



Clovis North High School

2770 E. International Avenue
Fresno, CA 93730

Plan Period: 12/31/2016 - 1/1/2018

Contact:
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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 Learner

English Language Learner's English Language Development Monitoring

English Language Arts

English Language Arts Proficiency

Mathematics

Math Proficiency

Socio-Economically Disadvantaged

Socio-Economically Disadvantaged Students

Plan Budget

Committees

Approvals and Assurances



SPSA 2016-17

Clovis Unified School District

"Children Are Our Precious Resource"

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.

In the Clovis Unified School District we pride ourselves on offering the same high quality teachers and programs, clean and safe facilities, and accountability standards at each of our schools. With the strong belief that students are best-served by a neighborhood school, CUSD does not have charter or magnet schools but encourages students to attend the school closest to their home. Each of our principals has been given strong site-based authority by the Governing Board to make decisions based on what is best for their school community. This means that individual schools in CUSD have unique personalities, all their own.

Located halfway between Los Angeles and San Francisco, the Fresno/Clovis area lies at the foot of the Sierra Nevada, in the geographical and economic heart of the agriculture-rich San Joaquin Valley. The Clovis Unified School District is a K-12 public school system that serves the cities of Clovis and Fresno, some unincorporated areas of Fresno County, and the rural community of Friant. The District covers approximately 198-square miles, and has a student population exceeding 42,300.

Each of the 47 schools in the Clovis Unified School District are reflections of their individual community. While every school shares a single foundation of standards-based curriculum and multiple co-curricular opportunities, each is slightly different based on the unique personalities of the students, parents and staffs that make up their neighborhood school.

Clovis Unified's Elementary Schools serve students in grades K-6, while intermediate schools include grades 7 and 8, and high schools are comprised of grades 9-12. All schools operate on a traditional school calendar, opening in late August and ending in early June. Each school offers a full range of academic, visual/performing arts and athletic options for students. While class offerings may differ slightly from one school to the other based upon student interest, the curriculum and instructional materials align with California's rigorous grade level content standards.

CUSD Enrollment and Demographics

Clovis Unified is comprised of 35 elementary schools, five intermediate schools, five high schools, one adult school, six alternative education campuses and an Online Campus. CUSD is a growing district, with a staff of close to 5,000 full- and part-time certificated and classified employees serving a student population that exceeds 42,300 students. CUSD celebrated the fall 2016 opening our 35th elementary school; Virginia Boris Elementary School.





CUSD Student Demographics			
Total Enrollment	42,300	American Indian or Alaskan Indian	1%
Asian	14%	Filipino	2%
Pacific Islander	1%	Hispanic/Latino	36%
African American	4%	White	43%
English Learners	6%	GATE	3%
Socio Economic Disadvantaged	43%	Special Education	7%
Females	49%	Males	51%
Native American Indian	1%	Migrant	1%
Title I Schools	17	Languages Served	36

2015-2016 CBEDs, Updated in October 2016

Each of the current seventeen (17) schools receiving Title I, Part A funds conduct an annual Parent Survey for all parents. Schools currently operating as a Title I School Wide Project (SWP) are Clovis Community Day School: Elementary and High School, Clovis Elementary, Fancher Creek, Jefferson, Lincoln, Miramonte, Mickey Cox, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner and Weldon. Both Mt. View and Gateway High School will become Title I Schoolwide Project Schools in the 2016-2017 school year.

The data will continued to be reviewed and analyzed at each site's Title I Fall Parent Meeting, SSC and ELAC Meetings. All of our 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. These evaluation reports contain information about the types of personnel and services funded by Title I, participation of students by grade level, student progress toward meeting the state and/or district performance standards, disaggregated data for the various reading, language, and/or math assessments, description of program services, parent involvement information, and recommendations. The evaluations are shared with staff, community members and district departments. The results, recommendations and parent feedback are presented and reviewed at the Annual Title I Parent Meeting, SSC and ELAC Meetings. The data is used in the development of the District's LEAP, Title III Reports and Plans, SPSA and for on-going program evaluation and adjustment.

During the 2015-2016 school year, two additional CUSD Schools met the criteria to receive Title I Funds. Gateway High School meets the criteria to receive Title I Funds with a Free and Reduced Lunch rate of 77% for the 2015-2016 school year. Additionally, Mt. View Elementary met the criteria to receive Title I Funds with a Free and Reduced rate of 53% for the 2015-2016 school year. This qualifies both Gateway High and Mt. View Elementary School to receive Title I funds as a School Wide Program (SWP).

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. 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.

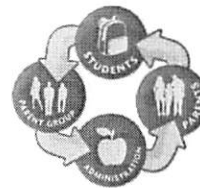
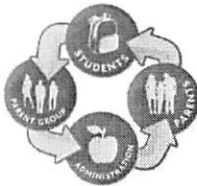
High School students are required to meet course and unit requirements throughout grades 9-12. While each of the three comprehensive high schools offer instruction in single-subject classes, they also offer some form of block period scheduling to provide students with longer periods of time each day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

OUR VISION

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

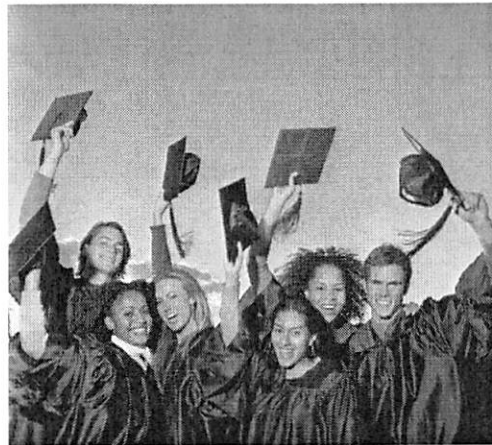
OUR MISSION

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 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



School Plan for Student Achievement (SPSA) Purpose

All Title I allocations must be included in the school's SPSA. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the API. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates. Title I Funds are solely used to supplement the core school program.



To set school goals, the SSC needs to carefully review district priorities as stated in the LEA Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data. Summarize conclusions and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student "school" underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

Per EC Section 64001.4, district and school leaders shall use these data analyses to create specific, measurable, achievable, relevant, and time-bound goals that can be easily measured to evaluate student progress toward closing the achievement gap. Such analyses should be conducted in a timely manner and include all major stakeholders.

IMPLEMENTING AND MONITORING THE SPSA

Once the plan is approved and implemented, the SSC is responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective. At least annually, the SSC must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

Schools continue to monitor their SPSA throughout the year with their SSC. In addition to the site's Annual School SPSA Evaluation and Monitoring Report, schools complete a



comprehensive Mid-Year Monitoring Report to evaluate the progress of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

SPSA Monitoring should follow the calendar of events established by the SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Review of the calendar for initial and ongoing assessments to measure student performance against benchmarks indicated in the plan
- Verification of evidence of progress made toward SPSA goals

ROLE OF THE SCHOOL SITE COUNCIL (SSC)

As the implementation of planned activities unfolds, the SSC should verify the success of each major event for identified students and share this information with advisory committees and other interested parties.

California Education Code (EC) Section 64001 requires that a SSC develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.

EVERY STUDENT SUCCEEDS ACT (ESSA)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. The measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few.

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our [Investing in Innovation](#) and [Promise Neighborhoods](#)
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#).



- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Over the next school year, the U.S. Department of Education will work with states and districts to begin implementing the new law. California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. It is anticipated that the ESSA State Plan will be presented to the California State Board of Education (SBE) by January 2017. This Transition Plan outlines how California will facilitate an orderly transition during the 2016–17 school year to fully implement ESSA in the 2017–18 school year, when the ESSA State Plan becomes operational. New information and guidance will be provided as it becomes available from the California Department of Education and the US Department of Education.

CUSD Local Agency Educational Plan (LEAP)

AS we continue to the transition into ESSA, The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, Local Educational Agency Plans (LEAP), professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused





effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms. CUSD has worked to develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation.

The approval of a LEAP by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. With the transition into ESSA; this too will change. We are awaiting additional guidance and information as to new requirements. The CUSD Governing Board approves the LEAP on an Annual basis. The LEAP was also shared with parent groups such as; School Assessment Review Team (SART), Migrant Education Parent Advisory Committee, Indian Education Parent Advisory Committee and District English Language Advisory Council (DELAC), District advisory Committee (DAC) and Private Schools for review and input.

The CUSD LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, and services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by each school in CUSD. The LEAP was presented and approved by our Governing Board in December 2015.

STUDENT ACHIEVEMENT AND LEARNING

CUSD 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.

Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California's schools, now called the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is based on the state's California Common Core State Standards (CA CCSS) for English-language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards. The primary goal of the new statewide testing program is to better prepare





all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. Schools throughout California are taking part in the Smarter Balanced Field Test this spring. The primary purpose of this field test is to make sure the test questions are fair for all students. It also gives teachers and schools a chance to find out whether they are ready for the operational tests in 2015. This transition will take several years to complete. CAASPP is comprised of the following:

- Field test of the consortium (i.e., Smarter Balanced*) summative assessment for English–language arts (ELA) and mathematics in grades three through eight and grade eleven.
- Grade-level science assessments, including the California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten.
- California Alternate Performance Assessment (CAPA) for ELA and mathematics in grades two through eleven.
- Voluntary for grade eleven students, the Early Assessment Program (EAP) in ELA and mathematics.
- Optional for local educational agencies (LEAs) to administer, the Standards-based Tests in Spanish.

California State Standards

The new CA CCSS for ELA and mathematics replace the 1997 academic standards. The CA CCSS, like the earlier state standards, describe what students should know and be able to do in these two subject areas at each grade level from kindergarten through grade twelve.

The CA CCSS are important because they help ensure that all students, no matter where they live, will graduate from high school prepared for college and work. Having clearly defined learning objectives helps parents or guardians and teachers work together to make sure their students succeed. The overall goal is that all students

There were no test results (individual, school, district, county, or state) for the 2014 Smarter Balanced Field Test. The purpose of this spring test was to ensure that the assessments are accurate and fair for all students. It gave teachers and schools a chance to gauge their readiness to administer the new assessments before it was launched for operational test in 2015.



State Site Funding: Local Control Funding Formula (LCFF)

The 2013–14 California Department of Education (CDE) budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most



state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015.

The Local Control Accountability Plan (LCAP)

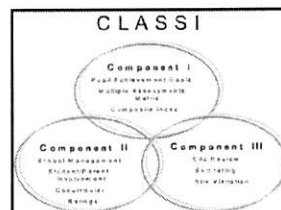
The LCAP is an important component of the LCFF. Under the LCFF all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities and actions to address state and local priorities identified pursuant to EC Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. CUSD continues to work with all stakeholder groups in holding various district and school committee meeting and forums designed to gather information on various specific areas of importance.

The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

The CUSD Accountability Model

The "Clovis Assessment System for Sustained Improvement" (CLASSI), is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in state standards and the California State Public Schools Accountability Act. The components of CLASSI include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs. The assessment elements and criteria reflect the overarching goals of preparing all students to succeed in mastering state standards, graduating from high school and to pursue post secondary education based on meeting, at least, the entrance requirements to the California State University system, career and technical education, trade schools or military.





The framework for the "Clovis Assessment System for Sustained Improvement" (CLASSI) entails a broad-based approach involving three major components:

COMPONENT I: Student / School Achievement

COMPONENT II: Performing Arts, School/ Community Involvement, and Character Counts!

COMPONENT III: District Site Review Intercultural and Diversity Advisory Council (IDAC) goals

CLASSI is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post-secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and cocurricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. Whereas CLASSI Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the self-review process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement.

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.



Clovis Unified School District After School Education and Safety (ASES) Program

Clovis Unified ASES Program

Our Mission:

To provide a safe after school environment that fosters educational and enrichment opportunities for students.



The Clovis Unified School District (CUSD) After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California *Education Code (EC)* sections 8482–8482.55 to expand and rename the former Before and After School Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and communities to provide literacy support, academic enrichment, and safe, constructive alternatives for students in kindergarten through grade nine

(K–9). Funding is designed to provide eligibility to all elementary and middle schools throughout California that submit applications to establish before and after school programs meeting the requirements defined in the *EC*.

ASES is offered after school every day that school is in session. CUSD ASES sites include:

- | | |
|-----------------------------------|---------------------------------------|
| ★ Clovis Elementary School | ★ Cole Elementary School |
| ★ Fancher Creek Elementary School | ★ Jefferson Elementary School |
| ★ Lincoln Elementary School | ★ Mickey Cox Elementary School |
| ★ Miramonte Elementary School | ★ Mountain View Elementary School |
| ★ Nelson Elementary School | ★ Ozae Elementary School |
| ★ Pinedale Elementary School | ★ Sierra Vista Elementary School |
| ★ Tarpey Elementary School | ★ Temperance-Kutner Elementary School |
| ★ Weldon Elementary School | |

Purpose, Objectives and Elements

The ASES Program is intended to provide literacy, academic enrichment, and safe constructive alternatives for students. ASES is an extension of the school day in which literacy and academic enrichment elements are offered. Studies suggested participation in the ASES Program increases students' attachment to their schools, improves academics, and provides a safe environment for students. The ASES program is aligned with the regular school day core program. Educational Literacy and Enrichment is an important component of the program's academic support:

Educational Literacy offers homework assistance and academic support to help students meet state standards in reading/language arts, mathematics, social studies, and science. A broad range of activities are based on students' needs and interests.

Enrichment provides a variety of additional programs and activities that support and compliment the school's academic program. This includes positive youth development strategies and prevention activities that may utilize visual and performing arts, community service-learning, recreation and physical activity, health/nutritional promotion, career awareness and work preparation activities based on student needs and interests.

Program Structure

The program offers homework assistance, snacks, enrichment activities and recreational opportunities in a safe environment for students. ASES Program activities are based on the elements provided above. The daily schedule includes a snack based on state nutritional guidelines. ASES program structure at each school site may vary depending on the need of the school community.



Registration and Attendance

ASES registration at each school site may vary depending on the target group and site community.
*Please check with your school site for registration details.

The intent of the ASES grant is students will participate in the program for the full range of hours offered each day. Minimum attendance is one-half of the offered program hours with students having an approved early release form signed by the parents. Early Release form is required by the state in order to fund students who meet attendance requirements, as outlined in the grant. Check with your child's school regarding their ASES attendance policy.

For further information, please call Nhia Her, ASES Program Supervisor and/or Mary Vang, ASES Program Assistant in the Department of Supplemental Services, Clovis Unified School District Office at 327.9561 or Bob Kampf, Director of Supplemental Services, 327.9086. Or at:
<https://sites.google.com/a/clovisusd.k12.ca.us/clovis-unified-ases-program/>

Clovis Elementary: 327.6100

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Cole Elementary: 327.6200

Ruth Steffy, Site Coordinator, ruthsteffy@cusd.com
Marshall Hamm, Principal, marshallhamm@cusd.com

Fancher Creek Elementary: 327.6700

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Chintana Thatsanaphone, Site Coordinator,
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Erin Parker, Principal, erinparker@cusd.com

Jefferson Elementary: 327.7000

Sara McAvoy, Site Coordinator, saramcavoy@cusd.com
Jeff Tiftick, Principal, jefftiftick@cusd.com

Lincoln Elementary: 327.2000

Celia Willis, Site Certificated Lead, celiawillis@cusd.com
Matt Verhalen, Principal, mattverhalen@cusd.com

Mickey Cox Elementary: 327.6400

Kirsten Primrose, Site Coordinator, kirstenprimrose@cusd.com
Cheryl Floth, Principal, cherylfloth@cusd.com

Miramonte Elementary: 327.7400

Tammy Williams, Site Coordinator, tammywilliams@cusd.com
Kia Yang, Principal, kiayang@cusd.com

Mountain View Elementary: 327.7500

Robin Gonzales, Site Coordinator, robingonzales@cusd.com
Monica Everson, Principal, monicaeverson@cusd.com

Nelson Elementary: 327.7600

Jennifer Mau, Site Coordinator, jenniferm@cusd.com
Kendra Matson, Principal, kendramatson@cusd.com

Oraze Elementary: 327.1700

Thea Tan, Site Coordinator, theatan@cusd.com
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Robyn Snyder, Principal, robypellousosnyder@cusd.com

Pinedale Elementary: 327.7700

Tom East, Site Coordinator, tomeast@cusd.com
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Sierra Vista Elementary School: 327.7900

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Tarpey Elementary: 327.8000

Debi Willsie, Site Coordinator, debrawillsie@cusd.com
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Temperance Kutner Elementary: 327.8100

Tami Atkins, Site Coordinator, tamiatkins@cusd.com
Kathy Blackburn, Principal, kathyblackburn@cusd.com

Weldon Elementary: 327.8300

Andrew Bolls, Site Coordinator, andrewbolls@cusd.com
Ray Lozano, Principal, raylozano@cusd.com

"Children Are Our Most Precious Resource"



CUSD TITLE VII INDIAN EDUCATION PROGRAM
Department of Supplemental Services

"Children Are Our Most Precious Resource"

Purpose of the CUSD Native American Indian Education Program:

Each year, CUSD receives Title VII Indian Education Funds. The 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. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades Kindergarten – grade twelve. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12.

We host quarterly Parent Advisory Meetings. Dates will be provided in the early fall once they are secured. You can find more information on our web page @ <http://www.cusd.com/specialprojects/indianed.htm>.

The goals (i.e. priorities) of our program are listed in order as follows:

1. Provide services to assist American Indian students in meeting the District's student academic content and performance standards.
2. Ensure that American Indian students participate in their school's Federal, State and local programs as needed.
3. Provide program recruitment activities and family liaison services to meet the culturally related academic needs of American Indian students.
4. Provide professional development opportunities to ensure that staff are properly trained and prepared to do work with American Indian Students.

Eligibility of Students:

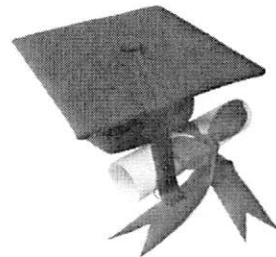
Each child enrolled in the Indian Education Program is required to complete and submit a **Title VII Student Eligibility Certification, 506 Form** (attached). The 506 Form is returned to your child's school for processing. This form will be maintained in the Department of Special Projects. Information on the certification form will not be released without written approval from the parent or guardian. The Form is available at each school site or the Special Projects Web Site @ <http://www.cusd.com/specialprojects/indianed.htm>

Eligible students includes Native Americans who are:

- ◆A member of an Indian tribe or band, (including those Indian tribes or bands terminated since 1940 and those recognized by the State in which the tribe or band resides).
- ◆Descended in the first or second degree (parent or grandparent as described).
- ◆Considered by the Secretary of the Interior to be an Indian, Eskimo or Aleut.

Academic Services:

The Indian Education Program grant supplements the regular school program by helping Indian students sharpen their academic skills, assisting students in becoming proficient in the core content areas, and providing students an opportunity to participate in enrichment programs that otherwise would be unavailable. Academic assistance, tutoring, after school programs, dropout prevention, parent/teacher consultations, monitoring of student grades and attendance, a library for checking out books and materials for students and parents. Your child may qualify for tutoring in reading and/or math if they are working below grade level. The program's priority must be to serve students who would qualify for the program services being below grade level and not reaching proficiency. However, your child's school offers a variety of tutorial and intervention services to assist your student academically. For more information please contact your child's school or the Department of Supplemental Services, Bob Kampf @ 327.9086 or Donna Post @ 327.9552.





