

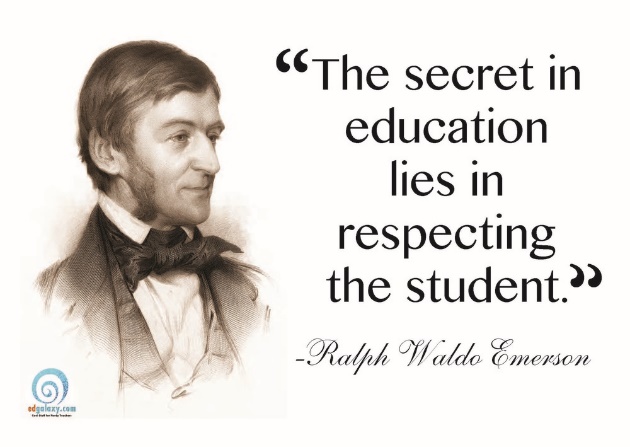
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# 2017-2018 CUSD

**SCHOOL SITE COUNCIL**

**&**

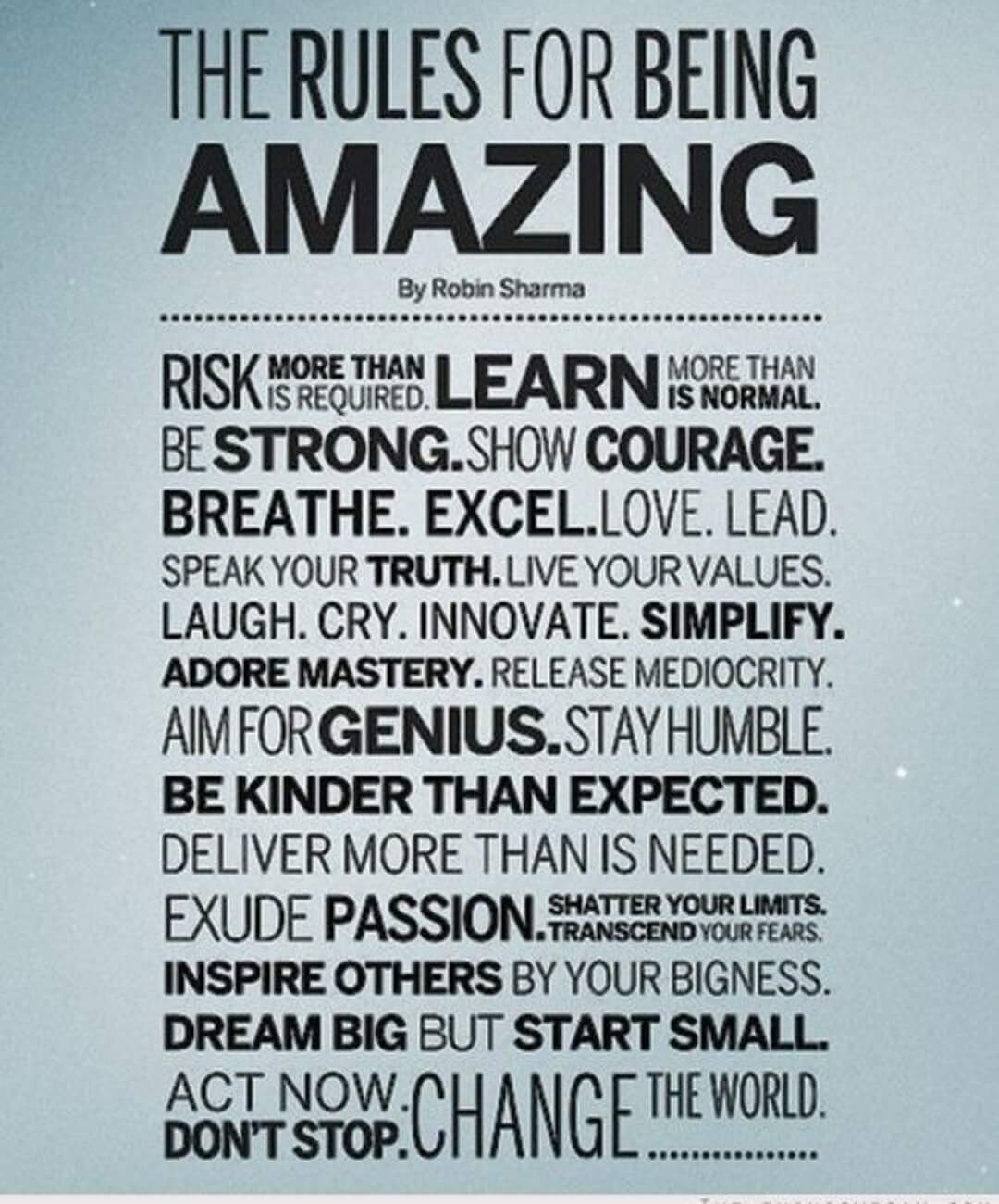
**ENGLISH LEARNER PARENT & COMMUNITY HANDBOOK**

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***“Improving Student Achievement for ALL Clovis******Kids”***

*Clovis Unified School District Department of Supplemental Services*

*July 2017*



**OUR VISION**

**CUSD strives to be America’s benchmark**

**for excellence in education.**

#### OUR MISSION

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

mind, body and spirit.

