



We **ARE** 
Clovis **UNIFIED!**

Parent Advisory Committee

March 14, 2024

Buchanan High School - Lecture Hall

WELCOME-RANDY D. AND JENNIFER T.

- Call to order
- Introductions
- Approve Agenda
- Approve Minutes

What's in a NAME?

- What is your **FULL** name?
- Does your name **MEAN** anything? (culture)
- What is the **HISTORY** of your name? (Name after anyone, special meaning)
- Do you have any **NICKNAMES**, how'd you get it?
- Do you **LIKE** your name, have you ever considered or wanted to **CHANGE** it? To **WHAT**?



Boundary

<https://www.cusd.com/BoundaryChangesTBEC.aspx>

CLOVIS UNIFIED SCHOOL DISTRICT

YOUR
Schools **YOUR**
Plan



Local Control and Accountability Plan

**PARENT/GUARDIAN
FEEDBACK**

What is LCAP

A three-year plan describing how **District funds** will be used from **California's Local Control Funding Formula (LCFF)** that is revised and adopted annually. Clovis Unified's LCAP pairs educational partners' (**students, parents, employees, and the community**) feedback with proven learning strategies to create an action plan of services primarily supporting **English learners, foster youth, and low-income students.**

LCAP Process



Feedback from all sites studied

Draft of 2024-2025 LCAP developed

Draft released beginning of May

Comment period May

Board adoption in June

What is the LCFF?

Uniform Base Grant \$450,834,000

- Base Grant allocated by grade span
- All Districts receive the same per pupil allocation for each grade span
- CUSD receives an average of **\$11,164 per pupil**

Add-Ons \$7,325,250

- Block Grant (\$1.4M)
- Home to School Transportation (\$2.6M)
- Transitional Kindergarten Augmentation (\$3.3M)

Supplemental Grant \$43,027,600

- Equal to 20% of the Base Grant, **\$2,233 per pupil**
- Allocated for every student qualifying for free/reduced meals, English learners, foster youth

Concentration Grant \$-0-

- Equal to 65% of the Base Grant, **\$7,257 per pupil**
- Allocated to districts if 55% or more of their pupil population is classified in the above-mentioned groups

How Can CUSD Generate Additional Revenues?

Annual
Information
Update

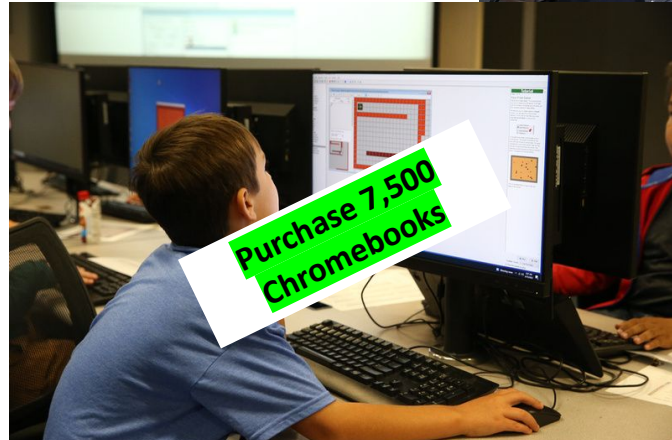
- Two Simple Questions
- Family Size
- Range of Household Income

No Data for
a minimum
of 3,500
students

- 725 non-responsive
- 2,776 “households” declined to state

	3,500	Students with no Data
X	<u>47.45%</u>	Current UPP
	1,661	Add'l Qualifying Students
X	<u>2,233</u>	Supplemental Grant/Student
	<u>\$ 3,709,013</u>	New Ongoing Revenues

Imagine the Possibilities!



