

THE
THUNDERING
HERD

Clovis South Area

Intercultural Diversity
Advisory Council

October 29, 2024

Who are we?

Hispanic	1306	42%
Asian (514 / 17% Hmong) (310 / 9.9% Asian Indian)	1024	33%
White	444	14%
Black/African American	149	5%
Filipino	100	3%
American Indian / Native Alaskan	23	1%
Hawaiian/Other Pacific Islander	16	1%
Other	41	1%
TOTALS	3103	100%

The
Thundering Herd



Clovis South Area Vision



CLOVIS SOUTH AREA
VISION

THE MISSION

The Clovis South Area will adapt to the future while building extraordinary students in Mind, Body, and Spirit!

Cohesive

- Create connections
- Unify efforts
- Build collaborative relationships
- Preserve a student-centered mindset
- Contribute to the team
- Honor commitments

Community Partners

All individuals who create and sustain systems to support student learning.

Cutting-edge

- Demonstrate agility
- Leverage technology
- Evolve with purpose
- Champion a growth mindset
- Take calculated risks
- Prepare for tomorrow

Educational Systems

The systems established to support student learning in Mind, Body, and Spirit.

Competitive

- Choose a winning attitude
- Be all in
- Embrace "cooptition"
- Work smart, Play hard
- Celebrate wins
- Persevere

Student Success

The positive student learning outcomes created when educational partners work within an educational system built on continuous improvement.

"Education revolves around teamwork and trust."
- Doc Buchanan

CS **COHESIVE • COMPETITIVE • CUTTING-EDGE**



What is IDAC?

The Clovis Unified School District Intercultural Diversity Advisory Council (IDAC) is composed of school site parents that participate at the site and district-level climate assessment/problem-solving meetings.

The primary purpose of the Intercultural Diversity Advisory Council (IDAC), originally formed in 1988 as the Intercultural Advisory Council, is to assist in the formation and review of policies that assure non-discriminatory practices in all operational areas of the Clovis Unified School District.

Its further mission is to assist and partner in improving the cultural environment of the district. These parent groups, which are at every school site, assist in the formation and review of thirteen cultural competency focus areas.



Clovis Unified School District

Curriculum, Instruction, & Accountability

- 1. Focus Group Achievement
- 2. Multicultural Education
- 3. Educating students on policy & and complaint handling procedures.

Human Resources & Policy

- 8. Hiring for diversity action plan.
- 9. Policy (involving racial bullying, & sexual harassment).
- 10. Complaint handling (Racial bias discrimination/complaint handling procedures)

IDAC

School Culture

- 4. Diverse Representation & engagement (Increase participation of underrepresented groups)
- 5. Student Human Relations Council (PASA)
- 6. Acceptance and understanding of all students

Parents and Community

- 7. Diverse representation & engagement. Administration and parents work to solve issues discussed at site, area, and district level parent meetings.

Professional Development

- 11. Promoting Understanding of Cultural Differences (staff training).
- 12. Policy (Educating staff about sexual harassment, gender equity, racial bullying, & sexual harassment)
- 13. Complaint Handling (Racial bias discrimination/complaint handling procedures)