**OUR AIMS**

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

**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

♦

Respect

♦

Responsibility

♦

Fairness

♦

Caring

♦

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

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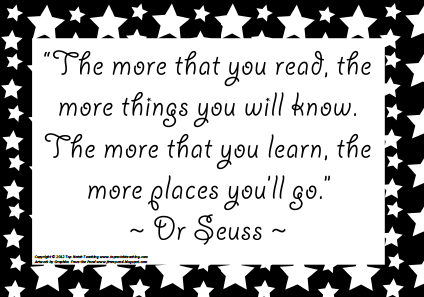
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**Overview**

**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 42,000 students.

|  |  |  |  |
| --- | --- | --- | --- |
| **CUSD Student Demographics** | | | |
|  | | | |
| **Total Enrollment** | 42,767 | **American Indian or Alaskan Indian** | 1% |
| **Asian** | 14% | **Filipino** | 2% |
| **Pacific Islander** | 1% | **Hispanic/Latino** | 36% |
| **African American** | 3% | **White** | 43% |
| **English Learners** | 6% | **GATE** | 3% |
| **Socio Economic Disadvantaged** | 42% | **Special Education** | 7% |
| **Females** | 49% | **Males** | 51% |
| **Native American Indian** | 1% | **Migrant** | 1% |
| **Title I Schools** | 16 | **Languages Served** | 38 |

*2015-2016 CBEDs, Updated in October 2017*

##### SCHOOL SITE COUNCIL (SSC) INFORMATION

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 hart 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.

BD21315_

The SSC is charged with the task of developing and approaching 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, though 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.

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**School Site Council Functions**

The SSC is charged with the task of developing and reviewing the 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, 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.

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.

One of the principle tenets of these programs is 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 assist with the school’s path for improvement.

**District Advisory Council Functions**

The CUSD District Advisory Council (DAC) for Compensatory Education Program is a district-level advisory group comprised of parents, site staff, and community leaders who consult with the Board of Education and district staff on behalf of Compensatory Education participants.  The School Advisory Council (SAC) is an advisory committee for the purpose of advising schools regarding compensatory education programs. The DAC is to be elected by parents of pupils in the district who are participating in the Compensatory Education program.  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).

DAC representatives are liaisons for their school who are committed to attend DAC meetings regularly, provide information and input to discussions and decisions, and share information regularly with their SSCs ensuring two-way communication and information. SSCs designates one member to serve as a voting member on DAC. DAC 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 and revision of a plan that will make a meaningful difference in the lives of our students. Once again, CUSD will hold a number of community forums to gather information and members may report any their concerns.



**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 annual Language Census for the school. Members serve for two years.

**District English Learner Advisory Committee (DELAC)**

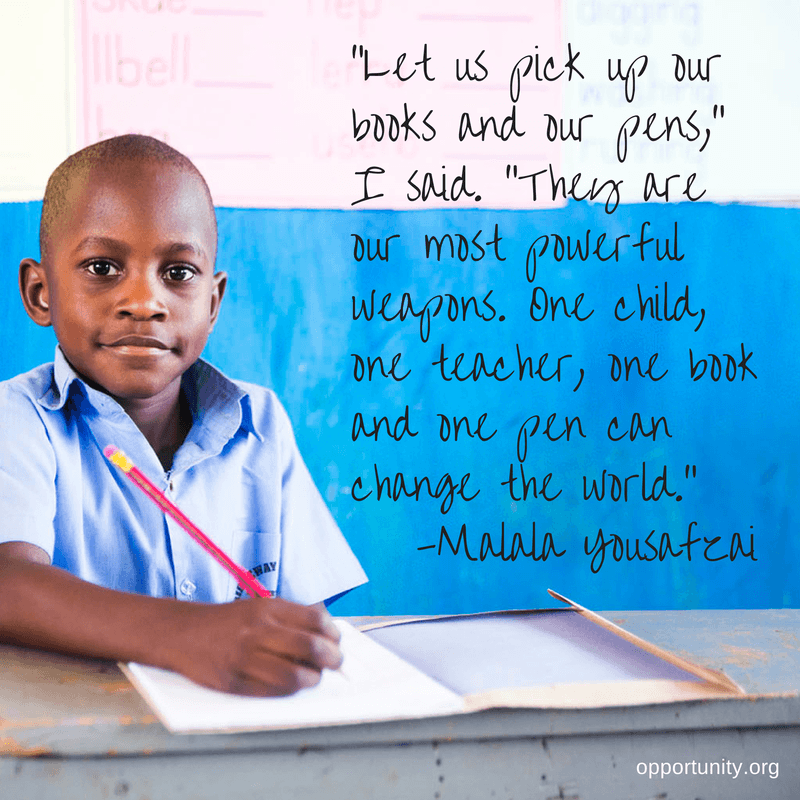
Whenever there are 51 or more English Learners pupils in the District, there shall be a functioning DELAC or subcommittee of an existing District committee that has had the opportunity to advise the Governing Board on topics such as the Master Plan, conducts an annual Needs Assessment by school and DELAC, 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.

