

CUSD Title III Improvement Plan Needs Assessment 2015.2016

Total Enrollment	41,888	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

The CUSD Strategic Plan (revised in Spring 2016) outlines the District's three AIMS: 1) Maximize Achievement for ALL Students, 2) Operate with Increasing Efficiency and Effectiveness and 3) Hire, Develop, Sustain and Value a High Quality Work Force.

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.

In the fall of each school year; every school site presents a Principal Grade Level Expectation (PGL E), which is a comprehensive data analysis to all staff members, various parents groups, district administrations and governing board. Each Title I Program Improvement site completed the Academic Performance Survey (APS) and the English Learner Subgroup Self-Assessment (ELSSA). The results and information collected are used to assist in creating the LEAP Addendum as well as the Title III Improvement Plan. This information and data are also used to create each site's School Plan for Student Achievement (SPSA), reflecting the areas of improvement and growth. Additional revisions were made in the Clovis USD LEA Plan to reflect current needs.

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.

Each CUSD School receiving categorical funds completed an Annual Evaluation and Monitoring Report of their School Program for the 2015-2016 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. As part of the cycle, annually, schools 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.

The primary purpose of the California Assessment of Student Performance and Progress, (CAASPP), is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. The provisions of AB 484 took effect on January 1, 2014. This calls for the transition to a system of assessments and assessment tools that cover the full breadth and depth of the curriculum and promote the teaching of the full curriculum. This transition will take several years to complete. The CAASPP system is based on the states new California State Standards (CA CCSS) for English–language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaced the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards. The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the California State Standards (CSS) for English language arts/literacy (ELA) and mathematics. As we enter into the second year of receiving data from the state, CUSD has been able to review 2 years of data to assist with the progress of student learning for all students including each significant student sub-group.

Various forms and types of assessment were used to measure goals and objectives. The results of the following assessments were used to monitor the attainment of objectives stated in the SPSA: the CUSD Interim Clovis Assessment of Language Arts, (ICAL) and Interim Clovis Assessment of Mathematics.(ICAM) in grades Trans-Kindergarten through Twelfth grade, California English Language Development Test (CELDT) and the Smarter Balanced Assessment Consortium (SBAC) utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the California State Standards (CSS) for English language arts/literacy (ELA) and mathematics.

Clovis Unified School District (CUSD) receives Title III funding from the federal government to help English Learners speak, read, and write in English and to achieve defined standards in reading and mathematics. School districts and other agencies that receive Title III funds are reviewed each year to see if they meet the three Annual Measurable Achievement Objectives (AMAOs) for their English learners as listed below:

- **AMAO #1: Progress in learning English**
- **AMAO #2: Progress in the percentage of students who become proficient in English**
- **AMAO #3: Academic targets in English Language Arts and Mathematics**

Schools must meet all three of the Federal AMAO Goals.

The data are used in the development of the SPSA and for program evaluation. The evaluation and its process allow schools to clearly articulate the process or “the how” that has established in assuring they are meeting the needs of all learners within their learning community.

Specific information and data will be analyzed and reviewed once it is received from the state during the summer. These data are then shared with each staff and the parent community. At the district level, data are shared with the Governing Board in an annual report as well as each department to inform professional development, personnel and funding streams. Additionally, student achievement is shared in a variety of ways and to a variety of school stakeholders to clearly outline student strengths and weaknesses. These data are used for planning purposes relative to program issues, materials and supplies, personnel intervention programs and funding priorities.

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	1,904
Number with Required Prior CELDT Scores	1,700
Percentage with Required Prior CELDT Scores	89.3%
Number in Cohort Meeting Annual Growth Target	1,144
Percentage Meeting AMAO 1	67.3%
2014-15 Target	62%
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	1,573
Number in Cohort Attaining the English Proficient Level	561
Percentage in Cohort Attaining the English Proficient Level	35.7%
2014-15 Target	25.4%

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 446

Percentage in Cohort Attaining the English Proficient Level 63.7%

2014-15 Target 52.8%

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 99%

Mathematics

Met Participation Rate for English Learner student group 99%

Graduation Rate 82%

Title III Placement

Year Year IV

Individual school reports are provided to each site. The site report contains the goal(s) written in the SPSA in collaboration with the School Site Council (SSC). Schools review all data points and expenditures to determine the SPSA Status relative to programs, funding, goals and student progress. This information is used to assist with the next SPSA as far as creating current goals that reflect student achievement, gaps and strengths, funding and personnel. These reports are reviewed with staff, SSC, English Language Advisory Committee, (ELAC), District Advisory Council (DAC) and District Migrant Education Committees.

