School Site Council
and
English Learner
Parent & Community
Handbook
2021-2022

MISSION POSSIBLE
Team CUSD Making the Impossible Possible

Clovis Unified School District
Department of Supplemental Services

July 2021

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	AIM II	AIM III
Maximize Achievement for ALL kids	Operate with Increasing Efficiency and Effectiveness.	Hire, Develop, Sustain and Value a High-Quality Diverse 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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OVERVIEW

CUSD Enrollment and Demographics

Clovis Unified is comprised of 35 elementary schools, 5 intermediate schools, 5 high schools, 1 adult school, 4 alternative education campuses and 1 online campus. 1 Sierra Outdoor School and 1 Center for Advanced Research and Technology. CUSD is a growing district, with a staff of about to 6,400 full and part time certificated and classified employees serving a student population that exceeds 43,000 students.

CUSD Student Demographics

Asian	15%	Multiple Ethnicity	3%
Pacific Islander	1%	Filipino	2%
African American	3%	White	36%
English Learners	4%	GATE	4%
Socio Economic Disadvantaged	55%	Special Education	8%
Native American Indian	1%	Migrant	1%
Hispanic/Latino	39%		

Total Enrollment	42,790
Title I Schools	17
Languages Served	32

SCHOOL SITE COUNCIL (SSC) INFORMATION

One of the principal 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 chart the school's path to improvement.

The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, parents, and students at the secondary level; 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 SS 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 student will need to be successful at each stage of their school career and determine what supports can be provided to enable such success to occur. Additionally, the SSC should maintain flexibility in its allocation of resources in order to enable the school to continually address the changing needs of the school.

The SSC is charged with the task of developing and approaching a school plan for using the supplemental resources to increase the student's success in learning the core curriculum. The school's improvement effort should also be coordinated with the district's effort to upgrade its curriculum offerings and quality of instruction in order that both the school, through the SSC, and the local governing board, through the district office, become part of a single improvement effort. The unified effort requires that the staff of the district office and the SSC establish and maintain formal lines of communication to ensure that they engage in efforts that support and reinforce a common goal.

SCHOOL SITE COUNCIL (SSC) 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 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 principal tenets of these programs are 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 (DAC) 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 membership on the committee. Additionally, Title I Law requires that parents be involved in the development of the Local Educational Agency Plan (LEAP) 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 SSC's ensuring two-way communication and information. SSC's designate 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 few community forums to gather information and members may report any 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 receives 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 School Needs Assessment, and aids 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 Learner 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, conduct an annual needs assessment by school and DELAC, to review district program goals and objectives for EL programs and collaborate on topics such as; the Language Census, review of and comment on the written notification of initial enrollment, 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

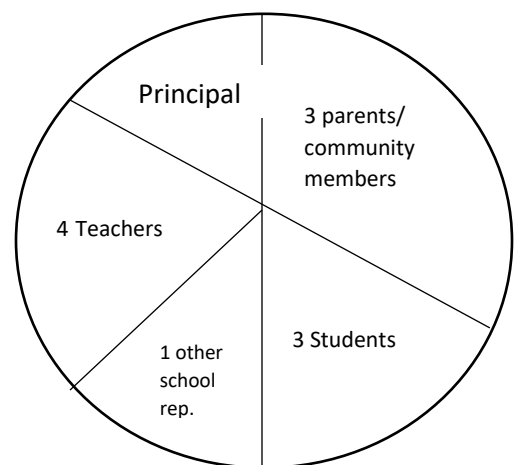Authorization for School Site Councils (SSC)
- Clovis Unified School District Policy, Administrative Regulation, and Exhibit #0420
- School Site Council (SSC) Bylaws

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.
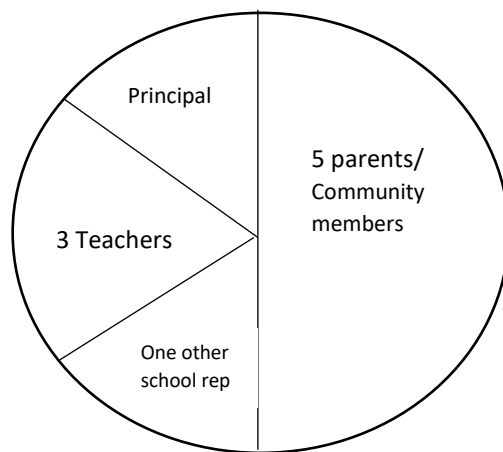
| ELEMENTARY SCHOOL CHART | SECONDARY SCHOOL CHART |

Elementary School Chart: Principal, 3 Teachers, One other school rep, 5 parents/Community members

Secondary School Chart: Principal, 4 Teachers, 1 other school rep., 3 parents/community members, 3 Students

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 comprise most of the people represented under category (a).