###### “School Site Councils: Their Composition, Role, and Responsibilities”

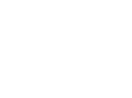
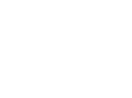
##### Authorization for School Site Councils (SSC)

* + Clovis Unified School District Policy, Administrative Regulation, And Exhibit #7503
  + School Site Council Bylaw

##### Specific California Education Code Requirements for School Site Councils

**52852. School Site Council: Composition.** A SSC shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representative of: teachers at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

##### Elementary School Secondary School



Principal

Principal

Three teachers

Five parents/ community members

Four teachers

Three parents or community members

Three students

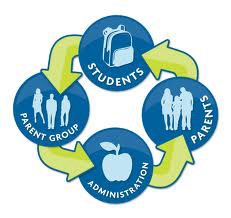
One other school representative

One other school representative

At the elementary level council shall be constituted to ensure parity (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom, teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall compromise the majority of persons represented under category (a).

Existing school wide advisory groups or school support groups may be utilized as the SSC if those groups conform of this selection.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent’s or guardian’s employment, is not disqualified by virtue of this employment from serving as a parent representative on the SSC established for the school that his or her child ward attends.



1. **Duties of the Governing Board.** The governing board of each school district shall:
   1. Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.
   2. Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Selection 52853, a School Site Council as described in Section 52852 is established at the school site. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and in secondary schools, pupils have an opportunity to meet in public to establish the council.
   3. Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to non-participating schools.

##### Development and Content of School Plan

1. The School Site Council shall develop a school plan School Plan for Student Achievement (SPSA) which shall include all of the following:
   1. Curricula, instructions strategies, and materials responsive to the individual needs and learning styles of each pupil.
   2. Instructional and auxiliary services to meet the special needs of non- English- speaking or limited- English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
   3. A staff developed program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.
   4. Ongoing evaluation of the educational program of the school.
   5. Other activities and objectives as established by the council.
   6. The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, 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 improving America’s School Act of 1994 (IASA) (20 United States Code 6301 et. sec.), and its amendments. If the school operates a state- approved school wide program pursuant to 6314 of Title 20 of the USC in a manner consistent with the expenditures of funds available to the school pursuant to

52851, employees of the school wide program may be deemed funded by a single cost objective.

a) The School Site Council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

**Plan Approval.** The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the School Site Council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended, and approved or disapproved in the same manner.

##### Responsibilities of the School Site Council & Legislative Requirements

1. Develop and approve the school plan (a comprehensive program plan designed to

improve the effectiveness of the school program). (Education Code 52034, 52855, 54722)

CCR Title 5, 3930… Each school receiving consolidated application funds as defined in 3900 (b), (c), (d), (h), and (i) shall develop a comprehensive program plan for students who will receive additional services from these funds. Each plan shall be based on assessment of school capability to meet the educational needs of each pupil, 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.

1. Annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities. (Education Code 52021, 52853, 54726)
2. Recommended the approval of the school plan as revised to the District Governing Board. If the school plan is not approved by the Board, specific reasons for that action shall be developed, recommended, and approved or disapproved in the same manner. (Education Code 52034, 52855, 54722)

##### Other Responsibilities

* 1. Meet on regular basis to become informed, share information, discuss needs and

successes, and plan program improvements.

* 1. Participate in the monitoring and evaluation of the school plan programs.

Participate as necessary in Federal Program Monitoring (FPM)

* 1. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
  2. Plan and approve one-time site expenditures allocated in the annual state budget.



##### Laws, Regulations, and Policies that Apply to All Schools and Committees

* The **State Legislature and Governor** establishes laws that govern the operations of all school districts in California. These laws are contained

in the Education Code.

* The **State Board of Education** set s forth the policies and procedures for all school districts in California. These appear in Title 5 of the California Code of Regulations.
* The **School Board** sets the policies of the district.
* The **district and school administration** make the decisions which are consistent with Board policies regarding the operation of the schools and the implementation of the educational programs.
* All **contractual agreements** with employee groups must be followed.
* Each SSC should have a set of **bylaws** that guide SSC operations.

