe that all students will learn and will be successful. We set high standards for student achievement and expect all students to reach these goals. We are committed to the development of independent learners, creative thinkers, and problem solvers. Together, we will create a positive school community that includes parents, students and staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	82
Grade 2	99
Grade 3	103
Grade 4	116
Grade 5	88
Grade 6	99
Total Enrollment	682

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.4
Asian	17.0
Black or African American	4.0
Filipino	5.6
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.8
White	30.2
English Learners	3.2
Foster Youth	0.4
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	32.7
Students with Disabilities	6.3

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)	25.80	93.67	1583.60	87.90	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.90	26.70	1.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	18.60	1.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	106.30	5.90	12115.80	4.41
Unknown	1.50	5.43	66.20	3.68	18854.30	6.86
Total Teaching Positions	27.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 9, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education; Collections	Yes	0%
Mathematics	Ready Classroom Mathematics, Curriculum Associates 2019 Illustrative Math, Open Up Resources 2020	Yes	0%
Science	Twig Science, Twig Education, Inc. 2020, 2021	Yes	0%
History-Social Science	Reflections; Ancient Civilizations	Yes	0%
Foreign Language		Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)		Yes	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 2021-2022 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 2021-2022 school year. Maintenance items will be prioritized so that student safety is not compromised.

Year and month of the most recent FIT report	9/19/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: R-18: 2. VENT BY DOOR RATTLES
Interior: Interior Surfaces	X			LIBRARY/MEDIA: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE IN COMPUTER LAB P-27: 4. CEILING TILE IS TORN 7. ELECTRICAL COVERS MISSING ON CONDUIT/ EXPOSED WIRES P-28: 4. CEILING TILES ARE TORN R-11: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P-27: 4. CEILING TILE IS TORN 7. ELECTRICAL COVERS MISSING ON CONDUIT/ EXPOSED WIRES R-3: 7. LIGHT PANEL IS OUT/ LIGHT SENSOR IS NOT WORKING PROPERLY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	65	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	49	N/A	49	N/A	33

2021-22 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	420	419	99.76	0.24	64.92
Female	213	213	100.00	0.00	71.36
Male	207	206	99.52	0.48	58.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	68	68	100.00	0.00	72.06
Black or African American	19	19	100.00	0.00	57.89
Filipino	25	25	100.00	0.00	76.00
Hispanic or Latino	168	167	99.40	0.60	64.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	19	100.00	0.00	47.37
White	121	121	100.00	0.00	62.81
English Learners	15	14	93.33	6.67	28.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	144	143	99.31	0.69	53.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	22.22

2021-22 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	420	418	99.52	0.48	48.80
Female	213	212	99.53	0.47	46.23
Male	207	206	99.52	0.48	51.46
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	68	68	100.00	0.00	61.76
Black or African American	19	19	100.00	0.00	26.32
Filipino	25	25	100.00	0.00	56.00
Hispanic or Latino	168	166	98.81	1.19	46.99
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	19	19	100.00	0.00	47.37
White	121	121	100.00	0.00	46.28
English Learners	15	14	93.33	6.67	28.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	144	142	98.61	1.39	38.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	14.81

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.7	NT	42.27	28.5	29.47

2021-22 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	92	92	100	0	33.7
Female	52	52	100	0	32.69
Male	40	40	100	0	35
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100	0	29.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100	0	31.03
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100	0	34.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	98%	98%	98%	98%	98%

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.

2022-23 Opportunities for Parental Involvement

Parental involvement and support is a vital component to the success of Reagan Elementary. Involvement is always encouraged to create a true learning community in which students are the ultimate benefactors. Reagan enjoys the benefits of a very supportive parent community. Since 1973, CUSD has been fortunate to establish the strong parent advisory group, the School Assessment Review Team (SART). The SART committee meets on a quarterly basis to provide a forum for school personnel and interested parents to discuss school-related issues and review the effectiveness of the school's operations. Parents may also join the Reagan Parent Teacher Club (PTC), School Advisory Council (SAC, formerly SSC), English Learner Advisory Committee (ELAC), Intercultural and Diversity Advisory Council (IDAC), and various other school committees. In addition, parents and community members may assist in school fundraising events, volunteer in the classroom, accompany school-related field trips and participate in a wide variety of other activities on campus. Community members will continue to be an important part of Reagan's success.

For further information on how you can volunteer your time at Reagan, please contact our PTC President, Meghan Alanis, at (559) 327-8900. The front office and administration are also available to assist with possible volunteer opportunities.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	744	720	212	29.4
Female	371	363	109	30.0
Male	373	357	103	28.9
American Indian or Alaska Native	3	3	0	0.0
Asian	129	126	37	29.4
Black or African American	35	29	8	27.6
Filipino	42	40	9	22.5
Hispanic or Latino	287	279	98	35.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	27	11	40.7
White	215	212	47	22.2
English Learners	34	33	11	33.3
Foster Youth	4	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	261	249	98	39.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	58	24	41.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	2.63	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.82	0.49	3.91	0.20	3.17
Expulsions	0.00	0.00	0.01	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.82	0.00
Female	0.54	0.00
Male	5.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.55	0.00
Black or African American	0.00	0.00
Filipino	4.76	0.00
Hispanic or Latino	3.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.26	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.20	0.00