 Existing school wide advisory groups or school support groups may be utilized as the SSC if those groups conform 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 this employment from serving as a parent representative on the SSC established for the school that his or her child attends. Therefore, the parent or guardian can serve as a parent representative on the SSC for the school that his or her child attends, if selected.

DUTIES OF THE GOVERNING BOARD

The Governing Board of Each School District Shall:

a) 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.
b) 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 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.

c) 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

(a) The School Site Council shall develop a school plan School Plan for Student Achievement (SPSA) which shall include all of the following:
1. Curricula, instruction 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 are 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.
(b) 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
AND 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.

2. 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)

3. 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.
2. Participate in the monitoring and evaluation of the school plan programs. Participate as necessary in Federal Program Monitoring (FPM)
3. Develop a system for ongoing communication with parents, community members, the school staff, and the District.
4. 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** sets 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.

Per *EC* Section 64001.4, district and school leaders shall use these data analysis 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 analysis 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 cusses 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 progress made toward SPSA goals

SSC Failure to Meet A Quorum:

Follow all procedures for informing your community of upcoming SSC/ELAC Meeting. Open meeting and establish a quorum, reflect in minutes. If quorum is established, continue with 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.) Open discussion on an additional meeting date, time and place and reflect in minutes.

Discuss ways to increase attendance and reflect suggestions in the minutes. Follow all procedures for informing your community of upcoming SSC/ELAC 2nd make up meeting. Open the meeting, establish a quorum. If quorum is established, 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 an provide all meeting documents. State in minutes, agenda items will be discussed at the next quarter's meeting.

Decision Making Guidelines:

- Decisions must be compliant with the laws and regulations for each categorical program.
- Decisions must follow District Board Policy.
- Decisions must be within the budget.
- Decisions must be ethical.

Sample Agenda:

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.

Role of SSC Chairperson:

- Is elected by a majority (at least half of the members) to serve as the leader of the group.
- Presides over all SSC Meetings.
- Assures the agenda is prepared and assists in the preparation.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.
- Encourages members to participate in meetings and activities of the SSC
- Makes sure a set of Bylaws exist and are being used.
- Signs the SPSA assuring that the SSC have been involved in planning.
- May make/suggest motions
- Enter discussions to help clarify or summarize

- Delegates tasks to other SSC members
- Have readily available key documents of the SPSA
- Begins and ends meetings on time
- Schedules additional meetings, if necessary
- Sets the climate of the meetings as accepting, non-judgmental

Role of the Principal in the School Site Council:

- Works closely with the SSC chairperson to plan SSC meetings and activities
- Serves as a primary resource to the SSC
- Interprets stats, district, and school policies/regulations
- Informs the SSC about all school programs and parent groups and encourages parent participation
- Is voting a participating member of the SSC
- Provides leadership for the SPSA revisionist and budget development
- Provides leadership for the implementation of the SPSA programs
- Assists the SSC in establishing an environment that encourages participation
- Provides training for the SSC to work effectively
- Arranges for a meeting room and other logistical needs
- Maintains a responsibility for instructional leadership and operation of the school

A School Site Council 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 program, 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.

Procedures for Conducting
English Learner Advisory Committee Meetings (ELAC)

<u>OVERVIEW</u>

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

1. 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 ELA meeting flyer including date, time and place of the ELAC meeting and the ELAC agenda be posted in the main office of 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 – During the first quarter
- Second Quarter – During the second quarter
- Third Quarter – During the third quarter
- Fourth Quarter – During the fourth quarter

It's 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 meeting. 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 conduct your ELAC meetings. Four agendas are
 included: one for each quarterly meeting. This handbook actually contains two agendas
 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 designed to cover the ELAC legal requirement:

✓ 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 Rules of Order to 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 sere 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 second quarter.
4. Fourth Quarter Meeting: the first Friday after the end of the second quarter.

d. **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 Docushare.

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

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement. Title I, Part C - Migrant Education, Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. 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 pleased and proud 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 English Learner Advisory Committee (DELAC)
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. 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. 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.

Listed below are several parent committees that assist with categorical programs and funding.
School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the 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 that provide services 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 advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
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's 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 K - 12. 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-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. 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 Academic Achievement)**: 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 assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
7. **Title VI (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 you 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.

Additional information may be found @ https://www.cusd.com/SupplementalServices.aspx

Team CUSD Making the Impossible Possible

2021-2022 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
Young 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

EVERY STUDENT SUCCEEDS ACT (ESSA)

On December 10, 2015, President Obama signed Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act. (ESSA) 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 of the provisions.

