



2009 CRYSTAL AWARDS **Reference Guide for Part III** **of the 2009 Crystal Awards Nomination Form**

To assist in nominating a colleague for a Crystal Award, please refer to the following definitions of each aim if you need help in explaining how your Nominee effectively met the intent of the District's aims. The following columns defining the District's four aims ran during the 2007-08 school year in CUSD Today.

CUSD's Aim I: Maximizing Student Achievement

By Dr. Dan Kaiser, Associate Superintendent of School Leadership

The first aim found in Clovis Unified's 2007-08 Strategic Plan is "Maximizing Student Achievement."

Our intention is to improve student achievement in significant and lasting ways through focused areas of improvement using a variety of strategic goals.

For the 2007-08 school year, the District aims to increase academic achievement in secondary math; focus on identifying early the academic and behavioral issues in students that can jeopardize learning success; enhance preparation for the SAT's and ACT's English components; embed and assess CaHSEE standards in grades seven through 10; continue to support the needs of English Language Learners; implement standards-centered secondary classrooms and expand career/technical education.

Secondary math

Clovis Unified is focused on developing and implementing standards-centered curriculum for Algebra AB/CD, as well as revising and refining core and intervention materials developed last school year for Pre-Algebra, Algebra I and Algebra II.

New curriculum will include unit guides, quizzes, pacing charts, unit tests and quarterly benchmark tests, and be shared with teachers through the "Lead Teacher Model" in which a course-specific lead teacher will be designated at school sites. District lead teachers will oversee program development, training for lead teachers, development of site professional development experiences and all assessments.

By June 2008, the District will have comprehensive, uniform curriculum and assessment materials for Algebra AB/CD, which will be used by all CUSD secondary sites according to the essential agreements developed throughout the project.

The administrative leads for this project are Associate Superintendent of Curriculum and Instruction Ginny Boris, Ed.D., Administrator of Secondary Curriculum and Staff Development Rosalie Baker, and the Board Subcommittee for Curriculum and Instruction.

RtI program

A comprehensive Response to Intervention (RtI) program will be designed and launched. The program will include an academic and a behavioral component.

The system will identify students with academic or behavioral issues at an early stage and provide tiers of services to address each student's barrier(s) to success. Through RtI, educators are trained to identify early behaviors that jeopardize learning success and develop action plans to address these behaviors.

Each school will have a comprehensive plan to address identified behavior barriers with increasing levels of support. Included in successful models are proactive alternatives to suspension and cohesive multi-year academic interventions.

Where RtI has been successfully implemented, academic success increases, student discipline becomes more proactive and discipline referrals decrease.

Administrative leads for this project include Boris and Administrator of Elementary Curriculum and Staff Development Debbie Parra, Ed.D., and the Board Subcommittee for Curriculum and Instruction.

SAT/ACT Readiness

With the acquisition of 60 SAT/ACT passages from Kaplan, Inc., the District will implement the SAT/ACT Readiness program in all grade 11 English classes this fall. These passages will be used by secondary reading teachers to promote and monitor students' continuous improvement in reading rigorous passages.

In subsequent years, the District will expand the project to grades nine and 10 and explore the possibility of initiating a similar effort in mathematics.

Administrative leads for this project are Boris, Baker, and the Board Subcommittee for Curriculum and Instruction.

CaHSEE

The District is continuing to support students' mastery of the grade 10 California High School Exit Exam (CaHSEE) by embedding and assessing CaHSEE standards in grades seven through 10. Administrators will also stress to intermediate school teachers of mathematics and English/language arts their critical role in preparing students for CaHSEE.

Edusoft is a web-based application that allows a teacher to scan and score a test via the internet, and see student results broken down to the Standard level. Secondary teachers will be trained in Edusoft features that generate CaHSEE data, create targeted CaHSEE assignments and monitor students' progress on CaHSEE standards. This information allows the teacher to identify areas not mastered and alter instruction to meet the needs of all students.

Administrative leads for this project are Boris, myself and the Board Subcommittee for Curriculum and Instruction.

EL Academy

The needs of English Learner (EL) students who have newly arrived in America will be supported through the services of the EL Academy. EL students, whose English fluency is at the beginning level, will be placed in magnet programs located at Temperance-Kutner Elementary School, Reyburn Intermediate School and Clovis East High School.