The true cornerstone to CUSD's system for sustained improvement is "Clovis Assessment System for Sustained Improvement" (CLASSI) Accountability Model. In addition to schools completing a Mid-year and Annual Monitoring and Evaluation Report as it relates to their SPSA Goals, CUSD establishes its standardized and other achievement measures and standards in reading, language arts, and mathematics annually through the CLASSI Accountability Model. All students shall meet the same standard. The 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 (PSAA). 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, graduate and to pursue post-secondary education based on meeting, at least, the entrance requirements to the California State University system.

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 co-curricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution.

CUSD Continues to meet and exceed the AMAO Target 1 and 2. Recent data continues to indicate a positive trend of about 10% increase in the last 4 years. CUSD Failed to meet AMAO Target 3 in the percent meeting proficient or above in our English learner subgroup (ELA and mathematics). When reviewing reclassification rate; CUSD reclassified 230 students or 10% of our English learners during the 2015.2016 school year.

Instructional Program Design:

Strengths:

English Learners continue to receive appropriate support in the Structured English Immersion and English Language Mainstream programs where daily ELD instruction is provided by certificated teachers with appropriate EL authorization. The Department of Supplemental Services continues to support schools by providing guidance for appropriate program placement for English Learners. Students are placed in ELD classes by level of proficiency based on diagnostic ELD assessments, CELDT data and district benchmark assessments. English Learners at the secondary level also follow pathways to ensure access to the content. Primary language support is provided by Bilingual Instructional Aides of (BIAs) in schools with EL population. The development of instructional programs at the elementary level reflects a variety of structures specific to the needs of the students and community. Common practices across the district include deployment of ELD instruction, school-wide/grade level specific accelerated Language and ELD blocks. Through the district's accountability model, schools are required to monitor students' progress toward English Language proficiency using ELD and benchmark assessments from the adopted curricula. Schools continue to use additional resources and supplemental ELD curriculum including Avenues, Treasures, Inside, and Edge to ensure that EL students develop proficiency in English while learning the content. CUSD has recently adopted the Rigorous Curriculum Design (RCD) model and developed unit of studies aligned to the California State Standards and the California ELD Standards through the RCD process, teachers were able to unpack and prioritize the CCSS organize unit of studies, create engaging learning experiences, and differentiate instructions using specific strategies to support EL students at all levels of language proficiency. The units were carefully designed to align standards, curriculum and assessments. The implementation of the unit of studies in both ELA/ELD and Math allowed teachers to provide a rigorous curriculum to all students.

Weaknesses:

CUSD has implemented instructional programs to meet the needs of its English Learners. As a growing district, CUSD needs to ensure program consistency across all schools. Program placement for English Learners tends to vary from site to site which resulted in inadequate support and monitoring for English Learners. The district must be transparent about communicating expectations for program design and implementation. Accountability and program implementation need to be re-evaluated to create a systematic and articulated district wide ELD program. ELD instruction across the district continues to be inconsistent in terms of the time, materials and assessments. Designated and integrated ELD instructions also vary greatly from school to school and within grade levels. Instructional consistency is crucial and must be a priority to positively impact students' learning. The adopted ELD curricula and assessments are not commonly used by teachers to close the language gap of English Learners. The current Avenues and Treasures supplemental ELD materials do not align with the California State Standards and the new ELD standards. Therefore, considerations for additional resources will be critical as they become available. In addition, as the ELA and Math unit of studies are being implemented throughout the district, cycles of revisions and updates are necessary to ensure that instruction and assessments meet the rigor of the California State Standards and reflect the integration of both sets of standards as described in the new adopted ELA/ELD Framework. The

Curriculum and Instruction Department must continue its efforts to work closely with teachers and provide additional professional development focused on integrated and designated ELD instruction, online resources, materials and research-based strategies to enrich the units.