CUSD MIGRANT EDUCATION PROGRAM
Department of Supplemental Services

“Children Are Our Most Precious Resource”

Purpose of Migrant Education Program:

CUSD Migrant Education Programs supports high-quality and comprehensive educational programs for migratory children to address disruptions in schooling and other problems that result from repeated moves. States fund programs that ensure migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner. The programs help ensure that migratory children have the opportunity to meet the same challenging State Content Standards and student performance standards that all children are expected to meet. They are also designed to help migratory children overcome academic, cultural, and language barriers, social isolation, health-related problems, and other factors that hinder academic achievement. They prepare the migratory children to make a successful transition to postsecondary education or employment; and ensure that they benefit from state and local systemic reforms.

Academic Services:

The Migrant Education Program (MEP) supplements the regular school program by helping migrant students sharpen their academic skills, assists them in becoming proficient in the core content areas, and provides them with an opportunity to participate in enrichment programs that otherwise would be unavailable. Services include: academic assistance, tutoring, after school programs, dropout prevention, parent/teacher consultations, monitoring of student grades and attendance, a library for checking out books and materials for students and parents. Children may qualify for tutoring in reading and/or math if they are working below grade level. For more information please contact your child’s school or the Department of Supplemental Services at 327.9564.

Who are our Migrant Workers?

According to Sections 1309 and 1115(b)(1)(A) (which applies by reference) of the statute and 34 CFR 200.40(c) and (e) of the regulations, children who are migrant and have had the basis for their MEP eligibility are properly recorded and may receive services. Migrant workers seek temporary or seasonal work in agriculture, fishing, or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables, and many other food products. Many migrant workers have an average income below the national poverty line. While many migrant families consider California to be their home base, others come from other states and countries.



1. (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), *but* (b), if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program (Section 1115(b)(1)); **AND**
2. Is a migrant agricultural worker or a migrant fisher (as defined in Section 1309 of the statute) **OR** has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; **AND**
3. Performs, or has a parent, spouse, or guardian who performs, qualifying agricultural or fishing employment as a principal means of livelihood (34 CFR 200.40(c), (e), and (f)); **AND**
4. Has moved within the preceding 36 months to obtain, or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; **AND**
5. Has moved from one school district to another.

Revised: 08/02/2016
09.30.16MV



Through the Migrant Education Program, these children can be provided with supplemental educational and support services to help overcome their difficulties. Migrant children can close the achievement gap in education and develop skills and options for the future. In addition, the program provides opportunities for them to develop self-confidence and self-esteem.

What Makes a Child Eligible?

To qualify for the Migrant Education Program, a migrant child must have moved within the past three years across state or school district boundaries with a migrant parent, guardian, or self, to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and the 12th grade and must not be older than twenty-two and has not received a diploma or GED.

CUSD HEALTH SERVICES:

Each CUSD School has a nurse who can assist with any questions or concerns. We also offer two health clinics throughout our district to assist families with a variety of health needs. For additional information, please call the health clinic closest to your child's site.

CUSD CHILDREN'S HEALTH CENTERS

Appointments are recommended, but not required.

Patients without an appointment are seen on a **FIRST COME, FIRST SERVE BASIS.**

Sierra Vista Elementary 327-7976 8:30-12:00, 1:00-4:00, Monday – Thursday*
*Closed for lunch between 12:00-1:00

Fee schedule (CASH ONLY):

Well-baby care and well-child care

Immunizations – Call for fees

PPD skin tests are \$10—(skin tests are given on Monday, Tuesday or Wednesday ONLY)

WIC referrals

Treatment of minor injuries and illnesses

Sports screenings & Preschool/1st Grade physicals--\$30

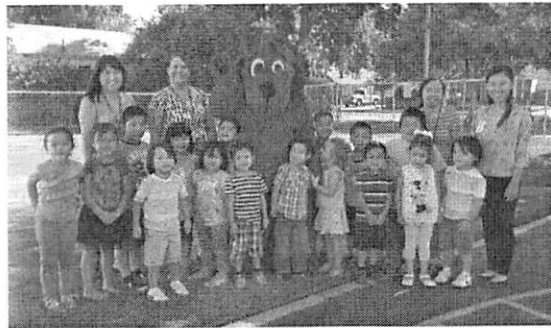
Assistance in signing up for Healthy Families or Medi-Cal insurance programs

The services are available to children ages 0-18 years and are free of charge to **income-eligible** families.

Patients who have Medi-Cal are also eligible for these services as well as those who do not have health insurance coverage.

Department of Supplemental Services Team:

- Ana Macias, Community Liaison Spanish @ 327.9564
- Mary Vang, Community Liaison Hmong @ 327.9560
- Tam Tran, Program Technician @ 327.9554
- Bob Kampf, Director @ 327.9086



Clovis Pre-K Summer Readiness Program 2016
Weldon Elementary School

Revised: 08/02/2016
09.30.16MV



2016-2019

Strategic Plan

Our Vision:

To be America's benchmark for excellence in education.

Our Mission:

To be a quality educational system providing the resources for all students to reach their potential in Mind, Body, and Spirit.

Our Aims:

- I. Maximize Achievement for ALL Students
- II. Operate with Increasing Efficiency and Effectiveness
- III. Hire, Develop, Sustain, and Value a High Quality Diverse Workforce





Our Non-Negotiable Core Values

“We believe in high standards in Clovis schools.” – Floyd “Doc” Buchanan, Ed.D.

We believe that integrity cannot be compromised.

We believe in collaboration based on shared decision-making and trust.

We believe that standing together with our students, employees and community is our strength.

Students	Employees	Community	Schools and Facilities
<p><i>“A fair break for every kid.”</i> -Doc</p> <ul style="list-style-type: none"> Educate the whole child in Mind, Body, and Spirit. Base all decisions on what is best for students’ academic, social and emotional well-being. Commit to a safe and inclusive learning environment for ALL students. Believe every child can learn and we can teach ALL children. 	<p><i>“It’s people, not programs, that make the positive difference for students.”</i> -Doc</p> <ul style="list-style-type: none"> Foster a climate of trust and respect through relationships and communication. Collaborate and empower all employees in the decision-making process at the site, Area and department level. Be accountable to high standards, both individually and collectively. Surround students with the very best role models and mentors. Support life-long learning by providing ongoing professional development for all employees. 	<p><i>“Education revolves around teamwork and trust.”</i> -Doc</p> <ul style="list-style-type: none"> Great schools build great communities and great communities build great schools. Engage with parents and the community to support ALL students. Recognize the cultural perspectives of our community. Be accessible to parents and the community as we continue to grow. 	<p><i>“When you do something, only do it first class.”</i> -Doc</p> <ul style="list-style-type: none"> Provide safe, student-centered, world-class schools. Build state-of-the-art facilities that promote student success. Maintain quality campuses that create community pride. Design learning environments that serve ALL students now and in the future.

Single Plan For Student Achievement



CUSD 2016-2019 Strategic Plan

Aim 1: Maximize Achievement For ALL Students	
<i>The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.</i>	
ACTIONS	INDICATORS
<p>Focus on Learning Align curriculum, instruction, and assessment to meet the academic needs of every student.</p>	<p><i>Aim 1 indicators will be applied to multiple actions that reflect the Local Control Accountability Plan (LCAP) matrix.</i></p> <p>Student Achievement Data:</p> <ul style="list-style-type: none"> ▪ Annual growth of ALL students ▪ Achievement gap analysis ▪ English Learner reclassification and success rates <p>Clovis Assessment System for Sustained Improvement (CLASSI) Model:</p> <ul style="list-style-type: none"> ▪ Component 1- disaggregated student achievement data ▪ Component 2- co-curricular/athletics, visual and performing arts, school/community involvement, graduation rates, scholarship awards ▪ Component 3- cultural competency and proficiency <p>Survey Data:</p> <ul style="list-style-type: none"> ▪ Climate Assessment, School Assessment and Review Team (SART), Professional Development Needs Assessment, Title I, Special Education, and student surveys <p>School and District Attendance and Discipline Data:</p> <ul style="list-style-type: none"> ▪ For all students ▪ Gap analysis <p>College and Career Readiness:</p> <ul style="list-style-type: none"> ▪ Graduation requirements, graduation rates, percent of students completing FAFSA, UC/CSU eligibility, Early Admission Program (EAP) pass rates, ACT/SAT success rate, Advanced Placement (AP) success rate ▪ Enrollment in Career Technical Education (CTE), Center for Advanced Research and Technology (CART), and dual enrollment courses <p>Systematic Intervention Data:</p> <ul style="list-style-type: none"> ▪ Number of sites with effective Multi-Tier Systems of Support (MTSS) ▪ Number of Clovis Support Intervention (CSI) groups ▪ Increased level of family involvement
<p>Professional Learning Communities (PLC) Optimize the PLC process to develop and support a collaborative culture by identifying best practices and research-based strategies to maximize the success of ALL students and staff.</p>	
<p>College and Career Readiness Effectively implement the California State Standards to ensure college and career readiness, including technology and 21st Century Learning for ALL students.</p>	
<p>Systematic Intervention Ensure multiple systems of support are in place to meet the unique needs of each student.</p>	
<p>Educate the Whole Child Provide curricular and co-curricular programs to develop the "Mind, Body, and Spirit" of every student.</p>	



CUSD 2016-2019 Strategic Plan

Aim II: Operate With Increasing Efficiency and Effectiveness	
<i>The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.</i>	
ACTIONS	INDICATORS
Communication Maximize means of direct and timely communication and transparency with all stakeholders.	<ul style="list-style-type: none"> ▪ Stakeholder satisfaction as measured by surveys and data collection ▪ Diverse stakeholder engagement in committee and employee groups ▪ Access by stakeholders to a variety of up-to-date and high quality communication tools (e.g. District and school web sites, social media, District and site digital media, <i>2 Minutes Today</i>, and <i>CUSD Today</i>) ▪ Increase in number, completion, and usability of digitized forms/processes for all stakeholders
Safety Provide a safe environment for staff, students, and community.	<ul style="list-style-type: none"> ▪ Number of annual district-wide safety related incidents as measured by reports and data collection ▪ Survey data reflecting student, parent, employee and public perception of safety (e.g. SART survey, senior student survey, climate assessment surveys) ▪ Number and regularity of safety and crisis scenario drills and training for all stakeholders ▪ Degree of collaboration between District and all local law enforcement agencies (e.g. City of Clovis, City of Fresno, Fresno County)
Utilization of Time Optimize systems and workflow to maximize time management.	<ul style="list-style-type: none"> ▪ Positive changes in time management as measured by review of schedules, surveys, and data collection ▪ Establish and maintain efficient workflow systems ▪ Regular review of current practices and procedures to maximize efficiency
Fiscal Management Demonstrate fiscal responsibility.	<ul style="list-style-type: none"> ▪ Financial stability as measured by identified performance indicators ▪ Prioritize resources to support the Strategic Plan, District Aims and Local Control Accountability Plan (LCAP) goals ▪ Complete capital facility projects to District standards, on time and on budget
Innovation and Agility Promote continuous improvement, innovation, and entrepreneurial spirit.	<ul style="list-style-type: none"> ▪ Recognize and support innovative practices through documented resource allocation (e.g. awards, grant funding, leveraging resources, and professional development) ▪ Recognition of successful practices internally and externally



CUSD 2016-2019 Strategic Plan

Aim III: Hire, Develop, Sustain, and Value a High Quality Diverse Workforce <i>The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.</i>	
ACTIONS	INDICATORS
Workforce Development Hire, mentor, and retain the best and brightest employees through training of the District's core values, high standards, and traditions.	<ul style="list-style-type: none"> ▪ Employment and retention rates ▪ Competitive compensation package ▪ Performance evaluation process ▪ Number of CUSD Job Fair participants ▪ Number of and participation in annual Classified Career Workshop
Collaborative Environment Foster a professional climate and culture that values, empowers, and connects employees to an inclusive and transparent organization.	<ul style="list-style-type: none"> ▪ Representation of all active employee groups on District compensation-related committees ▪ Results of the annual employee Climate Assessment Survey and completion of resulting Action Plans
Continuous Learning Promote a culture of professional learning, mentoring, training, and support for all employees.	<ul style="list-style-type: none"> ▪ Results of annual Professional Development Needs Assessment and Professional Development evaluations (for certificated and classified employees) ▪ Implementation of annual professional learning opportunities for all employees
Recognize Excellence Recognize and celebrate exceptional individual and collaborative work.	<ul style="list-style-type: none"> ▪ Participation in internal recognition and appreciation award programs available to all employee groups ▪ Recognition of certificated and classified employees by external organizations

Adopted: 5/25/16



The “Clovis Assessment System for Sustained Improvement” (**CLASSI**) is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in state standards and the California State Public Schools Accountability Act. The components of CLASSI include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs. The assessment elements and criteria reflect the overarching goals of preparing all students to succeed on the California High School Exit Exam (CAHSEE) and to pursue post secondary education based on meeting, at least, the entrance requirements to the California State University system.

The framework for the “Clovis Assessment System for Sustained Improvement” (CLASSI) entails a broad-based approach involving three major components:

COMPONENT I: Student / School Achievement

Component I consists of a matrix of objective student academic achievement indicators based on test results with quantitative goals tied to each. This matrix establishes a multi-dimensional school achievement profile which can be used for both diagnostic and evaluative purposes.

The academic achievement indicators (events) included in the profile are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to meet at least CSU minimal entrance requirements. Furthermore, events in the matrix and their relative weighting are designed to reflect the State's Academic Performance Index (API). Monitoring performance and progress in those areas is crucial to maximizing the school's API.

This component forms the basis for school and area recognition. Annual awards are given to all schools and areas achieving the determined composite goal based on all achievement indicators plus a minimum grade point average (GPA) in Component II.

COMPONENT II: Performing Arts, School/ Community Involvement, and Character Counts!

Component II is composed of events and rating criteria in the following categories:

Performing Arts

School/Community Involvement

Character Counts!

COMPONENT III: District Site Review Intercultural and Diversity Advisory Council (IDAC) goals

Whereas CLASSI Components I and II have to do with outcomes (products), Component III is concerned with the school's practices and processes. The Site Review process serves two purposes. First, it presents an opportunity for schools to self-examine their policies, practices, and programs in light of best practices. Second, it provides for district level participation in the assessment of the school's programs, methods, and procedures.

CLASSI – Component III focuses on IDAC and Cultural Competency Task Force Goals. All schools are required to complete an annual self-assessment using the rubrics provided as they relate to the twelve components outlined in the IDAC Review.

CLASSI is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and cocurricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the



efficacy of the school as an institution. Whereas CLASSI Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the self-review process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement.

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.



**CUSD CATEGORICAL FUNDING PROGRAM
INFORMATION
FOR THE 2016-2017 SCHOOL YEAR**

"Children Are Our Most Precious Resource"

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (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 Title I, Part A – Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

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

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

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

We encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/specialprojects>. These two school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level.

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

School Site Council (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. It is responsible for developing, implementing and evaluating the Single Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

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

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

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site ELAC.



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

Rationale

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

Philosophy

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

Categorical Program Descriptions

1. **After School Safety and Education Funds (ASES)**: This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged)**: A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths**: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. **Title I, Part C (Migrant Education Program)**: A federal-funded program focused on providing services for migratory students and their families.
5. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals)**: A federal-funded program focused on teacher and principal training and recruitment programs.
6. **Title III (Language Instruction for English learners(ELs) and Immigrants)**: A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
7. **Title VII (Indian Education Formula Grant)**: A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

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

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.9086, additional information may be found @ <http://www.cusd.com/specialprojects>.




2016-2017 CUSD SITE-BASED CATEGORICAL FUNDED PROGRAMS

SCHOOL	TITLE I Part A	TITLE III – EL	TITLE III – Immigrant
Bud Rank Elementary		X	X
Cedarwood Elementary		X	X
Century Elementary		X	X
Clovis Elementary	X	X	X
Cole Elementary	X	X	X
Community Day School – Elementary	X	X	X
Copper Hills Elementary		X	X
Cox Elementary	X	X	X
Dry Creek Elementary		X	X
Fancher Creek Elementary	X	X	X
Fort Washington Elementary		X	X
Freedom Elementary		X	X
Fugman Elementary		X	X
Garfield Elementary		X	X
Gettysburg Elementary		X	X
Jefferson Elementary	X	X	X
Liberty Elementary		X	X
Lincoln Elementary	X	X	X
Maple Creek Elementary		X	X
Miramonte Elementary	X	X	X
Mountain View Elementary	X	X	X
Nelson Elementary	X	X	X
Oraze Elementary	X	X	X
Pinedale Elementary	X	X	X
Reagan Elementary		X	X
Riverview Elementary		X	X
Red Bank Elementary		X	X
Sierra Vista Elementary	X	X	X
Tarpey Elementary	X	X	X
Temperance-Kutner Elementary	X	X	X
Valley Oak Elementary		X	X
Virginia Boris Elementary		X	X
Weldon Elementary	X	X	X
Woods Elementary		X	X
Alta Sierra Intermediate		X	X
Clark Intermediate		X	X
Granite Ridge Intermediate		X	X
Kastner Intermediate		X	X
Reyburn Intermediate		X	X
Buchanan High School		X	X
Clovis East High School		X	X
Clovis High School		X	X
Clovis North High School		X	X
Clovis West High School		X	X
Gateway High School	X	X	X
Community Day School – Secondary	X	X	X



Student Enrollment Data

CLOVIS NORTH HIGH SCHOOL

	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	% of Total School
School Enrollment (SBCP participants)	0	0	0	0	0	0	0	0	0	0	670	616	612	589	2487	100.0%
Title I SWP (# of participants)																
Title I TAS (# of participants)																
Groups per CDE																
Black/African American	0	0	0	0	0	0	0	0	0	0	14	21	20	31	86	3.5%
Amer. Ind/Nat. Alask.	0	0	0	0	0	0	0	0	0	0	3	2	3	1	9	0.4%
Asian	0	0	0	0	0	0	0	0	0	0	104	95	102	96	397	16.0%
Filipino	0	0	0	0	0	0	0	0	0	0	20	21	24	27	92	3.7%
Hispanic	0	0	0	0	0	0	0	0	0	0	167	155	141	118	581	23.4%
Pacific Isl.	0	0	0	0	0	0	0	0	0	0	3	2	0	2	7	0.3%
White	0	0	0	0	0	0	0	0	0	0	348	309	313	304	1274	51.2%
Multiple	0	0	0	0	0	0	0	0	0	0	11	11	9	10	41	1.6%
Socioeconomically Disadvantaged	0	0	0	0	0	0	0	0	0	0	120	120	102	95	437	17.6%
English Learners	0	0	0	0	0	0	0	0	0	0	11	6	14	14	45	1.8%
Students w/Disabilities	0	0	0	0	0	0	0	0	0	0	34	52	44	54	184	7.4%
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0.0%
Indian Ed	0	0	0	0	0	0	0	0	0	0	6	11	6	2	25	1.0%

Data as of CBEDS: October 5, 2016



CUSD Local Control and Accountability Plan (LCAP) Eight State Priorities

- Credentials/Materials/Facilities
- School Climate
- Student Engagement
- Adopt Standards
- Student Outcomes
- Course of Study
- Parent Involvement
- Student Achievement

CUSD Strategic Plan

Over the course of the next three years, CUSD will focus specifically on three aims to achieve our mission and vision.

- AIM I: Maximize Achievement for ALL Students**
- AIM II: Operate with Increasing Efficiency and Effectiveness**
- AIM III: Develop, Sustain and Value a Quality Workforce**

Local Education Agency Plan (LEAP)

- CUSD's LEAP describes the actions that it will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to students.
- The LEAP summarizes assessment data, school goals and activities from the SPSA developed by CUSD schools and is presented to parent committees and private school for input, revisions, approved and approved by the CUSD Governing Board.