The EL Academy Lead Teacher will work with general education teachers modeling instructional strategies to support EL students as they are mainstreamed into traditional core curriculum classes.

Administrative leads for this project are Boris, Parra, and Board Subcommittee for Curriculum and Instruction.

Standards-centered classroom – grades 7-12

Moving from a classroom system that ranks student learning, to one that "demands" all students master grade level standards is a challenging transition for all levels. It is a particularly

challenging transformation at the secondary level where large class loads and demanding content make the task more complex.

Guided by the Math Initiative deployment model, the District plans to establish Professional Learning Teams at both the site and District level to promote training and discussion on best practices to fully implement standards-centered secondary classrooms in the three remaining core curriculum areas. A new initiative in a new core curriculum area will be implemented in the 2008-09 school year.

Administrative leads for this project are Boris, Baker, Administrator on Special Assignment Rick Gold, and the Board Subcommittee for Curriculum and Instruction.

Career/technical education

A plan will be implemented to expand career/technical education at all District high schools that will:

- Evaluate and upgrade facilities to optimize program quality;
- Create and implement strategies to more effectively publicize and fill career and technical courses;
- Focus on counselors’ awareness of and support for career/technical opportunities;
- Expect counselors to work with students in long-range planning to ensure students’ readiness for program participation without compromising collegiate entrance requirements;
- Promote project-based learning in all career/technical education classes linking class work to core curriculum standards and integrating instruction across disciplines; and
- Collect and evaluate data related to student enrollment in and satisfaction with career/technical education courses.

Clovis Unified has recently qualified for \$9.8 million to enhance or build career technical facilities at each of our comprehensive high schools.

Administrative leads for this project include Baker, Assistant Superintendent of Educational Services Gary Giannoni, and the Board Subcommittee for Curriculum and Instruction.

The following chart lists some of the specific goals to maximize student achievement for the District:

**MONITORING OUR PROGRESS: Aim One
Maximizing Student Achievement
Overall District Performance**

	04-05	05-06	06-07	07-08 Goal
<u>API</u> : 100% of schools will meet or exceed their API target growth scores.	100%	95%	95%	100%
<u>AYP</u> : The District will meet all AYP assessment targets.	Met All	Met All	Met All	Meet All
<u>AYP</u> : 100% of schools will meet their AYP	83%	97 %	100%	100%

assessment targets.				
<u>PI</u> : No schools will be classified as Program Improvement (PI).	None	1 School	None	None
<u>CLASSI I</u> : All elementary schools will achieve the criteria of CLASSI I.	14/28 = 50%	19/29 = 65.5%	23/30 = 77%	80%
<u>CLASSI I</u> : All intermediate schools will achieve the criteria of CLASSI I.	0/4 = 0%	2/4 = 50%	2/4 = 50%	75%
<u>CLASSI I</u> : All high schools will achieve the criteria of CLASSI I.	2/4 = 50%	2/4 = 50%	3/4 = 75%	100%
<u>H.S. Graduation</u> : 100% of students will meet graduation requirements as evidenced by all CUSD high schools earning a score of Superior on CLASSI II Event 355.	2/4 = 50%	1/4 = 25%	3/4 = 75%	100%
UC/CSU Readiness: 60% of CUSD high school seniors will meet UC/CSU entrance requirements.	44%	44.7%	53.2%	58%

Clovis Assessment System for Sustained Improvement (CLASSI) has three components. CLASSI I is a matrix of quality indicators for student academic achievement. The matrix includes rigorous academic performance goals for all students. To see the entire matrix and complete chart of goals for the Achievement Aim, please go to our Web site.

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AIM II: Ensure a safe and positive learning environment where CHARACTER COUNTS!

By Gary Giannoni, Assistant Superintendent of Educational Services

The second aim found in Clovis Unified's 2007-08 Strategic Plan is "Ensure a safe and positive learning environment where CHARACTER COUNTS!"

Our intention is to improve student achievement in significant and lasting ways through focused areas of improvement using a variety of strategic goals. For the 2007-08 school year, the District aims to ensure a safe and positive learning environment where CHARACTER COUNTS! by expanding students' co-curricular participation and by launching a Response to Intervention (RtI) program to identify students with academic or behavioral issues at an early stage and provide tiers of services to address each student's barriers to success. Both of these efforts are further explained below.