- 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 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 investigating in innovation and Promise Neighborhoods
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

State Site Funding: Local Control Funding Formula (LCFF)

The 2013-2014 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 country 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 grain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

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 priorities identified pursuant to *EC* Section 52060(d). Each school district must engage parents, educators, employees and 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 the students, annual goals and specific actions the district will take to achieve the vision and goals.

The LCAP 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 the outcomes.

- ❖ Pupil Achievement
- ❖ Other Pupil Outcomes
- ❖ Parental Involvement
- ❖ Basic Service
- ❖ Pupil Engagement
- ❖ School Climate
- ❖ Course Access
- ❖ Implementation of State Standards

CUSD develops an LCAP that aligns 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 Meeting, District Meetings and Community Forums are exciting opportunities for all stakeholders and school communities 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 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 ideas to support identified groups and to plan for engagement and implementation.

California State Standards (CCSS)

The new SSCC 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 have 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 and English language arts and has adopted "frameworks" – which are like blueprints – that explain how to teach them. Although Common Core standards are not federally mandated, state were

encouraged to adopt them by the US Department of Education under the No Child Left Behind Law. Under the new Every Student Succeeds Act, 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 dates 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 career. 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 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 student 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 in grades 3-8 and 11.

One of the big changes in the English language arts standards is that students are required to read more nonfiction text 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 that require teachers of every subject to stress academic vocabulary so English learner will become fluent more quickly.

The Math standards 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 can demonstrate. This system is based on the CCSS for ELA and mathematics.

Student Achievement & Learning

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 Accountability continues to

support schools by providing guidance for appropriate program placement for English Learners. Students are placed in ELD classes by level of proficiency based on diagnostic ELD assessments, ELPAC 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 district's accountability model, schools are required to monitor students' progress toward English Language Proficiency using ELD and benchmark assessments from the adopted curricula. Schools continue to use additional resources and supplemental ELD curriculum including Benchmark, Collections to ensure that EL students develop proficiency in English while learning the content. CUSD has recently adopted the Rigorous Curriculum Design (RCD) model and developed unit of studies aligned to the California State Standards and the California ELD Standards through the RCD process, teachers were able to unpack and prioritize the CCSS organize unit of studies, create engaging learning experiences, and differentiate instructions using specific strategies to support EL students at all levels of language proficiency. The units were carefully designed to align standards, curriculum and assessments. The implementation of the unit of studies in both ELA/ELD and math allowed teachers to provide a rigorous curriculum to all students.

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 instruction, 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 is CUSD. Using the annual needs assessment survey, site leaders continue to develop relevant and meaningful trainings for professional development days. Teachers on Special Assignment (TSA) from Curriculum and Instruction continue to support Title I schools and Els in the 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 receive 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) 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 interventions programs across the district; differentiated instruction with small group or one on one in the classroom, targeted instruction opportunities to participate in summer school sessions designed for language acceleration, interventions, 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 include 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 send flyers, newsletters and event notices electronically to parents through their emails. School websites have links where parents can find information sent to them. 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 an automated telephone system allows schools and districts 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 free to parents. Parents who participate, learn how to create a positive and lasting educational environmental at home using a number of proven academic success tools; dedicating a home study location and time of day for homework; creating ongoing 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, ELPAC assessments, reclassification process, graduation requirements and Title III Accountability reports. The Department of Supplemental Services provides guidance for schools to ensure that pertinent information is sent to parents within the state mandated timeline. The Annual Parent Notification letter of program placement and ELPAC 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.

<u>WHAT RESEARCH SAYS ABOUT PARENT INVOLVEMENT IN CHILDREN'S EDUCATION</u>

In Relation to Academic Achievement

<u>Where Children Spend Their Time</u>
School age children spend 70% of their waking hours (including weekends and holidays) outside of school.

<u>When Parents Should Get Involved?</u>
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.

<u>The Impact</u>
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, tests 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 has 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 of advocacy, decision making and oversight roles, as fundraisers and boosters, as volunteers and paraprofessionals 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:

● Parent's beliefs about what is important, necessary and permissible for them to do with and on behalf of
   children.
● The extent to which parents believe that they can have a positive influence on their children's education.
● Parents perception 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 be 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 teachers 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 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 success.
5. **Encourage children's development/progress in school.** Example: Maintain 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. **Encouraging reading, writing, and discussions among family members.** Examples: Reading, listening to children read and talking about what is being read.