Implementation of Instructional Services and Methods :

Strengths:

CUSD continues to support schools to sustain the full implementation of the Response to Intervention (RTI) model. Schools across the district have established multi-layered intervention programs during the regular school year to support all students. A specific intervention designed to accelerate English Language Development was offered to English Learners during summer school. This particular program targeting EL students will continue to be part of the district's comprehensive summer school program. Directed instruction and mastery learning continues to be a focus across the district. CUSD continues to contract with educational consultants to work closely with some of our Title I schools to improve instructional programs. On-going trainings and coaching on effective practices for English Learners continue to be the focus at our Title I schools. The Professional Learning Community (PLC) initiative has been implemented and maintained throughout the district. CUSD teachers continue to work collaboratively to analyze data and make informed decisions about instruction. Through PLC and data team, grade levels use a structured process to plan differentiated instruction to meet the needs of all students. To ensure successful implementation of the CCSS, the Curriculum and Instruction Department hired additional Teachers on Special Assignment (TSA) for ELA/ELD and Math to provide further support to schools and teachers. Allocation of resources have been prioritize to enhance the district's English Language Arts and English Language Development programs. CUSD continues to communicate clear expectations about monitoring progress for ELA/ELD and math using common formative and summative assessments. CUSD has hired a team of transitional coordinators to support and address the social and emotional needs of At-Risk students across the district.

Weaknesses:

Although initiatives have been established to improve instructional practices in the classrooms, ELs and other subgroups continue to fail to meet the AMAO 3 target in ELA and Math. As more Title I schools entered PI status, allocating resources and providing support to those schools will be critical. Program coherence continues to be a challenge for CUSD. The lack of a systematic approach in the district promoted the development of Long Term English Learners. The district needs to consider research-based models that build instructional consistency and teacher effectiveness. The new ELA/ELD Framework clearly articulates a comprehensive ELD program to integrate both ELA and ELD standards where integrated and designated ELD instruction are provided to English Learners by all teachers. Therefore, a strategic plan to provide trainings about integrated and designated ELD instruction for all teachers is a critical priority. Methods and instructional services for English Learners needs to be re-evaluated to reflect the effective components of a comprehensive approach as described in the new ELA/ELD Framework. Additionally, trainings about developing effective clear content and language objectives must be made available to all teachers

Professional Development:

Strengths:

The implementation of the PLC initiative provided teachers and site leaders the trainings and tools to establish collaboration across grade levels and schools. The recent Data Team trainings enhanced our collaborative culture and provided specific structures for teachers to be highly effective during their PLC meetings. By using data to drive instructions, teachers were able to target and focus instruction to meet the specific needs of all students. The department of Special Projects continues to provide instructional strategy trainings to all the paraprofessionals who work directly with our EL students. Site-based professional development continues to be an emphasis in CUSD. Using the annual need assessment survey, site leaders continue to develop relevant and meaningful trainings for teachers during professional development days. The Teachers on Special Assignment (TSA) from Curriculum and Instruction continue to support Title I schools and English Learners in areas of needs. New teachers in primary grades continue to receive on-going Early Literacy trainings to improve literacy instruction. All new teachers continue to get professional development through the Beginning Teacher Support Assessment (BTSA) program. Additionally, Balanced Math trainings were offered to teachers across the district to establish instructional consistency in mathematics. Furthermore, support and trainings were provided to teachers regarding the new adopted math textbooks. Professional development in math have included online resources, effective strategies to support conceptual understanding and alignment of assessments to the Smarter-Balanced Item Specifications. Secondary ELD teachers also received trainings regarding the new ELD standards and the ELA/ELD framework. Title I schools continue to work with outside consultants to provide trainings and in class coaching to teachers to improve instructional practices for English Learners. To lead the implementation of the Common Core Standards and the new ELD standards, leadership trainings were scheduled for district and site administrators throughout the year.

Weaknesses:

CUSD has to re-evaluate and prioritize professional development to provide adequate support for teachers and schools throughout the district. The new adopted ELA/ELD framework calls for the need to provide trainings specific to integrated and designated ELD instruction for all teachers. Additional trainings about the new ELD standards have to be expanded to all teachers in the district. CUSD needs to continue to build capacity by providing professional development focused on instructional strategies to accelerate language learning. On-going trainings and coaching at Title I schools need to be sustained to ensure instructional consistency across grade levels. Successful implementation of the CSS and new ELD standards will require the district to reconsider traditional professional development to include online learning modules. Venues to access a variety of professional development for administrators, teachers and paraprofessionals should be considered. Technology training is another area of need in the district. Teachers must be made aware of the district's technology standards to adequately prepare students for success. The district needs to develop plans for further professional development to support Teachers as they implement the ELA and math unit of studies. Additional trainings regarding appropriate resources and assessments are critical for successful implementation for both ELA and Math units. To maintain an effective

collaborative culture across the district, Data Team trainings must include new teachers and administrators. Additional support and trainings for secondary teachers of English Learners are also necessary to build coherence, effective common practice of ELD strategies, and consistent use of ELD materials and assessments.