LCAP ACTIONS AND SERVICES HIGHLIGHTS

Elementary


- Supplemental Support for Students
- Push-In Teachers
- Class Size Reduction (Title I) Schools
- Other services your site does not directly oversee the budget, but your students receive services for
 - BCT
 - CSI
 - 1:1 laptops
 - VAPA equipment and support
 - Transitions
 - AVID
 - professional development sessions from CIA
 - iReady online program for math and reading
 - Elementary counselor for each area
 - Summer school

Secondary

- Supplemental Support for Students
- AVID, Credit Recovery Class, College Career Class
- Counselors to Reduce Caseloads and Counselors for At-Risk Students
- ELD teachers
- Opportunity Class
- Stipends for extra periods
- CTE
- Other services your site does not directly oversee the budget, but your students receive services for
 - CSI
 - 1:1 laptops
 - VAPA equipment and support
 - Transitions
 - AVID
 - professional development sessions from CIA
 - iReady online program for math and reading
 - Summer school

ThoughtExchange

- Privacy Notice
- Survey Questions
- Share Thoughts
- Rate Thoughts
 - 15-20 Thoughts

 **SHARE**

Steve Kux asks

What are some ways that leaders can communicate effectively about changes within an organization?


Share your first thought here 150

Say why it's important here 150


Submit your thought
press enter






no thoughts to share?


Skip sharing
press esc


 **RATE THOUGHTS**

Rate these thoughts shared by you and other people

Involve team members in crafting the change. 
Give the people impacted a chance to provide input.

 press 1  press 2  press 3  press 4  press 5

 **1 star if you strongly disagree with this thought**

 **5 stars if you strongly agree with this thought**

LCAP Actions and Services Feedback

As we plan for the next school year, what should we consider as our top priorities around academic, behavioral and social emotional support for students?

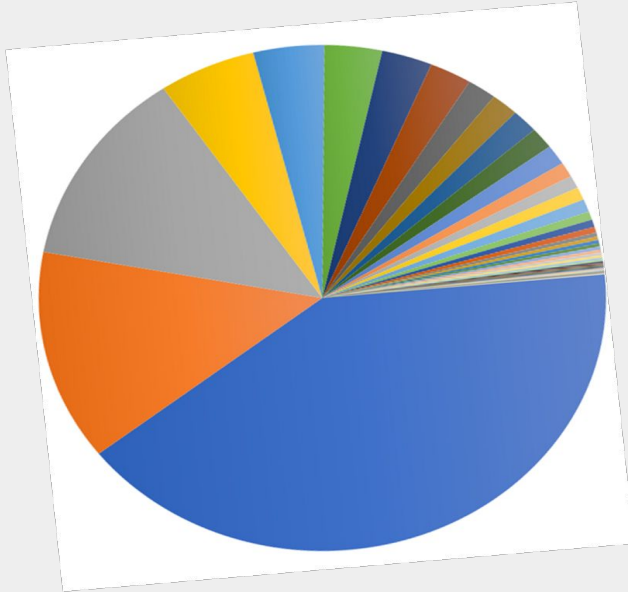
PARENT/GUARDIAN

LCAP FEEDBACK



thank you

Multilingual Services



District Totals

- **6,370 Multilingual students**
 - **3,100 Reclassified**
 - **897 Initially fluent on their initial ELPAC assessment**
 - **2,373 Current Multilingual students in the English Learner Program**

Multilingual Services

Newcomer updates to our EL master plan

- 713 current newcomer students from TK-12th grades
- Collaborating with districts, county and state on the best ways to support students, teachers and families
- Creating a newcomer pathway at the secondary level

What is the Consolidated Application?