SSC AND ELAC

MEETING AGENDAS

SAMPLE

SCHOOL SITE COUNCIL (SSC) ORIENTATION/FIRST QUARTER MEETING AGENDA
Functioning as the School Advisory Committee (SAC)
Functioning as the School Advisory Committee (SAC)
(During First Quarter: Before October 15, 2021)

- **Call to Order and Welcome**
    - Call to order, welcome and sign-in
    - Introduce New and Returning Members
    - Establish a Quorum if one is not established review CUSD Quorum Protocol, in the SSC/ELAC Training Guide
    - Approval of Agenda
    - Public Comments and Unfinished Business

- **Election of Officers**

Chairperson	Vice Chairperson
Recording Secretary	Student Representative(s) Secondary Level
District Advisory Committee Member (DAC) and submit DAC Representative Form	

- **Discuss and Approval of the Minutes from 2021 Quarter IV SSC Meeting**
    - Discuss how the minutes for each meeting will be taken and approval process
    - Review, Discuss and Approve Quarter IV Minutes

- **School Site Council (SSC) Training**
    - Robert's Rules of Order (Handouts)
    - Report purpose of DAC and SSC representatives
    - Establish School SAC and DAC: Review CUSD Board Policy 6020 (for Non-Title I Schools)
      California Education Code (EC) Section 4423 – SSC Designation
      "*Approve the SSC to Function as the SAC*" (EC) Section 52852
    - Distribute and discuss *SSC and ELAC Training Guide,* Board Policy #0420
    - Review Board Policies Relating to Categorical Programs #6174
    - Review Board Policies Relating to the Local Educational Agency Plan (LEAP) #6171.10
    - Review Board Policy CUSD Uniform Complaint #1312.3 and Williams Act #1312.4
    - Public Meeting Laws
    - Funding Sources and Types of Programs Included in the Consolidated Application
    - Categorical Funding and Budget Process
    - SSC Bylaws Reviewed and Approved (If not done in Quarter IV)

- **Present Single Plan for Student Achievement (SPSA)**
    - Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) California Educational Funding
    - Discuss and Seek Input on SPSA Purpose
    - Categorical Budget, Page 6 and Allocations (present, discuss and approve)

- **Future SSC Meetings**
    - Discuss and Establish Dates, Place, Time and Topics for Future SSC Meetings

- **Public Input**

- **Adjournment**

"Federal Funds were not used to pay for the cost of food or beverages" Second Quarter

Second Quarter SSC Meeting Date and Time: _ _ _ _ _ _ _ _ _ _ _

ORIENTACION DEL CONCILIO DEL SITIO ESCOLAR
(SSC)/ORIENTACION/AGENDA PRIMER TRIMESTRE
Funcionando como el Comité Asesor de la Escuela (SAC)
(Durante el Primer Trimestre: Antes del 15 de octubre, 2021)

1.   **Convocación y Bienvenida**
   - Apertura, Bienvenida y Registración
   - Introducir miembros nuevos y asistentes
   - Establecer un Quórum; si uno no está establecido, reviso sobre el CUSD Protocolo Quórum, en la Guía de Entrenamiento SSC/ELAC
   - Aprobación de la Agenda
   - Aportación Pública y Asuntos Pendientes

2.   **Elección de Oficiales**
   - Presidente   • Vicepresidente
   - Secretaria de Actas   • Representante Estudiantil(s) en la Educación Secundaria
   - Miembro de Comité Asesor del Distrito (DAC), Antes de la junta de otoño DAC

3.   **Discutir y Aprobación del Acta de la Junta del SSC IV Trimestre 2021**
   - Discutir el proceso de tomar el acta y la aprobación de cada junta
   - Revisar, discutir, y aprobar el acta del IV trimestre

4.   **Entrenamiento del Concilio del Sitio Escolar (SSC)**
   - Normas de Orden Robert (Folletos)
   - El propósito del informe de representantes del DAC y SSC
   - Establecer Comisión Consultiva de la Escuela (SAC) y del Distrito (DAC) Reviso de CUSD Normas Directivas #6020 (de Escuelas No Título I)
     Código de Educación de California (EC) Sección 4423 – Designación SSC" Aprobar *el SSC para que funcionen como el Consejo Asesor Escolar"* (EC) Sección 52852.
   - Distribuir y Revisar la *Guía de Entrenamiento SSC y ELAC,* Norma de Directiva # 0420
   - Reviso de Norma Directiva Relacionada al Programas Categóricas #6174
   - Reviso de Norma de Directiva Relacionada al Programa Agencia Local del Plan Académico (LEAP) #6171.10
   - Reviso de Normas Directivas de CUSD Queja Uniforme #1312.3 y el Acta Williams #1312.4
   - Juntas Publicas de Leyes
   - Fuentes de Finanzas y Tipos de Programas Incluidos en la Solicitud Consolidada
   - Finanzas Categóricos y Proceso Presupuestario