Single Plan for Student Achievement (SPSA)

- The purpose of the SPSA is to coordinate all educational services at the school.
- California Education Code requires that a School Site Council (SSC) develop the SPSA. The SSC must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually.
- The SPSA shall, at a minimum, address how funds provided to the school through any of the sources will be used to improve the academic performance of all pupils to the level of the performance goals.
- The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.
- The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deeper understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient at state standards.

District Monitoring and Evaluation Reports

- Once the plan is approved and implemented, the SSC is responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective. The SSC evaluates the effectiveness of evaluation of the results of goals will provide data for the following year's plan.
- Schools continue to monitor their SPSA throughout the year with their SSC. In addition to the site's Annual School SPSA Evaluation and Monitoring Report, schools complete a comprehensive Mid-Year Report to evaluate the progress of the SPSA relative to Goals and Objectives, personnel, materials and supplies, budgets as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

District and Community Surveys and Needs Assessments

- CUSD administers various parent and community surveys and needs assessments to assess the effectiveness of school and district programs and parent involvement activities and to determine what action needs to be taken.
- CUSD offers a variety of parent involvement opportunities that are designed to 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. Advisory committees in the CUSD include: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Intercultural Diversity Advisory Council, School and District Advisory Committee, Native American Indian Education and Migrant Education Parent Committees

CUSD Department of Special Projects November 2013



Local Control Funding Formula (LCFF)

The 2013–14 California Department of Education (CDE) budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs.

The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015.

The Local Control Accountability Plan (LCAP)

The LCAP is an important component of the LCFF. Under the LCFF all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. CUSD continues to work with all stakeholder groups in holding various district and school committee meeting and forums designed to gather information on various specific areas of importance.

The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

- A District's LCAP outlines a new set of rules relating to school district transparency and accountability in relation to how funds will be spent to provide high-quality educational programs.
- The LCAP planning process should allow each district to tell their story of: Where you currently are (Needs Assessments), our vision for the future (Goals) and our CUSD Strategic Plan. Articulate how we plan to take steps each year to achieve these goals (Progress toward Goals). It includes CUSD to outline the actions and associated budget needed for the first year's steps (Actions).
- We have been given local Control and flexibility to deliver an equitable education to all students.



**Clovis Unified School District
2014-15 Title III Accountability Reports**

Release Date: March 5, 2015

The No Child Left Behind Act (NCLB) of 2001 requires all states to set standards for the development of English language proficiency skills for children learning to speak English. State and federal law require that California test students learning English each year. The California English Language Development Test (CELDT) is the test used in this state to measure English proficiency. Students' language proficiency is measured in four content areas that include speaking, reading, writing, and listening.

NCLB also requires the California Department of Education (CDE) to annually review the performance of each school district that receives funds under Title III based on three Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that districts receiving Title III funds must meet each year for its English Learners. All districts receiving Title III funds are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on Adequate Yearly Progress (AYP) information. Both English language proficiency AMAOs are calculated based on student achievement from the CELDT.

States are required to define English Language proficiency AMAOs for English learners (ELs). The ELs in school districts are required to meet the three AMAO Targets: A very simple explanation of the two AMAOs goes as follows. AMAO I measures EL students and their **progress** to becoming English proficient as measured by the CELDT. AMAO II measures the number of EL students **attaining** English proficiency as measured by the CELDT. AMAO III measures the adequate yearly progress of our EL Subgroup.

This is a critical piece of information for schools as they plan for continued success and reclassification of their EL population. CUSD Schools will review this report with their School Site Councils and English Language Advisory Councils this year. CUSD did meet both 2014-15 AMAO Target 1 and 2. The Title III Accountability Report indicates the status of each Title III-funded district in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	1,892
Number with Required Prior CELDT Scores	1,742
Percentage with Required Prior CELDT Scores	92.1%
Number in Cohort Meeting Annual Growth Target	1,171
Percentage Meeting AMAO 1	67.2%
2014-15 Target	60.5%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2014-15 English Learners in Cohort 1	1,513
Number in Cohort Attaining the English Proficient Level	529
Percentage in Cohort Attaining the English Proficient Level	35%
2014-15 Target	24.2%
Cohort Met Target	Yes
5 Years or More Cohort	
Number of 2014-15 English Learners in Cohort	711
Number in Cohort Attaining the English Proficient Level	436
Percentage in Cohort Attaining the English Proficient Level	61.3%
2014-15 Target	50.9%
Cohort Met Target	Yes
Met Targets for AMAO 2	Yes

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level

English-Language Arts	
Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No
Mathematics	
Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No

For more information on Title III accountability, refer to the CDE [Title III Accountability Web page](#).

Department of Special Projects
Data From CDE Title III Report
07.01.16



ABOUT THIS SCHOOL

Clovis North High School is in its tenth year, servicing students in grades 9 through 12. The school prides itself on unique programs aimed at maximizing student learning. Clovis North's motto, Unity, Courage, and Commitment, guide the values of the school and shape its vision to support all students. Clovis North also follows The Code of the North.

The CODE OF THE NORTH

LIVE EACH DAY WITH COURAGE
TAKE PRIDE IN YOUR WORK
DO WHAT HAS TO BE DONE
WHEN YOU MAKE A PROMISE...KEEP IT
TALK LESS AND SAY MORE
MAKE A DIFFERENCE
TAKE CARE OF ONE ANOTHER
TOGETHER WE ARE BETTER
LEAVE IT BETTER THAN YOU FOUND IT
CHARACTER COUNTS...EVEN WHEN NO ONE IS LOOKING

The Code of the North instills a sense of pride, commitment, and integrity in students and staff as they work toward excellence.

In order to continue its history of excellence and achievement, Clovis North continues to make supporting student learning its top priority. Clovis North sets its sights on being the top academic school in the Valley. In order to accomplish this goal, Clovis North administrators and teachers use student assessment data, from both local and state assessments, to determine student progress and needs. This data is often monitored through the Professional Learning Community (PLC) process. Through the PLC process, teachers also make decisions about curriculum and instructional strategies to support all students. They can also monitor student progress and guide interventions.

In addition, AVID (Advancement Via Individual Determination) and ELD (English Language Development) instructional programs using EDGE EL Curriculum, are all supported with standards based, district adopted curriculum and target the needs of all students both low and high performing.



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

In the spring of 2015, the State of California administered the SBAC test for the first time. As a result, Clovis North received its baseline data for SBAC testing which has allowed Clovis North to examine results from the new test and explore ways to improve student achievement. In the inaugural SBAC testing year, eleventh graders took the SBAC test and scored as follows: 73% of students met or exceeded the standard in English-Language Arts overall, and 46% of students met or exceeded the standards in Mathematics overall. In the spring of 2016, eleventh grade students once again participated in the SBAC. This group of students had not taken the SBAC in previous grades as the SBAC did not exist so cohort comparison data does not exist. However, Clovis North's changes in academic programs resulted in growth in the number and percentage of students meeting or exceeding the standards on SBAC compared to last year. The percentage of students who met or exceeded the standard on the ELA test increased to 84%, and the percentage of students who met or exceeded the standard on the math portion of the SBAC grew to 60%.

Clovis North's significant subgroups include SED, White, Asian, and Hispanic. Based on the data, Hispanic students scored significantly lower in math than their Asian and White counterparts, and SED students scored significantly lower than non-SED students in math. For ELA, SED students scored significantly lower than non-SED students, and Hispanic students scored lower than their White and Asian counterparts. However, most sub-groups also improved in the percentage of students meeting or exceeding the standard.

Conclusions from Parent, Teacher and Student Input

After reviewing the data, teacher, parent, and student groups discussed the need for interventions to support all students to perform at the highest levels of proficiency and to eliminate achievement gaps based on language, socio-economic status, and/or ethnicity. Continuing to use already existing interventions such as English Lab, Math Strategies, AVID, and Mandatutorials and adjusting these classes to better support all students with new standards and testing will continue to provide students with a variety of opportunities to improve achievement. In addition, continuing to develop the English Learner program in order to support EL students throughout the school day and developing strong identification and recruitment practices for SED students who would qualify for AVID.



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. The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials and board approved textbooks in grades 9-12 in the four content areas: English Language Arts (ELA), mathematics, history/social science, and science.

Students who speak another language other than English are identified through the completion of the Home Language Survey (HLS) provided in the school registration documents. Students whose HLS indicate a language other than English, are assessed for English and primary language proficiency through the California English Language Development Test (CELDT). Education Code 313 establishes the CELDT as the initial and annual test for English learners. CELDT is to be administered for initial identification purposes within 30 calendar days of first enrollment to a pupil whose primary language is other than English, as determined by the HLS, and who has not previously been assessed for English language proficiency in a California public school in kindergarten – grade 12. Student placement into an EL program occurs when a student scores "Below Proficiency" on the CELDT. The student must be appropriately placed in an EL program that reflects his/her needs and level of proficiency. There are five (5) proficiency levels with CELDT: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced level. A student scoring below Early Advanced (Beginning, Early Intermediate, and Intermediate) is considered an EL student and must be placed in an appropriate EL program. All English Learners scoring at the Beginning, Early Intermediate, and Intermediate levels shall be enrolled in a Structured English Immersion (SEI) program. All English Learners initially scoring at Early Advanced or Advanced levels are considered Fluent English Proficient (FEP) and are not placed in an EL program. However, as students' progress through the EL program and score Early Advanced or Advanced on the CELDT, they are placed in the English Language Mainstream (ELM) program. An English learner shall remain in English Learner services until he/she becomes fully fluent in English. A CUSD EL Student Folder and Identification and Placement Chart are developed for each child in the program. Students are placed with an authorized teacher in the appropriate instructional program based on their English Language proficiency level. Instruction for EL students is prescribed by the classroom teacher and implemented jointly by the teacher and bilingual instructional assistant. EL students receive English Language Development (ELD) and gain access to the core curriculum through primary language assistance and/or Specially Designed Academic Instruction in English (SDAIE). All EL students in grades K-12 from Beginning to Advanced levels shall receive daily explicit ELD instruction targeting the ELD standards in listening, speaking, reading, and writing. While there is no maximum number of minutes required, it is recommended that students receive a minimum of 30 minutes daily, targeted ELD instruction. ELD is a specific program of instruction that addresses the teaching of the English language according to the level of language proficiency of the English Learner. The goal is to attain language proficiency in English as efficiently and effectively as possible and meet the criteria for reclassification. Progress is monitored and assessed following the CUSD ELD Assessment Calendar.

The language proficiency and academic performance of each student is reviewed yearly and those that meet fluency requirements are submitted for Reclassification. Reclassification is the process where students who have been identified as English Learners are reclassified to fluent English Proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classroom. In CUSD, monitoring does not mean the CELDT should be administered again, rather, the student's academic progress and achievement should be monitored and reviewed on a periodic basis to be certain the student is continuing to progress. If the student fails to progress, it is necessary to intervene and not allow him/her to fall behind.

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 Illuminate 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 within Illuminate 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 Illuminate. Teachers may prescribe re-teaching 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, Curriculum Associates, Soar to Success, etc.

All Special Education students are part of the total school community with equal access to educational, co-curricular, and special activities in the school. The IEP team determines appropriate special education services for each student. The special education staff (Special Day Class teachers, Resource Specialist teacher, Language Speech Specialist, School Psychologists, Instructional Assistants, and Administrators) works collaboratively with other members of the staff, including categorical programs, to provide an array of educational options to meet the varied needs of all students. The service delivery options for the special education staff may include district services, consultation and collaboration, alternative materials and/or curriculum, physical accommodations, modified teaching and testing strategies, curriculum and material adaption, and in-service training for staff members. The Special Education staff may work with students and/or staff in the regular classrooms or in a small group setting. The staff will participate in staff development, planning, and other activities, which promote the effective use of available resources to meet the educational needs of all students in the school.

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

Clovis North High 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. All textbooks are selected through a textbook adoption committee which pilots State approved textbooks to make recommendations for purchasing to the CUSD curriculum department. All State approved and District purchased textbooks are provided to every student enrolled in accordance with board policy. The school participates in the maximum number of instructional minutes allowed by the State of California. Clovis North High 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, and manipulatives. ALEKS and Math XL, along with other supplemental materials 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) speaking and listening; (2) reading and literature; and (3) writing.

MATHEMATICS

Clovis North 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.

SCIENCE

Clovis North 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

Clovis North'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 Clovis North. 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 of 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

Clovis North is responsible for ensuring that professional development opportunities for teachers are aligned with the CCSS, designed to enhance standards-based instruction and develop opportunities for first time best instruction and mastery learning. Staff Development opportunities are mostly centered on implementing the CCSS and improving the academic performance of our EL population. Categorical funds are used to provide teachers as many opportunities as possible, including teacher release days for common planning purposes within a PLC.

All teachers will participate in four days of district-provided staff development at the beginning of the school year with an additional two days embedded during the year. Additional opportunities are available for specific content areas and/or instructional strategies.

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

Students who fall into one or more of the targeted subgroups are identified to ensure proper instructional techniques will be utilized to reach each student performing below grade level. All students have access to the core curriculum. Supplementary instruction is available to students who fail to reach mastery, either through teacher office hours or labs occurring either before school, at lunch or after school. Categorical funds will be utilized to provide a certificated Intervention (push-in) Teacher to work with individuals in a small group instructional setting. Students struggling to pass the high school exit exam have opportunities to attend special labs. There is an on-campus credit recovery opportunity scheduled into the day for students are behind in graduation credits. Students receive additional academic support through remedial classes, academic labs, study table, and teacher intervention. Student Study Teams (SST's) are an additional safety net that provide prescriptive diagnosis and develop a plan for intervention for at-risk students.

The Clovis North Area Transition Team is currently serving approximately 300 at risk 5th-10th grade students, providing additional academic and emotional support. The Clovis Unified administration worked with the community to review and update the Local Control Accountability Plan (LCAP). Close to 100 school and district meetings were held with parents, students and staff to discuss how to best devote our limited resources to actions and services that support student success.

The 2015-18 LCAP was adopted by the Governing Board on June 17, 2016. Based on community feedback, LCAP services continue to be centered around seven focus areas: Parent Involvement

- Safety
- College and Career Readiness
- Student Engagement through Co-Curricular Programs
- Curriculum & Instruction
- Intervention Support
- Services to Students

Transitions Teams were formed in each high school area through LCAP funding with the aim of "Maximizing student achievement" The Clovis North Area Transition Team offers assistance and guidance with college and career readiness; services to students; intervention support; student engagement through co-curricular programs; and parent involvement through our Parent Resource Centers based at Clovis North Educational Center. As the Transition Department, we set out to provide our students and families with instrumental, timely supports and resources, facilitating their successful navigation through the struggles of the educational system and in overcoming life's roadblocks. It is our goal, as the Transition Department, to be the "life-line" connecting students and families back into their school, community and to life!

Services Provided Through the Transition Team

- One on one support (academic and emotional)
- Goal setting- college and career
- Mentoring/ Counseling
- Social Skills Groups



- Connections to school opportunities and activities (clubs, athletics, etc.)
- Connections to community resources (counseling, financial, academic, college and career)
- Classroom Support
- Grade checks/Organization
- Labs/Tutoring
- Parent and Family Resource Center

Our founding superintendent, Floyd B. Buchanan Ed. D, believed in "Fair break for every kid." We hold to that ideal and to the idea that all kids can learn and we can teach all kids. As an educational team, we want to see every student reach their potential in mind, body and spirit.

The Transition Program allows us the opportunity to focus on students who might not seek out support but would benefit from mentoring and increased connections to school resources.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties are referred to the Student Study Team (SST) where their needs are assessed and they are linked with necessary interventions. Students may be referred to SARB, the 504 evaluation process, 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.

Clovis North High School's Response to Intervention (RTI) Program is a multi-tier approach to the early identification and support of students with learning and behavior needs using components of our schoolwide Universal Screening Process. Our RTI process begins with high-quality instruction and universal screening of all children in the general education classroom conducted by classroom teachers. Our struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of Clovis North's personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction pending form conversation at regularly schedule PLCs Meetings. Clovis North RTI Program is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. We have developed and implementing essential components to bring fidelity in a rigorous manner:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, Clovis North High School students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Clovis North students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention based on student data reviewed during Teacher PLCs. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier,



but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

Clovis North students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum.

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

Categorical funds are specifically used to fully fund a part-time clerical assistant, three instructional assistants who support EL students in their general education courses and in their ELD course, and instructional materials for the English Language Development classes. Counselors ensure that the under-performing students have priority and access to those services. Additionally, many staff development opportunities are paid for with categorical funds.

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

Assessments are an integral part of the district's standards-based instruction. Benchmark assessments aligned to the content standards are being revamped in to include the Common Core standards as well. The results of benchmarks and other common assessments are maintained in the Illuminate database which all teachers and administrators can access. Additionally, many subject specific teachers use standards-based common mid-terms and final examinations during the semester. The results from the multiple measures are designed to inform instruction and guide the re-teaching, re-testing, and intervention process for students who have not yet attained mastery.

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

At Clovis North High School we strive to improve the achievement of all students. Core academic areas include English language arts, mathematics, science, and social studies. 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 SBAC, 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. EL students are strategically placed in EL instructional groups. Students performing at grade level are placed in classroom management groups depending on specific needs.

All of the teachers at Clovis North take 100% responsibility for the learning of all student groups. Each teacher interacts with students who scored below the Met the Standard level on the SBAC, English Learners, Special Education students who are mainstreamed, migrant students and high achievers. 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

Clovis North 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 Bronco Foundation, 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

- * Parent communication: Parent Handbook, school and teacher websites

- * 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.

School, district and community barriers to improvements in student achievement

The Clovis North 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. When this is combined with the unique individual needs each student brings to school, a well-rounded and quality education is a challenging goal to achieve.

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

Clovis North faculty believes that 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 and collaborating as PLC teams to bring the best instructional strategies together when designing and planning lessons and assessments.

Additionally, addressing the needs of four subgroups which include English Learners, Special Education, Hispanic, and Socioeconomically 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 provide direct and explicit instruction that includes a wide range of formative assessment tools to effectively produce students that have mastered the standards. When students do not demonstrate mastery, intervention and remediation practices will be implemented to provide targeted, timely, and focused support. We will continue to monitor student progress and bring a strong alignment between the taught and the tested curriculum.

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 students' 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

Data used to analyze student performance includes graduation data, SBAC data, AP results, and site based assessment results. The Principal, Deputy Principal, Learning Directors, Counselors, Department Chairs, teachers, SSC, and ELAC all are involved in the analysis of student performance data. The data indicates that Clovis North High School is far exceeding state averages and is one of the highest performing comprehensive high schools in the valley.

The students who are not meeting state proficiency levels receive additional instruction in the areas of English Language Arts and mathematics through the tiered interventions (level 1: In class, level 2/Strategic: before/after school, and level 3/Intensive: during the school day). District general funds allow sites the ability to tailor interventions as needed. In order to accomplish the goals outlined in the SPSA, additional funds are used to support interventions for English Learners not meeting proficiency levels, as well as ELA and mathematics interventions for students performing below grade level. Formative and summative assessments are used to track student gains while participating in interventions programs. All school administrators, counselors, and teachers are responsible for the implementation of interventions. Monitoring program effectiveness is ongoing to ensure that supplemental funds are used to their maximum potential. SSC, ELAC, school administration, department chairs and academic senate are all responsible for reviewing program effectiveness.

Almost all teachers participate in the Professional Learning Community (PLC) process. Meeting in curriculum groups, teachers plan instruction and assessments, review assessment data and work collaboratively to meet the needs of all learners.

The site administrators oversee a 7-12 curricular area. Academic Leadership meets together, which allows for important conversations about vertical articulation. This is allows for increased student success as we establish common practices, common academic language and increased rigor.