Parent and Community Participation

Strengths:

CUSD continues to encourage parent and community participation in schools. The district uses a variety of methods to encourage and increase parent involvement. There are parent committees at the district level that seeks parent input regarding strategies and involvement. These parent committees includes; ELAC, District Migrant, DAC. ELAC, Indian Education Committee. School sites continue to creatively find ways to engage parents and the community through site-based events and meetings. At the district and school level, parents are actively involved in learning about strategies used in the classroom as well as school programs and services. The district's transitional coordinator team supports and works directly with parents to foster a positive partnership and promote academic achievement for all students. CUSD also utilizes technology to effectively engage and communicate with parents and the community at large. Schools are using Peachjar.com to send flyers, newsletters and event notices electronically to parents through their emails. School websites have links where parents can find information sent to them through Peachjar.com. The district, its departments, the schools and teachers' websites have been active and updated to give parents current information. Parents have access to their child's profile and grades through a secured account in Parent-Connect. The use of the automated telephone system, Blackboard, allows schools and district to call all the parents when necessary. In addition, the district continues to provide translations of documents and information in Hmong and Spanish to parents of English Learners.

Weaknesses:

Although schools throughout the district are making efforts to engage all parents, they struggle to get equal participation from the diverse community. School related events and activities have to become much more interactive, relevant and reflect the needs of the community. To promote greater participation from parents, schools need to continue their effort to establish a welcoming culture that embraces the diversity of their community. At the site level, consideration to hire a more diverse staff will help to increase parent participation. Not all parents have full access to technology, therefore engaging all parents remains a challenge in the district. Information on most schools and teacher websites are in English and do not provide equal access for parents of English Learners. The translation and interpretation services commonly used in the district are limited to Hmong and Spanish speaking parents. The district is highly diverse and the translation services must expand to include other languages. Increasing parent involvement at the district level can be achieved by considering district wide events or educational conferences to foster a positive partnership.

Parental Notification:

Strengths:

The district makes every effort to include parents as an integral part of their children's educational process. Both at the school and district level, parents are receiving information regarding a variety of topics not limited to notification of EL program placement options, English language proficiency level and progress, CELDT assessments, reclassification process, graduation requirements and Title III Accountability reports. The department of Supplemental Services provides guidance for schools to ensure that pertinent information are sent to parents within the state mandated timeline. The Annual Parent Notification letter of program placement and CELDT results for English Learners are mailed to parents 30 days after school begins or within two weeks of placement during the school year. The parent notification letter is available in both Hmong and Spanish. Automated calls, emails, written notices and personal phone calls are commonly used by schools and the district to invite parents to attend a variety of events or meetings.

Weaknesses:

As the district grows and becomes more diverse, providing oral and written translation services to reach all parents remains a challenge. It is necessary for the district to provide a wide range of translation services to reflect the needs of our diverse community. The parent notification letter should be available in other languages and not be limited to Hmong and Spanish. The district needs to consider using technology tools that can provide information in multiple languages to reach all parents.

Services for Immigrant Students

Strengths:

Improving academic achievement for all students has been a priority in CUSD. Teachers continue to engage in collaborative PLC meetings where they focus on data analysis and make appropriate instructional decisions to meet the needs of all learners including immigrant students. Using the Response to Intervention (RTI) model, teachers carefully monitor students' progress and provide multiple layers of intervention to immigrant students. At-risk students including immigrant students are identified, monitored and provided the following intervention programs across the district: differentiated instruction with small group or one on one in the classroom, targeted instruction by grade level deployment based on proficiency level, after school intervention program, and opportunities to participate in summer school sessions.

Weaknesses:

Close monitoring of the RTI model is needed to ensure that Immigrant students receive appropriate support and interventions across the district. Identified immigrant students make up a small portion of the district's total enrollment. Priority in intervention programs must include Immigrant students. Since the number of immigrant students at each site varies greatly, schools must have a system in place to quickly identify them to ensure that appropriate support services and additional instructional opportunities are provided to them in a timely manner.