5.   **Presentación del Plan Único para el Logro de Los Estudiantes (SPSA)**
   - Formula de Control Local de Financiación (LCFF) y el Plan de Aplicación de Control Local (LCAP) Financiamiento para la Educación de California
   - Discutir y solicitar información sobre el propósito de SPSA
   - Presupuesto Categórico, Pagina 6 y Asignaciones (presente, discutir y aprobar)

6.   **Juntas de SSC Futuras**
   - Discutir y Establecer Fechas, Sitio, Hora, y Tópicos de Juntas Futuras de SSC

7.   **Aportación Pública**

8.   **Clausura**

"Fondos Federal no se utilizaron para pagar el costo de los alimentos o bebidas"

Fecha y Hora de la Junta del Segundo Trimestre SSC:

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LUB KOOM HAUM SCHOOL SITE COUNCIL (SSC)
DAIM TXHEEJ TXHEEM RAU KEV COB QHIA/LUB ROOJ SIB THAM ZAUM IB
Sawv cev rau Lub Koom Haum School Advisory Committee (SAC)
(During First Quarter: Before October 15, 2021)

1. **Qhib Rooj Sib Tham thiab Txais Tos**
   - Qhib rooj sib tham, txais tos thiab kos npe
   - Qhia rau sawv daws cov tswv cuab uas tshiab thiab cov qub uas rov tuaj dua
   - Tsim xyuas kom muaj pab pawg neeg txaus yog hais tias tsis muaj neeg txaus Muab los Siab Dua CUSD kev khiav dej num tsim pab pawg neeg kom txaus, nyob rau hauv phau ntawv coj qhia SSC/ELAC
   - Kev Pom Zoo Txais Daim Txheej Txheem
   - Lub Hais Los Ntawm Suav Daws Thiab Cov Dej Num Hais Tsis Tiav

2. **Xaiv Tsa Los Ua Tswv Cuab**
   - ➢ Tus Thawj Tswj
   - ➢ Tus Lwm Thawj
   - ➢ Tus Ceev Cov Lus Sib Tham
   - ➢ Sawv Cev los ntawm Me Nyuam pem tsev kawm ntawv qib siab
   - ➢ Tus Sawv Cev rau Lub Koom Hau, District Advisory Committee Member (DAC) thiab ua daim ntawv xa mus

3. **Tham thiab Kev Pom Zoo los Txais Cov Lus Ceev Cia ntawm SSC Lub Rooj Sib Tham Zaum Plaub nyob rau Xyoo 2021**
   - Tham txog seb kev khiav dej num ntawm cov lus ceev cia rau txhua lub rooj sib tham yuav ceev li cas thiab kev pom zoo txais yuav muaj li cas
   - Muab los Siab Dua, Tham Txog thiab Kev Pom Zoo ntawm Cov Lus Ceev Cia rau Lub Rooj Sib Tham Zaum Plaub

4. **Kev Cob Qhia rau Lub Koom Haum SSC**
   - Robert's Txoj Cai Khiav Rooj Sib Tham (Daim ntawv muab faib rau suav daws)
   - Xov Xwm qhia txog vim li cas thiaj muaj cov tswv cuab rau Lub Koom Haum DAC thiab SSC
   - Tshim lub tsev kawm ntawv lub koom haum (SAC) thiab District (DAC) Advisory Committee: Muab los Siab Dua CUSD tsab cai (Board Policy) # 6020 (rau cov tsev kawm ntawv tsis yog Title I)
     Raws li Xeev California Education Code (EC) Feem 4423 – SSC Designation
     *"**Pom zoo rau lub koom haum SSC los sawv cev rau lub koom haum School Advisory Council"** (EC) Feem 52852
   - Faib thiab tham txog kev cob qhia los ntawm phau ntawv *SSC thiab ELAC,* Tsab Cai (Board Policy) # 0420
   - Muab los Siab Dua cov cai (Board Policies) muaj feem nrog cov khoos kas Categorical #6174
   - Muab los Siab Dua cov cai (Board Policies) muaj feem nrog daim ntawm npaj Local Educational Agency Plan (LEAP) #6171.10
   - Muab los Siab Dua tsab cai (Board Policy) CUSD Uniform Complaint #1312.3 thiab Williams Act #1312.4
   - Cov cai rau cov rooj sib tham rau suav daws
   - Cov nyiaj txiag thiab cov khoos kas nrog rau daim ntawv txais nyiaj txiag Consolidated Application
   - Kev khiav dej num rau cov nyiaj txiag los ntawm lub xeev thiab tsoom fwv

