



## Mickey Cox Elementary School

2191 Sierra Ave.  
Clovis, CA 93611

Plan Period: 12/31/2010 - 1/1/2012

**Contact:**  
**Cheryl Floth**  
**Principal**  
**559-327-6400**  
**[cherylfloth@cusd.com](mailto:cherylfloth@cusd.com)**



## EXECUTIVE SUMMARY

### **About This School**

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

### **Areas of Analysis**

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

#### **Analyze Student Performance**

#### **Analyze Educational Practices**

#### **Analyze Instructional Programs**

### **Education Improvement Goals**

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

#### **English Language Arts**

##### **Increased ELA Proficiency**

#### **Mathematics**

##### **Increased Math Proficiency**

### **Plan Budget**

### **Committees**

### **Approvals and Assurances**



## Clovis Unified School District

### *"Every Child, Every Chance, Every Day."*

As we move into the information age and the challenges of the 21st century, it is necessary to broaden our focus so that the Clovis Unified School District ensures the total development of the student. It is essential that every student learn to adapt to a changing society. The educational philosophy of the Clovis Unified School District is based upon the principle that each student shall be given an opportunity to maximize his/her potential in the areas of mind, body and spirit, and become a productive, contributing member of our society.

#### **Instructional Program**

In these rapidly changing times, schools face the difficult task of preparing young people to succeed in careers which do not yet exist using technology which has not yet been invented. The Clovis Unified School District provides an instructional program that emphasizes the development of the mind to include factual knowledge (understanding) and the ability to use this knowledge to meet the demands of new situations (problem solving).

All elementary schools (grades K-6) in CUSD provide self-contained classrooms with a student-to-teacher ratio of 20 to 1 for grades 1 through 3, and approximately 32 to 1 for grades 4 through 6. Each of the District's elementary schools offer skill-based instruction in the core subject areas in a literature-rich learning environment.

Intermediate school students (grades 7-8) are supported through an Academic Block class that spans three periods during the school day. The Academic Block class enables students to be with one teacher for three periods in history, reading and writing. Intermediate students also have the opportunity to take single-subject core and elective classes during the remainder of their school day.

High School students are required to meet course and unit requirements throughout grades 9-12. While each of the three comprehensive high schools offer instruction in single-subject classes, they also offer some form of block period scheduling to provide students with longer periods of time each day to delve into subjects at greater depth.

### OUR VISION

CUSD strives to be America's benchmark for excellence in education.

### OUR MISSION

The mission of the Clovis Unified School District is to be a quality educational system providing the opportunity for all students to reach their potential in mind, body and spirit.



**OUR AIMS**

<p><b><u>AIM I:</u></b> Maximize student achievement.</p>	<p><b><u>AIM II:</u></b> Ensure a safe and positive learning environment where <b>CHARACTER COUNTS!</b></p>	<p><b><u>AIM III:</u></b> Operate with increasing efficiency and effectiveness.</p>	<p><b><u>AIM IV:</u></b> Maintain a quality workforce.</p>
---	---	---	--

**OUR BELIEFS**

- All children can learn and we can teach all children.
- Everyone is a reader and a teacher of reading.
- Our values must be more than words.
- Hard work promotes achievement.
- It's people, not programs.
- United as Americans, we value our diversity and our differences.
- We hold ourselves accountable to achieve high standards.
- Success is an individual journey of continuous achievement.
- Education is a partnership between the school, the family and the community.

**OUR VALUES**

- ◆ Trustworthiness
- ◆ Responsibility
- ◆ Caring
- ◆ Respect
- ◆ Fairness
- ◆ Citizenship

**OUR PRINCIPLES**

- ◆ Visionary leadership
- ◆ Learning-centered education
- ◆ Organizational and personal learning
- ◆ Valuing faculty and staff as partners
- ◆ Agility
- ◆ Focus on the future
- ◆ Managing for innovation
- ◆ Management by fact
- ◆ Public responsibility and citizenship
- ◆ Focus on results and creating value
- ◆ Systems perspective
- ◆ Stakeholder involvement





## **ABOUT THIS SCHOOL**

Mickey Cox is a school with a high degree of community involvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well. At Mickey Cox Elementary, we believe that all students can experience academic growth. We have specific standards for student achievement at every grade level. We believe co-curricular activities nurture the whole child and encourage school ownership. We believe each shareholder must feel a commitment and a personal responsibility to put forth their best efforts to make our vision a reality. We are continually evaluating our school's mission and goals. Our past efforts were rewarded by being named a Clovis Exemplary School, a California Distinguished School, and a National Blue Ribbon School. Our mission is to promote educational growth, productive citizenship, and life-long learning through quality instruction and adherence to the California State Standards.



Cox - Student Enrollment Data

### Student Enrollment Data

MICKEY COX ELEMENTARY

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	% of Total School
School Enrollment	76	80	77	89	78	86	79	0	0	0	0	0	0	565	100.0%
Title I SWP (# of participants)															
Title I TAS (# of participants)															
<b>Groups per CDE</b>															
African/American	1	4	1	5	3	6	2	0	0	0	0	0	0	22	3.9%
American Ind/Native Alaskan	0	1	0	6	3	2	1	0	0	0	0	0	0	13	2.3%
Asian	6	5	5	6	7	8	8	0	0	0	0	0	0	45	8.0%
Filipino	3	0	1	1	2	0	3	0	0	0	0	0	0	10	1.8%
Hispanic	25	32	30	30	26	26	27	0	0	0	0	0	0	196	34.7%
Pacific Islander	1	0	0	0	1	0	0	0	0	0	0	0	0	2	0.4%
White	40	36	38	39	32	41	36	0	0	0	0	0	0	262	46.4%
Multiple	0	2	2	2	4	3	2	0	0	0	0	0	0	15	2.7%
Socioeconomically Disadvantaged	25	37	28	34	33	38	34	0	0	0	0	0	0	229	40.5%
English Learners	7	7	8	13	8	7	4	0	0	0	0	0	0	54	9.6%
Students w/Disabilities	4	2	4	6	6	10	6	0	0	0	0	0	0	38	6.7%
Migrant	2	4	3	2	1	2	3	0	0	0	0	0	0	17	3.0%
Indian Ed	1	0	2	5	5	3	1	0	0	0	0	0	0	17	3.0%

Data as of CBEDS: October 6, 2010



## AREAS OF ANALYSIS

### Analyze Student Performance

---

#### Student Performance

##### **Conclusions from Student Performance Data Analysis**

The significant subgroups at Mickey Cox Elementary School include White, Hispanic, and Socioeconomically Disadvantaged. Based on the 2009-2010 Academic Yearly Progress of the California Standards Test in English Language Arts and Mathematics, all of our significant subgroups met their AYP target of 56.8% proficient/advanced for ELA and 58% proficient/advanced for mathematics.

The 2010-2011 AYP target for ELA and Math are 67.6% and 68.5% proficiency, respectively. Attached is a summary of the percent proficient or advanced in each subgroup monitored at Mickey Cox Elementary School.

# Single Plan For Student Achievement



## Cox AYP Chart

### Clovis Unified 2009-10 AYP Results Cox Elementary

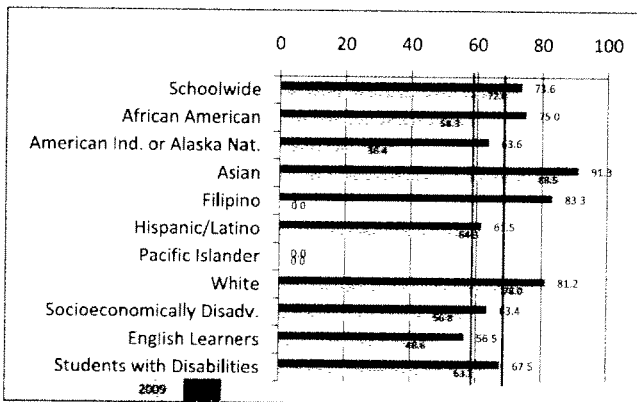
Groups	Participation English Language Arts Target 95%				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Significant	Met 2010 AYP Criteria
Schoolwide	408	406	100	Yes	Yes
African American	19	19	100	--	--
American Ind. or Alaska Nat.	11	11	100	--	--
Asian	23	23	100	--	--
Filipino	12	12	100	--	--
Hispanic/Latino	139	139	100	Yes	Yes
Pacific Islander	0	0	--	--	--
White	194	192	99	Yes	Yes
Socioeconomically Disadv.	194	193	99	Yes	Yes
English Learners	47	47	100	--	--
Students with Disabilities	41	41	100	--	--

Groups	Participation Mathematics Target 95%				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Significant	Met 2010 AYP Criteria
Schoolwide	408	405	99	Yes	Yes
African American	19	19	100	--	--
American Ind. or Alaska Nat.	11	11	100	--	--
Asian	23	23	100	--	--
Filipino	12	12	100	--	--
Hispanic/Latino	139	138	99	Yes	Yes
Pacific Islander	0	0	--	--	--
White	194	192	99	Yes	Yes
Socioeconomically Disadv.	194	193	99	Yes	Yes
English Learners	47	47	100	--	--
Students with Disabilities	41	41	100	--	--

Groups	English Language Arts 2010 Target 56.8%				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2010 AYP	Will Meet 2011 AYP
Schoolwide	383	282	73.6	Yes	Yes
African American	16	12	75.0	--	--
American Ind. or Alaska Nat.	11	7	63.6	--	--
Asian	23	21	91.3	--	--
Filipino	12	10	83.3	--	--
Hispanic/Latino	130	80	61.5	Yes	No
Pacific Islander	0	--	--	--	--
White	181	147	81.2	Yes	Yes
Socioeconomically Disadv.	175	111	63.4	Yes	No
English Learners	46	26	56.5	--	--
Students with Disabilities	40	27	67.5	--	--

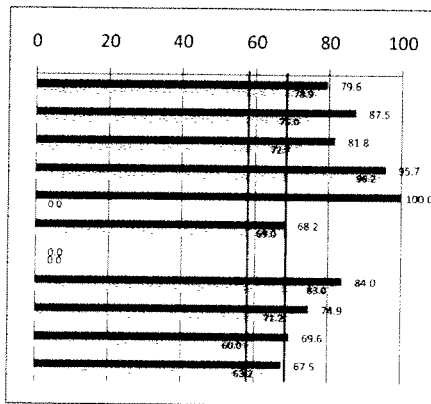
Groups	Mathematics 2010 Target 58.0%				
	Valid Scores	Number at or Above Proficient	Percent at or Above Proficient	Met 2010 AYP	Will Meet 2011 AYP
Schoolwide	382	304	79.6	Yes	Yes
African American	16	14	87.5	--	--
American Ind. or Alaska Nat.	11	9	81.8	--	--
Asian	23	22	95.7	--	--
Filipino	12	12	100.0	--	--
Hispanic/Latino	129	88	68.2	Yes	No
Pacific Islander	0	--	--	--	--
White	181	152	84.0	Yes	Yes
Socioeconomically Disadv.	175	131	74.9	Yes	Yes
English Learners	46	32	69.6	--	--
Students with Disabilities	40	27	67.5	--	--

English Language Arts - Percent At or Above Proficient



2010 ELA Target green line at 56.8%  
2011 ELA Target red Line at 67.6%

Mathematics - Percent At or Above Proficient



2010 Math Target green line at 58.0%  
2011 Math Target red line at 68.5%

CUSD Assessment Department 9/14/2010



**Conclusions from Parent, Teacher and Student Input**

Parents, teachers, and students of Mickey Cox desire to be successful. Although it is the ultimate goal for all students to be on grade level (proficient or advanced), our staff and community are refocused for the 2010-2011 school year to promote individual growth for each and every student, no matter the prior year's proficiency level.



## Analyze Educational Practices

### Educational Practices

#### **Alignment of curriculum, instruction and materials to content and performance standards**

All core curriculum materials and instruction are aligned to state standards. Clovis Unified School District (CUSD) has created Content Standards Guides for teachers describing what "students should know and be able to do" to achieve mastery of each standard. Within each content area all students are provided a standards-based text and/or materials as a primary resource. Teachers have the ability and autonomy to provide additional standards-aligned materials to augment the basal text.

Benchmark assessments aligned to state and district content standards exist for English language arts (ELA) and mathematics in grades K-10 and are administered uniformly across all CUSD schools. The results of benchmarks and standardized tests are maintained in the Edusoft database which all teachers can access. Additionally, many subject specific secondary teachers use standards-based common finals at the end of each semester. The results from these multiple measures are designed to inform instruction and guide the re-teaching, re-testing and intervention processes for students who have not yet attained proficient or advanced proficiency levels. Site developed benchmark assessments are currently utilized and housed in individual school lockers within Edusoft in the areas of history and science. CUSD is working with all schools to consolidate benchmarks for history/social studies and science into a district wide process similar to that of ELA and mathematics.