Components of IDAC

Self-Assessment Process

Rubric

Description	Aim I: Curriculum, Instruction, & Assessment		
	Level 3: Application	Level 2: Understanding	Level 1: Awareness
FOCUS GROUP ACHIEVEMENT Focus groups are defined by 11 or more students. (EL, Foster Youth, Homeless, SED, Students with Disabilities, African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Two or more races, White) <ul style="list-style-type: none"> Have strategies and methods been employed to improve student achievement of focus group students? Are needs of focus group students being addressed and monitored? Does the site's MTSS system make a difference for focus group students? 	Data Dashboard has no orange/red categories on key state indicators	Improvement of key indicators on the Data Dashboard	Site is monitoring the data dashboard and has identified all focus group students
	CLASS I focus groups exceed the minimum 1 Year Growth on SBAC	CLASS I focus groups meet the minimum growth requirement on SBAC or district assessments	Site is monitoring focus group student achievement on SBAC and district assessments
	CLASS I focus group students exceed standards met on district mandated assessments	CLASS I focus group students meet standards on district mandated assessments	CLASS I focus group students take district mandated assessments
	Re-designation rates of EL students matches or exceeds state levels	Re-designation rates of EL students matches or exceeds county levels	Site monitors re-designation rates of EL students
	Growth in the participation rate and scores of focus group students taking SAT/ACT/AP Exams (Grades 9-12)	Site has an action plan to increase the participation rate of focus group students taking the SAT/ACT/AP Exams (Grades 9-12)	Site monitors participation rate of focus group student taking SAT/ACT/AP Exams (Grades 9-12)
	Honors/AP/GATE/ECL enrollment mirrors student demographics.	Site implements a plan to increase focus group student enrollment in Honors/AP/GATE/ECL.	Site monitors numbers of focus group students enrolled in Honors/AP/GATE/ECL.
	Site is monitoring and implementing an intervention plan resulting in a decrease in the number of focus group students receiving a grade of D, F, I or not demonstrating mastery of standards.	Site implements an intervention plan to reduce the numbers of focus group students receiving a grade of D, F, I or not demonstrating mastery of standards	Site monitors D, F, I rate of focus group students as well as those not demonstrating mastery of standards
	Teachers employ instructional strategies positively impacting achievement of focus group students as monitored and documented in teacher observations and evaluations	Teachers articulate and employ strategies in the classroom specific to the needs of students in focus groups.	Teachers can articulate strategies to be used in the classroom specific to the needs of students in focus groups.
	Site has a well-developed MTSS system and plan that meets the needs of focus group students and evidences that the achievement gap is closing	Site has a plan and is implementing a MTSS system meeting academic and social-emotional needs of focus group students in at least two areas as evidenced in Principal's PGL	MTSS system exists

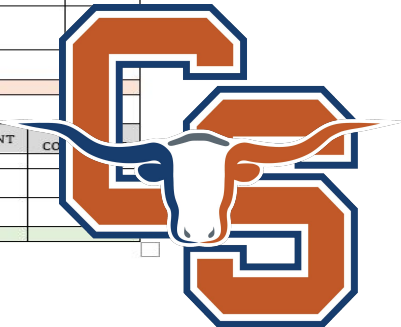
Assessment Form

2024-2025 SITE ASSESSMENT IDAC SITE ACTION PLAN

Young Elementary School

CLASS III Rubric		3	2	1
CATEGORY	SUB-CATEGORY			
CI&A	Focus group achievement			
	Multicultural education			
	Educating students about sexual harassment, gender equity, racial bullying, & digital citizenship			
	TOTAL (Place X in overall score)			
SCHOOL CULTURE	Acceptance and understanding of all Student human relations council			
	Increase participation of underrepresented groups			
	TOTAL (Place X in overall score)			
PARENTS & COMMUNITY	Diverse representation & engagement of parents on committees			
	TOTAL (Place X in overall score)			
STAFF TRAINING	Staff training promoting understanding of cultural differences			
	Educating staff about sexual harassment, gender equity, racial bullying, &			
	Racial bias discrimination/complaint handling procedures			
	TOTAL (Place X in overall score)			
OVERALL SCORE	TOTAL (Place X in overall score)			
CATEGORY	SUB-CATEGORY	COMPLIANT	CC	
HUMAN RESOURCES & POLICY	Hiring for diversity action plan			
	Policies involving racial bullying, & sexual harassment			
	Racial bias discrimination/complaint handling procedures			
	TOTAL (Place X in overall score)			

*Scores and feedback should be collected from all stakeholders.



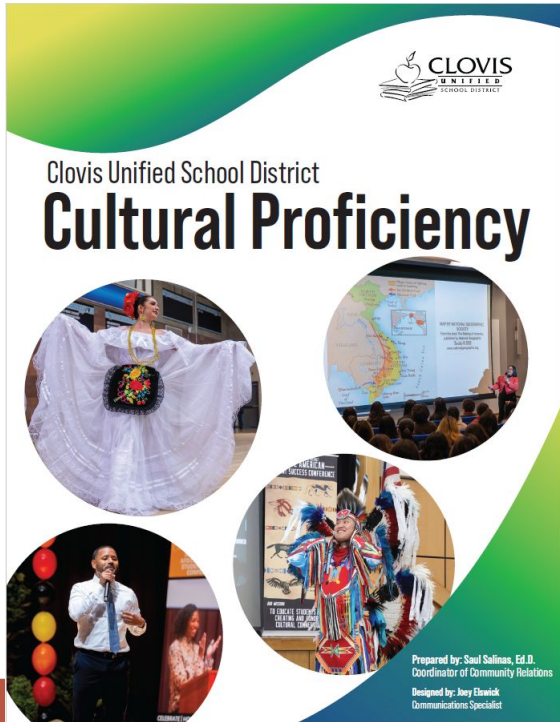


Process for Improvement

- Parent group Quarterly IDAC meetings
- Student groups (Junior Flight Crew)
- Teacher groups (Grade Level Pilots)
- Develop 2-3 Goals to improve Cultural Proficiency