5. **Qhia Rau Suav Daws Paub Txog Daim Single Plan for Student Achievement (SPSA)**
   - Pob Nyiaj Local Control Funding Formula (LCFF) thiab Learning Continuity and Attendance Plan (LCP) Nyiaj Txiag rau Kev Kawm rau Lub Xeev California
   - Tham Txog Thiab Nrhiav Kev Pab Tawm Tswv Yim Rau Hom Phiaj Ntawm Daim SPSA
   - Nyiaj Txiag Los Ntawm Lub Xeev Thiab Tsoom Fwv, Nplooj 6 Thiab Kev Faib Nyiaj Txiag (Muab Los Qhia Rau Suav Daws Paub Thiab Muaj Kev Pom Zoo Los Txais)

6. **Cov Rooj Sib Tham Yav Pem Suab Rau Lub Koom Haum SSC**
   - Tham thiab tsim cov Hnub, Cov Chaw, Sij Hawm thiab cov Hom Phiaj rau Cov Rooj Sib Tham Yav Pem Suab Rau Lub Koom Haum SSC

7. **Cov Lus Nug los yog Kev Tawm Suab los ntawm suav daws**

8. **Xaus Lus Rooj Sib Tham**

SSC Lub Rooj Sib Tham Zaum Ob Hnub thiab Sij Hawm:
"*Cov khoom noj thiab haus tsis yog siv nyiaj txiag los ntawm tseem fwv teb chaw***"**

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SCHOOL SITE COUNCIL (SSC) SECOND QUARTER MEETING AGENDA
Functioning as the School Advisory Committee (SAC)
(During Second Quarter: Before December 17, 2021)

</div>

- **Call to Order and Welcome**
  - Call to order, welcome and sign-in
  - Introduce New and Returning Members
  - Establish a Quorum if one is not established review CUSD Quorum Protocol
  - Approval of Agenda
  - Public Comments and Unfinished Business

- **Discuss and Approval of Minutes from Quarter I SSC Meeting**
  - Review, Discuss and Approve Minutes

- **Review School Accountability Measures**
  - Review Student Achievement Results of Local and State Assessments
  - Review and Discuss CLASSI Results from previous year
  - Review, Approve & Sign School Safety Plan

- **Single Plan for Student Achievement (SPSA)**
  - Present and Discuss SPSA Content Revisions (Goal Objectives)
  - Discuss Annual 2021-22 Annual Evaluation and Monitoring Report Results
  - Categorical Budget, Page 6 and Allocations
  - Local Educational Agency Plan (LEAP)
  - SSC Approval of SPSA
  - CUSD Board Approval: January 2022

- **Report by DAC Representative of District Meeting**
  If no representation, school personnel reports to the committee.

- **School-Review and Highlights: _____**

- **Public Input**

- **Adjournment**

<div align="center">

Third Quarter SSC Meeting Date and Time:

</div>

Members of the English Learners Advisory Committee (ELAC) will be attending Quarter III SSC Meeting to discuss and review the SPSA & EL program.

<div align="center">

"Federal Funds were not used to pay for the cost of food or beverages"

</div>

AGENDA DE LA JUNTA DEL SEGUNDO TRIMESTRE DEL SITIO SCOLAR (SSC)
Funcionando como el Comité Asesor de la Escuela (SAC)

(Durante el Segundo Trimestre: Antes del 17 de Decembre, 2021)

1. **Convocación y bienvenida**
   - Convocación, Bienvenida, y Registración
   - Establecer un Quórum
   - Aprobación de la agenda
   - Aportaciones públicas y asuntos pendientes

2. **Discutir y Aprobación del Acta de la Junta del I Trimestre SSC**
   - Reviso, Discutir, y Aprobación del Acta

3. **Revisar las Medidas de Responsabilidades de la Escuela**
   - Revisar los Resultados de Rendimientos Estudiantiles Locales y Estatales
   - Revisar y Discutir Resultados CLASSI de los años anteriores
   - Revisar, Aprobar y firmar el Plan de Seguridad EscolarRe

5. **Plan Único para el Logro Estudiantil (SPSA)**
   - Presentar y Discutir el Contenido de Revisiones SPSA (Objetivos para Metas)
   - Discutir los Resultados del Informe de Seguimiento del 2021-22
   - Presupuesto Categórico, Pagina 6 y Alocar
   - Programa Agencia Local del Plan Académico (LEAP)
   - Aprobación SSC de SPSA
   - Aprobación de la Mesa Directiva CUSD 24 de enero 2022

   Revisar, Aprobar Plan de Seguridad Escolar (Ya sea II^{do}o III^{er} Trimestre)
   (Presidente del SSC o el Padre Representante puede firmar el documento)

6. **Informe DAC por Representante de la Junta del Distrito**

7. **Escuela – Revisar y Puntos Destacados:** _____

8. **Aportación Pública**

9. **Clausura**

Fecha y Hora de la Junta del Segundo Trimestre SSC:

Miembros del Comité Asesor de Estudiantes de Ingles (ELAC) estarán presentes en la junta del III Trimestre SSC para discutir y revisar el SPSA y el Programa EL.