All sites have the ability to create teacher-made assessments that are standards-aligned through Edusoft. Within the Teacher Tools locker, teachers may prescribe reteaching materials for students with identified weaknesses in a specific standard. All base instructional programs offer teacher support materials for differentiation of instruction for all student groups including Special Education, Gifted and Talented Education (GATE), and English Learners (EL). All schools use additional resources for students who have not yet reached the proficient level. Specific resources may include State adopted EL materials (Avenues, High Point), READ 180 labs, Accelerated Reader, Accelerated Math, Standards Plus, Princeton Review, Measuring Up, Sharpen Up, Buckle Down, Cambridge Press, Soar to Success, AIMSWeb, etc.

#### **Availability of standards-based instructional materials appropriate to all student groups**

Mickey Cox Elementary School is a Professional Learning Community, where the vision of equitable learning for all students is at the forefront of every decision and initiative made by the community of stakeholders. We follow the clearly defined state standards in all curriculum instruction and utilize textbook materials which specifically identify standards within each textbook as they pertain to individual content lesson. The school participates in the maximum number of instructional minutes allowed by the State of California. In the area of ELA, Mickey Cox utilizes the Houghton Mifflin state adopted reading series. Houghton Mifflin includes resources for EL students, students below grade level, as well enrichment extension for advancing students at each grade level. Additional instructional materials include, but are not limited to Standards Plus Language, Mountain Language, DRA kits, SRA kits, and Writing For Excellence. The Mickey Cox Elementary School language arts intervention program is a researched-based, state approved supplemental program. Intervention instructional materials include, but are not limited to leveled readers, realia, visual aids, manipulatives, Soar to Success, and AIMSWeb in which to monitor academic progress. The Houghton Mifflin (K-5) and Holt (6th) math series, along with other supplemental materials such as Mountain Math and district-provided math fact sheets, provide support for differentiated math instruction.

#### **ENGLISH LANGUAGE ARTS**

Standards and proficiency levels have been established at each grade level in the areas of: (1) oral language; (2) reading and literature; (3) and writing. It is the goal of our oral language program to develop competent, confident and expressive communicators. For example, proficient second graders should be able to ask questions to gain information or clarify understanding. Fifth graders should be able to listen and distinguish fact from opinion. Our reading program focuses on word awareness and vocabulary development. Students master decoding skills, identify word families, patterns and structures, and phonetic rules. Our writing program focuses on the development of the writing process which includes composing and the conventions of writing (grammar, spelling and penmanship).



## MATHEMATICS

Mickey Cox has established grade level standards that define a common sense, balanced mathematics curriculum which emphasizes foundational skills and processes, builds deep mathematical understandings, and helps students to apply mathematics in powerful problem-solving experiences. The unifying strands of mathematics taught in grades K-5 are number sense, operations, geometry, measurement/graphing, and estimation/statistics/probability. The unifying strands in grade 6, consistent with those in grades 7-8, are numbers, operations, geometry, measurement/graphing, statistics/probability, algebra, and patterns and functions. In addition, two experiential units have been designed for each grade level which promotes analyzing, comparing, designing, inferring, and deductive reasoning. These units are very effective features of our mathematics program. Mathematics is integrated into the content areas of language arts, science, social studies, physical education, music and art. As a result of data analysis, we will continue to strengthen our math program by increasing the use of manipulatives, hands-on lessons, math journals and problem solving strategies.

## SCIENCE

Mickey Cox students receive a comprehensive and creative science program that integrates concepts and facts at all levels of the curriculum and unify topics in physical, life, and earth science. The students learn and develop the thinking processes of observing, categorizing, relating, inferring, ordering, comparing, communicating, and applying. We emphasize active learning and student involvement through process-oriented activities and hands-on lessons. We integrate science into other areas of our instruction. We have incorporated the hands-on learning kits from our publishers. Students use a variety of instructional materials, including lab equipment, reference books, and relevant technology, to facilitate active learning and construction of new knowledge.

## SOCIAL SCIENCE

Mickey Cox's social science curriculum is centered in a core of historical and geographical knowledge aligned with the California State History-Social Science Framework and District Grade Level Standards. The student's study of social science is embedded in the following grade level themes. We place emphasis on ethics and democratic values which help students to better understand themselves and others, and to develop their full potential for personal, civic, and professional life as they move towards the world of work. Integration also occurs through music, drama, guest speakers, and field trips. An effective feature of the social science curriculum is the integration of technology and information skills.

## HEALTH & WELLNESS

Good health and academic success go hand in hand. We believe healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.

Quality health education programs help students achieve their highest academic potential. The Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve provides guidance for our teachers on the essential skills and knowledge that students should have at each grade level. Local educators are encouraged to apply these standards when developing curricular and instructional strategies for health education and other interdisciplinary subjects.

Recognizing the significant impact of health on academic achievement, we work diligently to improve the quality of health education for our students. The health education content standards represent our commitment to promoting excellence in health education for all students. A primary goal of the health education standards is to improve academic achievement and health literacy for all students in California. Four characteristics are identified as essential to health literacy. Health-literate individuals are: critical thinkers and problem solvers when confronting health problems and issues; self-directed learners who have the competence to use basic health information and services in health-enhancing ways; effective communicators who organize and convey beliefs, ideas, and information about health issues; and responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure. These four



essential characteristics of health-literate individuals are woven throughout the health education standards.

### PHYSICAL EDUCATION

Physical education is an integral part of the education program for students at Mickey Cox. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle and overall wellness. We focus on the mind, body and spirit of each student that attends our school. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance. The content standards provide opportunities Physical education is an integral part our instructional education program for all students. We work to teach students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance.



## **Alignment of staff development to standards, assessed student performance and professional needs**

### **FOUNDATIONAL PRINCIPLES: A Focus on Student Learning**

At the core of the focus on student learning is the Teacher Grade Level Estimation (TGLE) process. The process consists of two main steps beginning with (1), the reflective component, where teachers disaggregate the previous year's data and analyze practices, programs, and interventions that yielded positive or insignificant growth and results.

Mickey Cox administration prepares charts and tables clearly depicting the performance of students on the high-stakes tests from the previous spring. Teachers drill down to analyze sub-skill performance of students with a view to looking at correlations between instructional practices, new or modified programs, curriculum texts, supplemental instructional resources, and assessment tools to determine their impact on student learning. The analysis of subgroup performance is a key component of the TGLE reflective piece. Teachers pay attention to the performance of EL, SED, & Special Education students, who are the primary focus groups of the School Plan for Student Achievement (SPSA) at Mickey Cox. The identification of trends enables teachers to diagnose areas of specific concern for these focus groups and drives instructional decisions that focus on improved learning of these and all students.

Teachers study longitudinal data to monitor movement of students within performance bands. This informs teachers about trends pertaining to their own instructional practices and forms the basis of professional improvement. The principal seizes opportunities to make grade level changes where specific teacher talents can be utilized more productively.

The core of the TGLE process is with the action component where teachers study their current class and plan according to specific needs of all students. Teachers assess students on common grade level initial assessments, based on mastery of standards from both the previous and current grades, and identify specific sub-skill emphasis for each individual student. These are documented on specialized TGLE forms. Teachers identify focus group students so they can incorporate the specific needs of students in planning intervention and specialized academic support. The integration of this diagnostic piece of the action component with the prescriptive intervention, whether benchmark, strategic, or intensive, is critical in planning for individual student success. The faculty believes that an effective PLC responds in a strategic manner to students who experience difficulty with the learning process, as well as providing opportunities for those exceeding grade level standards. This is a structured site Response to Intervention (RTI) model which layers the intervention and enrichment opportunities to address specific needs of all students.

Teachers are provided with a TGLE timeline and adhere to a schedule of formative assessments, TGLE meetings with administration, parent-teacher conferences, reporting mechanisms for parents and administration, and documentation protocols e.g. retention forms and assessment reports. Teachers also meet with their individual students to discuss their progress, thus involving them in their own learning. This level of accountability enables teachers to monitor their intervention programs in a systematic manner and allows them to communicate student progress to all stakeholders. Teachers meet with the principal as a grade level group to discuss and share every student's progress together. This sets the stage for grade level decision-making about collective planning for success. Teachers also meet with the principal and support staff, such as the speech & language specialist, as necessary, following each quarterly formative assessment, and in January for mid-year TGLE updates. This aspect of the PLC system provides teachers with a basis of student achievement. It gives them the ability to monitor growth opportunities for their students compared to students of similar proficiency bands or subgroups in other classrooms. This opens the door for discussions on best practices and gives each individual teacher access to the talents of a collective group, enhancing the opportunity for increased student performance. Arriving at a place where such discussions can freely take place in a productive manner is the result of the collaboration process.

When intervention strategies and modification procedures are not successful in promoting a student's learning, the Student Study Team (SST) is convened to conduct purposeful dialog and to make recommendations for increasing a student's potential for learning. This is the first step towards more intensive academic support. Mickey Cox has a coordinated system for SST referrals, RTI, scheduling, and meetings with all stakeholders.



## **Services provided by the regular program to enable under-performing students to meet standard**

Teachers prepare an individualized in-depth educational plan, called a TGLE, for all students achieving below grade level expectations. Teachers discuss each student TGLE with the principal and GIS at one of their yearly conferences. Teachers review the TGLE at parent teacher conferences and discuss strategies, resources, and areas of needed support.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties, are referred to the SST where their needs are assessed and they are linked with necessary interventions. Students may be referred to SARB, SAP group counseling, and other student support groups based on the student's specific needs. Additionally, CUSD offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below grade level and in need of credit for graduation.

Programs as the Character Counts and BLOCK MC Award have established a positive, purposeful environment where expectations are clear and all students can be recognized as important, contributing members of the school family. Monthly award assemblies acknowledge student achievement for accomplishment of primary math facts, STAR reader and STAR writer. Classes are recognized for group successes and encouraged to "Carpe Diem!"

Mickey Cox Elementary offers the following programs to under-performing students:

- \* Small group instruction
- \* Teaching techniques that cater to all modalities
- \* Specially Designed Academic Instruction in English (SDAIE)
- \* Awards and incentives to promote academic success
- \* Staff development in school areas of improvement

## **Services provided by categorical funds to enable under-performing students to meet standards**

Categorical funds enable Mickey Cox to provide supplemental services to enable under-performing students to meet grade level standards. Mickey Cox supplies the following categorical services, but are not limited to a categorically funded bilingual instructional aides in Spanish and Hmong, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers.



## **Use of the state and local assessments to modify instruction and improve student achievement**

Mickey Cox's assessment program is designed to provide staff with data to modify instruction in meeting individual student needs, recognize student and teacher achievement (TGLE), and assess the school's overall success (PGLE). The process of establishing goals for the school, each grade level, and each classroom begins with the STAR testing results. The data from this assessment is carefully analyzed at the beginning of the year at faculty meetings, staff development days, grade level articulation meetings, and individual teacher planning times. These results have been extremely helpful in developing and sequencing instruction. Mickey Cox maintains an assessment program designed to motivate students and provide a clear picture of progress. The school examines student assessment results from Language Arts Formative Tests (LAFT), Mathematics Formative Test (MAFT), and district math benchmark tests consistently during the school year through Edusoft, SART, SSC, ELAC, and staff meetings. Publisher made tests (such as Curriculum Associates: Practice and Mastery) are also used to assess skill progress in grades 2-6. For grades K-1, district assessments, Developmental Reading Assessment (DRA2), and running records are administered consistently to monitor student progress. EL students receive English Language Development (ELD) through the core curriculum (Houghton Mifflin) and assessed quarterly through Hampton Brown's Avenues program. ELD progress profiles are completed quarterly and monitor each student's special needs. Teachers monitor progress on standards through daily short-term goals and accommodations, which include alternative assessments given to support different learning styles. During fall conferences, teachers communicate student progress for each of the curricular areas to students and their families. Various assessment results include but are not limited to K-1 Assessment results, ELD progress profiles, CELDT assessment results, API/AYP growth, Title III AMAO progress, CLASSI I, II, and III progress, and overall reclassification rates of EL students at the school site and within the district. This alignment process of instruction with assessment supports student achievement.