So just what does the previous paragraph mean in non-educational jargon? First and foremost, as a district we believe in order for students to be successful learners they must come to school in a safe, secure and positive environment.

CHARACTER COUNTS!, adopted as the CUSD character education program in 1998, teaches students values based upon six character pillars – Trustworthiness, Respect, Responsibility, Fairness, Citizenship and Caring. Children are taught these pillars in class and

various activities (athletics, performing arts, clubs/organizations, leadership, human relations) many times during their school years.

This aim incorporates the District's commitment to the "spirit" portion of the slogan, "Be the best you can be in mind, body and spirit."

How is CUSD progressing in achieving this goal? All elementary schools in CUSD have recognition programs designed to reinforce the pillars of CHARACTER COUNTS! while teachers take it to the next level by incorporating character qualities into their classroom management system and a positive reinforcement focus for expected behaviors and conduct.

An example of this type of reinforcement is the positive postcard approach used at some schools. The following example is from Liberty Elementary teacher, Jose Cantu:

"I have learned that the purpose of CHARACTER COUNTS! is to encourage our students in Clovis Unified to develop into students of character and better people which will benefit our overall society.

"At Liberty, we are fortunate to have a special tool – postcards – to help us recognize and congratulate those students living up to our belief system on a daily basis. The front of the postcard has the school's address and a space for the student's address. The back of the postcard is labeled 'Character Counts Card.' There is a space for the student's name, a comments section and the "Pillar of Character" the student exhibited.

"We want our students at Liberty to live the Pillars of Character not to just recite them. The added benefit is our kids get a personalized note from their teacher telling their parents what a great kid they are. Everyone needs to be praised for their successes and persuaded to do their best. I truly believe this incorporates Clovis's philosophy of mind, body and spirit. Zig Ziglar states it best with his quote, "You cannot receive a sincere compliment without feeling better...and just as important, you cannot give a sincere compliment without feeling better yourself."

Another outstanding example of how CHARACTER COUNTS! is implemented in the secondary schools of CUSD is the new "Eagles of Honor" Pledge developed by students, staff and parents at Clovis West High School this year. In essence, the pledge carries the Co-curricular Code of Ethics requirement to the next level; a voluntary commitment signifying that mutual trust and resolve will govern students' decision to "do the right thing" when confronted with choices by friends, teammates and peers. The pledge has no consequences if a student should break it, other than each individual having to live with their own conscience regarding choices.

"There are a lot of students out there that need a little push to do the right thing," said student Governing Board Member Jenna Leary of CWHS.

Expanding co-curricular participation

Clovis Unified is striving this year to sustain and expand student participation in co-curricular activities including athletics, clubs, and visual and performing arts (students at the intermediate school are the focus).

Administrative proposals will be fully implemented to provide an array of opportunities for all students to access the prior knowledge and skills required for active involvement in programs at the intermediate and high school levels. Comprehensive articulation strategies in the areas of athletics, vocal music, instrumental music and academic clubs will be developed.

Administrative leads for this project include Associate Superintendent of School Leadership Dan Kaiser, Ed.D., Assistant Superintendent for the Clovis North Area Carlo Prandini, myself, and the Board Subcommittee for Curriculum and Instruction.

RtI program

A comprehensive Response to Intervention (RtI) program will be designed and launched. The program will include an academic and a behavioral component.

The system will identify students with academic or behavioral issues at an early stage and provide tiers of services to address each student’s barrier(s) to success. Through RtI, educators are trained to identify early behaviors that jeopardize learning success and develop action plans to address these behaviors.

Each school will have a comprehensive plan to address identified behavior barriers with increasing levels of support. Included in successful models are proactive alternatives to suspension and cohesive multi-year academic interventions.

Where RtI has been successfully implemented, academic success increases, student discipline becomes more proactive and discipline referrals decrease.

Administrative leads for this project include Associate Superintendent of Curriculum and Instruction, Ginny Boris, Ed.D., and Administrator of Elementary Curriculum and Staff Development Debbie Parra, Ed.D., and the Board Subcommittee for Curriculum and Instruction.