An Agreement by each LEA governing and the California State Board of Education on the use of Categorical Funds

- ❖ Part I is submitted each June
- ❖ Part II is submitted each February

The CDE uses the ConApp to distribute categorical funds from various state and federal programs to LEAs

School Plan for Student Achievement (SPSA)

Each school makes their own plan that describes how they will use their categorical funding (such as Title I and Title III)

Parents are a part of this process at the SSC and ELAC meetings

College and Career

Jeff Hodges

Scholarship Opportunities- Site, District, State, National

- Example: BHS Scholarship [Bulletin](#)

CalKids- Money for college: [Information](#) & [Website](#)

FAFSA & CADAA Applications- Workshops offered in Fall of school year at each HS site and Community College: [FAFSA App](#) - [CADAA App](#)

College and Career Readiness-

- [A-G](#) Prepared
- California Dashboard College/Career Indicator (CCI):
 - Measures of [College](#) Readiness
 - Measures of [Career](#) Readiness

College Credit [Opportunities](#)

Advancement Via Individual Determination

Harriet Huggins

- **AVID** is an **academic elective course** that **prepares students for college & career readiness.**
- Students receive **instruction** that utilizes **rigorous college-prep curriculum, tutor-facilitated study groups, motivational activities** and **academic success skills.**
- These strategies focus on **writing, inquiry, collaboration, organization** and **reading** to support academic growth
- Students engage in activities centered around **exploring college and career opportunities** and their own agency

No matter what post secondary path high school graduates choose...

What Students Need

College and Career Readiness is the outcome of these three critical components:

Rigorous Academic Preparedness

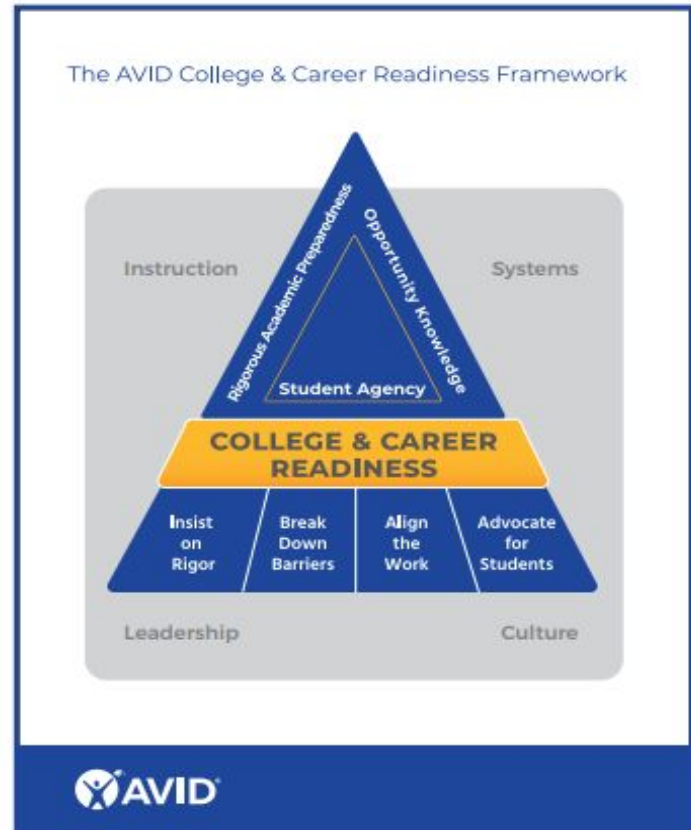
Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Opportunity Knowledge

Students research opportunities, set goals, and make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

Student Agency

Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.



What Educators Need to Do

Educators develop relationships with students, and throughout their school culture, to achieve desired student outcomes. In this way, educators reduce the variability of the learning experience and ensure greater equity for all students.

Insist on Rigor	Break Down Barriers	Align the Work	Advocate for Students
Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.	Educators are champions for equity, who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.	Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness, as well as students' long-term success.	Educators are advocates of access and equity to challenging coursework for all students, as well as creating strong relationships that empower students' sense of self-belief, finding their voice in the world, and providing the guidance to achieve their dreams.

Career Technical Education

CTE Classroom Visits

- Culinary Arts
- Medical Careers

Huge Thank you to the Buchanan Culinary Arts Class who made our burritos this morning!

THANK YOU!