District Cultural Proficiency Report

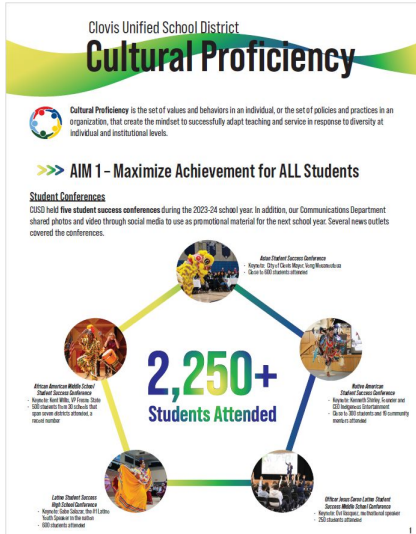


CLOVIS UNIFIED SCHOOL DISTRICT

Clovis Unified School District
Cultural Proficiency

Prepared by: Saul Salinas, Ed.D.
Coordinator of Community Relations

Designed by: Joey Elwick
Communications Specialist



Clovis Unified School District Cultural Proficiency

Cultural Proficiency is the set of values and behaviors in an individual, or the set of policies and practices in an organization, that create the mindset to successfully adapt teaching and service in response to diversity at individual and institutional levels.

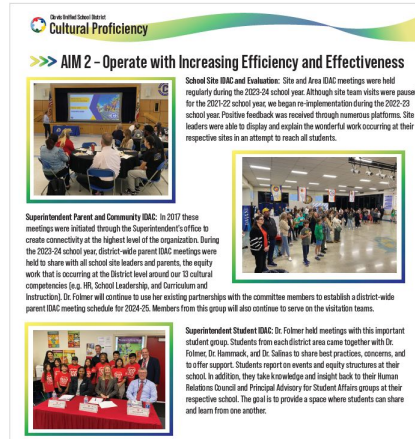
AIM 1 – Maximize Achievement for ALL Students

Student Conferences

CUSS held five student success conferences during the 2023-24 school year. In addition, our Communications Department shared photos and videos through social media to use as promotional material for the next school year. Several news outlets covered the conferences.

2,250+ Students Attended

- Alpha Professor Success Conference**
 - 2023-24 School Year: High Middle School
 - 2024-25 (Planned): All District
- Alpha American Middle School Student Success Conference**
 - 2023-24 School Year: 2023-24 School Year
 - 2024-25 (Planned): 2024-25 School Year
- Alpha American Student Success Conference**
 - 2023-24 School Year: 2023-24 School Year
 - 2024-25 (Planned): 2024-25 School Year
- Alpha American Senior Success Conference**
 - 2023-24 School Year: 2023-24 School Year
 - 2024-25 (Planned): 2024-25 School Year
- Alpha American Senior Success Conference**
 - 2023-24 School Year: 2023-24 School Year
 - 2024-25 (Planned): 2024-25 School Year



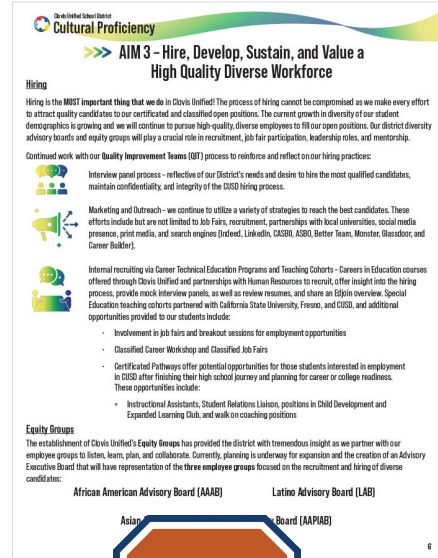
Clovis Unified School District Cultural Proficiency

AIM 2 – Operate with Increasing Efficiency and Effectiveness

School Site IMAC and Evaluation: Site and Area IMAC meetings were held regularly during the 2023-24 school year. Although site team visits were paused for the 2023-24 school year, we began re-implementation during the 2023-24 school year. Positive feedback was received through numerous platforms. Site leaders were able to display and explain the wonderful work occurring at their respective sites in an attempt to reach all students.