Although Clovis North High School has improved the performance of some of the subgroups in some places, the goal is for sustained improvement for all subgroups with Hispanic, English Learners, SED, and Special Education students being the primary focus. Ultimately, we'd like to completely close the achievement gap. A continued school focus on first time best instruction and mastery learning gives Clovis North students the best opportunity for success in all subjects.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

English Language Learner

English Language Learner's English Language Development Monitoring

Our goal is to continue to support EL students toward growth on the CELDT and the SBAC tests helping them meet reclassification benchmarks. Our goal is to have all EL student grow at least one level on CELDT and show growth on the SBAC test.

English Language Arts

English Language Arts Proficiency

Our goal is to continue to support all students toward growth on the the SBAC test. Our goal is to have all students grow on the SBAC test.

Mathematics

Math Proficiency

The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display. (SBAC Achievement Level Descriptors) Scores will be processed by CDE and released in late spring for school and district review and parent notification. Our Goal is to meet or exceed state averages.

Socio-Economically Disadvantaged

Socio-Economically Disadvantaged Students

The purpose of these descriptors is to specify, in content terms, the knowledge and skills. (SBAC Achievement Level Descriptors) Scores will be processed by CDE and released in late spring for school and district review and parent notification. Our goal is to meet or exceed state averages.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

English Language Learner

Goal: English Language Learner's English Language Development Monitoring

ISSUE STATEMENT

Through the Spring 2015 administration of SBAC, Clovis North has established a baseline score as a site and in all significant subgroups in English Language Arts. Clovis North had growth in all areas of SBAC for the Spring 2016 administration; however, EL students scored below the district CLASSI standard. Clovis North's number of EL students continues to grow during the 2016-17 school year.

GOAL OBJECTIVE

Our goal is to continue to support EL students toward growth on the CELDT and the SBAC tests helping them meet reclassification benchmarks. Our goal is to have all EL student grow at least one level on CELDT and show growth on the SBAC test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students identified as English Learners, as well as students who have been re-designated within two years will participate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Clovis North will meet or exceed overall scores in all significant subgroups to attain the expected Achievement Level in English Language Arts and Mathematics for the 2016-2017 school year. Increase ELA proficiency on new state standards as measured by student performance on newly developed iCAL assessments. EL students at the B, EI, I proficiency levels will improve their CELDT proficiency by a minimum of 1 level as indicated by their annual CELDT assessment.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

The iCAL assessments, district benchmarks, High Point assessments, CELDT scores, teacher made tests, and student work samples may be used as indicators of progress towards mastery of the standards. Teachers, students, staff, Intervention teachers, EL Coordinator, and Learning Director/Deputy Principal overseeing ELD will evaluate progress towards achieving this goal.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by;

- *ELA unit pre and post assessments
- *iCal and district benchmark assessments
- *Quarterly ELD Progress Profile
- *Annual CELDT scores

Strategies

Edge

English Language Development instruction will be delivered daily in the classroom and intervention settings using the Prentice Hall and Glencoe textbook series with supplemental support from the High Point series.



EL Certifications for teachers

It is crucial that teachers have the resources needed to teach all students. EL certifications are among those tools needed to serve the EL students in Clovis Unified School District. Clovis North supports teachers efforts to earn EL certifications by providing training, substitutes for that training and compensation for time spent outside of the classroom, on their own time, in professional development activities.

Actions

EL Teacher certification

Tasks

1. Identify teachers not holding EL Authorization
2. Provide support in earning/applying for EL authorization (Create EL staffing plans for each teacher)
3. Work with HR department to support teachers
4. Monitor passing of CTEL exam and coursework completed
5. Support applications for EL certification

Measures

1. CELDT passing rate/course completion
2. Overall percentage of teachers with EL certification

People Assigned

1. Teachers
2. Principal
3. Deputy Principals
4. Learning Directors
8. Categorical Coordinator
7. District Credential Analyst

Start Date - End Date

8/22/2016 - 6/9/2017

Actions

Edge

Tasks

1. Identification and placement of EL students
2. Administer the "inventory" placement assessment in High Point
3. Professional development for teachers
4. Acquisition of student High Point textbooks and teacher's editions
5. Collaboration time for staff
6. Assess students' progress
7. Monitor program effectiveness

Measures

1. Edge "inventory" assessment
2. Edge "level" assessments
3. Student work products
4. Anecdotal records from teachers
5. iCAL assessments
6. Edge "End of Level" tests
7. CELDT results



People Assigned

1. Learning Director overseeing English Learner program
2. English teachers
3. EL Intervention teacher
4. Deputy principal
5. Students and parents

Start Date - End Date

8/22/2016 - 6/9/2017

EL Intervention Teacher

Many of the EL students at Clovis North High School are not at the English proficiency level and require additional support in order to experience academic success. Funding for an Intervention teacher, intervention aides, instructional materials, books, and professional development will be needed in order to support the EL students at CNHS.

Actions

EI Intervention teacher

Tasks

1. Identify students of greatest need
2. Coordination of program development
3. Collaboration with English teachers, Academic Seminar/Study Skills teachers
4. Hiring of EL Intervention teacher
5. Professional development of EL Intervention teacher
6. Weekly assessments
7. High Point assessment administration
8. Data analysis
9. Program monitoring

Measures

1. Weekly assessments
2. Student work products
3. iCAL assessments
4. District benchmarks
5. SBAC assessment
6. High Point assessments

People Assigned

1. EL Intervention teacher
3. Deputy Principal
3. Learning Director overseeing ELA
4. English teachers

Start Date - End Date

8/22/2016 - 6/9/2017

Parental Involvement

In analyzing data and having positive communications with the ELAC, an educational partnership can be formed. Responding to the needs of our students and their families is essential for program success. Funding for copies of performance data and program review information will be needed as well as funding for multi-lingual flyers/letters sent home, communicating upcoming events and meetings.



Actions

Parental Involvement

Tasks

1. Formation of ELAC
2. Quarterly ELAC meetings
3. Translation for parent communication documents
4. Copies of documents for ELAC meetings and parent letters

Measures

1. ELAC attendance by parents and community
2. Increased communication with community

People Assigned

1. EL Intervention teacher
2. Learning Director
3. Deputy Principal
4. Parents and students

Start Date - End Date

8/22/2016 - 6/9/2017



English Language Arts

Goal: English Language Arts Proficiency

ISSUE STATEMENT

Through the Spring 2015 administration of SBAC, Clovis North has established a baseline score as a site and in all significant subgroups in English Language Arts. With the Spring 2016 SBAC administration, Clovis North showed growth in areas; however, an achievement gap still exists between subgroups with EL, SPED, and SED not being the district CLASSI standard.

GOAL OBJECTIVE

Our goal is to continue to support all students toward growth on the the SBAC test. Our goal is to have all students grow on the SBAC test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students, including English Learners and Socio-Economically Disadvantaged students will participate in achieving this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Clovis North will increase the number of students who meet or exceed overall scores in all significant subgroups to attain the expected Achievement Level in English Language Arts for the 2016-17 school year.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Clovis North SPSA Goal addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, Student Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by;

- *ELA unit pre and post assessments
- *Bi-annual iCAL assessments - EL, SED, SWD,& Hispanic
- *Quarterly ELD Progress Profile - EL
- *Annual CELDT scores - EL

Strategies

Interventions

Students who need specific help in targeted areas of ELA will be afforded the opportunity to be enrolled in supported class (Academic Seminar, AVID, and Study Strategies) as well as participate in before/after school and during school day (Mandatutorials) interventions. Credentialed teachers, teaching in their specified subject area will provide the targeted assistance. Books, instructional materials, and planning time for teachers will be given to support this program.

Actions

Interventions

Tasks

1. Identification and placement of students
2. Acquisition of materials, supplies, books
3. Hiring of Intervention teachers
4. Professional Development



Measures

1. Teacher/Department created common assessments
2. Weekly teacher made tests
3. Student work samples
4. iCAL assessments

People Assigned

1. Intervention teachers
2. Department Chairs
3. Deputy Principal and Learning Director overseeing ELA
4. GIS
5. Students and parents

Start Date - End Date

8/22/2016 - 6/9/2017

Parental Involvement

Parental involvement is an essential component in every educational endeavor. At Clovis North, we serve the students and their families of our community. Teachers make a personal contact with the parent/guardian of all students who are working below grade level. To gain further input, SSC and ELAC meetings are held quarterly, and overall school data is discussed. Review of data will require handouts of student performance data, descriptions of interventions programs, and assurances that teachers teaching interventions are appropriately credentialed. Since the Clovis North High School SSC chose to meet during lunch, it is recommended that food be provided.

Actions

Parental Involvement

Tasks

1. Hold SSC and ELAC nominations and elections
2. Hold SSC and ELAC meetings, quarterly
3. Provide parent communication letters in multiple languages
4. Provide data analysis training during SSC and ELAC meetings
5. Update school webpage for current SSC and ELAC information
6. Translate documents as needed to partner with community

Measures

1. Minutes from SSC meetings
2. Parent Contact Log
3. Positive response on SART Parent Survey regarding offered interventions

People Assigned

1. Learning Director overseeing ELA
2. Principal
3. Deputy Principal
4. Teachers
5. Students and parents

Start Date - End Date

8/22/2016 - 6/9/2017



Professional Learning Communities

Professional Learning Communities and professional development time is imperative in the continual improvement of a school/department. Teachers collaborate under the direction of the Learning Director to determine best practices, create exemplars for student work, and develop lessons and strategies for improving student learning.

Teacher substitutes and planning time are essential components of this strategy.

Actions

Collaboration Time

Tasks

1. PLC Department Meetings
2. Cluster Meetings
3. Collaboration time
4. Developing Exemplars
5. Create Model lessons
6. Grading Performance Tasks
7. Professional Development

Measures

1. Student Performance Task scores
2. iCAL test scores
3. Writing Sample Rubric scores

People Assigned

1. Department Chairs
2. English teachers
3. Learning Director overseeing ELA
4. Deputy Principal

Start Date - End Date

8/22/2016 - 6/9/2017



Mathematics

Goal: Math Proficiency

ISSUE STATEMENT

Through the Spring 2015 administration of SBAC, Clovis North has established a baseline score as a site and in all significant subgroups in Mathematics. With the Spring 2016 administration of SBAC, Clovis North achieved significant growth in math because of its work to align curriculum.

GOAL OBJECTIVE

The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display. (SBAC Achievement Level Descriptors) Scores will be processed by CDE and released in late spring for school and district review and parent notification. Our Goal is to meet or exceed state averages.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students, including English learners and Socio-Economically Disadvantaged students will participate in achieving this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Clovis North will increase the number of students who meet or exceed overall scores in all significant subgroups to attain the expected Achievement Level in Mathematics for the 2016-2017 school year.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Clovis North SPSA Goal addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, Student Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by;

*Bi-annual iCAM assessments - EL, SED, SWD, & Hispanic

*Quarterly ELD Progress Profile - EL

*Annual CELDT scores - EL

Strategies

Math Professional Development

Teachers will receive specific professional development on math strategies for the course they teach. Professional Learning Communities afford the time for this training and collaboration. District created benchmark exams provide timelines for ensuring all content is covered and benchmark data for assessing student achievement.

Actions

Math Professional Development

Tasks

1. Data Analysis
2. Weekly Assessments
3. PLC collaboration time
4. Monthly Math team meetings
5. Roll outs
6. Professional Development for teachers



Measures

1. Math iCAM assessments
2. Student work samples
3. Homework
4. Teacher evaluations
5. Benchmark results

People Assigned

1. Learning Director overseeing math
2. Department Chairs
3. GIS
4. Teachers
5. Students
6. District Office Curriculum staff
7. Special Education teachers
8. Para-professionals
9. Intervention teachers
10. Clerical Specialist

Start Date - End Date

8/22/2016 - 6/9/2017

Grade/Course Level Meetings

Teachers will meet weekly in PLC department/subject meetings to collaborate and improve teaching practices. Teachers will use Illuminate, assessment data and student work samples to make strategic decisions to increase academic performance of all students. Teachers will also meet across grade/course levels to analyze student data and improve instruction in specific skill areas.

Actions

Professional Development

Tasks

1. Weekly Collaboration Meetings
2. Sharing of Best Practices
3. Data Analysis of Math iCAM
4. Peer Observations
5. Articulation Planning

Measures

Math iCAM Scores
Teacher Created Assessments
Student Work Samples

People Assigned

1. Math Department Chair
2. Math Department Teachers
3. Deputy Principal
4. Learning Director overseeing Mathematics
5. GIS working with Math Initiative
6. Intervention Teacher



Start Date - End Date

8/22/2016 - 6/9/2017

Parental Involvement

Parental involvement is an essential component in every educational endeavor. At Clovis North, we serve the students and their families of our community. Teachers make a personal contact with the parent/guardian of all students who are working below grade level. To gain further input, SSC and ELAC meetings are held quarterly and overall school data is discussed. Review of data will require handouts of student performance data, descriptions of interventions programs, and assurances that teachers teaching interventions are appropriately credentialed. Since the Clovis North High School SSC chose to meet during lunch, it is recommended that food be provided.

Actions

Parental Involvement

Tasks

1. Hold elections for members
2. Schedule SSC meetings
3. Hold SSC meetings
4. Gather input and suggestions from parents/community
5. Provide data, student performance information, categorical funding info, and training
6. Contact parents of all students below grade after grading periods

Measures

1. Participation at SSC and ELAC meetings
2. Positive response on SART Parent Survey
3. Reduction in parent inquiry phone calls

People Assigned

1. Teachers
2. Deputy Principal
3. Learning Director
4. Principal
5. Students, parents and the community

Start Date - End Date

8/22/2016 - 6/9/2017

Articulation

To better prepare Elementary and Intermediate students to enter High School, collaboration with the feeder schools will be done 3 times a school year. Elementary and Intermediate teachers will work with High School teachers to determine the skills necessary at the next grade level/course. Intermediate School teachers will provide time for demonstration lessons performed at the elementary level to teach teachers how to prepare lessons that address the essential standards at the Intermediate level. The goal is to increase professional development among feeder school teachers and refine the skills necessary to advance in math. Students in grades 5-8 will participate in this program. Elementary teachers, Intermediate math teachers, High School math teachers, Learning Directors, Deputy Principal, GIS, and principal will work on this strategy. Weekly tests, quarterly benchmarks exams, and iCAM scores will be used to measure attainment of goals.



Actions

Articulation

Tasks

1. Planning time with Elementary Teachers
2. Staff Development for High School, Intermediate and Elementary Teachers
3. Identification of Essential Standards

Measures

1. iCAM - Elementary level
2. iCAM - Secondary Level

People Assigned

1. Learning Director overseeing Math
2. Deputy Principal
3. Department Chair
4. High School, Intermediate and Elementary Teachers
5. Students
6. Parents

Start Date - End Date

8/22/2016 - 6/9/2017

Intervention

Students who need specific help in targeted areas of mathematics will be afforded the opportunity to be enrolled in supported class (Math Strategies or a Foundations course) as well as participate in before/after school and during school day interventions. Credentialed teachers, teaching in their specified subject area will provide the targeted assistance. Books, instructional materials, and planning time for teachers will be given to support this program.

Actions

Intervention

Tasks

1. Identification and placement of students
2. Acquisition of materials, supplies, books
3. Hiring of intervention teachers
4. Professional development

Measures

1. Teacher/department created common assessments
2. Weekly teacher made tests
3. Student work samples
4. District benchmarks

People Assigned

1. Intervention teachers
2. Department Chairs
3. Deputy Principal and Learning Director overseeing Math

Start Date - End Date

8/22/2016 - 6/9/2017



Socio-Economically Disadvantaged

Goal: Socio-Economically Disadvantaged Students

ISSUE STATEMENT

Through the Spring 2015 administration of SBAC, Clovis North has established a baseline score as a site and in all significant subgroups in Mathematics. In Spring 2016, eleventh grade students were again tested. While SED showed growth in all areas, they continued to perform below their non-SED peers.

GOAL OBJECTIVE

The purpose of these descriptors is to specify, in content terms, the knowledge and skills. (SBAC Achievement Level Descriptors) Scores will be processed by CDE and released in late spring for school and district review and parent notification. Our goal is to meet or exceed state averages.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students identified as Socio-Economically Disadvantaged will participate in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Clovis North will meet or exceed overall scores in all significant subgroups to attain the expected Achievement Level in English Language Arts and Mathematics for the 2016-2017 school year.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Clovis North SPSA Goal addresses the Clovis Unified School District Local Accountability Plan (LCAP): Eight State Priorities: Credentials/Materials/Facilities, Student Engagement Student Outcomes, Student Climate, Adopt Standards, Course of Study, Parent Involvement, Student Achievement.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objective will be measured by;

- *ELA unit pre and post assessments
- *Bi-annual iCAL, iCAM assessments - EL, SED, SWD, & Hispanic
- *Quarterly ELD Progress Profile - EL
- *Annual CELDT scores - EL

Strategies

Math and ELA Intervention

Students who need specific help in targeted areas of mathematics will be afforded the opportunity to be enrolled in a supported class (Academic Seminar, Study Strategies, Math Strategies, or English Lab) as well as before/after school and during the school day (Mandatorial) interventions. Credentialed teachers teaching in their specified subject area will provide the targeted assistance. Instructional materials and planning time for the teachers will be given to support the program.

Actions

Math and ELA Intervention

Tasks

1. Identification and placement of students
2. Acquisition of needed supplemental material
3. Hiring Intervention Teachers



Measures

1. Weekly assessments
2. Student work samples
3. Common assessment data

People Assigned

1. Intervention teachers
2. Learning Director overseeing math
3. Deputy Principal
5. Students and Parents

Start Date - End Date

8/22/2016 - 6/9/2017

AVID Intervention

AVID will provide college-readiness preparation, academic preparation, and academic support for students from diverse backgrounds including first-generation college and socio-economically disadvantaged students who would benefit from a program that provides college-readiness strategies, support for success in rigorous college-prep and AP courses, and support for the college search, application, and acceptance process.

Actions

AVID Intervention

Tasks

1. Identification and placement of students
2. Acquisition of needed supplemental materials
3. Hiring qualified AVID teachers
4. On-going required certification and professional development of AVID teachers and AVID Site Team teachers

Measures

1. College acceptance rates
2. College application rates
3. AP courses
4. GPA
5. PSAT and SAT scores

People Assigned

1. AVID Coordinator
2. AVID teachers
3. AVID Site Team members
4. Deputy Principal and Learning Director overseeing AVID

Start Date - End Date

8/22/2016 - 6/9/2017



RTL & District Results

< > School's Response to Intervention (RTI) Program is a multi-tier approach to the early identification and support of students with learning and behavior needs using components of our schoolwide Universal Screening Process. Our RTI process begins with high-quality instruction and universal screening of all children in the general education classroom conducted by classroom teachers. Our struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of < 's> personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction pending form conversation at regularly schedule PLCs Meetings. < > RTI Program is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. We have developed and implementing essential components to bring fidelity in a rigorous manner:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, < > **Students** receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

< > Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention based on student data reviewed during Teacher PLCs. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.



Tier 3: Intensive Interventions and Comprehensive Evaluation

< > **Students** not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.



Clovis Unified School District
TITLE I PROGRAM PARENT SURVEY

District

Survey Taken: April 7 – April 10, 2015
"Children Are Our Most Precious Resource"

PLEASE MARK ALL YOUR ANSWERS ON THE "ANSWER/COMMENTS SHEET."