##### Characteristics of Effective School Site Councils

* + Recognizes its responsibilities and carries them out in an efficient manner.
  + Has a diverse composition.
  + Communicates with the broader school community.
  + Has a clear understanding of its purpose and goals.
  + Makes progress toward its goals with a maximum of efficiency and a minimum of wasted effort.
  + Is able to look ahead and plan ahead.
  + Has achieved a high degree of inter-communication.
  + Is able to initiate and carry on effective problem solving.
  + Is objective about its own functioning; can face its problem and make modifications as needed.
  + Maintains a good balance with rational behavior.
  + Strikes an appropriate balance between group productivity and the satisfaction of individual needs.
  + Provides for sharing of leadership responsibilities by group members.
  + Provides an atmosphere in which members freely express their feelings and points of view.
  + Has a high degree of cohesiveness or solidarity but not to the point of stifling individuality.
  + Makes intelligent use of diverse/ different abilities of its members.
  + Faces reality and sticks to issues that are vital to its members.
  + Is not dominated by its leader or by any of its members.
  + Recognizes that the end result is often the result of available means.
  + Recognizes the values and limitations of democratic methods.

##### The Purpose of School Site Council Meetings

* To carry out the legislative requirements of an SSC.
* To discuss issues and programs and make decisions.
* To improve communication.
* To develop leadership.
* To develop the School Site Plan and set goals.
* To share information and educate the group.
* To improve overall organizational productivity and effectiveness.
* To become more informed about categorical programs.

##### Operating the School Site Council (Bylaws)

Each SSC should define for itself in writing the way it will be organized and the rules under which it will conduct business. The most common method of doing this is by drawing up a set of **bylaws**. These rules relating to the way in which the members will act will vary depending upon local circumstances, but it is likely that when an SSC is formed the members will need to make decisions regarding each of the main areas outlined below.



* Name of Council
* Role of Council
* Membership of the SSC
* Officers of the SSC
* Committees of the SSC
* Meetings of the SSC

These decisions would be developed into a written set of bylaws by which the SSC would operate. The original bylaws should be approved by the majority of the SSC providing there is a quorum present. For on-going SSC’s, the bylaws should be periodically reviewed in order to ensure that all sections remain applicable. Revisions to the bylaws may be made when the need arises. All revisions should be approved by the majority of the SSC providing there is a quorum present. A copy of the SSC’s bylaws should be included in the school Site Plan and be on file at the school for public review.

SPSAs are developed, written, reviewed and approved annually by the School Site Council. 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 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.

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.

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

##### SSC Failure to Obtain a Quorum At Your Meeting

Follow all procedures for informing your community of upcoming SSC/ELAC Meeting

❖Open meeting and establish a quorum, reflect in minutes

❖If quorum is establish, continue the meeting

❖If no quorum, state “no quorum” and reflect in the minutes

❖With no quorum, you may continue the meeting for “information” only. No agenda items may be approved (budget, purchases, expenditures, SPSA, etc.)

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwieqqyY37bKAhVW42MKHUrpBD0QjRwIBw&url=http://certificationmap.com/education-quotes/&psig=AFQjCNHYoXYIU_TlUBnKjyhH-y3bWWFSlA&ust=1453322676056159)❖Open discussion on an additional meeting date, time and place and reflect in minutes

❖Discuss way to increase attendance and reflect in the minutes

❖Follow all procedures for informing your community of upcoming SSC/ELAC 2nd/Make- up Meeting

❖Open meeting establish a quorum

❖If quorum is establish, continue the meeting

❖If no quorum, state “no quorum” for 2nd meeting and reflect in minutes

❖You may make personal phone contacts or meet with members at another time

❖Obtain signatures on sign in sheets and provide all meeting documents

❖State in minutes, agenda items will be discussed at the next quarter’s meeting

##### Decision Making Guidelines

1. Decisions must be legal.
2. Decisions must be compliant with the laws and regulations for each categorical program.
3. Decisions must follow District Board Policy.
4. Decisions must be within the budget.
5. Decisions must be ethical.

##### Sample Agendas

To assist the SSC in meeting all legislative requirements, the Department of Supplemental Services has developed sample SSC meeting agendas to be used for the orientation meeting and one for each of the quarter meetings. These are in the *Categorical Handbook for School Site Council and English Learner Advisory Committee Procedures* and emailed to the site on an annual basis*. These agendas have also been translated into Spanish and Hmong to better serve our community.* Items may be added to these agendas to personalize them to the school site. It is recommended that items not be deleted from these agendas.