MONITORING OUR PROGRESS: Aim Two
Progress in Character Education, School Safety & Positive Environment

SART Survey	04-05	05-06	06-07	07-08 Goal
<u>CHARACTER COUNTS!</u> : Parent endorsement as evidenced by an increase in “A” or “B” responses on the SART Survey question assessing CHARACTER COUNTS!	Elem: 83 Inter: 70 H.S.: 58	Elem: 83 Inter: 69 H.S.: 61	Elem: 82 Inter: 70 H.S.: 63	Elem: 85 Inter: 73 H.S.: 66
<u>Positive Climate</u> : Parent endorsement as evidenced by an increase in “A” or “B” responses on the SART Survey question assessing positive school climate.	Elem: 86 Inter: 76 H.S.: 68	Elem: 86 Inter: 76 H.S.: 71	Elem: 76 Inter: 85 H.S.: 72	Elem: 79 Inter: 88 H.S.: 75
<u>Cultural Groups</u> : Parent endorsement as evidenced by an increase in “A” or “B” responses on the SART Survey question assessing the appreciation of various racial and cultural groups.	Elem: 76 Inter: 68 H.S.: 67	Elem: 77 Inter: 69 H.S.: 66	Elem: 78 Inter: 71 H.S.: 66	Elem: 81 Inter: 74 H.S.: 69
<u>Co-curricular Programs</u> : Parent endorsement of CUSD co-curricular programs will be evidenced by SART Survey responses of “A” or “B” exceeding 84% .	Elem: 80 Inter: 75	Elem: 82 Inter: 75	Elem: 80 Inter: 74	Elem: 83 Inter: 77

	H.S.: 70	H.S.: 69	HS: 62	H.S.: 65
<u>School Safety:</u> Parent satisfaction with the safety and security of their students' schools will exceed 80% of "A" or "B" responses on the SART Survey item.	Elem: 87 Inter: 79 H.S.: 74	Elem: 85 Inter: 78 H.S.: 76	Elem: 84 Inter: 78 H.S.: 71	Elem: 87 Inter: 81 H.S.: 74
<u>Facilities:</u> Parents will endorse the quality of school facilities as evidenced by a score of 85% of "A" or "B" responses to the SART Survey question on grounds and buildings.	Elem: 91 Inter: 88 H.S.: 80	Elem: 90 Inter: 87 H.S.: 81	Elem: 89 Inter: 86 H.S.: 79	Elem: 92 Inter: 89 H.S.: 82

Student Surveys	04-05	05-06	06-07	07-08 Goal
<u>CHARACTER COUNTS!:</u> Endorsement as evidenced by an increase in "A" or "B" responses on the Student Survey.	Gr. 8: N/A Gr. 12: 49	Gr. 8: N/A Gr. 12: 51	Gr. 8: N/A Gr. 12: 54	Gr. 8: N/A Gr. 12: 60
<u>Positive Climate:</u> As evidenced by an increase in "A" or "B" responses on the Student Survey.	Gr. 8: N/A Gr. 12: 71	Gr. 8: N/A Gr. 12: 73	Gr. 8: N/A Gr. 12: 54	Gr. 8: N/A Gr. 12: 60
<u>Cultural Groups:</u> As evidenced by an increase in "A" or "B" responses on the Student Survey.	Gr. 8: N/A Gr. 12: 70	Gr. 8: N/A Gr. 12: 71	Gr. 8: N/A Gr. 12: 73	Gr. 8: N/A Gr. 12: 76
<u>Co-Curricular Programs:</u> Endorsement of CUSD co-curricular programs will be evidenced by student survey responses of "A" or "B" exceeding 84%.	Gr. 8: N/A Gr. 12: 64	Gr. 8: N/A Gr. 12: 67	Gr. 8: N/A Gr. 12: 65	Gr. 8: N/A Gr. 12: 68
<u>School Safety:</u> Student satisfaction with the safety and security of their students' schools will exceed 80% of "A" or "B" responses on the Student Survey item.	Gr. 8: N/A Gr. 12: 92	Gr. 8: N/A Gr. 12: 92	Gr. 8: N/A Gr. 12: 90	Gr. 8: N/A Gr. 12: 90
<u>Facilities:</u> Students will endorse the quality of school facilities as evidenced by a score of 85% of "A" or "B" responses to the Student Survey question on grounds and buildings.	Gr. 8: N/A Gr. 12: 66	Gr. 8: N/A Gr. 12: 68	Gr. 8: N/A Gr. 12: 67	Gr. 8: N/A Gr. 12: 71
Habitual Violators	04-05	05-06	06-07	07-08