Administrators and teachers use student achievement results from state and local assessments to plan lessons, adjust instructional strategies, staff development, curriculum choices and personnel. Annually school officials review and analyze all student achievement results where data is reviewed down to the student level to drive revisions and program adjustments. Review of ongoing formative data assists in the adjustment of instruction as well as enables administrators and teachers to identify, track, group, and adjust as needed. The core program, as well as intervention and supplemental programs, are designed and implemented to address closing the achievement gap and increasing student achievement for each student. Results are used to modify and adjust instruction, curriculum and the hiring of personnel.

State and local assessments are utilized to diagnose and monitor all students progress and program improvement and/or needs:

Annual/State: STAR gr. 2-6, API & AYP data, Title III AMAO's, Reclassification Fluent English Proficient (RFEP) Rates, Performance levels on CST, CMA, CAPA, and California English Language Development Test (CELDT)

District /Site: K-1 Assessments, Language Arts Formative Test (LAFT), Math Benchmarks, Avenues Unit tests for ELD, writing, gr. K-2 DRA2, STAR AR Reading assessment, etc.

End of the Year: DRA and Math gr. K-1, Physical Fitness Assessment (PFA) gr. 1-6, CLASSI I, II, III, Attendance/Suspension Rates, etc.

On-going: Accelerated Reading (AR), Standards Plus, Buckle Down, SRA, DIBELS, AIMS Web, student's daily work, anecdotal records, and classroom assessments.

To ensure the above goals are met, grade levels meet formally monthly and informally weekly to analyze student work and progress. As a team, teachers are able to address areas of concern, articulate between grade levels and instructional levels, determine staff development needs, and plan and share instructional strategies. During grade level meetings, teachers analyze student assessments and student work to ensure that the expectations and criteria for all student work is engaging, challenging, consistent, and is aligned with the state standards.



## **Number and percentage of teachers in academic areas experiencing low student performance**

At Mickey Cox Elementary School we strive to improve the achievement of all students. Core academic areas include English, mathematics, science, social studies and physical education. Teachers are constantly analyzing how curriculum and instruction can be improved so that all students can be fully engaged in a high-quality, thinking, and meaning-centered curriculum. All staff members work with students who are less than proficient in core academic areas. Multiple assessment data from state, local and site assessments are used to design and frame effective learning programs for all students. All teachers analyze STAR, district benchmarks and current classroom assessments to plan and modify instruction for all students. Initial student placement in leveled instructional groups, universal access groups, and a variety of targeted intervention and remediation groups is determined through careful analysis of end of year assessment data from previous year as well as early diagnostic assessments used in the beginning of the year. Far Below Basic and Below Basic students are placed in extra support groups for specialized instruction and invited to attend after school interventions as needed. EL students are strategically placed in EL instructional groups with bilingual support as needed. Students performing at grade level are placed in classroom management groups depending on specific needs. Lastly, those students who scored at the advanced level are placed in challenging instructional groups for enrichment and advanced curriculum coursework.

All of the teachers at Mickey Cox take 100% responsibility for the learning of all student groups. Each teacher interacts with below basic students, English Learners, Special Education students who are mainstreamed, migrant students and high achievers. In collaboration with parents, the teacher reviews the student TGLE which identifies individual strengths and weaknesses. All teachers and support staff work to facilitate a learning community that provides direction, encouragement, purpose and learning opportunities for all students while working to engage all parents in their child's education.

## **Family, school, district and community resources available to assist these students**

Mickey Cox Elementary offers a variety of school and community resources to assist and support students and their families.

- \* Hold parent meetings at both the site and district level which include Parent Teacher Club, School Assessment and Review Team (SART), School Site Council (SSC), English Language Advisory Council (ELAC), and the Intercultural and Diversity Advisory Council (IDAC).
- \* An extensive before and after school co-curricular program which includes athletics, academic fairs, fine arts, and academic interventions for students.
- \* Parent Conferences, Back To School Night, Open House.
- \* Parent communication: Parent Handbook, weekly and monthly newsletters – translated as needed and an extensive web page at our site.
- \* District offers three Health Clinics available to all families for needed health care.
- \* Each site operates with a nurse and health aide to assist students and the community.
- \* School Attendance Review Board (SARB) encourages families and students to fulfill their legal requirement to attend school and be on time.
- \* Psychology services assist and support students in a variety of ways. Small group support services assist students with social skills that are hindering their academic progress. It is believed that the development of higher functioning social and inter-personal skills leads to more productive learning in the classroom.

In collaboration with parents annually, the teacher reviews the student TGLE, which identifies strengths and weaknesses of that student. The signed compact underscores the importance of educational experience to each student and outlines the roles and responsibilities of the teachers, student and parents.



## **School, district and community barriers to improvements in student achievement**

The Mickey Cox staff recognizes the barriers which limit student academic achievement. Staff development and training is planned in the areas of instructional strategies to address poor student readiness, performance, behavior, and absenteeism. These strategies include, but are not limited to improving student attendance and behavior, and making curriculum more engaging while supporting the needs of struggling students. Improving parent involvement and engagement as well as further development of community resources are also essential components in overcoming these limitations.

Our district has adopted and trained teachers in the alignment and mastery of standards. Instructional minutes are always a challenge with the current academic requirements and standards within California. There are also high academic and social expectations within our school district.

## **Limitations of the current program to enable under performing student to meet standards**

Implementing instructional strategies and differentiating instruction are key factors in helping students to meet the state standards. With a keen focus on monitoring of student, class, and school achievement results, the teaching staff recognizes the importance of maximizing instructional time wisely.

Additionally, addressing the needs of four subgroups which include; English learners, Special Education, Hispanic, and Socio-economically disadvantaged students continues to be a major challenge. These subgroups still show a gap in achievement when compared to other significant subgroups. We are faced with tailoring specific interventions that address and reflect the specific needs of a diverse group of students. We will continue to need to provide direct and explicit instruction that includes a wide range of formative assessment tools to effectively produce students that have mastered the standards.

We believe parent involvement and engagement is crucial to student achievement and instrumental in school readiness. The lack of full educational support in some families becomes a very real obstacle to learning for some students. There is a considerable variance among students in the depth to which school work is reinforced at home. In addition, a lack of parental support for Far Below and Below Basic student's attendance in after-school and summer school intervention programs does limit those students' opportunity for academic growth.



## Analyze Instructional Programs

---

### Instructional Programs

#### **Conclusions from Analysis of Instructional Programs**

Mickey Cox has conducted a systematic needs assessment process to determine specific goals for student improvement. Through the SART process, faculty meetings, School Site Council, English Language Advisory Committee, and IDAC meetings, data has been presented to the community at large in a systematic effort to gain as much input as possible when determining school-wide goals for student achievement. Data reviewed includes K-1, CELDT, PFA, ELD assessments, local and high-stake state assessments. The community has also been educated regarding Edusoft technology, state criteria (API & AYP), and the school site processes for identifying learning gaps (TGLE process). The LEAP is reviewed and revised annually with a cross representation of participants. Additionally, the LEAP is presented to various parent groups (i.e. District SART, DELAC, etc.). The conclusions from these discussions have been used to guide the establishment of specific learning goals for each grade level.



## SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

### English Language Arts

#### **Increased ELA Proficiency**

To increase schoolwide proficiency on the Statewide CST ELA assessment from 73.6% to 75% at the end of the 2010-2011 school year.

### Mathematics

#### **Increased Math Proficiency**

To increase schoolwide proficient and advanced percentages on the statewide CST math assessment from 79.6% to 82% at the end of the 2010-2011 school year.

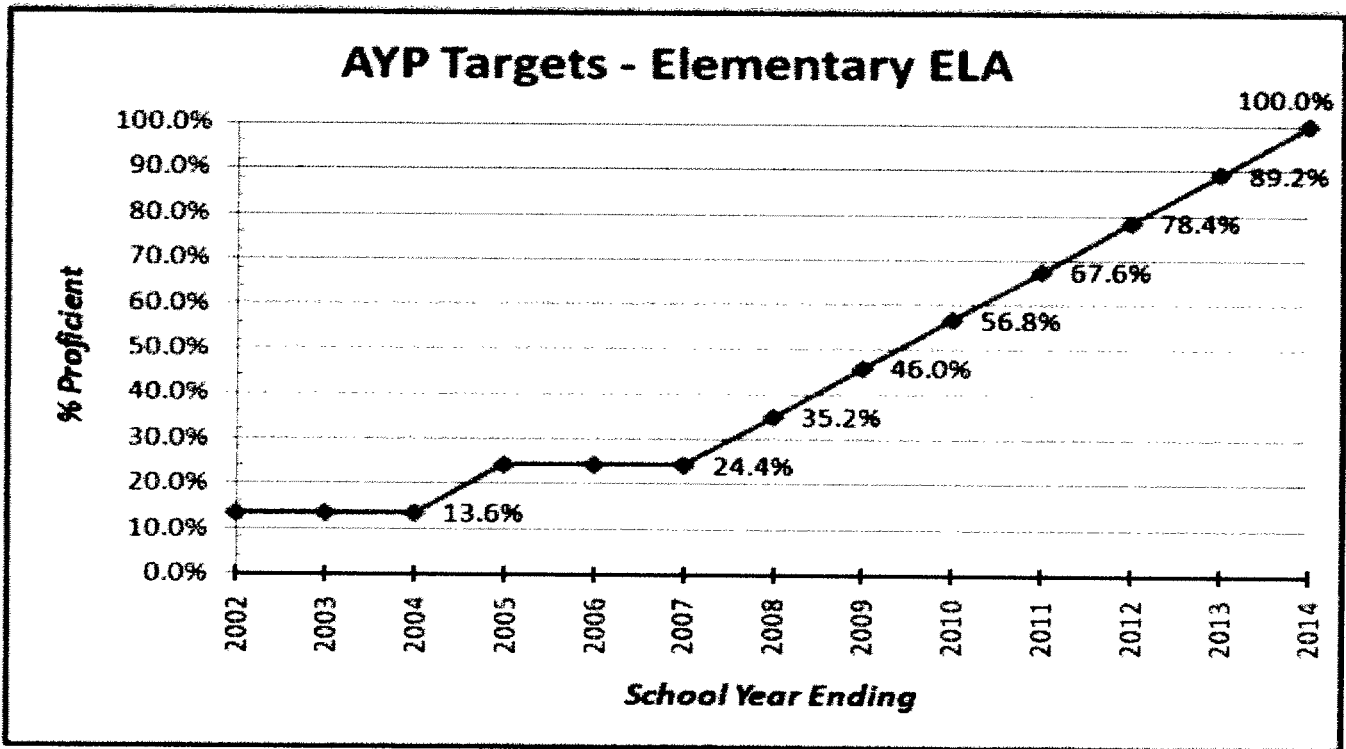
**PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE**

**English Language Arts**

**Goal: Increased ELA Proficiency**

**ISSUE STATEMENT**

Our schoolwide English Language Arts (ELA) proficiency, as measured on the most recent State CST ELA assessment, is at 73.6% proficient or advanced and, unless continuous improvement is maintained, we will soon fall short of established No Child Left Behind Academic Yearly Progress (AYP) targets by the year 2011-2012. We must focus on increasing ELA proficiency, especially across our significant subgroups, in order to continue to meet future AYP targets which increases to 67.6% for 2010-2011.



**GOAL OBJECTIVE**

To increase schoolwide proficiency on the Statewide CST ELA assessment from 73.6% to 75% at the end of the 2010-2011 school year.

**STUDENT GROUPS PARTICIPATING IN THIS GOAL**

Goal will be schoolwide, with specific Strategies and Actions focused on focus subgroups, such as EL, Special Education and significant subgroups Socioeconomically Disadvantaged and Hispanic students.

## PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

- \* English Learners from 56.5% to 67.6%
- \* Socioeconomically Disadvantaged from 63.4% to 67.6%
- \* Special Education from 67.5% to 68%
- \* Hispanic from 63.5% to 67.6%

## MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Quarterly LAFT
- \* Accelerated Reader (ZPD and points progress)
- \* ELD Portfolio profiles
- \* Monthly Avenues assessments
- \* Annual CELDT
- \* K-1 Assessment/DRA2
- \* CST/CMA ELA results
- \* Quarterly Writing prompts
- \* Walk Through Observations
- \* Monthly/Quarterly AIMS Web/RTI

## GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

- \* Quarterly LAFT benchmark assessments - EL, SED, SpEd, & Hispanic
- \* Annual CST/CMA ELA analysis reports - EL, SED, SpEd, & Hispanic
- \* Monthly Accelerated Reader/STAR - EL, SED, SpEd, & Hispanic
- \* Quarterly ELD Progress Profile - EL
- \* Annual CELDT scores - EL
- \* Monthly Avenues assessments - EL
- \* Yearly K-1 Assessments/DRA2 - EL, SED, SpEd, & Hispanic
- \* Monthly/Quarterly AIMS Web Assessments - EL, SED, SpEd, & Hispanic

## Strategies

### **ELA Instructional Strategy**

Mickey Cox's ELA program will consist of multiple strands. ELA instruction will comprise of core curriculum in the classroom, supplemental intervention groups within the classroom, ELD/SDAIE designed for EL students, school interventions, and summer school intervention for students at-risk of retention.