"Fondos Federal no se utilizaron para pagar el costo de los alimentos o bebidas"

LUB KOOM HAUM SCHOOL SITE COUNCIL (SSC)
DAIM TXHEEJ TXHEEM RAU LUB ROOJ SIB THAM
ZAUM OB
Sawv cev rau Lub Koom Haum School Advisory Committee (SAC)
(During Second Quarter: Before December 17, 2021)

1. **Qhib rooj sib tham thiab txais tos**
- Qhib rooj sib tham, txais tos thiab kos npe
- Tsim xyuas kom muaj pab pawg neeg txaus
- Kev Pom Zoo Txais Daim Txheej Txheem
- Lub Hais Los Ntawm Suav Daws Thiab Cov Dej Num Hais Tsis Tiav

2. **Tham thiab Kev Pom Zoo los Txais Cov Lus Ceev Cia ntawm SSC**
   Lub Rooj Sib Tham Zaum Ib
- Saib, Tham thiab Kev Pom Zoo los txais cov lus ceev cia

3. **Saib Tsev Kawm Ntawv Cov Kev Ntsuas Kev Khiav Dej Num Kom**
   Muaj Chaw Txawb Chaw Rau
- Saib me nyuam cov qhab nia los ntawm lub zej zog thiab lub xeev kev ntsuam xyuas
- Saib thiab tham txog qhab nia ntawm CLASSI rau xyoo dhau los no
- Rov Saib, Kev Pom Zoo thiab Kev Kos Npe rau Tsev Kawm Ntawv Daim Ntawv Npaj Kev
  Nyab Xeeb

4. **Daim Single Plan for Student Achievement (SPSA)**
- Qhia rau suav daws paub txog thiab tham txog cov khoom tshim kho nyob rau hauv
  daim SPSA (Cov Hom Phiaj)
- Tham txog cov qhab nia ntawm kev soj ntsuam rau xyoo 2021-22
- Nyiaj Txiag Los Ntawm Lub Xeev Thiab Tsoom Fwv, Nplooj 6 Thiab Kev Faib Nyiaj
  Txiag
- Daim ntawv npaj Local Educational Agency Plan (LEAP)
- Kev pom zoo los ntawm lub koom haum SSC ntawm daim SPSA
- CUSD Pab Pawg Tswj Cov Tsev Kawm Ntawv Kev Pom Zoo muaj nyob rau January
  2022

5. **Xov Xwm los ntawm Tus Tswv Cuab rau DELAC txog Lub Rooj Sib**
   Tham Pem Lub District

6. **Tsev Kawm Ntawv Saib Dua thiab Xov Xwm:**

7. **Cov Lus Nug Los Yog Kev Tawm Suab Los Ntawm Suav Daws**

8. **Xaus Lub Rooj Sib Tham**

   SSC Lub Rooj Sib Tham Zaum Peb Hnub thiab Sij Hawm:
   Cov neeg sawv cev rau lub koom haum English Learners Advisory Committee (ELAC) yuav tuaj koom SSC
   lub rooj sib tham zaum peb los tham txog thiab muaj los saib dua daim SPSA & khoos kas rau EL

   "*Cov khoom noj thiab haus tsis yog siv nyiaj txiag los ntawm tseem fwv teb chaw***"**

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SCHOOL SITE COUNCIL (SSC) THIRD QUARTER MEETING AGENDA
Functioning as the School Advisory Committee (SAC)
(During Third Quarter: Before March 18, 2022)

- **Call to Order and Welcome**
  - Call to order, welcome and sign-in
  - Introduce New and Returning Members
  - Establish a Quorum if one is not established review CUSD Quorum Protocol, in the SSC/ELAC Training Guide
  - Approval of Agenda
  - Public Comments and Unfinished Business

- **Discuss and Approval of Minutes from Quarter II SSC Meeting**
  - Review, Discuss and Approve Minutes