##### The Role of the School Site Council Chairperson

1. Is elected by a majority (more than half of the members) to serve as the leader of the group
2. Presides over all SSC meetings
3. Assures the agenda is prepared. Assists in preparing the agenda
4. Leads orderly discussions that offer each member a chance to speak for or against a motion
5. Encourages members to participate in meetings and activities of the SSC
6. Makes sure a set of bylaws exist and are being used
7. Signs the SPSA assuring that the SSC have been involved in planning.
8. May make suggest motions
9. Enters into discussions to help clarify or summarize
10. Delegates tasks to other SSC members
11. Have readily available key documents of the SPSA
12. Begins and ends meetings on time
13. Schedules additional meetings, if necessary
14. Sets the climate of the meetings as accepting, non-judgmental

##### The Role of the Principal with the School Site Council

1. Works closely with the SSC chairperson to plan SSC meetings and activities
2. Serves as a primary resource to the SSC
3. Interprets state, district, and school policies/ regulations
4. Informs the SSC about all school programs and parent groups and encourages parent participation
5. Is a voting and participating member of the SSC
6. Provides leadership for the SPSA revisions and budget development
7. Provides leadership for the implementation of the SPSA programs
8. Assists the SSC in establishing an environment that encourages participation
9. Provides training for the SSC to work effectively
10. Arranges for a meeting room and other logistical needs
11. Maintains a responsibility for instructional leadership and operation of the school

##### A School Site Council (SSC) is Not:

* A school management committee
* A political organization
* A grievance committee
* A personnel committee
* A fund raising organization
* An extension of the SART Committee or Parent Club
* A social group

##### Special Skills and Information Needed for SSC Members

* Knowing your local school: SSC members should review a profile of the school population, applicable board policies and procedures, the school’s curriculum and instructional programs, specially-funded school programs, and the school’s communication network.
* Understanding objectives and how and why they are written.
* Understanding how and why the SPSA is developed, organized, and implemented.
* Understanding how the budget plan is developed.
* Understanding how to conduct a needs assessment. Understanding the various kinds of assessment data and the various student achievement tests used in the various categorical programs.
* Understanding the school structure and how the school is organized. Understanding the communication system at the school.



##### “Children Are Our Most Precious Resource”

**PROCEDURES FOR CONDUCTING**

**ENGLISH LEARNER ADVISORY COMMITTEE MEETINGS (ELAC)**

**OVERVIEW**

This section describes the procedures to follow in conducting your ELAC meetings.

**I. COMMUNICATION OF ELAC MEETINGS**

**A. Regular Quarterly Meetings**

**All parents and Staff,** not just the ELAC members, are to be informed regarding when ELAC meetings will be held. This can be best done by listing the ELAC date, time, and place on your school’s weekly and/or monthly calendar. SB 355 requires you **to post** the ELAC meeting announcement and agenda at least 72 hours prior to the meeting. It is suggested that an ELAC meeting flyer including date, time, and place of the ELAC meeting and the ELAC agenda be posted in the main office or where you post similar notifications at least one week prior to your scheduled ELAC meeting. You will find sample documents on the following pages.

**B. SB 355 Requirements**

1. ELAC meetings shall be open to the public.

2. An ELAC meeting notice (flyer) and agenda of items to be discussed

Shall be publicly posted at least 72 hours prior to each meeting.

3. Any materials provided to the ELAC shall not be made available to the

Public pursuant to the California Public Records Act.

4. The ELAC may not act upon items **not** on the **posted** agenda; if it does,

It shall be required to **reconsider** the matter at its next meeting, after allowing for public input on the issue.

5. A public input session shall be allowed at each ELAC meeting.

**II. MEETING SCHEDULE**

Currently, all CUSD schools hold four (4) quarterly ELAC meetings.

**A. When to hold ELAC Meetings**

* + First Quarter Meeting During the First Quarter
  + Second Quarter Meeting During the Second Quarter
  + Third Quarter Meeting During the Third Quarter
  + Fourth Quarter Meeting During the Fourth Quarter

**It is best to schedule the quarterly meetings towards the end of the quarter.**

**B. Meeting Dates Form**

Please use the *English Learner Advisory Committee Meeting Dates Form* to report your scheduled ELAC meetings. Make a copy of form and complete the requested information.

Submit the *English Learner Advisory Committee Meeting Dates Form* to the Department of Supplemental Services with the ELAC items from the first quarter meeting.

**III. ELAC MEETING AGENDAS**

Agendas have been prepared for you to use to conduct your ELAC meetings. Four agendas are included: one for each quarterly meeting. This handbook actually contains two agendas for **each** meeting. The first one is to be used for the meeting. The second one is for school use only. The information in bold discusses what to do and/or explain for each item on the agenda.

You must cover **all** items on the agendas. **You may add items, but may not delete items.** All items must be covered during the quarter specified on the agenda. Remember, according to SB 355 the ELAC may **not**  act upon items **not** on the **posted** agenda; if it does; it shall be required to reconsider the matter at its next meeting, after allowing for public input on the issue.

The agendas have been discussed to cover the ELAC legal requirements:

* Hold elections 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 ELAC.
* Provide all members with materials and training appropriate to assist the members in carrying out their legal responsibilities.
* Has an opportunity to elect at least one member to the DELAC.
* Has an opportunity to advise the principal and staff on: (a) the development of a detailed plan for English Learners submitted to the Governing Board, (b) the development of their schools needs assessment, (c) the administration of the schools language census, and (d) efforts to make parents aware of their importance of regular school attendance.