The goal is for all students to be proficient or advanced on the CST/CMA ELA. We will monitor all groups, specifically the subgroups to ensure they make adequate growth. Core curriculum will be supplied through the use of Houghton Mifflin and ELD will be taught by the classroom teacher using Houghton Mifflin, Hampton Brown's Avenues, and other core curriculum supplementary materials. Writing for Excellence along with participation in the Clovis High Area Writing Project will support the application of writing and the performance of many writing strategies found in the overall subskills of ELA.



## **Actions**

### **ELA Action**

#### *Tasks*

Supplemental Instructional Materials, Supplies, and Graphic Arts - such as but not limited to Standards Plus, Avenues materials, leveled readers, literature books, phonics workbooks, SRA kits, manipulatives, spelling games, blacklined ELA masters, Accelerated Reader, Soar to Success, and various reading materials designed for a variety of modalities and instructional strategies.

Staff Development - Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend inservices, workshops or conferences; to attend school-site meetings and observe classrooms.

Bilingual Instructional Aid Salary and Benefits - provide primary language support to EL students, assist teachers in the core curricular subject areas, and assist with the EL documentation.

Technology Equipment - software, AIMS Web, licences, computers, LCD Projectors, document cameras, Promethean devices, printers, switches, cables, access points, and monitors.

#### *Measures*

Student Attendance  
Teacher made assessments  
Houghton Mifflin assessments  
ELD progress profile  
Avenues Assessments  
Quarterly LAFT  
Annual CELDT  
STAR CST/CMA ELA  
K-1 Assessments  
Accelerated Reader reports  
Monthly/Quarterly AIMS Web  
Purchase Orders/Requisitions

#### *People Assigned*

1. Principal
2. GIS
3. Classroom teachers
4. Bilingual Instructional Aides
5. Literacy Tutors
6. Substitutes
7. Extended Day Teachers

#### *Start Date - End Date*

12/31/2010 - 1/1/2012



## Mathematics

### Goal: Increased Math Proficiency

#### ISSUE STATEMENT

Our schoolwide mathematics proficiency, as measured on the most recent state CST math assessment, is at 79.6% proficient or advanced and, unless continuous improvement is maintained, we will fall short of established No Child Left Behind Academic Yearly Progress targets by the year 2013-2014. We must focus on math proficiency, especially across our significant subgroups, in order to continue to meet future AYP targets which increases to 68.5% for 2010-2011.

#### GOAL OBJECTIVE

To increase schoolwide proficient and advanced percentages on the statewide CST math assessment from 79.6% to 82% at the end of the 2010-2011 school year.

#### STUDENT GROUPS PARTICIPATING IN THIS GOAL

Goal will be schoolwide, with specific Strategies and Actions focused on focus subgroups, such as EL, Special Education and significant subgroups Socioeconomically Disadvantaged and Hispanic students.

#### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

- \* English Learners from 69.6% to 73%
- \* Socioeconomically Disadvantaged from 74.9% to 78%
- \* Special Education from 67.5% to 70%
- \* Hispanic from 68.2% to 70%

#### MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- \* Quarterly MAFT Assessments
- \* Midyear Math Assessment
- \* Annual K-1 Assessment
- \* Annual CST/CMA Math results
- \* Walk Through Observations
- \* AIMS Web/RTI

#### GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by:

- \* Quarterly review of Math Benchmark Tests
- \* CST ELA analysis reports
- \* Teacher made tests
- \* K-1 Assessments
- \* Midyear Math Assessment

#### Strategies

##### Math Instructional Strategy

It is the goal of Mickey Cox Elementary to have all students achieve mastery at their specific grade levels. We will monitor all groups, specifically the subgroups, to ensure all students make adequate growth. Specific strategies will include small group instruction, school interventions, summer school intervention, and the utilization of supplementary materials within the textbook adoption.



## **Actions**

### **Math Action**

#### *Tasks*

Supplemental Instructional Materials, Supplies, and Graphic Arts - such as but not limited to Standards Plus and blacklined math masters designed for a variety of modalities and instructional strategies.

Staff Development - Teacher Substitutes: to release teachers for collaborative planning and review student achievement; to attend inservices, workshops or conferences; and to attend school-site meetings and observe classrooms.

Bilingual Instructional Aide Salary and Benefits - provide primary language support to EL students, and assist teachers in the core curricular subject area.

Technology Equipment - software, AIMS Web, licences, computers, LCD Projectors, document cameras, Promethean Interactive devices, printers, switches, cables, access points, and monitors.

#### *Measures*

Student Attendance  
Teacher made assessments  
Houghton Mifflin assessments  
STAR CST/CMA Math  
K-1 Assessments  
Purchase Orders/Requisitions  
Midyear Math Assessment  
Monthly/Quarterly AIMS Web  
Quarterly MAFT assessments

#### *People Assigned*

Principal  
GIS  
Classroom teachers  
Bilingual Instructional Aides  
Literacy/Math Tutors  
Substitutes  
Extended Day Teachers

#### *Start Date - End Date*

12/31/2010 - 1/1/2012

## DESCRIPTION OF CENTRALIZED SERVICES AND EXPENDITURES

For actual Centralized Services allocations, please see Categorical School Allocations, page 2 and 2A of the SPSA.

### Description of the Specific, but not limited to Services to be Provided to all Sites

- Coordinate the development of the Local Education Agency Plan (LEAP), review and revise on an annual basis, present to Governing Board and Community groups and committees.
- Prepare the Consolidated Application.
- Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations.
- Obtain and disseminate information necessary for the operation of categorical programs with sites, departments, private schools and Governing Board.
- Assist schools with the coordination of Bilingual Assistants.
- Collaborate and coordinate services, services, and professional development with Private Schools.
- Serve as a liaison between district, schools and community members.
- Coordinate and facilitate all district parent advisory committees (Title VII Indian Education, Migrant Education, and DELAC).
- Prepare and submit various reports (Title I data, Title III data, ELAP data, R-30 Language Census, EL Staffing Plan, Monitoring/Evaluation, etc.)
- Maintain all financial control records for categorical funds.
- Maintain compensatory educational services for educationally disadvantaged students
- Assist with the implementation of School Site Councils, English Learner Advisory Committees, and Title I meetings. Attend meetings upon request.
- Provide ongoing training and professional development for classified and certificated employees relative to NCLB, HQT and categorical programs.
- Assist the district and schools with Categorical Program Monitoring (CPM).
- Provide assistance to school site with documentation related to English Learners and with the implementation of the CUSD Master Plan.
- Assist with implementation of the School's English Language Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).
- Maintain all district-level required categorical records and documentation. Assist schools with required school-level categorical records and documentation.
- Other centralized funding costs are attributed to salaries, benefits, office materials and supplies, equipment, maintenance of equipment, copying, consultants, audit services, and conference attendance by staff as part of in-service training.

Clovis Unified School District SPSA  
1450 Herndon Avenue Clovis, CA 93611-0599

### CUSD CATEGORICAL FUNDING PROGRAM INFORMATION 2010-2011

#### **"Improving Student Achievement for All Clovis Kids"**

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Economic Impact Aid/Limited English Proficient (EIA/LEP), Economic Impact Aid/State Compensatory Education (EIA/SCE), Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Schools with grade levels 4 through 8 also implement English Language Acquisition Program (ELAP) funds.

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

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

- School Site Council (SSC)**
- English Language Advisory Committee (ELAC)**
- District Learner Advisory Committee (DELAC)**
- District Migrant Education Parent Advisory Committee**
- District Indian Education Parent Advisory Committee (IPAC)**
- School and District level School Assessment Review Team (SART)**
- Intercultural and Diversity Advisory Council (IDAC)**

We encourage all parents and guardians to become involved with their child's education, at the classroom, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each student. Parental involvement is a necessary and vital part of developing the SPSA and our overall program. If you would like additional information on any of the District Parent Council or Committee, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you or go to: <http://www.cusd.com/specialprojects>.

When describing categorical programs and funding, two important advisory committees are the School Site Council (SSC) and the English Language Advisory Committee (ELAC). For more information, please call your school or go to: <http://www.cusd.com/specialprojects>.

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

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

The following is an overview of the categorical funding and programs in CUSD. These funds are outlined in each school's SPSA.

#### **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. Children's needs 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 full potential.

## **Categorical Program Descriptions**

1. **21<sup>st</sup> CCLC Grant** - This state- administered, federally funded program provides five year grant funding to establish or expand before and after school programs that provide students with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21<sup>st</sup> CCLC 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 these programs are to: 1) improve academic achievement, 2) provide enrichment opportunities that reinforce and complement the academic program, and 3) offer Family literacy and related educational development services.
2. **After School Safety and Education Funds (ASES)** - This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, 2) provide enrichment opportunities that reinforce and complement the academic program, and 3) offer Family literacy and related educational development services.
3. **Economic Impact Aide (EIA)** - A state-funded program to provide supplementary services to meet the needs of English Learners, students not meeting proficiency on the state tests, and socio-economically disadvantaged students.
4. **English Language Acquisition Program (ELAP)** - A state-funded program to improve the English proficiency of English Learners in grades 4 through 8 and to better prepare them to meet the state's academic content and performance standards.
5. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged)** - A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
6. **Title I, Part C (Migrant Education Program)** - A federal-funded program focused on providing services for migratory students and their families.
7. **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.
8. **Title III (Language Instruction for LEP and Immigrant Students)** - A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and helping these students meet the same challenging State standards required of all other students.
9. **Title VII (Indian Education Formula Grant)** - A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging State standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's 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 additional information about these activities. We encourage and look forward to your involvement in the programs we offer our learning community.





## Categorical Funding Schools Chart 2010-2011

### 2010-2011 CATEGORICAL FUNDED PROGRAMS IN CLOVIS UNIFIED SCHOOL DISTRICT

SCHOOL	ELA	ELAP	TITLE I Part A	TITLE II	TITLE III - EL	TITLE III - Immigrant
Bud Rank	X	X		X	X	X
Cedarwood	X	X		X	X	X
Century	X	X		X	X	X
Clovis Elementary	X	X	X	X	X	X
Cole	X	X		X	X	X
Community Day School (elementary)	X	X	X	X	X	X
Copper Hills	X	X		X	X	X
Cox	X	X		X	X	X
Dry Creek	X	X		X	X	X
Fancher Creek	X	X	X	X	X	X
Ft Washington	X	X		X	X	X
Freedom	X	X		X	X	X
Fugman	X	X		X	X	X
Garfield	X			X	X	X
Gettysburg	X	X		X	X	X
Jefferson	X	X	X	X	X	X
Liberty	X	X		X	X	X
Lincoln	X	X	X	X	X	X
Maple Creek	X	X		X	X	X
Miramonte	X	X	X	X	X	X
MI View	X	X		X	X	X
Nelson	X	X	X	X	X	X
Pinedale	X	X	X	X	X	X
Reagan	X	X		X	X	X
Riverview	X	X		X	X	X
Red Bank	X	X		X	X	X
Sierra Vista	X	X	X	X	X	X
Tarpey	X	X	X	X	X	X
Temp Kutner	X	X	X	X	X	X
Valley Oak	X	X		X	X	X
Weldon	X	X	X	X	X	X
Woods	X	X		X	X	X
Alta Sierra	X	X		X	X	X
Clark	X	X		X	X	X
Granite Ridge	X	X		X	X	X
Kasmer	X	X		X	X	X
Reyburn	X	X		X	X	X
Buchanan High	X			X	X	X
Clovis East High	X			X	X	X
Clovis High	X			X	X	X
Clovis North	X			X	X	X
Clovis West High	X			X	X	X
Alternative Education Schools	X			X	X	X
Community Day School (secondary)	X			X	X	X