				Goal
The incidence of students with repeat suspensions within a school year will decrease over the previous school year.	No data available	2005-06 Susp.- 4331.	2006-07 Susp.- 5322	
Co-Curricular Participation	04-05	05-06	06-07	07-08 Goal
<u>CLASSI II</u> : 100% of schools will meet or exceed their CLASSI II goals.	Elem: 100	Elem: 100	Elem: 100	Elem: 100
	Inter: 50	Inter: 100	Inter: 100	Inter: 100
	H.S.: 75	H.S.: 100	H.S.: 100	H.S.: 100

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AIM III: Operate with increasing efficiency and effectiveness

By Bill McGuire, Associate Superintendent of Administrative Services

The third aim found in Clovis Unified's 2007-08 Strategic Plan is "Operate with increasing efficiency and effectiveness."

To this end, the primary goal of Administrative Services is to obtain the highest level of instructional resources and materials available. One way to do this is to increase the revenue needed to fund these resources.

The District has set several goals for the 2007-08 school year aimed at increasing revenue.

The first of these goals is to increase our Average Daily Attendance (ADA).

Recent trends, particularly at the secondary level, in declining enrollment and flat student attendance, demonstrate the need for District and site leaders to study the problem and seek strategies that will significantly improve daily attendance.

Although the fiscal impact of declining student attendance is important, the academic consequences are of even greater concern. When students are not in class, they do not receive the benefit of their teacher's instruction and are unable to ask questions; and they miss testing, homework assignments and social interaction. From a financial standpoint, the District receives roughly \$45 in revenue per child per day they attend class; this money is then put back into the budget as funding for the programs used by students in our schools.

The bottom line: Students attending school is beneficial to everyone and for a multitude of reasons. So, the District has set a goal to increase CUSD's ADA from 95 percent attendance to 96 percent attendance.

The second goal Administrative Services has established to increase revenue is to become more energy efficient. CUSD and the Governing Board have adopted a new Energy Management Program. The primary mission of this program is to shift the culture and habits of the District to become more "Energy Wise" and efficient.

The District has hired two Energy Managers, Gary Foster and Eric Colvin, to take on this challenge. Their first initiative is to focus on reducing "off-time" use. Out of the 8,760 hours in a year, only 1,180 are actual school occupancy hours. It is in that remaining 7,580 hours of the

year – after school hours, weekends, holidays and summer break – that the program will strive to realize the most savings.

Again, money saved on energy bills can go directly back into programs that benefit our students.

Lastly, in an effort to review efficiency practices of various departments in Clovis Unified, Administrative Services is focusing on ongoing third party audits conducted by the Fiscal Crisis Management and Assessment Team (FCMAT). This year, two areas are being reviewed: special education and position control, which involves reviewing the process by which new positions are approved and filled. Several suggested revisions by FCMAT will allow the District to more quickly and effectively process new hires, while maximizing its financial resources.

Previously, FCMAT studies had been conducted of the Student Services and School Attendance Office, and Special Projects and Technology departments. Administrative recommendations based on the report findings continue to be implemented, as will the findings in the special education and position control studies.

For more information about FCMAT's report findings, or to discuss any of the initiatives that have come out of AIM III of Clovis Unified's 2007-08 Strategic Plan, please feel free to my office at 327-9110.

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AIM IV – Maintain a quality workforce

By Dr. Janet Young, Associate Superintendent of Human Resources

The basic idea behind Aim IV as set forth in CUSD's 2007-08 Strategic Plan is to maintain the traditions and culture of Clovis Unified by recruiting, training, and retaining a quality workforce as evidenced by evaluation data, training data, employee satisfaction survey data, and comparative district data.

What this ultimately means is that we strive to ensure that Clovis Unified students are receiving the best possible education from the best qualified teachers who are the best suited to meet the needs of the schools in which they serve.