Dear Parent/Guardian of a CUSD Title I School,

Your school participates in the NCLB Title I, Part A Program which provides federal funds for services to students at risk of failing to meet state/district standards in reading, language arts, and/or math. The purpose of this annual survey is to assess the effectiveness of the Title I parent involvement activities and to determine what action needs to be taken, if any, to increase parental participation [PL 103-382 §1118 (a)(2)(E)] and to gather input for our Title I Program [PL 103-382 §1118 (b)(3)]. This information, combined with staff information, achievement scores, and other data, will be used as a basis for planning our school's Title I Program for the 2015-2016 school year.

Please return your "Answer/Comments Sheet" to your child's teacher in the envelope provided by **April 10, 2015**. Thank you for your time and input. If you have any questions, please contact your school.

Bob Kampf
Director, CUSD Department of Special Projects

1. What is your child's present grade level?

A. K - 2	45.0%
B. 3 - 4	29.7%
C. 5 - 6	25.3%

2. Do you believe your school is a safe place for students, parents and staff?

A. Yes	89.1%
B. No	3.2%
C. Not Sure	7.7%

3. Does your school administration (Principal, GIS, Office Staff) invite your comments or concerns?

A. Yes	74.7%
B. No	5.4%
C. Somewhat	19.9%

4. Is your school a welcoming place?

A. Yes	92.0%
B. No	3.2%
C. Not Sure	4.8%

5. I believe the Title I Program Services (Title I teachers, instructional assistants, academic labs, theme nights, parent workshops, materials, etc.) have helped my child's academic progress in reading, language, and/or mathematics.

A. Strongly agree	32.7%
B. Agree	42.2%
C. No opinion	21.0%
D. Disagree	3.4%
E. Strongly disagree	0.7%

6. There are adequate opportunities for parents to become informed about the school's Title I Program and Services.

A. Strongly agree	32.3%
B. Agree	44.2%
C. No opinion	18.4%
D. Disagree	4.3%
E. Strongly disagree	0.7%

7. Have you been involved in your child's classroom this year?

A. Yes, at least weekly	9.6%
B. Yes, at least monthly	7.0%
C. Yes, occasionally	36.9%
D. No	46.6%

8. How were you notified for a Parent-Teacher Conference regarding your child's progress this year?

A. Letter/Memo	62.3%
B. Telephone call	5.6%
C. Both a letter/memo and phone call	21.6%
D. Email	8.4%
E. I was not notified	2.2%

9. Was the Parent/Teacher Conference held this year helpful to you?

A. Very helpful	48.5%
B. Helpful	32.2%
C. Adequate	12.4%
D. Not helpful	1.4%
E. I did not attend the Parent/Teacher Conference	5.6%

(Continued on back)



10. 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.

A.	Strongly agree	36.9%
B.	Agree	47.5%
C.	Disagree	7.8%
D.	Strongly disagree	1.5%
E.	I did not attend the Parent/Teacher Conference	6.4%

11. At the Parent/Teacher Conference held this year, I was given ideas/suggestions by which I can support my child's instruction.

A.	Strongly agree	40.8%
B.	Agree	46.7%
C.	Disagree	4.9%
D.	Strongly disagree	1.0%
E.	I did not attend the Parent/Teacher Conference	6.5%

12. How often do you receive information from your child's teacher (notes, progress reports and/or telephone calls, emails, newsletters, etc.) about your child's progress in school?

A.	Weekly	46.4%
B.	Monthly	19.4%
C.	Occasionally	30.6%
D.	Never	3.6%

13. At most schools the School/Parent Compact is discussed 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 improving student learning?

A.	Very helpful	29.1%
B.	Helpful	37.7%
C.	Adequate	20.2%
D.	Not helpful	2.9%
E.	I was not given a School/Parent Compact	10.2%

14. Your school held its Annual Title I Parent Meeting last fall. How were you notified?

A.	Letter/Memo	46.4%
B.	Telephone call	10.2%
C.	Both a letter/memo and phone call	27.0%
D.	Email/School Web Page	7.3%
E.	I was not notified	9.0%

15. Did you attend the Annual Title I Parent Meeting this school year?

A.	Yes	24.5%
B.	No	75.5%

16. When you are unable to attend meetings, what is the main reason/obstacle for not attending?

A.	Day/Time of Meetings	67.3%
B.	Child Care	18.9%
C.	Lack of Timely Communication	9.3%
D.	Transportation	2.1%
E.	Need Translations	2.4%

17. Was the Annual Title I Parent Meeting held this year helpful in providing information about the Title I Program/Services available to your child?

A.	Very helpful	14.5%
B.	Helpful	17.5%
C.	Adequate	7.7%
D.	Not helpful	1.5%
E.	I did not attend the Title I Meeting	58.9%

18. Have you attended other parent meetings/activities such as, School Site Council, English Learner Advisory Committee, SART, Parent Club, theme nights, Back-to-School Night, Open House, etc.?

A.	Yes	81.8%
B.	No	18.2%

19. Have these parent informational meetings/activities (parent training meetings, parent theme nights, workshops, conferences, etc.) improved the academic progress of your child?

A.	Yes	56.2%
B.	No	10.1%
C.	No opinion	33.7%

20. Have you been given ideas/suggestions to use at home to help your child with his/her school work? (Newsletters, Parents Make A Difference Newsletter, school web site, homework strategies, parent workshops, notes from Title I Staff, etc.)

A.	Yes	79.1%
B.	No	20.9%

21. If your school provided parent training sessions, and/or parent theme nights, would you attend?

A.	Monthly	26.6%
B.	Quarterly	27.6%
C.	Two times a year	27.0%
D.	Not at all	18.8%

22. Are you familiar with CUSD Parent Connect?

A.	Yes	85.0%
B.	No	15.0%

23. If so, how often do you use CUSD Parent Connect?

A.	Daily	10.1%
B.	Weekly	22.7%
C.	Monthly	39.0%
D.	Never	21.9%
E.	Don't have internet	6.3%

Thank you for your input

Count of Surveys for District: 5226



SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Hollie Stump	Parent	559-327-5000	12/7/2016
Nolan Long	Student	559-327-5000	12/7/2016
Tiffanie Rodriguez	Student	559-327-5000	12/7/2016
Mary Howard	Parent	559-327-5000	12/7/2016
LisaMarie Slater	Teacher Member	559-327-5000	12/7/2016
Jennifer Enns	Principal Designee	559-327-5000	12/7/2016
Trevor Kammerer	Student	559-327-5000	12/7/2016
Priscilla Mendez	Student	559-327-5000	12/7/2016
Kaitlyn Vargas	Teacher Member	559-327-5000	12/7/2016
Mistie Burrow	Other Staff Member	559-327-5000	12/7/2016
Mark Matteucci	Parent	559-327-5000	12/7/2016
McKay Anderson	Student	559-327-5000	12/7/2016
Andrea Mendonca	Parent	559-327-5000	12/7/2016
Shannon Gonzalez	Other Staff Member	559-327-5000	12/7/2016
Hayden Mills	Student	559-327-5000	12/7/2016
Daniela Topjian	Teacher Member	559-327-5000	12/7/2016
Julie Havens	Teacher Member	559-327-5000	12/7/2016
Erika Luke	Parent	559-327-5000	12/7/2016
Sara Silva	Teacher Member	559-327-5000	12/7/2016
Saba Haseeb	Parent	559-327-5000	12/7/2016
Paige Little	Student	559-327-5000	12/7/2016
Arvin Sekhon	Parent	559-327-5000	12/7/2016
Whitney Swillis	Teacher Member	559-327-5000	12/7/2016
Amy Grannis	Teacher Member	559-327-5000	12/7/2016




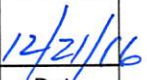

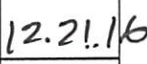
ASSURANCES

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:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	10/12/2016
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.	10/12/2016
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.	12/7/2016
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.	12/7/2016
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
English Learner Advisory Council	12/7/2016
School Administration	12/12/2016

Approval	
The school plan was adopted by the council on:	12/7/2016
Public Notice Due Date:	12/2/2016
District Governing Board Review Due Date:	1/18/2017
School Site Plan Approved:	12/7/2016
Attested by School Principal:	12/21/2016
Attested by School Site Council Chairperson:	12/21/2016

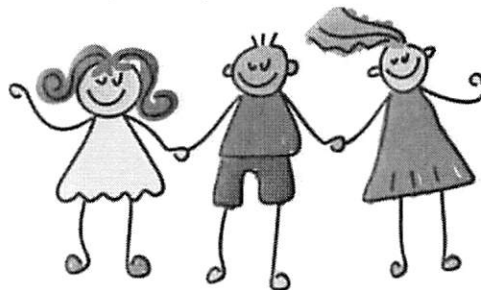
Attested:

Scott Dille		
Typed Name of School Principal	Signature of School Principal	Date
Jennifer Enns		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



SPSA APPENDIX

- A. Single Plan for Student Achievement (SPSA) Process and District AIMS
- B. State and Federal Categorical Funding Descriptions
- C. School Site Council (SSC)
- D. District Advisory Council (DAC)
- E. English Learner Advisory Committee (ELAC)
- F. Criteria for Approving School Plans
- G. Procedures for Evaluating Consolidated Programs and Assurances
- H. Annual Measurable Achievement Objectives (AMAOs)
- I. School and District Funding
- J. School's 2016 Mid-Year & Annual Evaluation and Monitoring Report
- K. District's's 2016 Title I Survey
- L. District's 2016 Title I Evaluation
- M. CUSD Board Policy and Administrative Regulation
 - #7503: School Site Council
 - #7504: School Planning and Student Achievement
 - #7506: Title I Program
 - #9203: Parent Involvement Policy Regarding Categorical Programs
 - #9209: School Community Relations
- N. School's Parent Involvement Policy
- O. School Site Council Bylaws
- P. School's 2016 Title I Survey
- Q. School's 2016 Title I Evaluation
- R. School Accountability Report Card (SARC)





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. SPSAs for student achievement, funding and professional development are critiqued for alignment to student and staff needs, correctness and compliance by the Department of Supplemental Services, 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

<u>AIM II:</u>	<u>AIM III:</u>	<u>AIM IV:</u>
Raise Academic Expectations for ALL Students	Operate with increasing efficiency and effectiveness.	Develop, Sustain and Value a Quality Workforce.

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 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 and revised by the SSC. 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.





STATE AND FEDERAL CATEGORICAL FUNDING

STATE FUNDED PROGRAMS

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.

Local Control Funding Formula (LCFF): The enactment of the Local Control Funding Formula (LCFF) provisions has created a new landscape for California school finance. The LCFF is designed to replace our current state financial system in California. The LCFF creates base, supplemental, and concentration grants. The funding is based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students.

The 2013–14 California Budget Act provides funding for county offices of education (COEs) to support the first-year implementation of the LCFF. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012–13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years. The 2013-2014 school year will serve to be a transitional year for district's to implement the LCFF in collaboration with COEs.

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. The LCAP is designed to improve student performance. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

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 are to work towards closing the achievement gap that exists with some of our student groups.

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.

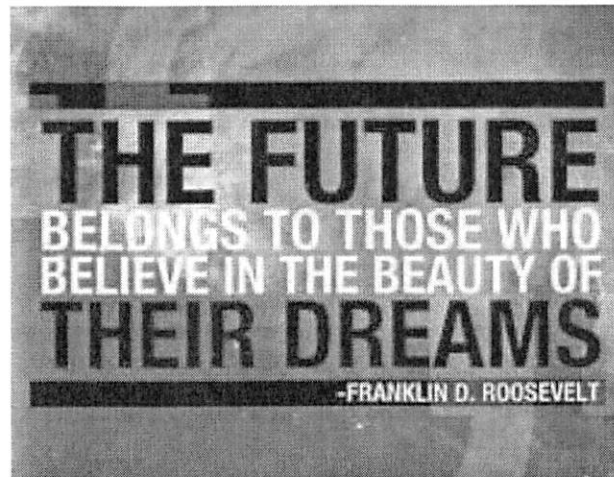
Title VII – Indian Education Title VII Indian Education Funds are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected by all students. 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: Native 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.

After School Education and Safety Grant (ACES): This state-administered, federally funded program provides grant funding to establish or expand before-and after-school programs that provide disadvantaged 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 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





SCHOOL SITE COUNCIL (SSC) INFORMATION

OVERVIEW

One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The SSC was selected to be the vehicle by which the school community would come together to chart the school's path to improvement.

The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents, and the secondary level students; it provides a forum for all the major players in the school to come together to identify common goals and establish a plan to achieve these goals. The SSC's success depends upon both the ability and willingness of all those involved in the process to work together in a cooperative manner to develop an effective curricular and instructional program in which all students may attain higher levels of academic competence.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access and success in that program. This core program should embody the district's curriculum, which itself should reflect the state frameworks and curriculum standards. As the SSC goes about allocating the available supplemental resources, it should strive to keep its focus on establishing and maintaining a

comprehensive and ongoing strategy to improve curriculum and instruction. The SSC should not limit its vision to using the supplemental resources to meet the demand of the moment or to purchase a single fixed solution to be used in perpetuity. Instead, it should establish and maintain a vision of the skills and knowledge students will need to be successful at each stage of their school career and determine what supports can be provided to enable such success to occur. Additionally, the SSC should maintain flexibility in its allocation of resources in order to enable the school to continually address the changing needs of the school.

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 local governing board, through the district office, become part of a single improvement effort. The unified effort requires that the staff of the district office and the SSC establish and maintain formal lines of communication to ensure that they engage in efforts that support and reinforce a common goal.





ENGLISH LEARNER AND ADVISORY COMMITTEE (ELAC)
INFORMATION

OVERVIEW

In addition to the School Site Council (SSC), other school or district councils or committees are required under certain circumstances. A major difference between the SSC and advisory committees is that the District Governing Board is the final decision-making body regarding programs with advisory committees. The advisory committee has no program or budget authority, but makes recommendations to the school and Board for consideration. The SSC should be aware of the other advisory committees and should develop a means for good communication, since the decisions of the SSC will affect the students throughout the school. Such advisory committees in the Clovis Unified School District Learner Advisory Committee, the District Migrant Education Parent Advisory Council, the School and District level SART, and the District Indian Education Parent Advisory Committee.

English Learner Advisory Committee (ELAC)

Whenever there are 21 or more EL students at a school site, there shall be a functioning English Learner Advisory Committee (ELAC) that has met **all** of the following:

1. Has been elected by the parents or guardians of the English learners at the school site. The first step is to determine the number of parents/guardians of English learners that need to be on the committee. Other parents/guardians of students at the school may serve on this committee as long as they were elected by the parent/guardians of English learners. The number of ELAC parent/guardian members must equal or more than the number of school staff members. There is no requirement, but it is recommended that the majority of the ELAC members must be parents/guardians of English learners. *The requirement is that the percentage of parents/guardians of English learners in the school serving on the ELAC must be the same as the percentage of English learners in the school.* (example below)

# of ELs Enrolled in School	Total School Enrollment	% of ELAC Enrollment
125	700	18%

2. Has advised the principal and staff on:
 - a. The development of a detailed plan for English learners submitted to the governing board.
 - b. The development of the schools needs and annual needs assessment.
 - c. Administration of the schools language census (RL 30-LC form).
 - d. Efforts to make parents aware of the importance of regular school attendance.
3. Has had an election of members in which all parents of English learners have had an opportunity to vote and in which the parents or guardians of English Learners elect the parent members of the committee.
4. Has had the opportunity to elect at least one member of the district's EL advisory committee [District English Learner Advisory Committee (DELAC)] or participated in a proportionate regional representation scheme when 31 or more parent advisory committee [ELACs] in the district.
5. Has received training materials and training appropriate to assist parent members in carrying out their legal responsibilities.

(EC 62002.5, former EC 52176; 5 CCR 4312)



Clovis Unified School District
School Advisory Council (SAC) and District Advisory Council (DAC)

Overview

Clovis Unified School District (CUSD) has designated our School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC). One member of the SAC designates one member from the school SSC to serve as a voting member on the District Advisory Committee (DAC). SAC serves an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of our students. The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.

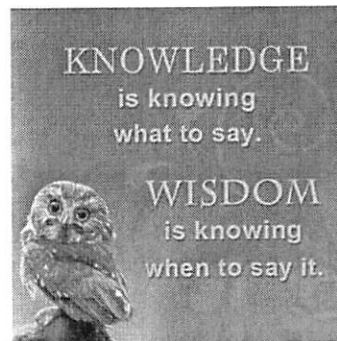
The DAC is to be elected by parents of pupils in the district who serve on the School Site Council. Parents are to constitute the majority of the membership on the committee. Additionally, Title I law requires that parents be involved in the development of the Local Education Agency (LEA) Plan and the process of school review and improvement. Parents should also be a part of the annual review of the LEA Plan as well as review of the district parent involvement policy. CUSD combines these two tasks into the responsibilities of the DAC. A school district may designate a School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC).

Membership

Each school designates one member from the school SSC to serve as a voting member on the DAC. DAC representatives are advocates for their school who are committed to attend DAC meetings regularly, provide informed input to discussions and decisions, and share information regularly with their SSCs. DAC representatives serve as the liaison between the DAC and the SSC, ensuring two-way communication and information.

Responsibilities

The DAC consults with the district and facilitates coordination and cooperation of parents, staff, and community on matters related to the CUSD LCAP and Title I programs. The DAC provides a forum for communication, information, and training for the district's SSCs through the DAC representative. Activities include reviewing the Consolidated Application, providing input on and reviewing the district's LEA Plan, and reviewing and revising as needed the district Title I Parent Involvement Policy. You may contact your child's school for additional information or below for any district information. We invite you attend our District Advisory Committee (DAC) Meetings. Meetings are held at the CUSD PDB, 1680 David E. Cook Way, 93611.





Purposes of the English Language Advisory Committee (ELAC)

To provide parents of English learners the opportunity to:

1. Participate in the school's needs assessments of students, parents and teachers.
2. Advise the principal and school staff on the school's program for English Learners.
3. Provide input on the most effective ways to ensure regular school attendance.
4. Advise the school on the annual language census.
5. Advise the School Site Council on the development of the School Improvement Plan.

ELAC Composition

English Learner Parent Members:

1. The percentage of parents of English Learners in the ELAC must be at least equal to the percentage of English Learners in the school.
2. Other Committee Members:
 - A. Principal or Designee
 - B. Teachers of English learners
 - C. Resource Teachers
 - D. Instructional Aides
 - E. Other parents

ELAC Members' Duties

1. Follow your school's ELAC bylaws when conducting meetings and carrying out other responsibilities. (School sites are responsible for creating their ELAC bylaws.)
2. Advise the principal and school staff of the needs of English learners, including programs, instruction and support needs.
3. Advise the School Site Council on the development of the School Improvement Plan and the English learner budget.
4. Review the R-30 Language Census each spring.
5. Receive information and recommend actions to support regular school attendance.
6. Assist with the development of the school needs assessments.
7. Elect a representative to the District English Learner Advisory committee (DELAC).
8. Send and receive information to/from DELAC.
9. Send and receive information to/from the School Site Council.
10. Participate in training provided by the school and the district





School Responsibilities to the ELAC

1. Hold elections for ELAC parent members.
2. Hold elections for ELAC officers.
3. Provide sufficient ongoing training for elected ELAC officers.
4. Facilitate regular ELAC meeting.
5. Ensure that all legally required functions of the ELAC are completed each school year.
6. Facilitate correspondence between ELAC and DELAC.
7. Facilitate communication between the ELAC and other leadership groups, such as the School Site Council (SSC) and the Parent Teacher Association (PTA).
8. Maintain minutes of all ELAC meetings and a record of attendance.
9. Support ELAC meetings by:
 - a. Establishing convenient meeting times.
 - b. Providing translation of all notices.
 - c. Providing translation during meetings and childcare, if needed.