**Categorical School Allocations**

**COX ELEMENTARY**

For Fiscal Year: 2010-11

Categories	School Categorical Budget (A)	Centralized Services (B)	Total (A+B=C)
1. Title III (Immigrant)	\$393	\$0	\$393
2. Title III - (Language Instruction for LEP)	\$6,210	\$0	\$6,210
3. Economic Impact Aid (EIA)	\$35,752	\$4,223	\$39,975
<b>TOTAL Consolidated Application Funds</b>	<b>\$42,355</b>	<b>\$4,223</b>	<b>\$46,578</b>
4. ELAP	\$64	\$3	\$67
5. State Flex Money	\$47,482	\$0	\$47,482
<b>TOTAL</b>	<b>\$47,546</b>	<b>\$3</b>	<b>\$47,549</b>
<b>GRAND TOTAL</b>	<b>\$89,901</b>	<b>\$4,226</b>	<b>\$94,127</b>

CLOVIS UNIFIED SCHOOL DISTRICT - 1450 HERNDON AVENUE - CLOVIS, CA 93611-0599

COX ELEMENTARY - 2191 SIERRA - CLOVIS, CA 93611-0659 - 10-62117-6101984

Page 2

**SCHOOL SITE COUNCIL MEMBERS**

<b>Name</b>	<b>Represents</b>	<b>Contact Info</b>	<b>Reviewed Plan Date</b>
Aaron Cook	SSC - Other Staff Member	559-327-6400	12/15/2010
Amy Hatcher	SSC - Parent	559-327-6400	12/15/2010
Brad Pawlowski	SSC - Parent	559-327-6400	12/15/2010
Carmen Chow	SSC - Parent	559-327-6400	12/15/2010
Cheryl Floth	SSC - Principal	559-327-6400	12/15/2010
Susan Lubisich	SSC - Teacher	559-327-6400	12/15/2010
Kerri Lawler	SSC - Parent	559-327-6400	12/15/2010
Diana Crain	SSC - Parent	559-327-6400	12/15/2010
Katy Jurkowski	SSC - Teacher	559-327-6400	12/15/2010
Martin McBride	SSC - Teacher	559-327-6400	12/15/2010

**ASSURANCES**

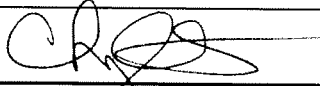
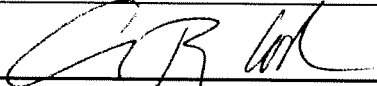
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

<b>Assurances</b>	<b>Approval Date</b>
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	10/19/2010
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	10/19/2010
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	12/15/2010
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	12/15/2010
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan: Mickey Cox ELAC	

**Approval**

The school plan was adopted by the council on:	12/15/2010
Public Notice Due Date:	1/19/2011
District Governing Board Review Due Date:	1/19/2011
School Site Plan Approved:	1/19/2011
Attested by School Principal:	12/15/2010
Attested by School Site Council Chairperson:	12/15/2010

**Attested:**

Cheryl Floth		12/15/10
Typed Name of School Principal	Signature of School Principal	Date
Aaron Cook		12/15/10
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

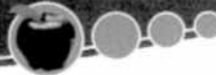


## **APPENDIX**

- A. Single Plan for Student Achievement (SPSA) Process and District AIMS
- B. State and Federal Categorical Funding Descriptions
- C. Criteria for Approving School Plans
- D. Procedures for Evaluating Consolidated Programs and Assurances
- E. CUSD Parent Involvement Policy Regarding Categorical Programs
- F. School's Parent Involvement Policy
- G. School Site Council Bylaws
- H. School Accountability Report Card (SARC)



Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599



**Clovis Unified Single Plan for Student Achievement**  
***"Improving Student Achievement for all Clovis Kids!"***

Single Plans for Student Achievement (SPSA) are developed, written, reviewed and approved annually by the school's School Site Council (SSC) and shared with the site's English Language Advisory Committee (ELAC) for additional input. The plan is designed to improve the effectiveness of the school program and increase student learning for all learners. Each plan is/was based on an assessment and analysis of the school's capability to meet the educational needs of each pupil and indicated specific objectives and steps necessary to achieve such objectives, including intended outcomes. Many data points and an extensive review of student achievement on a variety of state and local assessments are used to develop school goals and objectives to ensure that all students will reach their fullest potential, master state standards and ultimately pass the California High School Exit Exam (CAHSEE) to graduate from their perspective high school. SPSAs for student achievement, funding and professional development are critiqued for alignment to student and staff needs, correctness and compliance by the Department of Special Projects, Area Superintendents, and then submitted to the Board for approval on an annual basis. The District's Board Policy and Administrative Regulation #7504 define the policy and procedures for monitoring and evaluating categorical aid programs.

Each SPSA reflects CUSD District Goals and Aims to ensure all students receive the best possible education. It is our intention is to improve student achievement in significant and lasting ways through focused areas of improvement using a variety of strategic goals reflecting the specific needs of our students. Additionally, our philosophy is and we believe that we educate the whole child in Mind, Body and Spirit.

**Clovis Unified School District Aims**

- AIM I: Maximize Student Achievement**
- AIM II: Ensure a Safe and Positive Learning Environment where CHARACTER COUNTS!**
- AIM III: Operate with increasing efficiency and effectiveness**

Due to demographics, student population and student achievement, not all schools receive the same funding or sources of funds. Funding is based upon student and program needs and participation requirements. The site's funding streams are located in the SPSA document and reviewed at least quarterly with parent committees and staff members, specifically the SSC. Due to State of California now allowing flexibility with the use of state categorical funds, these funding streams have significantly changed during the 2009-2010 school year. SSCs were informed during quarterly meetings and trained as to the new funding streams, issues of compliance and areas of target. State and Federal funding and its description are listed on the following pages.

Specific school funding may be found in the document.

CUSD recognizes that parental involvement is a critical dimension of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement, attendance and conduct. The

CUSD's Parent Involvement Regarding Categorical Programs policy is outlined in CUSD Board Policy and Administrative Regulations #9203. In addition, CUSD has Board Policy and Administrative Regulations #9209 for Parent Involvement at large. Each CUSD School creates a School Parent Involvement Policy in collaboration with the

different parent groups and committees that is tailored to the needs of their school and learning community. These policies are annually reviewed, revised and approved by the SSC and the CUSD Governing Board. It is the school's SSC that works in collaboration with the site to provide input and suggestions concerning school goals and approves on all categorical expenditures under their responsibility. Included in this process, is the annual review and approval of the site's Parent Involvement Policy as well as the Bylaws of which they operate by.



Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

## STATE AND FEDERAL CATEGORICAL FUNDING

### STATE FUNDED PROGRAMS

**State Flexibility Funds:** These funds were once known as SIP or SLIBG. This year the state has lifted the categorical restrictions the funds once had. LEAs are allowed to exercise flexibility and use the funds as they best see fit to increase student learning and work to close the achievement gap. These funds will no longer be under the umbrella of a School Based Coordinated Program (SBCP) and school SSCs will no longer be responsible and oversee this funding base. The state has allowed for flexibility for a number of state funded programs as listed below. CUSD will continue to provide staff and community members with this funding stream and its use.

**Economic Impact Aid/Limited English Proficient (EIA/LEP):** These funds are designed to develop fluency in English and proficiency in the district's core curriculum in each student, whose primary language is not English, as rapidly and as effectively as possible in an established English-language classroom or in an alternative course of study with curriculum designed for such students.

**Special Education:** Special Education funding is designed to ensure that all individuals with exceptional needs, from birth through 21 years of age, are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

**English Language Acquisition Program (ELAP):** These funds are designed to ensure that English Learners in grades 4-8 are provided assistance in achieving the English Language Development and subject area content standards adopted by the State Board of Education.

### FEDERAL FUNDED PROGRAMS

**Title I – Improving the Academic Achievement of the Disadvantaged:** Title I funds are used to improve the educational opportunities of educationally disadvantaged students to achieve state and district grade-level proficiency. These funds are designed to support local educational agencies in providing high-quality opportunities for students in high-poverty schools to meet the same challenging academic content and student academic achievement standards developed for all children. The main goal of these funds is to work towards closing the achievement gap that exists with some of our student groups.

**Title I, Part A Stimulus Funds:** The intent of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools. The funds will be used to help districts in this fiscal year and next. The remaining 50 percent of the funds will be awarded in the fall. These recovery funds constitute a one-time increase for Title I Funding. The funding should be used for short-term investments that have the potential for long-term benefits rather than for expenditures that cannot be sustained once the recovery funds are expended. For example; Providing intensive district-wide professional development for special education and regular education teachers that focuses on scaling-up, through replication; proven and innovative evidence-based school-wide strategies in reading, math, writing, and science; and positive behavioral supports to improve outcomes for students with disabilities.

**Title II – Improving Teacher Quality:** Focuses on upgrading the expertise of teachers and other school staff to enable them to teach all children challenging subject matter in each core curriculum subject. Supports sustained and intensive high-quality professional development focused on achieving high performance standards. The program focuses on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers.

**Title III – Language Instruction for Limited English Proficient and Immigrant Students:** To ensure that English Learners and immigrant students attain English, develop high levels of academic attainment in English, and achieve the same challenging State academic content and student academic achievement standards as all students are expected to meet.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

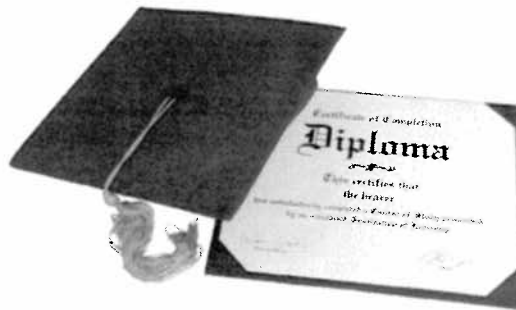


**Title V - Innovative Programs:** To support local education reform efforts that are consistent with and support statewide education reform efforts. To provide funding to enable State and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research. Funds may be used for technology, instructional and educational materials, reform projects, at-risk programs, literacy programs, educational enhancement, and school improvement.

**Title VII – Indian Education** Title VII Indian Education Funds are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected by all students. The program supports American Indian students, who have a completed 506 Form on file, to meet the same rigorous standards that have been set for all students in reading/language arts and math in grades Kindergarten – grade twelve. Through a Memorandum of Understanding (MOU), OSA Center for Indian Education has provided additional services to our secondary students. The Center provides tutors and offers one-on-one support or small group instruction depending on the needs and numbers of students. The MOU allows our district to continue to provide needed support and targeted instruction for our students in grades 7-12 at no additional funds from Clovis USD. The program is guided by the Indian Education Program Parent Advisory Committee (PAC), comprised of: American Indian and Alaskan Native parents or guardians and District teachers and Administration. The PAC is responsible for advising the district to ensure effective school programs and services are provided for Native American students and assists in conducting an annual Needs Assessment.

**Migrant Education:** This state-administered, federally funded program assists Migrant Students to meet standards for student achievement through educational instruction and health services. It is the purpose is to ensure that migrant children are provided with appropriate educational services including supportive services that address their special needs in a coordinated and efficient manner; and design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of the children to do well in school. The program is designed to support and ensure that the Migrant Students we serve reach challenging academic standards, pass the CAHSEE and ultimately graduate from high school with the option to pursue post graduate education. Targeted instruction programs are designed for our Migrant Education Students to ensure that all students master the standards at their own or earlier grade level. The Migrant Parent Advisory Committee participates in the creation of the annual Migrant Service Agreement, any budget revisions, program planning and evaluation. A needs assessment is conducted annually to solicit ideas topics that parents would like to discuss. Topics included: transportation, instructional aides, and health care, parenting classes, CAHSEE and graduation.

**California's 21st Century Community Learning Centers (21st CCLC) and/or After School Education and Safety Grant (ACES):** This state-administered, federally funded program provides five-year grant funding to establish or expand before-and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21st CCLC program and/or ASES, as described in federal statute, is to provide opportunities for communities to establish or expand activities within the learning community that improve academic achievement, enrichment services that reinforce and complement the academic program, family literacy and related educational development services



Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

## **CRITERIA FOR APPROVING THE SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

*The CUSD Governing Board shall not approve a site's Single Plan for Student Achievement unless it was developed and recommended by the school's School Site Council (SSC). Before single school plans are submitted to the CUSD Governing Board for approval, the plan shall be reviewed in the Department of Special Projects and Area Superintendents to determine compliance with the following.*

- A. District and school identification data is completed accurately.
- B. School data related to funding sources is completed accurately.
- C. Appropriate persons have signed the assurances.
- D. English Learner data is completed accurately.
- E. The composition and membership of School Site Council and English Language Advisory Committees are in compliance with legal requirements.
- F. Appropriate justification of contracts and capital outlay expenditures and legality of such expenditures are explained.
- G. Appropriate description and budget for centralized services are included.
- H. The categorical budget is completed accurately and matches data related to funding sources, achievement gaps, academic priorities, and supplemental program information.
- I. Required school level needs assessment (student performance data summary and performance analysis) has been completed.
- J. Required program information including student populations and student needs, school/program achievement objectives, core curriculum description, special needs groups information, staff/professional development, parent and community involvement, and supplemental funding programs has been completed all reflecting student achievement.
- K. A description of the on-going planning procedures including monitoring, evaluation, and decision-making are included.