It is recommended that *Robert’s Rule of Order* be used when conducting ELAC Meetings. The simplified rules are in the *SSC and ELAC Training Guide*. ELAC agendas have been translated into Spanish and Hmong. The translated agendas are available through the Department of Supplemental Services and also available on Docu Share.

**IV. ELAC ITEMS TO BE SUBMITTED TO THE DEPARTMENT OF SUPPLEMENTAL SERVICES**

**A. What to submit**

1. After each ELAC meeting submit the following to the Department of Supplemental Services:

* ELAC meeting agenda and announcement flyer
* ELAC meeting sign-in sheet
* ELAC meeting minutes: The ELAC minutes must be a **detailed** account of the business that was conducted at the meeting. All motions, seconds, and approvals must be clearly stated including the names of the individuals making the motions, seconds, and approvals. Input from the ELAC must be described. (Sample documents may be found on the following pages.)

2. Your minutes serve as the legal verification of your meeting, please have the person writing the minutes sign them, unsigned minutes will be returned for signature.

**B. How to submit the ELAC Items**

Submit your meeting items as a stapled set (agenda, announcement flyer, sign-in sheet, and minutes). All four items must be submitted.

**C. Due Dates**

1. First Quarter Meeting: the first Friday after the end of the first quarter.

2. Second Quarter Meeting: the first Friday after the end of the second quarter.

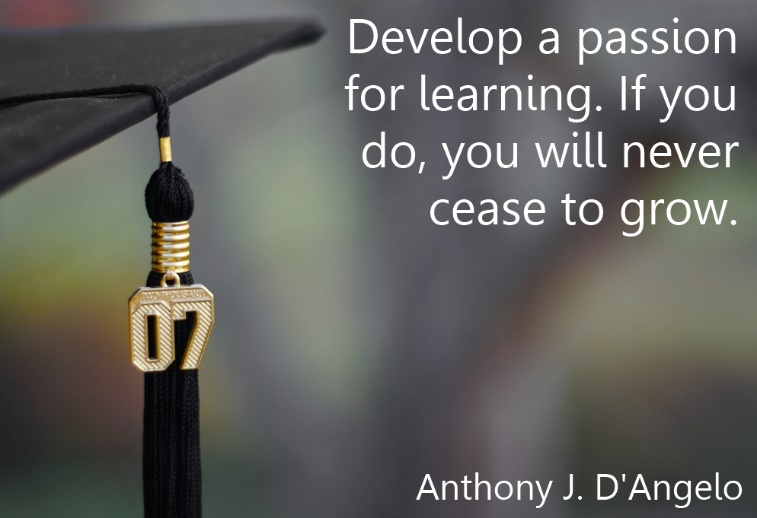
3. Third Quarter Meeting: the first Friday after the end of the third quarter.

4. Fourth Quarter Meeting: the first Friday after the end of the fourth quarter.

**V. AGENDAS/FORMS**

All agendas and forms are available through Supplemental Services. You should transfer the ELAC forms to your computer or may be found on Docu Share.

If you have any questions about conducting your ELAC Meeting, please call the Department of Supplemental Services for assistance.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiDnNaD7evNAhVP42MKHQ28AqsQjRwIBw&url=http://quotesgram.com/educational-quotes-for-students/&psig=AFQjCNGES_aX95uSC-P-ScE8nTs4hSRfnw&ust=1468341042148364)

CUSD CATEGORICAL FUNDING PROGRAM INFORMATION

For the 2017-2018 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)**

**Local Control Accountability Plan Public Forums (LCAP)**

We encourage all parents and guardians to become involved with their child’s education, at the classroom level, the school-wide level as well as the district level. Each school’s 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/supplemental>services.

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/supplementalservices.

**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.

**District Indian Education Parent Advisory Committee (IPAC):** The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades 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.

**Local Control Accountability Plan (LCAP) Forums**: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District’s LCAP’s funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD’s current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

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

**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.

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 assistingschool 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/supplementalservices.



**2017-2018 CUSD 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 & Secondary | X | X | X |
| Copper Hills Elementary |  | X | X |
| Cox Elementary | X | X | X |
| Dry Creek Elementary |  | X | X |
| Fancher Creek Elementary | X | X | X |
| Ft 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 |
| Mt View Elementary | X | X | X |
| Nelson Elementary | X | X | X |
| Oraze Elementary |  | 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 |
| Temp 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 Schools | X | X | X |
| Community Day Secondary School | X | X | X |

## 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](http://www2.ed.gov/programs/innovation/index.html) and [Promise Neighborhoods](http://www2.ed.gov/programs/promiseneighborhoods/index.html)
* Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](http://www.ed.gov/early-learning).
* 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.

**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.

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCOnJq4aqxccCFcqXiAodn08Kow&url=http://www.coolnsmart.com/competition_quotes/&ei=VvLcVenGKMqvogSfn6mYCg&psig=AFQjCNHF8FLDLvPddGUhdMwfJtJdSEWr2Q&ust=)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.