Roles of ELAC Officers

Chairperson:

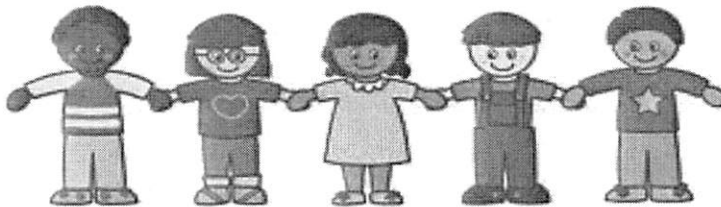
- Develops agendas with help from the principal.
- Conducts the ELAC meetings.
- Follows the duties that are determined in the local ELAC bylaws.

Vice Chairperson:

- Assists the chairperson in conducting the ELAC meetings.
- Conducts ELAC meetings in the absence of the chairperson.
- Follows the duties that are determined by the local ELAC bylaws.

DELAC Representative:

- Attends DELAC meetings.
- Serves as liaison between ELAC & DELAC.





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

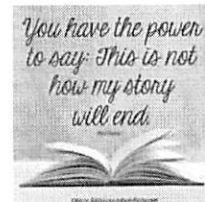
The CUSD Governing Board shall not approve a site's Single Plan for Student Achievement unless it was developed and recommended by the school's School Site Council (SSC). Before single school plans are submitted to the CUSD Governing Board for approval, the plan shall be reviewed in the Department of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

Overview of the Single Plan for Student Achievement (SPSA)

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application for Reporting (CARS) process, creating the SPSA. Its stated purpose is to "improve the academic performance of all students to the level of the performance goals. The SPSA planning process and local compliance monitoring are directly related.

Single Plans for SPSA are developed, written, reviewed and approved annually by the school's School Site Council (SSC). The plan is designed to improve the effectiveness of the school program and increase student learning for all learners and address the four above stated criterion. 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. 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 CUSD 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.

This legislation established the following eight requirements for school plans:

1. School districts must assure that SSCs have developed and approved a plan, to be known as the SPSA for schools participating in programs funded through the consolidated application process, and any other school program they choose to include.
2. School plans must be developed with the review, certification, and advice of any applicable school advisory committee and school staff.
3. Any plans required by programs funded through the CARS and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement.
5. School goals must be based upon an analysis of verifiable state data, including the Academic Performance Index (API) and the English Language Development test and should include any additional data developed by districts to measure student achievement.
6. The plan must address how CARS funds will be used to improve the academic performance of all students to the level of the performance goals, as established by the API.
7. The plan must be reviewed mid-year and annually and updated, including proposed expenditures of funds allocated to the school through the CARS, by the SSC.
8. Plans must be reviewed, revised and approved by the governing board of the local educational agency.

The SPSA involves a continuous development, implementation, and monitoring cycle. The following actions are required of the SSC:

- Step One: Measure effectiveness of improvement strategies at the school
- Step Two: Seek input from school advisory committees
- Step Three: Reaffirm or revise school goals
- Step Four: Revise improvement strategies and expenditures
- Step Five: Recommend the approved SPSA to the governing board
- Step Six: Monitor implementation of the SPSA

he plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at school. The SSC can complete its responsibilities by taking the six steps.

- | | |
|-------------|---|
| Step One: | Measure the Effectiveness of Current Improvement Strategies |
| Step Two: | Seek Input from School Advisory Committees |
| Step Three: | Reaffirm or Revise School Goals |
| Step Four: | Revise Improvement Strategies and Expenditures |
| Step Five: | Approve and Recommend the SPSA to the Local Governing Board |
| Step Six: | Monitor Implementation |

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. 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.

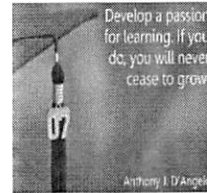


B. Evaluation of Services to English Learners

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. 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 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. These include the Language Arts Formative Assessments (iCALs) and Mathematics Formative Assessments (iCAMS). Other measures used may include an annual parent surveys, school evaluations, School Attendance Review Survey (SART), attendance, discipline and graduation rates. The coordinated compliance review process, the WASC process, and the on-site monitoring process.
3. Both a Mid-Year and 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 comities and the site's educational team for review and planning for future goals and to increase student learning.

Clovis Unified School District 2014-15 Title III Accountability Reports



Release Date: March 5, 2015

The No Child Left Behind Act (NCLB) of 2001 requires all states to set standards for the development of English language proficiency skills for children learning to speak English. State and federal law require that California test students learning English each year. The California English Language Development Test (CELDT) is the test used in this state to measure English proficiency. Students' language proficiency is measured in four content areas that include speaking, reading, writing, and listening.

NCLB also requires the California Department of Education (CDE) to annually review the performance of each school district that receives funds under Title III based on three Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that districts receiving Title III funds must meet each year for its English Learners. All districts receiving Title III funds are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on Adequate Yearly Progress (AYP) information. Both English language proficiency AMAOs are calculated based on student achievement from the CELDT.

States are required to define English Language proficiency AMAOs for English learners (ELs). The ELs in school districts are required to meet the three AMAO Targets: A very simple explanation of the two AMAOs goes as follows. AMAO I measures EL students and their **progress** to becoming English proficient as measured by the CELDT. AMAO II measures the number of EL students **attaining** English proficiency as measured by the CELDT. AMAO III measures the adequate yearly progress of our EL Subgroup.

This is a critical piece of information for schools as they plan for continued success and reclassification of their EL population. CUSD Schools will review this report with their School Site Councils and English Language Advisory Councils this year. CUSD did meet both 2014-15 AMAO Target 1 and 2. The Title III Accountability Report indicates the status of each Title III-funded district in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	1,892
Number with Required Prior CELDT Scores	1,742
Percentage with Required Prior CELDT Scores	92.1%
Number in Cohort Meeting Annual Growth Target	1,171
Percentage Meeting AMAO 1	67.2%
2014-15 Target	60.5%
Met Target for AMAO 1	Yes

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2014-15 English Learners in Cohort 1	1,513
Number in Cohort Attaining the English Proficient Level	529
Percentage in Cohort Attaining the English Proficient Level	35%
2014-15 Target	24.2%
Cohort Met Target	Yes
5 Years or More Cohort	
Number of 2014-15 English Learners in Cohort	711
Number in Cohort Attaining the English Proficient Level	436
Percentage in Cohort Attaining the English Proficient Level	61.3%
2014-15 Target	50.9%
Cohort Met Target	Yes
Met Targets for AMAO 2	Yes

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level

English-Language Arts	
Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No
Mathematics	
Met Participation Rate for English Learner student group	Yes
Met Percent Proficient or Above for English Learner student group	No

For more information on Title III accountability, refer to the CDE [Title III Accountability Web page](#).

Mid-Year Revisions to the SPSA



Any of the following factors may indicate a need to amend the SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk.
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the plan cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The SSC may amend the plan at any time, in accordance with local board policy and SSC Bylaws. Whenever the SSC makes a material change to the plan, the local governing board must approve the change. Each year, schools complete a Mid-Year Monitoring Report to review the goals, objectives and funding status of the SPSA. The Mid-Year Monitoring Report is reviewed with the SSC and ELAC and signed by the SSC and ELAC Chairperson as well as staff. The document is placed in the school's Categorical Files.

Each CUSD School receiving categorical funds completed a Mid-Year Annual Evaluation and Monitoring Report of their School Program for the 2014-2015 school year. 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. These Evaluation and Monitoring Reports contain information about the status of their school goals and objectives articulated in their SPSA. The Evaluation and Monitoring Reports are shared with staff and community members and presented and reviewed at the various parent and staff meetings on an annual basis. The data is used in the development of the SPSA and for program evaluation. Each site develops a SPSA in collaboration with their SSC and school staff. The purpose of the SPSA is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. As part of the cycle, annually, schools are also required to complete an Annual Evaluation and Monitoring Report indicating if their site met the goals and objectives established in the fall by the SSC and school staff. Once state and local student achievement is received each site completes the annual report declaring if the goals and objectives were: "Attained", "Not Attained" or "No Progress" based on what was outlined in their SPSA. Student achievement data (assessment scores) are reviewed, both by the district and the school site in the fall when scores are received from the state.

Annual Evaluation & Monitoring of the SPSA

Each CUSD School receiving categorical funds completes both an Annual and Mid-Year Evaluation and Monitoring Report of their School Program for 2013-2014 as it relates to their Single Plan for Student Achievement (SPSA). 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. These Evaluation and Monitoring Reports contain information about the status of their goals and objectives articulated in their SPSA. The Evaluation and Monitoring Reports are shared with staff and community members and presented and reviewed at the various parent and staff meetings on an annual basis. The data is used in the development of the SPSA and for program evaluation. Each site develops a SPSA in collaboration with their School Site Council (SSC) and school staff. The purpose of the SPSA is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. As part of the cycle, annually, schools are required to complete an Annual and Mid-Year Evaluation and Monitoring Reports indicating if their site met the goals and objectives established in the fall by the SSC and school staff. In addition, schools review the status of their SPSA at mid-year and again review and evaluate in the fall once student achievement data is received. Once state and local student achievement is received each site completes the annual report declaring if the goals and objectives were: "Attained", "Not Attained" or "In Progress" based on what was outlined in their SPSA. Student achievement data (assessment scores) are reviewed, both by the district and the school site in the fall when scores are received from the state.

2015-2016 CUSD TITLE I PARENT SURVEY RESULTS PRESENTED DURING THE 2016-2017 SCHOOL YEAR



The purpose of the CUSD Title I Program Parent Survey is to assess the effectiveness of the Title I parent involvement activities and to determine what action needs to be taken, if any, to increase the participation and to gather input for the 2016-2017 Title I Program. This is critical as school work for continuous improvement with their programs. Parent and community input is valued and appreciated. The survey, available in English, Spanish, and Hmong was conducted March 7 - 11, 2016.

The survey was conducted at the following schools:

- | | |
|--------------------------------|--------------------------------|
| > Clovis Community Day Schools | > Clovis Elementary |
| > Cole Elementary | > Fancher Creek Elementary |
| > Gateway High School | > Jefferson Elementary |
| > Lincoln Elementary | > Mickey Cox Elementary |
| > Mt. View Elementary | > Miramonte Elementary |
| > Nelson Elementary | > Roger Ozae Elementary |
| > Pinedale Elementary | > Sierra Vista Elementary |
| > Tarpey Elementary | > Temperance Kutner Elementary |
| > Weldon Elementary | |

Clovis Unified School District Results:

You will also find a districtwide survey reflecting data collected from all seventeen Title I Schools which included 10,382 students. Surveys were returned from 7,390 parents of Title I students (71%), with 3,619 (31%) writing answers to questions asked. The individual school results may be found in the Parent Survey section of this document.

District-wide Findings

CUSD received 7,390 surveys in the spring of 2016. Eighty-two percent of the parents of Title I students felt that the Title I Program had helped their child's academic progress in reading, language arts, and/or math. One percent strongly disagreed and eleven percent had no opinion.



When asked about school safety, ninety-one percent indicated that their child's school was safe, while one percent indicated not safe and two percent had no opinion. Ninety-three percent of the parents felt that their school was a welcoming place, four percent did not feel welcome and one percent were not sure. Seventy-five percent felt that their school had adults that cared about students while three percent did not feel as if there were adults on campus that cared while one percent was not sure.

Seventy-Six percent felt that there were adequate opportunities to become informed about the school's Title I program services. Five percent disagreed. Seventeen percent shared they had no opinion. Eighty-three percent found the Parent/Teacher conference to be helpful with close to six percent stating it was not helpful. Ten percent stated they did not attend the Parent/Teacher conference. In addition, seventy-six percent of the parents indicated there were adequate opportunities to become involved in their Title I Program, seven percent disagreed while seven-teen percent did not know. When asked if the annual Parent Night(s) were helpful, thirty-two percent indicated they were, seven percent disagreed and ten percent did not attend.

Schools will continue to provide Parent/Teacher Conferences and use this as a means to explain the Title I Services available for the students and parents. When asked how often parents receive information from their child's teacher about their child's progress forty-six



percent said weekly, nineteen percent indicated monthly, thirty-one percent stated occasionally and four percent stated they never received information.

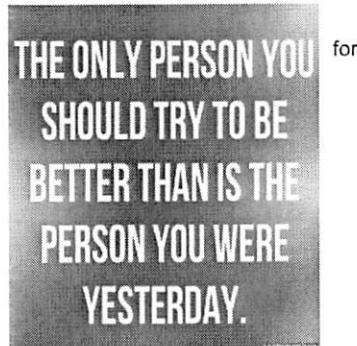
While eighty-three percent of the parent indicated they attend the parent-teacher conference, sixty-four percent indicated that the School Parent Compact was helpful in providing information about improving student learning. Seventeen percent disagreed and fifth teen percent were unaware.

When discussing topics such as increasing students achievement and learning and their child receiving a quality education the following data were collected:

Question	Strongly Agree/Agree	Disagree/Strongly Disagree	Do Not Know
<i>My child is receiving a quality education</i>	98%	2%	0%
<i>Mt child's reading skills are improving</i>	93%	6%	1%
<i>My child's writing skills are improving</i>	92%	8%	1%
<i>Mt child's mathematics skills are improving</i>	91%	1%	1%
<i>The school communicates the importance of respecting all cultural beliefs and practices</i>	90%	5%	6%
<i>Character building is an important part of our educational program</i>	95%	4%	2%
<i>I know how to get help if my child is struggling in school</i>	83%	14%	4%
<i>The home school communication meets my needs as a parent</i>	94%	5%	0%

As a result of these data, schools should work on ideas and methods to get more parents to attend the annual meeting. In addition, schools will be encouraged to use various means of notification, translation of documents, parent phone calls and added communication in order to improve parent attendance at their Annual Title I Meeting. Some schools are planning to coordinate their annual meeting with student performances and a small social as a measure to increase parent participation.

In addition to district summary reports, each site receives site specific summary reports. These annual surveys are shared with the different district and school parent committees and staff at the site in each fall. The data are used for program review, program comparisons, trends 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 parents at the various parent nights, trainings, parent conferences and other parent activities.





Annual Title I School Evaluation

Each fifth teen (15) schools receiving Title I, Part A funds completed an Annual Evaluation of their Title I Program for the 2015-16 school year. Schools currently operating as a Title I School Wide Project (SWP) are Clovis Community Day School: Elementary and High School, Clovis Elementary, Fancher Creek, Jefferson, Lincoln, Miramonte, Mickey Cox, Nelson, Pinedale, Sierra Vista, Tarpey, Temperance-Kutner and Weldon. Both Mt. View and Gateway High School will become Title I Schoolwide Project Schools in the 2016-2017 school year. During the 2015-2016 school year, two additional CUSD Schools met the criteria to receive Title I Funds. Gateway High School met the criteria to receive Title I Funds with a Free and Reduced Lunch rate of 77% for the 2015-2016 school year. Additionally, Mt. View Elementary met the criteria to receive Title I Funds with a Free and Reduced rate of 53% for the 2015-2016 school year. This qualifies both Gateway High and Mt. View Elementary School to receive Title I funds as a School Wide Program (SWP).

As a SWP, schools will optimize all of its resources by creating a consolidated approach to serve the learning needs of all students including those from low income families. In working in collaboration with all stakeholders, to establish an effective Title I Schoolwide Program that reflects the needs of their specific Learning Community. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards.

Gateway High School and Mt. View Elementary School have conducted an extensive comprehensive needs assessment that outlined the schools' strengths and weaknesses with an in depth review of both formative and summative student achievement data. The school planning team continues to develop a comprehensive schoolwide program plan based on the results of the comprehensive needs assessment. The plan is developed with the involvement and support of all stakeholder groups [School Assessment Review Team (SART), English Language Advisory Council (ELAC), and School Site Council (SSC)], the Gateway Staff, various District Departments and Alternative Education Services Area Assistant Superintendent. Various parent committees from Gateway High School have participated in the process and did approve the Title I status during the spring of 2016. The plan will contain all the required components of a SWP which will be detailed and outlined in the site's annual Single Plan for Student Achievement (SPSA). The SPSA was presented, reviewed and approved during the Quarter I SSC Meeting.

The evaluation in addition to the annual Title I Parent Survey affords the site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents and district departments. Whereas the Parent Survey provides valuable information from the parents' perspective on may critical issues concerning the Title I Program. The annual 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, student achievement and recommendations for continued improvement. 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 Superintendent as well



as the district Superintendent and presented and reviewed with staff members and at the Annual Title I Parent Meeting as well as the school site council.

District-wide, schools are still working on meeting all goals and objectives. This is a journey that continues each year as school work to reach the goal of all students performing at the standard. Schools are required to analyze, review, and present their data and program implementation. All objectives that reflect the achievement of all students and the unique needs of each sub-group, so that they would be attainable on a yearly basis are monitored throughout the school year and reviewed annually. Schools should continue their work on targeting the specific needs of each child based upon a review of the data. Student placement and the creation of intervention programs must be aligned to student weaknesses by grade level and content area. It was recommend that sites deepen their work and further build relationships and systematize and institutionalize quality (continuous improvement) processes within your school. Sites should continue to target intervention and remediation programs. There was also an interest in providing additional primary support to English Learners as well as instructional aide and psychologist time. This is sure to show dividends when it comes to student achievement. Again, it is a recommendation that as we move to district model of Best First Time Instruction, to clearly define the three distinct levels of Response to Intervention (RtI), the development of Data Teams designed to complement each site's PLCs, and developing a strategic and coordinated plan that addresses the needs of your students: Benchmark, Strategic, and Intensive as you work to develop programs that truly reflect the needs of your students. The development of these systems shall be "data driven" based on ongoing formative and summative student achievement.

In their quest to close the achievement gap and promote a deeper understanding and appreciation of cultural differences, reflecting results and comments from the evaluations, it is recommended that Title I Schools gain a deeper understanding of how developing professional learning communities can assist in increasing student learning and developing systems for student achievement. Professional Learning Communities in which the teachers in a school and its administrators continuously seek and share learning and then act on what they learn. The goal of their actions is to enhance their effectiveness as professionals so that students benefit. This arrangement has also been termed *communities of continuous inquiry and improvement*.

As an organizational arrangement, the professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. Much of the districts and school professional development has focused on developing professional learning communities.

Listed below are a variety of site comments in addressing three significant areas of improving learning for all students. You will also find each sites' complete Title I Evaluation in the Appendix section of the SPSA.

**Together
we
make the
difference**



Board Policy No. 7503

CLOVIS UNIFIED SCHOOL DISTRICT ACCOUNTABILITY, PLANNING & RESEARCH

Planning

SCHOOL SITE COUNCILS (SSC)

PURPOSE: To establish procedures for School Site Councils.

The Board believes that shared decision making at the site level can be the key to improving education. The Board encourages programs that involve staff, students, parents and the community in a partnership empowered to design, implement, monitor and evaluate plans which respond to their school's unique needs and which also coincide with Board policy and District goals.

A. Establishment of the School Site Council (SSC)

A School Site Council shall be established at each school site. In the selection of members of the SSC, care should be taken to ensure that persons or groups not usually or previously involved have an opportunity to participate in the selection process, and that it is public and democratic. (*See Board Policy No. 7504 – Single Plan for Student Achievement.*)

California Education Code section 64001 (a), (d) requires the SSC to develop a Single Plan for Student Achievement (SPSA) for Consolidated Application programs operated at the school or in which the school participates. The SSC must approve the plan, recommend it to the Governing Board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the Governing Board for approval.