## **PROCEDURES FOR EVALUATING SPSA**

The areas of evaluation shall include student achievement and effectiveness of the planned program at school sites.

- A. **Evaluation of Services to Compensatory Education Program Students (Title I)**
  - 1. Student achievement in reading/language arts and mathematics shall be assessed annually through various state mandated tests such as the CA standards in English Language Arts and Mathematics and district mandated tests such as the Kindergarten Assessment, First grade DRA and First grade Math Assessment. The school's AYP (adequate yearly progress) will show continuous improvement by meeting or exceeding the standards set in NCLB. Each significant subgroup will show continuous improvement by meeting its goals in participation and proficiency.
  - 2. Program effectiveness shall be evaluated by an annual comprehensive written school-level evaluation, an annual parent survey, coordinated compliance reviews, and the annual on-site monitoring process.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

## **B. Evaluation of Services to English Learners**

1. A minimum of 50% of the English Learners below the advanced proficiency level will increase at least one proficiency level from his/her previous CELDT level as measured by the annual CELDT assessment.
2. At least 90% of the English Learners at the advanced proficiency level shall annually meet the criteria to be reclassified to fluent English proficient as measured by the district reclassification forms.
3. Schools and district will meet Adequate Yearly Progress (AYP) the both the participation rate and the proficiency level of all English Learners.
4. Program implementation shall be evaluated by the annual on-site monitoring process seeking input from parents and community members.

## **C. Reclassification of English Learners and Former English Learner Performance**

1. The district will maintain a minimum annual re-designation rate of five (5) percent for its English Learners.
2. District wide, a minimum of 80 percent of all former English Learners reclassified to fluent English proficient will achieve grade level or meet the state and district standards for that grade level.
3. Using the ELD formative assessments English Learners will be assessed and monitored as to the progress of mastering the English Language Development Standards. The district standard is a mastery level of at least 85% on the exit benchmarks for the *Early Advanced or Advanced Proficiency Level* of ELD.
4. Students who have been reclassified will be monitored for two years after reclassification occurs. Students are required to be monitored and reviewed for two years or four semesters. If a student shows signs of failing or falling behind, schools must list all intervention and additional support provided to the student to ensure success in the school's regular education program.

## **D. Evaluation of School Programs**

1. Clovis Unified School District shall establish its standardized and other achievement measures and standards in the academic core subject areas annually through the "Clovis Assessment System for Sustained Improvement" CLASSI Accountability Model. Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement.  
All students shall meet the same standard. These goals and expectations are aligned with the No Child Left Behind AYP Annual Achievement Goals.
2. Student achievement and program effectiveness shall be evaluated annually by various state mandated tests such as the CA Standards Tests in English Language Arts, Mathematics, Science, and Social Science; California English Language Development Test (CELDT); and California High School Exit Exam (CAHSEE) and district mandated tests such as the Kindergarten Assessment, First grade DRA, First grade Math Assessment and Physical Fitness Assessment in grades 1-12. A variety of district state aligned formative assessments are used to check student mastery throughout the year that allows teachers to adjust instruction, program, personnel and expenditures. Other measures used may include an annual parent survey, the coordinated compliance review process, the WASC process, and the on-site monitoring process.
3. An annual monitoring/evaluation report shall be completed annually for each school Single Plan for Student Achievement indicating the extent to which the school has accomplished or made significant progress toward achieving 90% of its objectives and implementing 90% of its supplemental funds program. This report is presented to the various parent committees and the site's educational team for review and planning for future goals and to increase student learning.
4. All schools will maintain or improve their Academic Performance Index (API) by the state mandated growth factor and make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act (NCLB). The school's AYP (adequate yearly progress) will show continuous improvement by meeting or exceeding the standards set in NCLB. Each significant subgroup will show continuous improvement by meeting its goals in participation

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599



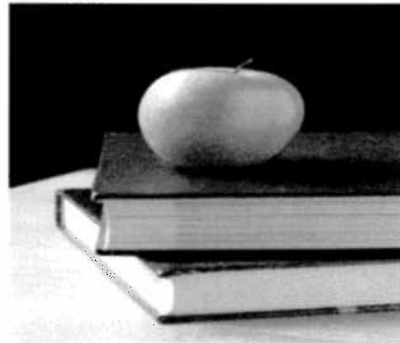
and proficiency. Schools will meet or exceed their Title III AMAO I, II and III as they relate to the progress and student achievement of English learners.

## **Title I Annual Program Evaluations and Parent/Community Survey**

Annually, each of the twelve (12) schools receiving Title I, Part A funds conduct a program evaluation of their Title I Program. This is in addition to the annual Title I Parent Survey conducted each spring. The evaluation and survey affords the site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders; parent and community members, classified and certificated. Whereas the Parent Survey provides valuable information from the parents' perspective on may critical issues concerning the Title I Program. The annual site evaluation addresses ten (10) quality indicators of an effective Title I Program. These include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, program effectiveness, student achievement and recommendations for continued improvement.

The annual Parent Survey asks parents and community to respond to seven-teen questions regarding the school's Title I Program and its effectiveness. Questions such as; *Have these parent informational meetings/activities (parent training meetings, parent theme nights, workshops, conferences, etc.) improved the academic progress of your child? At the Parent/Teacher Conference held this year, I was given information regarding my child's progress and reasons for his/her receiving services through the Title I program or Your school, with input from parents, developed a School/Parent Compact (addendum). At most schools this compact was discussed with parents at the Parent/Teacher Conference or on the Promotion Retention Form. Was the School/Parent Compact helpful to you in providing information about school, parent, and student's shared responsibility for improved student achievement?* Parents also have the opportunity to provide written responses on areas of strength and areas of growth. Based upon a comprehensive analysis of data and information, schools are asked to articulate what appeared to work and list any program modifications and changes that may be projected. Schools are committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The evaluations are shared with staff, community members, district department and all Area Superintendents as well as the district Superintendent. The data are presented and reviewed with staff members and parents at the Annual Title I Parent Meeting as well as other parent groups and committees.

A district comprehensive report is completed by the Department of Special Projects for each survey and their results, where districtwide data and trends are highlighted for strengths and areas of growth reflecting the feedback from both parents and staff members. Overall 76% of the parents of students attending a Title I School stated that the Title I Program assisted with the academic progress of their child. While 79% felt that the Parent Teacher conference was very helpful in providing important information and also to assist their child at home. Thirty-Five percent of the parents of Title I students felt the Annual Title I Meeting was helpful in providing information about the Title I program and services available to their child. However, fifty-two stated they did not attend the Annual Title I Meeting.



These annual surveys will be shared with the different parent committees at the site next fall. The data are used for program review and future planning. These data will assist sites on how to improve parent participation and training activities. The data also assists schools in providing useful information for parents at the various parent nights, trainings, parent conferences and other parent activities.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599



## **Board Policy**

No. 9203

### **CLOVIS UNIFIED SCHOOL DISTRICT**

#### **SCHOOL COMMUNITY RELATIONS**

##### ***Community Relations***

#### **PARENT INVOLVEMENT REGARDING CATEGORICAL PROGRAMS**

**PURPOSE:** To assure the right and responsibility of parents/guardians to participate in the educational programs for their children.

#### **FEDERALLY & STATE FUNDED PROGRAMS**

The Clovis Unified School District Governing Board declares its intent to provide opportunities for parents/guardians of children served by projects supported with categorical funds, to participate in the design, implementation, and evaluation of the projects provided for their children.

Regulations and guidelines for federal/state categorical programs require parent involvement and/or advisory committees. The committees shall be organized in accordance with state and/or federal guidelines.

Parent involvement committees for federal/state categorical projects shall advise and report only on those programs which relate to the specific purpose for which they were organized. They shall serve in an advisory capacity and function on behalf of the District/Schools through established lines of authority. Their actions shall not financially obligate the District except with Board approval.

#### **A. Federally Funded Programs**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so, including the process for filing a complaint. Such notification shall be in the District's informational materials and publications, including the Student and Parent Rights and Responsibilities Handbook given to each student upon registration in the District and at the beginning of each school year. This information is also available at [www.cusd.com](http://www.cusd.com).

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in an organized, systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses.

Federal regulations require schools receiving Title I funds to conduct annually at least one public meeting to which all parents/guardians of eligible children are invited. The purpose of the annual meeting shall be to discuss Title I programs and activities; inform parents/guardians of the right to consult in the planning, design, implementation and evaluation, solicit parent/guardian input, and provide for ongoing communications.

Federal regulations for Title I funding allow districts/schools to provide for parent involvement through a formal advisory committee structure and through other less formal activities. Schools receiving federal funds shall include a description of the parent involvement structure/activities in their Single Plan for Student Achievement (SPSA), on file at the school and the Department of Special Projects. Federal regulations further require districts to annually assess, through consultation with parents/guardians, the effectiveness of the Title I parental involvement policy and program and to determine what action needs to be taken, if any, to increase parental participation.

**Districts/schools receiving Title I funds shall provide parents/guardians with timely information about schools in a language and format they can understand. The information shall include annual notification of:**

1. The level of achievement of their children in each academic assessment required by state and federal laws.
2. The names of schools identified by the state as Program Improvement (PI) schools.
3. The parental option to transfer a child from a PI school to a non-school PI school (Transportation is to be paid by the LEA according to local policy. If demand exceeds available funds, priority for this service goes to the lowest achieving pupils.)
4. The supplemental educational services available in PI schools:
  - a. Eligibility requirements for pupils to obtain supplemental educational services.
  - b. Names of approved providers and their qualifications.
  - c. Help available to parents/guardians in selecting a provider, if requested.
  - d. Assurance of fair and equitable procedures for serving pupils.
  - e. Privacy that protects the identity of the student.
5. Information about English Learners (if Title I funds are used to provide an educational language program):
  - a. The reasons the child is identified as an English Learner and where he/she will be placed.
  - b. The child's level of English and academic achievement and how the levels are assessed.
  - c. A description of the programs available, the differences between them, and the methods of instruction.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

- d. The ways in which the programs will meet the child's educational strengths and needs.
  - e. The ways in which the programs will help the child learn English and grade-level standards for promotion and graduation.
  - f. The exit requirements of the program, including the expected rate of transition to an English-language mainstream classroom, and the expected rate of graduation from high school.
  - g. The ways in which the programs will meet the objectives of an individualized educational program for a child with disabilities.
  - h. The right of the parent/guardian to decline enrollment, request the child to be moved from the program offered, or receive help in choosing another one.
6. The right to request the professional qualifications of their children's classroom teachers, including:
    - a. The teachers' qualifications to teach the subject matter.
    - b. The type of credential held.
    - c. The degree or graduate certificate held.
    - d. If services are provided by a paraprofessional, what types of services and the paraprofessional's qualifications.
  7. When the child has been taught for four or more consecutive weeks by a teacher who does not meet the teacher requirements of the NCLB.

Through the Department of Special Projects, the District shall provide information to assist the schools in building parents'/guardians' capacity for involvement and identifying barriers to greater participation giving particular attention to parents/guardians who are economically disadvantaged, disabled, limited English proficient, have limited literacy, and/or of any racial or ethnic minority background. The Department of Special Projects shall also provide technical assistance and other support to schools as needed in order to implement their Title I parent involvement policy and/or program.

The procedures for developing and implementing Title I parent involvement policies and programs shall be stated in Administrative Regulation No. 9203.

**B. District/School Advisory Committees for State Funded Programs**

The District/Schools funded with State Compensatory Education funds (Economic Impact Aid/State Compensatory Education, EIA/SCE) and State bilingual funds (Economic Impact Aid/Limited English Proficient, EIA/LEP) shall establish District and School advisory committees in compliance with state laws, Education Code sections 54425 and 52176.

The district/schools funded with State School Improvement Funds (SIP) shall establish District and School advisory committees in compliance with state laws, Education Code Section 62002.5, (former Education Code section 52012).