Let me explain how:

Recruiting

Obtaining the highest quality workforce begins with recruiting the best of the best.

Clovis Unified's teacher recruitment process is extensive. It all begins with a team of educators and administrators who attend job fairs at local universities and colleges – Fresno State, Fresno Pacific, National University, among others – and perform basic, initial screenings and interviews with potential candidates. The Human Resources Department then lets District administrators know who the highest rated candidates are; the ones deemed the best match to Clovis Unified. Administrators review the applications and then consider how their school's needs match with each applicant's experience, skills, interests and talents.

Bear in mind, each CUSD school has site-based management. This means that every school in the District is operated differently while all still following the same principles and aims that define Clovis Unified as a whole. In addition, each school's community is inherently different. With so many variables to consider, careful attention is paid from the beginning as to where a candidate will fit best with which school's identity.

From there, viable candidates are contacted for first-round interviews to be held by panels of staff and parents who then interview candidates and recommend those who they feel would best meld with the school's community and who would be the best fit with the team.

The applicant then goes through a rigorous series of interviews beginning with the principal followed by another interview with the area superintendent then the associate superintendent of school leadership. After the candidate successfully passes each round, a final interview is held with our superintendent at which time our teacher candidates conduct a lesson. If the superintendent concurs, the candidate's name is taken to the Board for approval. The same principles apply to the hiring of our classified employees as well, with an emphasis on hiring the best of the best. These employees undergo an extensive interview process and must also ultimately be approved by the Governing Board.

The process for hiring both our certificated and classified employees is extensive and intensive. It is as much about ensuring that the candidate feels comfortable and confident potentially working for CUSD and following our aims, standards, educational structure, and a system that firmly supports developing the mind, body and spirit of a child. We want to make sure the candidate wants us as much as we want them.

It should also be noted that to ensure safety on all campuses, every employee must be fingerprinted, TB tested and cleared before ever working for Clovis Unified.

When the right teachers and support staff are placed at a school site, both students and employees experience the benefits of effective support and cohesion.

Training

Our attention to developing a quality workforce does not end upon the hiring of our outstanding employees. We understand that continuously providing employees with tools to improve their skill sets and addressing their needs is crucial.

Once employees are hired, they receive ongoing support from their school sites and through the District Office.

We have frequent staff development for both certificated and classified employees that address a variety of department-, site-, area- and grade level-specific topics.

In addition, new teachers are intensively supported for their first two years through our Beginning Teacher Support Administration (BTSA) Induction Professional Development Program for all new teachers, which provides inservices, support, a forum for sharing best practices and a variety of other benefits to ensure our newest teachers gain a firm foundation on which to begin their CUSD careers.

Retention

We work hard to invest as much as possible into the success and satisfaction of our employees. We aim to ensure that they choose to work for CUSD year after year and continue to provide our students with the best possible education and experience with enthusiasm and dedication.

The key component to making this happen is focusing on developing relationships. We work with our employees on a continuous basis to open lines of communication.

One way we do this is through our Faculty Senate and Confidential Unit Business Support Senate (CUBSS). These two groups work hard to represent teachers' and classified employees' thoughts, concerns and ideas to better meet the needs of employees.

We also conduct annual anonymous employee satisfaction/climate assessment surveys, in which ideas and opinions are shared, as are suggestions for improvements. CUSD administration reads all results and takes all feedback extremely seriously. These surveys have directly led to plans of action aimed once again at meeting the needs of our employees.

Year after year we find in these surveys that more than 90 percent of our employees are proud to work here; that they are pleased with the high standards they are held to in Clovis Unified; and that they enjoy being part of the CUSD culture and traditions.

The effects of such high employee satisfaction are immediately evident when you walk on any campus in the District from the well-kept grounds, the engaged learning, the helpful support staff, the safe bus rides, the clean Campus Catering kitchens offering healthy food choices served with a smile. We truly do have the best employees here in Clovis Unified!

Identifying, hiring, training and retaining the best of the best possible employees to work in Clovis Unified is our simple formula to assembling and maintaining the highest quality workforce possible. This is the perfect recipe for providing the highest quality education to each and every one of our students. Everyone wins!