As specified in the California Education Code, the SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

1. Each group represented in the SSC shall nominate and elect separately.
 2. The principal shall ensure that all members of each group represented on the SSC are notified of the procedure, date, time and place for nomination and selection of SSC members.
 3. All members of each group shall be eligible to participate.
 4. Nomination of candidates shall be by peers. A person may nominate himself or herself.
 5. Selection shall be by secret ballot, voice vote or hand count.
 6. If only one position on the SSC is to be filled, a nominee must receive a majority of the votes cast to be selected. If no person receives a majority of the votes, there shall be a runoff between the two nominees receiving the highest number of votes.
 7. If two or more positions on the SSC are to be filled, the nominees receiving the highest number of votes shall be selected to fill the vacancies.
 8. The term of office for SSC members may be from one to three years. Each SSC shall specify the term of office for its members in its SSC Bylaws.
 9. If a vacancy occurs, the peer group on the SSC from which the vacancy originates may elect a person to the council for the balance of the term, unless such procedures are stated in the school's SSC Bylaws. Then vacancies shall be filled by the procedures stated in the Bylaws.
- School Site Councils may serve several purposes in addition to guiding comprehensive school-based programs. Any school site advisory committee required by state law or regulations may allow the SSC to function on its behalf for up to two years. The



Board Policy No. 7503 (continued)
CLOVIS UNIFIED SCHOOL DISTRICT

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advisory committee on compensatory education programs may designate the SSC to function as the school advisory council on compensatory education for up to two years. If used as the advisory committee for English Learners, the SSC must conform to the membership ratio specified in Education Code section 52176(b).

B. Membership of the SSC

To ensure effective communication and community participation in planning for improvement of school programs, each school participating in categorically-funded school improvement program or in a school-based coordinated program shall establish a SSC with membership in accordance with the Education Code as follows:

1. At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents/guardians or other community members selected by parents/guardians.
2. At the secondary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or guardians or other community members selected by parents/guardians and students. A school employee may serve as a parent/guardian representative on the School Site Council of the school their child attends, provided the employee does not work at that school. The term, method of selection, and replacement of council members shall be specified in the school site plan and in the School Site Council Bylaws. The SSC should establish meetings times and dates that allow for maximum participation of all interested parties. All SSC meetings shall be open to the public. The schedule of regular meetings should be publicized, and at least 72 hours advance notice should be given if special meetings are called.

C. Communication

1. The Superintendent or designee shall be responsible for informing principals of provisions established by State law, regulations and guidelines pursuant to School Improvement Programs.
2. The principal is responsible for providing information to teachers, other school personnel, parents, and, in secondary schools, students.
3. Prior to the initial establishment of any SSC, the Superintendent or designee shall inform staff, parents and pupils of the intention to establish a SSC.
Methods of Communication may include, but are not limited to:
 - a. District/School monthly/quarterly newsletters to parents;
 - b. Local newspaper;
 - c. Special bulletin to staff and parents;
 - d. At the secondary level, the principal shall inform students through means of communication established at the school site.
4. Following the notice of intent to establish a SSC, the principal shall be responsible for scheduling and conducting a public meeting(s) for the purpose of selection of members to the SSC and for notification of the purpose, time and place of said meeting(s).
The principal shall be responsible for establishing procedures to ensure that the SSC meets provisions of State law as to the composition of said SSC and the selection of members thereof.
5. The principal and members of the SSC or the principal and a representative group of SSC members shall represent the school at Board meetings when:



Board Policy No. 7503 (continued)
CLOVIS UNIFIED SCHOOL DISTRICT

Page 3 of 3

- a. A SSC, pursuant to provisions of State law is requesting exclusion from participating in the School Improvement Program.
 - b. A SSC is requesting Board approval for submitting an application for a planning grant to the State Department of Education.
 - c. A SSC is submitting the school's School Improvement Plan to the Board for approval.
 - d. The District, on behalf of a school, is requesting a waiver from specified requirements of the State law concerning School Improvement Programs.
- D. Responsibilities of the SSC**
- 1. Legislative Requirements**
 - a. Develop and approve the Single Plan for Student Achievement (SPSA) (a comprehensive program plan designed to improve the effectiveness of the school program) for students who will receive additional services from consolidated application funds. Each plan shall be based on an assessment of school capability to meet the educational needs of each student, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. This comprehensive plan shall account for all program services for participating students, including at least those provided by district and by consolidated application program funds.
 - b. Annually review the SPSA, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.
 - c. Recommend the approval of the SPSA as revised to the District Governing Board. If the plan is not approved by the Board, specific reasons for that action shall be communicated to the SSC. Modification to the plan shall be developed, recommended, and approved or disapproved in the same manner.
 - 2. Other Responsibilities**
 - a. Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
 - b. Participate in the monitoring and evaluation of the SPSA.
 - c. Participate as necessary in Categorical Program Monitoring (CPM).
 - d. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
 - e. Plan and approve one-time site expenditures allocated in the annual state budget.

LEGAL REFERENCE: EDUCATION CODE
Adopted: 5/22/78 42605 Use of Funds
Amended: 1/15/92 52000-52049 Improvement of Elementary and Secondary Education
Amended: 4/14/93 52176 Advisory Committees (English Learner Program)
Amended: 3/9/05 52800-52904 School-Based Program Coordination Act
Amended: 9/26/07 54425 Advisory Committees (Compensatory Education)
Reviewed: 1/14/09
Amended: 11/18/09



Board Policy

No. 7504

CLOVIS UNIFIED SCHOOL DISTRICT

ACCOUNTABILITY, PLANNING & RESEARCH

Planning

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

PURPOSE: To establish procedures for the development, implementation and evaluation of the Single Plan for Student Achievement (SPSA).

The goal of Consolidated Programs is to increase the effectiveness of instructional programs, and to improve the academic performance of students who are educationally disadvantaged, of limited English proficiency, gifted and talented, or students with exceptional needs. The District shall ensure, through the Consolidated Application, that the Single Plan for Student Achievement (SPSA) has been prepared in accordance with law, that School Site Councils (SSC) have developed and approved the plan, and that the plans were developed with review, certification and advice of any applicable school advisory committees. The District may choose to include other school programs in the plan. Upon Board approval of the plan, the SSC shall assume responsibility for the on-going review of its implementation and a periodic evaluation of the program's effectiveness. The SSC shall annually review the plan, establish a new budget, and if necessary, make other modifications to the plan to reflect to reflect changing needs and priorities.

The school will assure that members of the SSC have assisted with the development of the SPSA.

Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.

The content of the plan must be aligned with school goals for improving student achievement.

School goals must be based upon an analysis of verifiable state data, including the Academic Performance Index (API), **Annual Yearly Performance (AYP)**, **Title I Annual Measurable Academic Objectives (AMAO)** and the California English Language Development test (CELDT), and will include additional data voluntarily developed by the sites to measure achievement.

The plan must address how Consolidated Application funds will be used to improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index (API).

A. APPROVAL OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

The Board shall have final approval of the following SSC activities, which shall include but not be limited to the following:

1. Approval of a recommendation to have a school site excluded from a Consolidated Program.



2. Approval of a recommendation to proceed with a Consolidated Program.
3. Approval of a school planning grant.
4. Approval of the SPSA.

Should the Board approve exclusion from participation in a School Improvement Plan (SIP), they shall establish plans to reconsider this action no later than three years from the date of the decision not to participate.

To insure open communication and complete participation with the School Site Council(s) the Board shall, upon disagreement with a SPSA, recommend action, return the recommendation with suggestions for alternatives, additions, and reconsiderations.

All proposals and their consequent disposition shall be in accordance with State law and Title 5, California Code of Regulations.

B. RESPONSIBILITY FOR COMPLIANCE

Following approval of the SPSA by the Board, pursuant to State law, the school principal shall be responsible for the promotion of full and effective compliance with such plan and certificated personnel shall design and implement instructional techniques consistent with the objectives established in the plan.

C. CONTENT OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Notwithstanding any other provision of law, the content of the plan shall be aligned with school goals for improving student achievement. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index, the English Language Development Test, Adequate Yearly Progress data as defined by NCLB, and California Standards Test data, and may include any data voluntarily developed by the District to measure student achievement. The plan shall, at the minimum, address how funds provided to the school through the consolidated application will be used to improve the academic performance of all students. The plan shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing consolidated programs will be implemented.

Each plan shall include:

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student.
2. Instructional and auxiliary services to meet the special needs of English Learners; educationally disadvantaged students; gifted and talented students; students with exceptional needs; and any other at-risk students.
3. High quality and on-going professional development for teachers, principals, and paraprofessionals, and if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards. The school shall devote sufficient resources to effectively carry out professional development activities.
4. On-going evaluation of the educational program of the school.
5. Other activities and objectives as established by the SSC.



6. The proposed expenditure of funds available to the school through the programs described in Education Code 52851, including, but not limited to, salaries and staff benefits for persons providing services for those programs.
7. The proposed expenditures of funds available to the school through the federal No Child Left Behind Act of 2001 and its amendments.
8. A comprehensive needs assessment of the entire school, including all significant subgroups, based on information that includes performance of children in relation to the state academic content standards and the state student academic achievement standards.
9. Strategies and activities that encourage parents to become involved in their child's education.
10. Strategies to attract highly qualified teachers as defined by NCLB.
11. School Site Council Bylaws.
12. Parent Involvement Board Policy No. 9203.

D. EVALUATION OF CONSOLIDATED PROGRAMS

The Superintendent or designee shall conduct annual evaluations to determine whether supplemental services provided by consolidated programs are effective and supportive of the core curriculum. The District shall annually review the academic performance of each numerically significant student group at each school receiving Consolidated Application funds. The District shall use the statewide Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP) data, aggregated for each numerically significant student group, along with other measures of student progress contained in the plan or adopted by the district. The relative effectiveness of Consolidated Programs shall be determined by the progress made toward meeting the growth targets established for identified student groups. The District superintendent shall annually report these results to the Board and to each SSC.

Annually, each SSC shall review the evaluation results for each numerically significant student group, and propose changes in curriculum, materials, instructional practices, staff development, and related categorical program expenditures needed to meet the growth targets for each student group.

The following criteria shall be used:

1. Each school receiving Consolidated Program funds shall annually meet its schoolwide API and AYP growth targets.
2. Each school receiving Consolidated Program funds shall annually meet its API and AYP growth target for each numerically significant subgroup.
3. Each school receiving Consolidated Program funds shall annually meet 90% or more of its Site Plan objectives and implement 90% or more of its planned categorical program.

E. COORDINATED COMPLIANCE REVIEWS

The Superintendent or designee shall cooperate with the State Department of Education in Categorical Program Monitoring (CPM) every four (4) years to ensure that all District categorical programs comply with federal and state laws and regulations.



F. COMPARABILITY

The Superintendent or designee shall establish procedures which ensure that the District provides all District schools with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

Amended: 2/22/78
Amended: 1/15/92
Amended: 5/25/94
Amended: 1/19/05
Amended: 9/26/07
Amended: 2/25/09

EDUCATION CODE
33400-33406 Educational evaluations (by SDE)
44662 Evaluation and assessment guidelines
51041 Education program, evaluation and revisions
52034 Evaluations required for School Improvement Program
52850-52863 School Plans
60602-60649 School Testing Programs
62005.5 Failure to comply with purposes of funds
64000-64001 Consolidated Application Process
CODE OF REGULATIONS, TITLE 5
3930-3937 Program requirements
3942 Continuity of funding



Administrative Regulation

No. 7504

CLOVIS UNIFIED SCHOOL DISTRICT

ACCOUNTABILITY, PLANNING & RESEARCH

Planning

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

PROCEDURES FOR APPROVING SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

Before school plans are submitted to the Board for approval, each school plan shall be reviewed by the Department of Supplemental Services to determine compliance with the following:

1. School and district identification data is completed accurately.
2. School data related to funding sources is completed accurately.
3. Appropriate persons have signed the assurances.
4. English Learner data is completed accurately.
5. The composition and membership on School Site Councils and advisory committees are in compliance with legal requirements.
6. Appropriate justification of contracts and capital outlay expenditures and legality of such expenditures are explained.
7. Appropriate description and budget for centralized services are included.
8. The categorical budget is completed accurately and matches data related to funding sources, achievement gaps, academic priorities, and supplemental program information.
9. Required school level needs assessment (student performance data summary and performance analysis) has been completed.
10. 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 has been completed.
11. A description of the on-going planning procedures including monitoring, evaluation, and decision-making are included.
12. If Title I Program Improvement (PI), the required PI information is included (PI status, notice to parents, focus-group populations, and parent communication and involvement). If Title I PI, that 10% of the Title I funds have been reserved to provide staff development.
13. If Title I Schoolwide Program (SWP), the required SWP information is included (a comprehensive needs assessment, schoolwide reform strategies that use effective methods



and instructional strategies based upon scientifically based research; activities to ensure that students failing to meet standards receive effective, timely additional assistance; instruction by highly qualified teachers; high quality and on-going professional development; strategies for transition from preschool, strategies to increase parent involvement; and coordination and integration of federal, state, and local services).

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 California Achievement Test (CAT) 6 and District mandated tests such as the Kindergarten Assessment, Development Reading Assessment (DRA) and the California High School Exit Exam (CAHSEE). The school's Adequate Yearly Progress (AYP) will show continuous improvement. Each significant subgroup will show continuous improvement.
2. Program effectiveness shall be evaluated by an annual comprehensive written school-level evaluation, an annual parent survey, coordinated compliance reviews, student surveys 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 California English Language Development Test (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 Clovis Assessment System for Sustained Improvement (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 and Mathematics, CAT 6, CELDT, and CAHSEE and district mandated tests such as the Kindergarten Assessment and DRA. 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 formative assessment and monitoring/evaluation report shall be completed annually for each SPSA 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). Each school's significant subgroup shall annually place at/above the AYP criteria for proficient or above

*Adopted: 2/22/78
Amended: 1/15/92
Amended: 5/25/94
Amended: 5/11/99
Amended: 1/14/00
Amended: 1/2/01
Amended: 1/19/05
Amended: 9/26/07
Reviewed: 2/25/09*



**CLOVIS UNIFIED
SCHOOL DISTRICT**

Board Policy No. 7506

ACCOUNTABILITY PLANNING & RESEARCH

Planning

Title I Program

PURPOSE:

To define the Clovis Unified School District's Title I Program according to law.

In order to improve the academic achievement of students from economically disadvantaged families, the District shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on appropriate grade and/or course level state academic standards and assessments.

Single Plan for Student Achievement

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. The Single Plan for Student Achievement (SPSA) Plan shall be outlined annually in the school site plan which is approved by both the School Site Council (SSC) and the Governing Board (see Board Policy No. 7503).

Parent Involvement Policy

The District and each school receiving Title I funds shall develop a written parent involvement policy (see Board Policy No. 9203).

Local Educational Agency Plan

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a Local Educational Agency Plan (LEAP) (see Board Policy No. 7502). The Plan and any revisions shall be submitted to the Governing Board for approval. The Plan shall address the components specified by law, which describe the assessments, strategies, and services the District will use to help low-achieving students meet challenging academic standards.

The initial Plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the Plan shall be kept on file in the District.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among District schools:

1. The Board shall adopt and implement a district-wide salary schedule.



2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools.

3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.

4. All District schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

In determining comparability, the District shall not include staff salary differentials for years of employment. The District also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the State's proficient level of achievement on state assessments.

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to law.

*Adopted: 2/27/08
Reviewed: 1/14/09*

*Education Code 11503, 52055.57, 54020-54028,
54420-54425, 64001
20 USC 6301, 6311-6322, 7881
34 Code of Federal Regulations 200.1-200.79*



**CLOVIS UNIFIED
SCHOOL DISTRICT**

**Administrative
Regulation No. 7506**

ACCOUNTABILITY PLANNING & RESEARCH

Planning

Title I Program

PURPOSE:

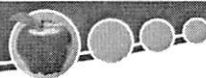
Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update their Single Plan for Student Achievement (SPSA) which incorporates the elements required by law for reforming the school's total instructional program and plans required by other categorical programs included in the State's consolidated application.

A schoolwide program shall include:

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all students to meet the State's proficient and advanced levels of achievement.
 - b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations.
 - c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program. Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
 - d. Address how the school will determine if student needs have been met.
 - e. Are consistent with and designed to implement state and local improvement plans, if any.



3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards.
5. Strategies to attract high-quality, highly qualified teachers to high-need schools.
6. Strategies to increase parent involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs.

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to:

1. Students in grades 3-12 identified by the school as failing, or most at risk of failing, to meet the State's academic achievement standards on the basis of criteria established by the District and supplemented by the school.
2. Students in preschool through grade 2 selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures.

A targeted assistance program shall:

1. Use program resources to help participating students meet state academic achievement standards expected for all students.
2. Ensure that program planning is incorporated into existing school planning.
3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I.
4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs.
5. Provide instruction by highly qualified teachers.
6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians who work with participating students.



7. Provide strategies to increase parent involvement.
8. Coordinate and integrate federal, state, and local services and programs.

Participation of Private School Students

The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319.

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation.

The Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the district's Title I programs. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of:

1. How the needs of private school students will be identified.
2. What services will be offered.
3. How, where, and by whom the services will be provided.
4. How the services will be academically assessed and how assessment results will be used to improve those services.
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services.
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools.
7. How and when the District will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider.]
8. How, if the District disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor.

Meetings between District and private school officials shall continue throughout implementation and assessment of services.

The Superintendent or designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed



by officials of each participating private school that consultation has occurred. If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. The District's program met the needs of the private school teachers and/or private school students.
4. The District made efforts to resolve any complaints made by private school representatives.

Adopted: 2/27/08
Reviewed: 1/14/09



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.

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.



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 Supplemental Services. 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.
 - 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 Supplemental Services, 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 Supplemental Services 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:

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 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
- 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*

**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 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.
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*



Board Policy

No. 9209

CLOVIS UNIFIED SCHOOL DISTRICT

SCHOOL COMMUNITY RELATIONS

Community Relations

PARENT INVOLVEMENT

PURPOSE: Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Develop a District parent involvement policy reflecting the needs of the community in collaboration with the various parent committees (School Site Council (SSC), School Assessment Review Team (SART), English Language Advisory Committee (ELAC), Intercultural Diversity Advisory Council (IDAC), etc. The policy will be reviewed, revised, presented and made available to the parents on an annual basis through the District newsletter, web site, Parent and Student Rights and Responsibilities Handbook or other methods.
2. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.
 - a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about their children's class assignments and homework assignments.
3. Inform parents/guardians that they can directly affect the success of their children's learning by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.