A list of the required District/school advisory committees, including a description of their purpose, follows:

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

1. School Site Council (SSC)

The primary task of the SSC is to meet at least quarterly to ensure the school is continually engaged in identifying and implementing curriculum and instructional practices resulting in strengthening the core academic program and ensuring pupils have access and success in said program. This core program should embody the District's curriculum, which itself should reflect the state frameworks and curriculum standards. The SSC is charged with the task of developing and approving a school plan for using the supplemental resources to increase the student's understanding of and success in learning the core curriculum. The school's improvement effort should also be coordinated with the District's effort to upgrade its curriculum offerings and quality of instruction in order that both the school, through the SSC, and the Governing Board, through the District Office, become part of a single improvement effort.

2. English Learner Advisory Committee (ELAC)

Whenever there are 21 or more English Learner pupils at a school site, there shall be a functioning ELAC elected by parents/guardians of English Learners at the site that receive training and materials appropriate to assist members in carrying out their legal responsibilities. The committee shall meet at least quarterly to advise the principal and staff on the development of a plan for English learners, to work on an annual schools needs assessment, and provide assistance with the R-30 Language Census for the school.

3. District English Language Advisory Council (DELAC)

Whenever there are 51 or more English Learners pupils in the District, there shall be a functioning DELAC or subcommittee of an existing District committee that has had the opportunity to advise the Governing Board on topics such as the Master Plan, conducts an annual Needs Assessment by school and DELAC, the opportunity to review District program, goals, and objectives for EL programs and collaborate on topics such as; the R-30 Language Census, Review of and comment on the written notification of initial enrollment, and Review of and comment on the District reclassification procedures and data. Additionally the DELAC must receive training and materials appropriate to assist members in carrying out their legal responsibilities. The DELAC shall meet at least once every quarter.

4. District Migrant Education Parent Advisory Council

The purpose of the District Migrant Parent Program is to ensure Migrant parents/guardians receive information about the parent-related workshops, school site, and District committees as evidenced by contact logs. The Migrant Parent Advisory Council will participate in the creation of the annual Migrant Service Agreement, budget revisions, and program planning and evaluation evidenced by agenda and sign-in sheets. An annual needs assessment shall be conducted to solicit ideas and input on topics of discussion for the meetings and program improvement.

5. District Indian Education Parent Advisory Committee (IPAC)

The District's Indian education program is guided by the IPAC which is comprised of American Indian and Alaskan Native parents/guardians, District teachers and District administration. The IPAC is responsible for advising the District to ensure the provision of effective school programs and services for Native American pupils. The IPAC meets throughout the year to discuss program issues, services provided, and other

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

needs related to the student achievement of District pupils. The IPAC oversees an annual Needs Assessment sent to all Native American Families to provide feedback on the program and offer areas of commendations and recommendations. Members serve on the committee for two years.

In addition to the required committees listed above, the following parent involvement committees have been established at the school and District level:

1. School Assessment Review Team (SART)

SART provides a formal vehicle to enable parents/guardians to partner in the educational process of their children. Through quarterly SART meetings established at the school and District level, parents/guardians and community members shall be active participants in the decision-making process and in the assessment of the quality of the educational programs. SART works in collaboration with parents/guardians and community members to:

- Study and become knowledgeable about the various programs and components of the school
- Discuss the effectiveness and appropriateness of those programs and components relative to the goals of the school and District and the needs and desires of the community served by the school
- Assist in assessing school-community attitudes relative to the total school program
- Act as a communication liaison between the community and the school and District
- Provide input and influence in an advisory capacity to the principal and site leaders regarding the operation of the school

2. Intercultural and Diversity and Advisory Council (IDAC)

The Intercultural and District Advisory Committee (IDAC) is comprised of community members and District employees representing the diversity of the District. In addition to the District IDAC, an IDAC has been established at each school site and for each area.

The purpose of IDAC is to assist the District in the implementation of Cultural Competencies and to monitor the progress of the District toward achieving the desired outcomes of those competencies.

The areas of focus for IDAC include:

- Develop, adopt and implement a District policy to promote an environment free of racial bias and discrimination
- Develop, adopt and implement a District Affirmative Action plan as required by Education Code Section 44100
- Establish a student human relations council at each school to promote a positive intergroup
- Provide training for teachers and administrators to promote understanding and appreciation of cultural differences
- Make deliberate efforts to insure minority representation on District and school-site committees

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599



- Develop and adopt complaint-handling procedures that are clearly understood by staff, pupils and parents/guardians
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on gender
- Develop, adopt and implement a District policy to promote an environment free of discrimination based on disability

The District IDAC shall present annually to the Governing Board at a regularly scheduled Board meeting.

*Adopted: 7/23/75  
Amended: 6/28/78  
Amended: 6/24/87  
Amended: 8/23/89  
Amended: 8/28/91  
Amended: 5/25/94  
Amended: 5/22/96  
Amended: 6/14/06  
Amended: 9/26/07  
Amended: 1/23/08  
Reviewed: 1/14/09  
Amended: 11/18/09*

*Legal References*

*No Child Left Behind Act of 2001  
Education Code 11500-11506, 42605, 48985, 51101, 64001  
Labor Code section 230.8, United States Code, Title 20, sections 230.8 6311, 6312, 6314, 6316, 6318  
Code of Federal Regulations, Title 28, sections 35.104, 35.160  
Management Resources  
CDE 0928.90 Guidelines for the Development of Policies on Parent Involvement*

---

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599



## **Administrative Regulation**

No. 9203

### **CLOVIS UNIFIED SCHOOL DISTRICT**

#### **SCHOOL COMMUNITY RELATIONS**

##### ***Community Relations***

#### **PARENT INVOLVEMENT REGARDING CATEGORICAL PROGRAMS**

##### **TITLE I PARENT INVOLVEMENT**

Each local educational agency (LEA) receiving Title I funds shall develop jointly with, agree on with, and distribute to, parents/guardians of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency plan (LEAP) and shall establish the agency's expectations for parent/guardian involvement, and describe how the agency will accomplish the following procedures:

1. Involve parents/guardians in the joint development of the plan under section 1112 of NCLB, and the process of school review and improvement under section 1116 of NCLB.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent/guardian involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents'/guardians' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with parent/guardian involvement strategies under other programs.
5. Conduct, with the involvement of parents/guardians, an annual assessment of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools receiving Title I funds, including identifying barriers to greater participation by parents/guardians in the parent involvement activities.
6. Communicate with parents/guardians through the District newsletter, web site, Parent and Student Rights and Responsibilities Handbook or other methods regarding the LEAP and the opportunity to provide input.
7. Provide copies of working drafts of the LEAP to parents/guardians in an understandable uniform format and, to the extent practicable, in a language the parents/guardians can understand.
8. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the LEAP prior to the Board's approval of the plan or revisions to the plan.
9. Ensure that school-level policies on parent involvement address the role of school site councils and parents/guardians as appropriate in the development and review of school plans.

Each LEA shall reserve not less than one (1) percent of its Title I funds to carry its parent involvement activities. The parents/guardians of participating pupils shall be involved in the decisions regarding how funds are allocated for parent involvement activities.

Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

be made available to the community and updated periodically to meet the changing needs of parents/guardians and the school.

## A. Involvement at the School Level

Each school shall:

- Offer a flexible number of meetings (a.m. and p.m.) and may provide transportation, childcare, and home visits
2. Convene an annual meeting, at a convenient time, to which all the parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of the school's participation in Title I and to explain the parent involvement requirements, and the right of the parents to be involved
3. Involve parents/guardians in an organized, ongoing, timely way in the planning, review, and improvement of Title I programs, including the school's parental involvement policy for all parents and the Single Plan for Student Achievement
4. Submit the comments by parents/guardians on the schoolwide program plan to the LEA if parents/guardians do not find the plan to be satisfactory
5. Provide the following items to the parents/guardians of participating pupils:
  - a. Timely information about Title I programs.
  - b. A description and explanation of the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels pupils are expected to reach
  - c. Opportunities for regular meetings, if requested by parents/guardians, to:
    - 1) Make suggestions.
    - 2) Receive timely responses to them.
    - 3) Participate, as appropriate, in decisions relating to the education of their children.

## Shared Responsibility of High Student Performance

As a component of the parent involvement plan, each school must jointly develop with parents/guardians a school-parent compact that shall describe:

The school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I to meet the statewide academic content standards.

The shared responsibility of parents/guardians, pupils, and the entire school staff to improved pupils' academic achievement.

3. The shared responsibility between the school and parents/guardians to help children achieve the statewide academic content standards.
4. The ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching, volunteering in their children's classroom, participating, as appropriate, in decisions relating to the education of their the children and the positive use of their children's extracurricular time.

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

5. The importance of ongoing communication between teachers and parents/guardians through, at a minimum:
  - a. Parent-teacher conferences in elementary schools at least annually at which the compact shall be discussed.
  - b. Frequent reports to parents/guardians on children's progress.
  - c. Reasonable access to staff and observation of classroom activities, and opportunities to volunteer and participate in their children's class.
6. The way parents/guardians will be assisted in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a children's progress and work with educators to improve the achievement of their children.
7. The materials and training that will be provided to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
8. That teachers, student services personnel, principals, and other staff, with the assistance of the parents/guardians, will be educated in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

#### Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, each school and local agency receiving Title I funds will follow the procedures listed below:

- Shall provide assistance to participating parents, as appropriate, in understanding in such topics as the State's academic content standards and State student academic achievement standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Shall provide materials and training, to help parents/guardians to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- Shall educate teachers, student services personnel, principals, and staff with assistance of parents/guardians on how to reach out to, communicate with, and work with parents/guardians as equal partners.
- Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs/activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, and public preschool programs.
- Shall ensure that the information sent home is in a language and form that parents/guardians can understand.
- May involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

May provide necessary literacy training with Title I funds if the LEA has exhausted all other reasonably available sources of funding for such training.

May pay for reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

9. May train parents/guardians to enhance the involvement of other parents/guardians.
  10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents/guardians who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
  11. May adopt and implement model approaches to improving parental involvement.
  12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
  13. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.
  14. Shall provide such other reasonable support for title I parental involvement activities as parents/guardians may request.
- D. Accessibility

In carrying out the Title I parental involvement requirements, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents/guardians with limited English proficiency, parents with disabilities, and parents/guardians of migratory children, including providing information and school reports required by Title I in a format and, to the extent practicable, in a language such parents/guardians understand.

The District's Board Policy and Administrative Regulation No. 9203 containing parent involvement strategies shall be incorporated into the LEAP and distributed to parents/guardians of pupils participating in Title I programs.

*Adopted: 4/26/78  
Amended: 10/24/79  
Amended: 8/23/89  
Amended: 8/28/91  
Amended: 8/28/91  
Amended: 5/25/94  
Amended: 5/22/96  
Amended: 6/14/06  
Amended: 9/26/07  
Reviewed: 1/23/08  
Reviewed: 1/14/09  
Reviewed: 11/18/09*

Clovis Unified School District SPSA: Appendix  
1450 Herndon Avenue Clovis, CA 93611-0599

# Mickey Cox Elementary School

## Parental Involvement Policy

At Mickey Cox Elementary School, we recognize that parental involvement is a critical dimension of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct.

The staff at Mickey Cox Elementary School believe that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are also invited to actively participate in school decision making and to develop their leadership skills in governance and advocacy. By joining the school councils and advisory committees, the parents are able to be involved in the planning, review, and improvement of categorical programs.

Through conferences and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate trainings to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the California State Standards.

At Mickey Cox Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

Parents are encouraged to be part of the following teams/councils/groups:

**School Assessment and Review Team (SART):** The purpose of SART is to establish a formal vehicle to enable parents and community members to:

- Study and become knowledgeable about the various programs and components that make up the total operation of the school.
- Discuss the effectiveness and appropriateness of those programs and components relative to the goals of the school and district.
- Assist in assessing the school-community attitudes about the total school program.
- Act as a community liaison between the community and the school and district.
- Have input and influence in an advisory capacity to the principal and site leaders regarding the operation and direction of the school.

**Intercultural and Diversity Advisory Council (IDAC):** The purpose of the IDAC is to assist the district in the implementation and monitoring of policies that assure non-discriminatory practices in all operational areas of the Clovis Unified School District. Its further mission is to assist in improving the cultural environment of the District.

**School Site Council (SSC):** The role of the SSC is to ensure that Mickey Cox has an effective process for identifying and implementing curriculum and instructional practices that strengthen the core academic program and ensure that students have equal access.

**English Language Advisory Committee (ELAC):** The ELAC committee serves to advise the principal and staff on developing a plan to meet the needs of English learners. The committee receives regular training and materials on critical issues and assists them in carrying out their legal responsibilities.