Superintendent Parent and Community IMAC: In 2017, these meetings were initiated through the Superintendent's office to create connectivity at the highest level of the organization. During the 2023-24 school year, district-wide parent IMAC meetings were held to share with all school site leaders and parents, the equity work that is occurring at the District level around our 13 cultural competencies (e.g., HR, School Leadership, and Curriculum and Instruction). Dr. Folmer will continue to use the existing partnerships with the committee members to establish a district-wide parent IMAC meeting schedule for 2024-25. Members from this group will also continue to serve on the visitation teams.

Superintendent Student IMAC: Dr. Folmer held meetings with this important student group. Students from each district area came together with Dr. Folmer, Dr. Hamrick, and Dr. Salinas to share best practices, concerns, and to offer support. Students report on events and equity structures at their school. In addition, they take knowledge and insight back to their Human Relations Council and Principal Advisory for Student Affairs groups at their respective school. The goal is to provide a space where students can share and learn from one another.



Clovis Unified School District Cultural Proficiency

AIM 3 – Hire, Develop, Sustain, and Value a High Quality Diverse Workforce

Hiring

Hiring is the MOST important thing that we do in Clovis Unified! The process of hiring cannot be compromised as we make every effort to attract quality candidates to our certified and classified open positions. The current growth in diversity of our student demographics is growing and we will continue to pursue high-quality, diverse employees to fill our open positions. Our district diversity advisory boards and equity groups will play a crucial role in recruitment, job fair participation, leadership roles, and mentorship.

Continued work with our Quality Improvement Teams (QIT) process to reinforce and reflect on our hiring practices:

- Interview panel process – reflection of our District's needs and desire to hire the most qualified candidates, maintain confidentiality, and integrity of the CUSS hiring process.
- Marketing and Outreach – we continue to utilize a variety of strategies to reach the best candidates. These efforts include but are not limited to Job Fairs, recruitment, partnerships with local universities, social media presence, print media, and search engines (Indeed, LinkedIn, CASH, ASB, Better Team, Monster, Glassdoor, and Career Builder).
- Internal recruiting via Career Technical Education Programs and Teaching Cohorts – Careers in Education courses offered through Clovis Unified and partnerships with Human Resources to recruit, offer insight into the hiring process, provide mock interview panels, as well as review resumes, and share an EdJen overview. Special Education teaching cohorts partnered with California State University, Fresno, and CUSS, and additional opportunities provided to our students include:
 - Involvement in job fairs and breakout sessions for employment opportunities
 - Classified Career Workshop and Classified Job Fairs
 - Certified Career Pathways offer potential opportunities for those students interested in employment in CUSS after finishing their high school journey and planning for career or college readiness. These opportunities include:
 - Instructional Assistants, Student Relations Liaison, positions in Child Development and Expanded Learning Club, and work on coaching positions

Equity Groups

The establishment of Clovis Unified's Equity Groups has provided the district with tremendous insight as we partner with our employee groups to listen, learn, plan, and collaborate. Currently, planning is underway for expansion and the creation of an Advisory Executive Board that will have representation of the three employee groups focused on the recruitment and hiring of diverse candidates:

- African American Advisory Board (AAAB)**
- Latino Advisory Board (LAB)**



Bhangra Dancers

Boris Elementary



Grade Level	Number of Diverse excerpts (characters or author)	Percent of total excerpts
First Grade	20	40%
Second Grade	20	40%
Third Grade	23	46%
Fourth Grade	21	42%
Fifth Grade	17	34%

Benchmark Curriculum Excerpts:
Diverse character representation & authorship



Clovis South Area IDAC Work

Current Work

- Student Engagement Opportunities
 - Folklorico
 - Bhangra
 - Hmong Dancing
- Creative Culture Nights
- Diverse Representation at Showcase Events
 - Diwali Celebration
 - Southeast Asian culture event
 - Dia de los Muertos celebration



Clovis South Area IDAC Work

Future Work

- Continue to seek diverse community input
- Increase student engagement opportunities for ALL students
- Celebrate the diverse culture of the Clovis South community



Who are we?

	Boris Elementary	
	Fancher Creek Elementary	
	Hirayama Elementary	
	Temperance-Kutner Elementary	
	Young Elementary	
	Sanchez Intermediate	
	Clovis South High School	

**The
Thundering Herd**