The Administrative Regulations for Policy No. 9209 include, but are not necessarily limited to the following:

1. PARENT/GUARDIAN RIGHTS

Parents/guardians of pupils enrolled in public schools have the right, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, to participate in the schools and to participate in the education of their children, as follows:



- a. Within a reasonable period of time after making the request, to observe the classroom or classrooms in which their children are enrolled or for the purpose of selecting the school in which their children will be enrolled in accordance with the requirements of any intradistrict or interdistrict student attendance policies or programs. Such observations shall be consistent with applicable Board Policies, Administrative Regulations, and school rules.
- b. To request a particular school for their children, and to receive a response from the District. The District is obligated to consider the parent/guardian request, but retains discretion as to whether the request will be granted, consistent with any other applicable Board Policies and/or Administrative Regulations.
- c. Within a reasonable time of their request, to meet with their children's teacher or teachers and principal or his/her designee.
- d. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of District employees, including, but not limited to, providing assistance in the classroom with the approval, and only under the direct and immediate supervision, of the teacher. Volunteers are not permitted to be with pupils in an unsupervised, or otherwise inappropriate, setting. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher. No parent/guardian who is required to register as a sex offender shall be permitted to act as a volunteer in classrooms or other situations where the person will or is likely to have contact with pupils. (See also Board Policy and Administrative Regulation No. 9211.)
- e. To be notified on a timely basis if their children are absent from school without permission.
- f. To receive the results of their children's performance on districtwide tests and statewide tests and information on the performance of the school that their children attends on standardized statewide tests.
- g. To have a school environment for their children that is safe and supportive of learning.
- h. To examine the curriculum materials of the class or classes in which their children are enrolled.
- i. To be informed of their children's progress in school and of the appropriate school personnel whom they should contact if problems arise with their children.
- j. To have access to the school records of their children, to the extent lawfully permissible, and consistent with any other applicable Board Policies and/or Administrative Regulations.
- k. To receive information concerning the academic performance standards, proficiencies, or skills their children are expected to accomplish.
- l. To be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- m. To receive information and reports about any psychological testing the District does involving their children. Written parent/guardian consent is required before any children are given a psychological test by school personnel.
- n. To participate as a member of a parent advisory committee, School Site Council or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations. In order to facilitate parental participation, School Site Councils are encouraged to schedule bi-annual open meetings



for the purpose of informing parents/guardians about current school issues and activities and answering their questions. The meetings should be scheduled at a time convenient for parents/guardians, and prior notice should be provided to parents/guardians.

- o. **To question anything in their children's records that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school consistent with any other applicable Board Policies and/or Administrative Regulations.**
 - p. **To be notified as early in the school year as practical, if their children are identified as being at risk for retention, and to consult with appropriate school personnel regarding the student's promotion or retention.**
2. **Governing Board and Parents/Guardians Joint Policy**

Parents/guardians of pupils shall have the opportunity to work together in a mutually supportive and respectful partnership with schools, and to help their children succeed in school.

The District shall adopt Administrative Regulations in consultation with parents/guardians of pupils that outlines how parents/guardians of pupils, school staff and pupils may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of pupils at each school site.

3. DISTRICT/SCHOOL ADVISORY COMMITTEES

The following District/school parent involvement committees have been established to provide the opportunity for parents/guardians to work with the District/schools in a mutually supportive and respectful partnership to ensure the success of their children.

a. School Site Council (SSC)

The primary task of the SSC is 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.

b. 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.

c. 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

d. 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
- 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: 11/25/96
Amended: 2/9/00
Amended: 3/9/05
Amended: 8/24/05
Amended: 9/26/07
Amended: 1/23/08
Reviewed: 1/14/09
Reviewed: 11/13/13

Education Code section 11502, 11504, 51100-51102



Administrative Regulation

No. 9209

CLOVIS UNIFIED SCHOOL DISTRICT

SCHOOL COMMUNITY RELATIONS

Community Relations

PARENT INVOLVEMENT

The Administrative Regulations for Policy No. 9209 include, but are not necessarily limited to the following:

1. The school and parents/guardians may help students achieve academic standards and other standards of the school via:
 - a. Clearly defined standards and expectations
 - 1) Readily available Standards
 - 2) Standards and expectations understandable for parents/guardians and students
 - 3) Specific Standards and expectations matched to grade level
 - a. Word lists
 - b. Levels testing
 - b. Accessibility
 - 1) Different Forums
 - a. Parents/guardians and student outreach
 - b. Home visits
 - c. School Site Council, Parent Human Relations Committee, etc.
 - c. Support programs/education for parents/guardians on how to support their students
 - 2) Mentoring
 - a. Training Workshops
 - b. School Analysis Review Team (SART)
 - c. Parent Clubs
 - d. District Parent Committees
2. The school will provide a high quality curriculum and instructional program in a supportive and effective learning environment that enables all pupils to meet the academic expectations of the school by:
 - a. Offering a full range of courses
 - b. Hiring well-qualified teachers
 - c. Developing curriculum standards



- d. Holding teachers accountable for instruction and sharing academic performance results with parents/guardians
 - e. Providing parent/guardian guides for courses and classes
 - f. Providing ongoing communication with parents/guardians in a timely manner
 - g. Developing strategies to educate students from different cultures
 - h. Staying current with technology
 - i. Integrating technology applications into the curriculum
 - j. Providing ongoing staff development (continuing education) for teachers to stay current
 - k. Continuing parent/guardian outreach
 - l. Developing resources for parents/guardians: where to go to get help for your student (tutor lists, etc.)
 - m. Publicizing Adult School offerings
3. The manner in which the parents/guardians of pupils may support the learning environment of their children include, but are not limited to, the following:
- a. Monitoring attendance of their children
 - b. Ensuring that homework is completed and turned in on a timely basis
 - c. Encouraging participation of the children in co-curricular activities
 - d. Monitoring and regulating the television and internet viewed by their children
 - e. Working with their children at home in learning activities that extend learning in the classroom
 - f. Volunteering in their children's classrooms, or for other activities at the school
 - g. Participating, as appropriate, in decisions relating to the education of their own child or the total school program
 - h. Supporting tasks that can be performed at home
 - i. Reinforcing the parents/guardians support of academic achievement
 - j. Promoting good citizenship and character
 - k. Attending as many school activities as possible

Nothing in the Board Policy, inclusive of Parts 1 and 2, or in the Administrative Regulations authorizes a school to inform a parent/guardian or to permit participation by a parent/guardian in the education of a child, if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction or is otherwise not authorized by law.

*Adopted: 02/09/00
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Reviewed: 08/24/05
Reviewed: 09/26/07
Reviewed: 01/23/08
Reviewed: 01/14/09
Reviewed: 01/15/14*



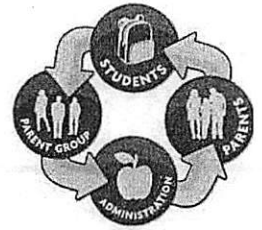
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Clovis North High School, Clovis Unified School District

2015-16

Parental Involvement Policy



At Clovis North High 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 Clovis Unified School District's Parent Involvement Policy is outlined in CUSD Board Policy #9203. 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.

Clovis North High School is committed to establishing a true partnership with all facets of the Clovis Learning Community. We value 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!

The staff at Clovis North High School believes 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, provide input and improvement of overall school programs. Parents are asked to participate in an annual survey asking for input into all aspects of the school's program.

Through conferences, school web page 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 at both the school and district level 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 and successfully transition into the newly developed Common Core Standards.

At Clovis North High 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.

PART I: GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements at are outlined in CUSD Board Policy #9203:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will annually review, revise and approve the School Parental Involvement Policy to meet the changing needs of parents and the school. The School's Parent Involvement Policy becomes part of the School Plan for Student Achievement (SPSA) that is presented to the SSC and approved by the CUSD Governing Board.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- 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 open communication with parents in order to establish a high quality school program and academic achievement, 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.

Our school encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA a well as our overall program. At the district level parent committees provide input into each site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Council or Committee, please call your child's school.

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

1. The Clovis North High 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:
 - Continue parent/school committees such as School Site Council, School Advisory Committee, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Parent Involvement Exchange.
 - Revise the School-Parent Compact.
 - Continue to send out notices from the school in English, Spanish, and Hmong.
 - Continue our evening meeting schedule of Back to School Night in the fall and grade-level parent nights including 8th Grade Parent Night,

2. The Clovis North High School will take the following actions to distribute to parents of participating children and the local community, the School Parental involvement Policy:
 - Send the School-Parent Compact home on parent – teacher conference day
 - Send home notices/agendas, post on school web site and home calls to the parents of the School Site Council (SSC) which serves as a school advisory committee meeting both in English, Spanish, and Hmong. The agenda will state clearly that the School Parental Involvement Policy will be discussed and reviewed.
 - School Parental Involvement Policy will be discussed and reviewed during
 - Provide instructional aides and translations at all meetings
 - Clovis North’s Annual Title 1 meeting, during ELAC, SART and IDAC.

3. The Clovis North High School will annually review and update its School Parental Involvement Policy to meet the changing needs of parents and the school.
 - The district and school site will annually review the School Parent Involvement Policy for any issues to include, but not limited to, restructuring the school, safety needs, and any program needs.

4. The Clovis North High School will convene an annual meeting to inform parents of the following:
 - Their child’s school participates in Title I,
 - Requirements of Title I,
 - Of their rights to be involved,
 - About their school’s participation in Title I:
 - A flyer (meeting notification) will be sent home in English, Spanish, and Hmong days before the date. The meeting will also be posted in the Administration Building window, in the “Clovis North High Week at a Glance”, and school web page. This meeting will take place in November.

5. The Clovis North High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - There will be babysitting available at the meetings.
 - Oral translation will be available at the meetings in Spanish and Hmong.
 - The meetings will be planned in conjunction with other events at school.

6. The Clovis North High School will provide timely information about Title I programs to parents of participating children in a timely manner:

- At the beginning of each school year the Title I Students receive an Individual Program Learning form called the Teacher Grade Level Estimate (TGLE). The TGLE is completed by the classroom teacher. This form has three parts to it. The first is the diagnostic data score identified through the state assessment results. The second part is the objectives, which are written for an individual student. The third section is the Instructional Program. This states who will provide services to their child. Some examples are the <instructional assistant, bilingual instructional assistant, extended day teacher, targeted interventions, RTi, the resource teacher, and the classroom teacher.> The parents, staff, and administration sign the bottom of the form giving permission for their child to receive services or declining the services.
7. The Clovis North High School will provide to parents of participating children 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, ideas to help their children at home, and the Individual Learning Program forms.
 8. The Clovis North High School will provide parents of participating children if requested by parents, opportunities for regular 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 practicably possible:
 9. The Clovis North High 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.
 - Parents will be directed to write a letter to the Superintendent of Clovis Unified School District with their concerns.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. The Clovis North High School will build the schools' and parent's capacity for strong parental 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:
 - The Superintendent will incorporate the School-Parent Compact as a component of its School Parent Involvement Policy.
2. The Clovis North High School will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - The School-Parent Compact will be discussed by all the stakeholders and become a part of the School Parent Involvement Policy
3. Clovis North High will, with the assistance of its district, provide assistance to parents of children served by the school.
 - The State's academic content standards,
 - The State's student academic achievements standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Title I,
 - How to monitor their child's progress, and
 - How to work with educators:

- The Adult School offers “Distance Learning” classes on campus for any second language adults to learn English. The classes are held once a week
4. The Clovis North High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - The school offers the School Site Council (SSC) members training on the roles and responsibilities of council members. The SSC has been approved to service as the school advisory committee (SAC).
 - The school offers the English Learner Advisory Committee (ELAC) members training on the roles and responsibilities of committee members.
 - Parents are provided with materials and training through numerous committees and parent groups.
 5. The Clovis North High School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - When conducting annual meeting, continue to invite non-English speaking parents to come and visit the school. The Principal provides an overview of all campus programs and facilities and translators are provided.
 - Encourage parents to visit classrooms.
 - Continue Healthy Start Conference where the community comes together to learn valuable resources and build stronger ties between parents and school. Babysitting, translation, and food are provided.
 6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Continue to host the Annual Healthy Start Conference with Clovis North High School
 - Head Start and State Funded Pre-school information is available at registration and school events. They are encouraged to attend Back to School Night, Parent/Teacher Conference Day, Open House, various parent committees, and the school’s winter program.
 - Kindergarten teachers host workshops for parents of preschoolers in the spring to rain parents on pre-K skills.
 7. The Clovis North High 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:
 - School programs, activities, meetings, and policies are communicated to parents through the school web page and/or Student-Parent Handbook each year. Weekly school

calendars and school communication flyers are sent home in three languages when appropriate.

- In addition to school-wide publications, the staff works to inform and refine communication through classroom newsletters, parent letters, and numerous parent contacts both by telephone and in person.
 - Progress reports are sent home to parents in order to help address student needs before final quarter/semester grades are posted.
 - Our Bilingual Instructional Assistants make personal phone calls to inform parents of student progress, expectations, Clovis North High offers after-school programs and also to invite families to attend special events.
8. The Clovis North High School administers an annual survey, School Attendance and Review Team (SART). The survey solicits information on various aspects of the overall school program. All data and results are used to evaluate school programs areas of weakness and growth. In addition, an annual Title I Survey is completed providing information on the status of the school's Title I Program.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The Clovis North High School and 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;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by 4th quarter SSC Meeting, 4th quarter ELAC Meeting. The Parent Involvement Policy will be a component of the Clovis North High Single Plan for Student Achievement (SPSA) that is approved annually by the

SSC and the Clovis USD Governing Board in January. The SSC has been approved to service as the school advisory committee (SAC).

This policy was adopted by the Clovis North High School on May 18, 2016 and will be in effect for the period of one school year. The school will distribute this policy to all parents and made available to the local school community as school opens. The Clovis North High 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. It will be available on our School Web Page as well as upon request.

CUSD Board Policy and Administrative Regulation #9203: Parent Involvement is attached and part of the School's SPSA.

[Signature] 5.18.16
SSC Parent Chair Person/Date

[Signature] 5/18-16
ELCA Parent Chair Person/Date

[Signature] 5/18/16
Principal/Date

[Signature] 5.18.16
GIS/RT/Date

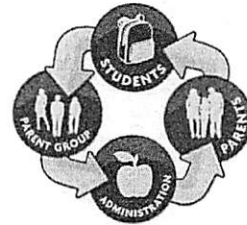
Other/Date

Adopted:
Revised:

“Children Are Our Most Precious Resource”



**Clovis North High School/Granite Ridge Intermediate
SCHOOL SITE COUNCIL BYLAWS
Clovis Unified School District
2015-2016 School Year**



**ARTICLE I
Name of Council**

The name of this council shall be the Clovis North High School/Granite Ridge Intermediate 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.

Clovis North High School/Granite Ridge Intermediate School in Clovis Unified School District (CUSD) has designated our School Site Council (SSC) established pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee (SAC). Clovis North High School/Granite Ridge Intermediate School receives various funding streams and Title I funds designates one member from the school SSC to serve as a voting member on the District Advisory Committee (DAC). Clovis North High School/Granite Ridge Intermediate SAC serves an advisory committee for the purpose of advising schools regarding categorical programs. These funds are supplemental educational opportunities provided to students who are disadvantaged and/or at risk, specifically English Learners, Foster Youth and Socioeconomically Disadvantaged students.

The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC. The DAC will be an active participant with the community and district office responsible for categorical programs in the planning, implementation, and evaluation of education services. It will be a direct means of communication and training for all School Site Councils (SSC) at district schools with State and/or Federal Education Programs. 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 12 members.

The needs and resources of the school improvement program benefit from a membership that includes a broad representation of parents/guardians, and staff, including all socioeconomic and ethnic groups represented in the school attendance area. Any eligible, interested party may be nominated. 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, parents/guardians of pupils attending the school selected by such parents/guardians, and pupils selected by pupils attending the school. The council shall be constituted to ensure

parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents/guardians and pupils. A "parent/guardian" is defined as having a student who attends the school. A "parent/guardian" cannot be employed by the school, but can be employed by the district or another site.

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

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

Section 2 - Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents/guardians or community members and one-half, or the nearest approximation thereof, of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the council's existence. After the first year of the council's existence, all terms shall be two years in length. At the first regular meeting of the council, a chance method shall be used to determine which members shall serve one-year terms. 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/guardian becomes employed by the Clovis North High School/Granite Ridge Intermediate School. 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 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% 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 (51%) 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.

[Signature] 5.18.16
SSC Parent/Guardian Chairperson/Date

[Signature] 5/12/16
Principal/Date

[Signature] 5.13.16
GIS/RT/Date

Other/Date

Adopted:
Revised:

“Children Are Our Most Precious Resource”



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.

Section 7- School Advisory Committee (SAC)

The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs. These educational programs are supplemental education opportunities provide to students who are disadvantage and/or at-risk.

Section 8- District Advisory Committee (DAC)

One member of the SSC will serve as a voting member of the DAC. The DAC representative of the School Site Council shall be nominated and elected annually by the SSC and shall serve for one year or until each successor has been elected.

**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 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.



Clovis Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2015-16 ANNUAL EVALUATION/MONITORING
PRESENTED IN THE 2016-17 SCHOOL YEAR REPORT (Quarter III & IV)

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's CARS process to annually prepare and review a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

FUNDING SOURCES

Local Control Funding Formula (LCFF): The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics. As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015.

CATEGORICAL FUNDING PROGRAM DESCRIPTION

1. **After School Safety and Education Funds (ASES):** This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for student, including; 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged):** A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds to provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. **Title I, Part C (Migrant Education Program):** A federal-funded program focused on providing services for migratory students and their families.
5. **Title I, Part D: Local Neglected and Delinquent Programs:** A funded program that serve students who are neglected, delinquent, or at-risk; including programs involving collaboration with locally operated correctional facilities.
6. **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.
7. **Title III (Language Instruction for English learners(ELs) and Immigrants):** A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and Immigrants and helping these students meet the same challenging State standards required of all other students.
8. **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.

SCHOOL:

Upon reviewing and monitoring your 2015-2016 Quarter III & IV Site’s SPSA with your staff, SSC and ELAC, please indicate the current status and evaluate the progress and effectiveness of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as they relate to each categorical area of funding received at your school as well as reviewing student progress and achievement using formative assessments administered throughout the school year. The document is to be reviewed with school staff and parent committees. Indicate:

A: Attained, I: Implemented, N/A: Not Applicable

SPSA GOALS & OBJECTIVES

Goals & Objectives	QIII	QIV
English Language Arts (ELA):	A	A
English Language Arts (ELA) Sub Groups:	A	A
Mathematics:	A	A
Mathematics Sub Groups:	A	A
Other:		

SUPPLEMENTAL FUNDING/PROGRAMS

Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	A	A
Provisions of materials, supplies and equipment	A	A
Professional Development delivered as identified in the SPSA	A	A
Budgets reviewed and revised with SSC as needed	A	A

Title III: Language for Limited English Proficient and Immigrant Students

Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	A	A
Provisions of materials, supplies and equipment	A	A
Professional Development delivered as identified in the SPSA	A	A
Budgets reviewed and revised with SSC as needed	A	A

TITLE I SCHOOLS ONLY

Title I Part A: Improving Academic Achievement

Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives		
Identification of student participants and significant sub-groups		
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA		
Alignment of highly qualified staff to positions identified in the SPSA		
Implementation of services and programs		
Provisions of materials, supplies and equipment		
Professional Development delivered as identified in the SPSA		
Budgets reviewed and revised with SSC as needed		

Title I Part A: Program Improvement (PI)		
PI Technical Assistance Plan completed		
Title I Set Asides for Professional Development as identified in SPSA		
Budgets reviewed and revised with SSC as needed		
Title I: Parent Involvement		
Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives		
Identification of student participants and significant sub-groups		
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA		
Alignment of highly qualified staff to positions identified in the SPSA		
Implementation of services and programs		
Provisions of materials, supplies and equipment		
Parent training and workshops as identified in the SPSA		
Budgets reviewed and revised with SSC as required		

BUDGET REPORTS

Attach the Following	✓
Site Year To Date Report for all funding streams	
SPSA Page 2 & 6	
Schoolwide SBAC Reports (ELA & Mathematics)	

NO PROGRESS


Please provide explanation for all areas of "No Progress"



Complete and review the Single Plan for Student Achievement Annual Evaluation/Monitoring Report (Quarter III & IV) with your SSC and ELAC. Obtain SSC and ELAC Chairperson and parent signature. ***Place in Categorical File: Section VII: SPSA Implementation, Bullet III. The document will become part of your 2016-2017 SPSA.***


Principal/Designee, October 12, 2016


SSC Chairperson/Parent, October 12, 2016


ELAC Chairperson, October 12, 2016

DUE DATE: November 1, 2016