# School Parent Involvement Policy 2010 - 2011

## PART I GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements:

- The school will jointly develop and review with parents a School Parent Involvement Policy.
- The school will inform parents about the School Parental Involvement Policy via the Parent handbook and School Site Council.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will update the School Parental Involvement Policy annually to meet the changing needs of parents and the school.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--*

- (A) that parents plan an integral role in assisting their child's learning.
- (B) that parents are encouraged to be actively involved in their child's education at school.
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Mickey Cox Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Send home the weekly, "Weekly Roundup," and monthly, "Pony Express."
  - Teachers send home newsletters.
  - Continue to send out notices from the school in English and Spanish.

- Invite parents to attend Back to School Night in August, Open House in the spring, Winter Program in December, SART, and other community meetings.
  - Provide a list of parent involvement activities in the Parent Handbook and School Accountability Report Card.
  - Seek parent input at SSC regarding the Parent Involvement Policy.
2. Mickey Cox Elementary School will take the following actions to inform parents of the School Parental involvement Policy:
    - Post notices/agendas to the parents of SSC, ELAC, IDAC, and SART meetings.
  3. Mickey Cox Elementary School will annually update its School Parental Involvement Policy to meet the changing needs of parents and the school.
    - The SSC committee will review and update the School Parent Involvement Policy.
    - The district will annually review the School Parent Involvement Policy for any issues to include, but not limited to, restructuring the school, safety needs, program needs, etc.
  4. Mickey Cox Elementary School will provide timely information about school categorical programs to parents:
    - During parent conferences teachers will provide information regarding each student's performance and progress when appropriate. Edusoft printouts as well as additional classroom goal setting charts may be shared. Work samples will also be shared with parents.
  5. Mickey Cox Elementary School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
    - The teacher will review the curriculum used, assessment tools, and ideas to help their children at home.
    - Grade level standards will be reviewed with parents.
    - Parents will be informed of Local, District, and State tests.
  6. Mickey Cox Elementary School will provide parents opportunities for meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as timely manner:
    - Parents are invited to their child's Parent Conferences, which are held in the first quarter. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed and the parents receive an overview of how the child is doing in academics, behavior, socialization, etc. Intervention programs are reviewed with the parents.
    - The results of initial and annual CELDT are reviewed and discussed with parents at ELAC meetings.
    - The results of initial and annual CELDT are sent home to the parent.
  7. Mickey Cox Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.
    - The parents will be informed of the Formal Complain Procedures.

**PART III**  
**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Mickey Cox Elementary School will build the schools' and parent's capacity for strong parent involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - SART, SSC, IDAC, and ELAC meetings will provide a formal vehicle that enables parents:
    - To study and become knowledgeable about the various programs and components that make up the total operation of the school.
    - To discuss the effectiveness and appropriateness of programs and components relative to the goals of the school and district.
    - To act as a communication liaison between the community and the school and district.
    - Solicit input from parents regarding the instructional programs.
2. The school will, with the assistance of the district, provide assistance to parents of children served by the school. Staff members will work with parents to assist them in the following subject areas:
  - Understanding the State's academic content standards.
  - Understanding State and local academic assessments.
  - Understanding the requirements of school categorical funds.
  - Monitoring student progress, attendance, and behavior.
  - Inform parents of intervention and enrichment programs available to students.
  - Inform parents of Clovis Adult School opportunities.
  - The school offers the School Site Council (SSC) and English Learner Advisory Committee (ELAC) members training on the roles and responsibilities of council and committee members.
  - The school will maintain involvement in the District English Learner Advisory Committee (DELAC).
3. The school will continue to communicate and work with parents in building a partnership in education. This will include:
  - Provide translators at parent conferences, ELAC meetings and other meetings as requested by the parents.
  - On-going personal telephone calls to parents by the bilingual instructional aides.
4. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs.
  - Preschool will be invited to participate in activities and events when appropriate.
5. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - A phone tree will be used to remind parents of meetings. Phone trees will be available in English, Spanish, and Hmong.

**PART IV**  
**DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

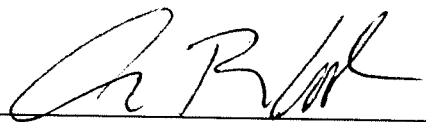
Clovis Unified School District is committed, where practical and to the extent that the District resources provides, to the following:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Training parents to enhance the involvement of other parents.
- Maximizing parental involvement and participation in their children's education, school meetings may be made at a variety of times, or conducting in-home conferences between teachers or other educators, and/or with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parent involvement.
- Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities.
- Providing other reasonable support for parent involvement activities under section 1118 as parents may request.

\* \* \* \* \*

**PART V**  
**ADOPTION**

This policy was adopted by Mickey Cox Elementary School SSC on May 18, 2010 and will be in effect for the period of one academic school year. The school will review this policy at the third quarter SSC, ELAC, IDAC, and SART meetings. It will be made available to the local community. The Mickey Cox Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

  
\_\_\_\_\_  
(Signature of Authorized Official)

\_\_\_\_\_  
May 18, 2010  
(Date)

## **BY LAWS FOR COX ELEMENTARY (K-6) SCHOOL SITE COUNCIL**

### **ARTICLE I Name of Council**

The name of this council shall be the Mickey Cox School Site Council.

### **ARTICLE II Role of Council**

The school improvement plan, including a budget, shall be developed and recommended by the School Site Council. The School Site Council, following approval of a school improvement plan by the school district governing board, shall have ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of such a program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

### **ARTICLE III Members Section 1 - Size and Composition**

The School Site Council shall be composed of 10 members.

The needs and resources of the school improvement program require that membership include broad representation of parents, students, and staff, including all socioeconomic and ethnic groups represented in the school attendance area. Representation on the council shall be: the principal, representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, and parents of pupils attending the school selected by such parents. The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents.

Classroom teachers shall constitute the majority of those persons representing school staff.

Council members representing parents and/or community members may be employees of the school district but may not serve as a parent representative at the site of employment.

#### **Section 2 - Term of Office**

Members representing teachers and other school personnel (except the Principal) shall serve on the council for a two-year term. New parent members shall be elected annually, but incumbents may be re-elected to serve a two-year term. At the conclusion of a member's term, at least one year shall elapse before such member may be selected to a new term.

#### **Section 3 - Voting Rights**

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

#### **Section 4 - Termination of Membership**

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected; e.g., a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

#### Section 5 - Transfer of Membership

Membership in the School Site Council is not transferable or assignable.

#### Section 6 - Resignation

Any member may resign by filing a written resignation with the local school district governing board.

#### Section 7 - Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairperson. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

### ARTICLE IV Officers

#### Section 1 - Officers

The officers of the School Site Council shall be a chairperson, vice-chairperson, secretary, and such other officers, as the council may deem desirable.

#### Section 2 - Election and Term of Office

The officers of the School Site Council shall be elected annually and shall serve for one year or until each successor has been elected.

#### Section 3 - Removal

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgment of the council, the best interests of the council would be served thereby.

#### Section 4 - Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the School Site Council for the unexpired portion of the term.

#### Section 5 - Chairperson

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports, and other communications of the school Site Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

#### Section 6 - Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the School Site Council.

#### Section 7 - Secretary

The secretary shall keep the minutes of the meetings, both regular and special, of the school site council and shall promptly transmit to

each of the members, to the school district, and to such other persons as the School Site Council may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the School Site Council records; keep a register of the address and telephone number of each member of the School Site Council which shall be furnished to the secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson by the School Site Council.

## ARTICLE V Committees

### Section 1 - Standing and Special Committees

The School Site Council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

### Section 2 - Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

### Section 3 - Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

### Section 4 - Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the School Site Council or with policies of the governing board.

### Section 5 - Quorum

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

### Section 6 - Vacancy

A vacancy in the membership of any committees may be filled by an appointment made in the same manner as provided in the case of the original appointment.

## ARTICLE VI Meetings of the School Site Council

### Section 1 - Regular Meetings

The School Site Council shall meet regularly at least once per quarter.

### Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

### Section 3 - Place of Meetings

The School Site Council shall hold its regular quarterly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

### Section 4 - Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than seventy-two hours or more than two weeks prior to the date of such meeting.

### Section 5 - Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

### Section 6 - Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members then holding office concur therein by their votes.

### Section 7 - Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

### Section 8 - Meetings Open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public.

## **I. CRITERIA AND PROCEDURES FOR APPROVING SCHOOL PLANS**

**The Governing Board shall not approve a school site plan unless it was developed and recommended by the school's School Site Council (SSC).**

Before school plans are submitted to the Governing Board for approval, the plan shall be reviewed in the Department of Special Projects to determine compliance with the following:

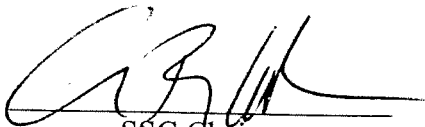
- A. District and school identification data is completed accurately.
- B. School data related to funding sources is completed accurately.
- C. Appropriate persons have signed the assurances.
- D. English Learner data is completed accurately.
- E. The composition and membership of School Site Council and advisory committees are in compliance with legal requirements.
- F. Appropriate justification of contracts and capital outlay expenditures and legality of such expenditures are explained.
- G. Appropriate description and budget for centralized services are included.
- H. The categorical budget is completed accurately and matches data related to funding sources, achievement gaps, academic priorities, and supplemental program information.
- I. Required school level needs assessment (student performance data summary and performance analysis) has been completed.
- J. Required program information including student populations and student needs, school/program achievement objectives, core curriculum description, special needs groups information, staff/professional development, parent and community involvement, and supplemental funding programs has been completed.
- K. A description of the on-going planning procedures including monitoring, evaluation, and decision-making are included.

## II. PROCEDURES FOR EVALUATING CONSOLIDATED PROGRAMS

The areas of evaluation shall include student achievement and effectiveness of the planned program at school sites.

- A. Evaluation of Services to Compensatory Education Program Students (Title I)
1. Student achievement in reading/language arts and mathematics shall be assessed annually through various state mandated tests such as the CA standards in English Language Arts and Mathematics and CAT 6 and district mandated tests such as the Kindergarten Assessment, First grade DRA and First grade Math Assessment. The school's AYP (adequate yearly progress) will show continuous improvement by meeting or exceeding the standards set in NCLB. Each significant subgroup will show continuous improvement by meeting its goals in participation and proficiency.
  2. Program effectiveness shall be evaluated by an annual comprehensive written school-level evaluation, an annual parent survey, coordinated compliance reviews, and the annual on-site monitoring process.
- B. Evaluation of Services to English Learners
1. A minimum of 50% of the English Learners below the advanced proficiency level will increase at least one proficiency level from his/her previous CELDT level as measured by the annual CELDT assessment.
  2. At least 90% of the English Learners at the advanced proficiency level shall annually meet the criteria to be reclassified to fluent English proficient as measured by the district reclassification forms.
  3. Program implementation shall be evaluated by the annual on-site monitoring process.
- C. Reclassification of English Learners and Former English Learner Performance
1. The district will maintain a minimum annual redesignation rate of five (5) percent for its English Learners.
  2. District wide, a minimum of 80 percent of all former English Learners reclassified to fluent English proficient will achieve grade level or meet the state and district standards for that grade level.
- D. Evaluation of School Based Coordinated Program (SBCP)
1. Clovis Unified School District shall establish its standardized and other achievement measures and standards in the academic core subject areas annually through the CLASSI accountability model. All students shall meet the same standard.
  2. Student achievement and program effectiveness shall be evaluated annually by various state mandated tests such as the CA Standards Tests in English Language Arts, Mathematics, Science, and Social Science; CAT 6; California English Language Development Test (CELDT); and California High School Exit Exam (CAHSEE) and district mandated tests such as the Kindergarten Assessment, First grade DRA and First grade Math Assessment. Other measures used may include an annual parent survey, the coordinated compliance review process, the WASC process, and the on-site monitoring process.
  3. A monitoring/evaluation report shall be completed annually for each school Site Plan indicating the extent to which the school has accomplished or made significant progress toward achieving 90% of its objectives and implementing 90% of its supplemental funds program.
  4. All schools will maintain or improve their Academic Performance Index (API) by the state mandated growth factor and make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act (NCLB). The school's AYP (adequate yearly progress) will show continuous improvement by meeting or exceeding the standards set in NCLB. Each significant subgroup will show continuous improvement by meeting its goals in participation and proficiency.

The 2010-2011 SSC By Laws were approved on October 19, 2010.

  
\_\_\_\_\_  
SSC Chairman  
10/19/10  
\_\_\_\_\_  
Date