***(Right Side) A presentation by the CUSD Transitional Counseling Team for students in grades 5-12 funded through LCAP Funds. The team provided an update and status of the districtwide program at our 2017 Winter CUSD LCAP Community Forum.***



***(Pictured Left) 2017 CUSD Winter LCAP Parent Forum where over 250 community members attended to provide input and reflections on current programs and future needs.***

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.

**❖Pupil Achievement ❖Pupil Engagement**

**❖Other Pupil Outcomes ❖School Climate**

**❖Parental Involvement ❖Course Access**

**❖Basic Services ❖Implementation of State Standards**

CUSD develops an LCAP that will better align the academic plan with the district expenditure plan that is approved by our Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums.

LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District’s LCAP’s funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD’s current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

**“If you think you can, you can.**

**If you think you will, you will.**

**You can be the difference”**

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwi4qOaBh-zNAhVPyGMKHbRhDMcQjRwIBw&url=http://educationandcareerpath.blogspot.com/2015/09/quotes-on-education.html&psig=AFQjCNHWuQP2_ibStY1_oKEGmPxdp_hosA&ust=1468348059232145)

**California State Standards (CCSS)**

The new CCSS for ELA and mathematics replace the 1997 academic standards. The 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. This is different from a curriculum, which tells educators how to teach the standards. Each district and school has the flexibility to choose its own curriculum in order to meet the goals of the standards. However, the state has adopted lists of recommended curriculum materials for grades K-8 in [math](http://www.cde.ca.gov/ci/ma/im/index.asp) and [English language arts](http://www.cde.ca.gov/ci/rl/im/) and has adopted “[frameworks](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp)” – which are like blueprints – that explain how to teach them. Although Common Core standards are not federally mandated, states were encouraged to adopt them by the U. S. Department of Education under the No Child Left Behind law. Under the new [Every Student Succeeds Act](https://edsource.org/terms/every-student-succeeds-act-essa), known as ESSA, states are required to adopt rigorous standards, but they can decide what they are. States must also test students on them, but the old focus solely on test scores to rank or punish schools are gone and replaced by new accountability systems that look at other factors, including access to college prep courses, suspension and expulsion rates, graduation rates and the school’s climate – or how students and parents feel about the school.

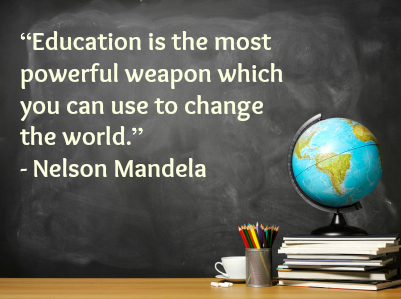
Since 2010, a number of states, including California, have adopted the CCSS for ELA and mathematics. The CCSS are important because they help ensure that all students, no matter where they live, will graduate from high school prepared for college and work. Having clearly defined learning objectives helps parents or guardians and teachers work together to make sure their students succeed. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace. [Common Core standards](https://edsource.org/common-core-explained) in math and English language arts replaced California’s previous state standards, on which students were assessed using the former STAR tests. The new standards are considered more rigorous and require students to think critically and solve problems, so they can be prepared for college and 21st century careers. They are assessed with computer-based [Smarter Balanced tests](https://edsource.org/terms/smarter-balanced) in grades 3-8 and 11.

[](http://www.google.com/url?sa=i&rct=j&q=education+graphics&source=images&cd=&cad=rja&uact=8&docid=rmhL3Eafl581tM&tbnid=2SmKrGy66IjWtM:&ved=0CAUQjRw&url=http://stockfresh.com/gallery/marish&ei=3Ha9U-2iFYKhogSeloGoAg&bvm=bv.70138588,d.cGU&psig=AFQjCNHwnH2tcjQT5Q40KGbzfkLrswlbuA&ust=1405012058365307)One of the big changes in the English language arts standards is that students are required to read more nonfiction texts and to analyze and compare them. Students must be able to state a position and back it up with specifics.  The new standards also stress literacy across all subject-areas, emphasizing reading, writing and speaking.  And because California has so many English learners, this state has added [English Language Development standards](http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp) that require teachers of every subject to stress academic vocabulary so English learners will become fluent more quickly.

The [math standards](http://www.corestandards.org/Math/) include *mathematical practices*, which are tools and skills students use to solve problems, such as perseverance. They also include *content standards* such as addition, subtraction, multiplication and algebra. The mathematical practices are the same at every grade level, but they build on each other. One of these is to persevere, even if the problem is so challenging that a student might be tempted to just give up. The new standards emphasize the idea that struggle is productive and that there can be many ways to solve a problem.

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 CCSS for ELA and mathematics.

**Student Achievement & 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.

**English Learner Program & Progress Monitoring**

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 and Curriculum, Instruction and Assessment continues to support schools by providing guidance for appropriate program placement for English Learners. Student 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 BIA’s 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 student and community. Common practices across the district include deployment of ELD instruction, school-wide/grade level specific accelerated Language and ELD blocks. Through the districts 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 Benchmark, Collections, 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, teacher 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.