2022-23 School Safety Plan

Safety is of the utmost importance at Reagan Elementary. We have a school safety plan and Crisis Intervention Plan, and both are reviewed and updated annually. Most recently, the school safety plan was updated in January 2023. The principal and staff develop the plans with input from parents and community members to ensure a safe school campus. The school safety plan includes emergency procedures for a variety of situations such as lock-down and evacuation procedures as well as injuries, fire, earthquakes and suicide. Safety drills are conducted each month to review safe school practices and simulate various emergency situations. Classroom discussions are encouraged to review and gain a better understanding of safe school procedures. Reagan employs four campus monitors to provide adult supervision during both cafeteria and playground lunches. Reagan faculty and staff have assigned duties before school, during recess, and after school. Parent volunteers, along with school administration, also assist in campus supervision. Lastly, two CUSD police officers are located at the Reagan Educational Center for additional assistance in safety matters.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	26		5	
2	23		5	
3	25		4	
4	26	2		1
5	37	1	1	5
6	35		1	5
Other	7	2		

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	3	
1	21	2	2	1
2	18	2	4	
3	20	2	3	
4	22	2		2
5	23	2	1	3
6	24	3	3	2
Other	12	2		

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	35		2	1
2	24		4	
3	25		4	
4	29		4	
5	29	1	3	1
6	31		4	1
Other	9	3		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$4,510.37	$23.37	$4,487.00	$67,359.95
District	N/A	N/A	$5,734.66	$73,614
Percent Difference - School Site and District	N/A	N/A	-24.4	-8.9
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-38.0	-23.6

2021-22 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:

2021-22 Types of Services Funded

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 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.

2021-22 Types of Services Funded

Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

All CUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

1.	After School Safety and Education Funds (ASES): This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.

2.	Title I, Part A (Improving Academic Achievement): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.

3.	Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.

4.	Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs.

5.	Title III (Language Instruction for English Learners (ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.

6.	Title VI (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational
environment possible. This can be accomplished with your support and input.
If you have any questions, concerns, or would like to become more involved in the
 educational process at your school, please contact your school principal.
Your school can assist you in learning more about categorical programs.
You may want to become involved in your school's School Site Council (SSC),
English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting.
During the fall, each school will send you additional information about these activities.
At the district level, we encourage you to become involved with our DELAC.
We encourage and look forward to your involvement in the programs we offer
our learning community. If you have any questions, please call your child's school.
Additional information may be found @ http://www.cusd.com/supplementalservices.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$42,984	$51,081
Mid-Range Teacher Salary	$68,050	$77,514
Highest Teacher Salary	$92,444	$105,764
Average Principal Salary (Elementary)	$115,366	$133,421
Average Principal Salary (Middle)	$119,341	$138,594
Average Principal Salary (High)	$131,031	$153,392
Superintendent Salary	$230,000	$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Many factors determine areas of need for staff development: surveys, teacher needs, assessment, and formal and informal discussions between faculty and the administration. There are two professional-development staff meetings per month held on Wednesday mornings, and professional learning community meetings are held every Wednesday afternoon.

The content of staff development is based on Common Core State Standards, research, state frameworks and other guidelines. Professional development reflects school and district goals for curriculum, assessment, instruction and student achievement. Teachers have acquired additional training and certification in Closed Reading, Balanced Math, Number Talks, Research-based Instructional Strategies, standards-aligned lessons and units of study, Integrating Technology, and the Data Teams process. Reagan and all Clovis East area schools are engaged in Building Coherence for Instructional Improvement (BCII). Reagan represents one of the schools engaged in the project. In addition, many teachers, as lifelong learners, network and pursue advanced degrees and specialization.

Professional learning community meetings are held each week on early release Wednesdays. During this time, teachers share research-based "best practices" matching instructional strategies and interventions to student needs. A coaching model is in place that provides support and a time to reflect on our first time best instruction and highly effective Tiered intervention stategies to best meet individual students needs with an emphasis on the essential standards. Colleagues and administrators work together to learn new programs and strategies or work with new materials and lessons. Teachers are aware of funds that can provide for substitutes so that staff members may observe other exemplary teachers, meet in grade-level articulation sessions or attend conferences that focus on student achievement. Teachers, upon their return from these conferences, share the valuable information with their col leagues. The district also provides many professional growth opportunities that offer in-services and educational seminars.

New teachers receive further support through the many workshops of the Induction program and through their association with individual support providers for the first two years of their career to ensure. Professional growth provides staff members with training to enable them to better meet the needs of all students.

Reagan Elementary understands the importance of informing and enhancing support to its students and to strengthen ties with the entire community.

Training for volunteers is provided at the district or site level. Volunteer members participate in many capacities including the high-school physical-education tutorial program, parent classroom volunteers, campus monitors, SAC (SSC), ELAC, SART, Parent Club and more.

The district focused all professional development activities around five identified needs: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards and NGSS Standards, and cultural relevant understanding.

In the 2022-22 school year, the district dedicated five professional development days for certificated staff. Teachers were offered professional development opportunities on staff development days, substitute release days, and on early release days. A variety of after-school workshops were also offered throughout the school year.

One hundred mentors and one hundred and thirty-five participating teachers received ongoing professional development and classroom coaching through the CUSD Induction program. In addition, all certificated teachers participated in site-based training and district sponsored training that included: curriculum training, utilization of AVID strategies, Visible Learning, multi-tiered systems of support, and culturally relevant instructional practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5 days	5 days	