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 Supplemental Services 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 ELs in areas of need.  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 District Induction Program.  Furthermore, support and trainings were provided to teachers regarding the new adopted language arts 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.

Improving academic achievement for all students continues to be a priority in CUSD. Teachers and administrators 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 Multiple Tiered Support System (MTSS) or a Response to Intervention (RTI) model, teachers carefully monitor students’ progress and provide multiple layers of intervention to immigrant and English Learner 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 designed for language acceleration, intervention, credit recovery and Independent study.

Elementary English Learner Council, the purpose of this council is to assess the elementary school sites’ structure and implementation of services to English Learners. The council is comprised of principals, teachers, district administrators, and EL Teacher on Special Assignment. The council will collaborate to define essential components of an EL Program and make recommendations to sites regarding improvements.

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, DELAC, LCAP, SART and 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.



True to CUSD’s Mission, The CUSD Parent Academy educates parents on how to foster a positive educational environment and school partnership for their children both at home and at school. The Parent Academy is a six week academy, free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating on- going dialogue with their children’ surrounding their academic successes and challenges; sharing with families how to navigate the school system that provides results while discussing children’s college expectations; and more.  The Parent Academy is designed to create a bridge between home and school and into post-secondary education. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children.

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.

**WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN’S EDUCATION**

**In Relation to Academic Achievement**

**Where Children Spend Their Time?**

School age children spend 70% of their waking hours (including weekends and holidays) outside of school.

**When Parents Should Get Involved?**

The earlier in a child’s educational process parent involvement begins, the more powerful the effects.

The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home and support learning at school.

**The Impact**

86% of the general public believes that support from parents is the most important way to improve our schools and increase student learning.

Lack of parental involvement is one of the biggest problems facing public schools. Decades of research show that when parents are involved students have:

❖Higher grades, test scores, and graduation rates

❖Better school attendance

❖Increased motivation, better self-esteem

❖Lower rates of suspension

❖Decreased use of drugs and alcohol

❖Fewer instances of violent behavior

Family participation in education was twice as predictive of students’ academic success as family socioeconomic status. Some of the more intensive programs had effects that were 10 times greater than other factors.

The more intensely parents are involved, the more beneficial the achievement effects.

The more parents participate in schooling, in a sustained way, at every level -- in advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and para-professionals, and as home teachers -- the better for student achievement.

**Parent Expectations and Student Achievement**

The most consistent predictors of children’s academic achievement and social adjustment are parent expectations of the child’s academic attainment and satisfaction with their child’s education at school.

Parents of high-achieving students set higher standards for their children’s educational activities than parents of low-achieving students.

**Major Factors of Parent Involvement**

Three major factors of parental involvement in the education of their children:

1. Parents’ beliefs about what is important, necessary and permissible for them to do with and on behalf of their children;

2. The extent to which parents believe that they can have a positive influence on their children’s education; and

3. Parents’ perceptions that their children and school want them to be involved.

**Types of Parent Involvement**

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to teach, to be models for and to guide their children.

When schools encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school.

Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.

**School and District Leadership**

The strongest and most consistent predictors of parent involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and guide parents in how to help their children at home. School initiated activities to help parents change the home environment can have a strong influence on children’s school performance.

**Obstacles That May Occur**

School activities to develop and maintain partnerships with families decline with each grade level, and drop dramatically at the transition to middle grades.

**Student Interest**

Most students at all levels – elementary, middle, and high school – want their families to be more knowledgeable partners about schooling and are willing to take active roles in assisting communications between home and school. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.



***Types of Parent Involvement***

Families whose children are doing well in school exhibit the following characteristics:

1. **Establish a daily family routine.** Examples: Providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together. School attendance is important, being at school and on time for school.

2. **Monitor out-of-school activities**. Examples: Setting limits on TV watching, video games, checking up on children when parents are not home, arranging for after-school activities and supervised care.

3. **Model the value of learning, self-discipline, and hard work**. Examples: Communicating through questioning and conversation, demonstrating that achievement comes from working hard.

4. **Express high but realistic expectations for achievement.** Examples: Setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes.

5. **Encourage children's development/ progress in school.** Examples: Maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff.

6. **Encourage reading, writing, and discussions among family members.** Examples: Reading, listening to children read and talking about what is being read.

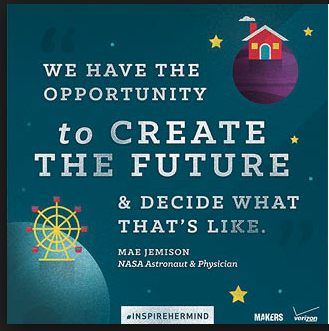
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**“Children Are Our Most Precious Resource”**

# DISTRICT &

# SITE PROGRAM

# FACT SHEETS