- **SSC Training**
  - Review *Master Plan- A Guide to Services for English Learners* Education Students, GATE Students, and Students below Grade Level
  - Review of annual ELPAC results and student placement and services
  - Review CUSD Reclassification Process
  - Present and Review CUSD Language Census Report
  - Local Control Accountability Plan (LCAP): Review, Input and Suggestions
  - Present and Review School Accountability Report Card (SARC) (If prepared, or Q-IV) Available on District's/Site's Web Page www.cusd.com
  - (Title I Schools Only) After School Safety and Education Program (ASES)

- **Mid-Year Evaluation and Monitoring Report**
  - Present and Review

- **The Upcoming Year's Single Plan for Student Achievement (SPSA)**
  - Review Status and Goals of SPSA, Approve Possible Revisions
  - Categorical Budget, Page 6 and Allocations (present and approve)

- **DAC and DELAC Representative Report of District Meetings**

- **School-Review and Highlights: _____**

- **Public Input**

- **Adjournment**

Fourth Quarter SSC Meeting Date and Time:

"Federal Funds were not used to pay for the cost of food or beverages"

AGENDA DE LA JUNTA DEL TERCER TRIMESTRE DEL SITIO ESCOLAR
Funcionando como el Comité Asesor de la Escuela (SAC)
(Durante el Tercer Trimestre: 18 de marzo 2022

1. **Convocación y Bienvenida**
   - Convocación, Bienvenida, y Registración
   - Establecer un Quórum
   - Aprobación de la Agenda
   - Aportaciones públicas y asuntos pendientes

2. **Discutir y Aprobación del Acta de la Junta Trimestral II SSC**
   - Revisar, Discutir, y Aprobación del Acta

3. **Entrenamiento SSC**
   - Reviso del *Plan Maestría CUSD – Una Guía de Servicios para Aprendices de Ingles* Estudiantes de Educacion , estudianted del GATE, y Estudiantes bajo el nivel
   - Reviso del resultados anuales ELPAC y la Colocación y Servicios Estudiantil
   - Revisar el Proceso de Reclasificación de CUSD
   - Presentar y Revisar el Informe del Censo de Lenguaje
   - Plan de Responsabilidad de Control Local (LCAP)
   - Presentar y Revisar el Informe de la Responsabilidad Escolar (SARC) (Si listo, o Q-IV) Disponible en la Página web del CUSD www.cusd.com
   - (Solo Escuelas Título I) Programa Educativo Después de Clases y Seguridad Escolar (ASES)

4. **Evaluación Mediados de Año/Monitoreo**
   - Presentar y Revisar

5. **Plan de Rendimiento Estudiantil para el próximo año (SPSA)**
   - Revisión del Estado y Metas de SPSA, Aprobar Revisiones Posibles
   - Presupuesto Categórico, Pagina 6 y Alocar (presentar y aprobar)

6. **DAC y DELAC Representative Report of District Meetings**

7. **Escuela - Revisar y Puntos Destacados:** _____

8. **Aportación Pública**

9. **Clausura**
Fecha y Hora de la junta del Cuarto Trimestre SSC:

"Fondos Federal no se utilizaron para pagar el costo de los alimentos o bebidas"

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LUB KOOM HAUM SCHOOL SITE COUNCIL (SSC)
DAIM TXHEEJ TXHEEM RAU LUB ROOJ SIB THAM ZAUM PEB
Sawv cev rau Lub Koom Haum School Advisory Committee (SAC)
(During Third Quarter: Before March 18, 2022

1. **Qhib rooj sib tham thiab txais tos**
   - Qhib rooj sib tham, txais tos thiab kos npe
   - Tsim xyuas kom muaj pab pawg neeg txaus
   - Kev Pom Zoo Txais Daim Txheej Txheem
   - Lub Hais Los Ntawm Suav Daws Thiab Cov Dej Num Hais Tsis Tiav

2. **Tham thiab Kev Pom Zoo los Txais Cov Lus Ceev Cia ntawm SSC Lub Rooj Sib Tham Zaum Ob**
   - Saib, Tham thiab Kev Pom Zoo los txais cov lus ceev cia

3. **Kev Cob Qhia rau Lub Koom Haum SSC**
   - Saib Phau *Master Plan- A Guide to Services for English Learners*
     Saib chaw tso thiab kev pab cuam rau cov me nyuam Special Education, cov me nyuam nyob rau lub khoos kas GATE, thiab cov me nyuam poob qab rau nws qib
   - Saib daim qhab nia txhua xyoo rau ELPAC thiab chaw tso thiab kev pab cuam rau cov me nyuam
   - Kev txheej txheem rau Reclassification
   - Present and Review CUSD Language Census Report
   - Local Control Accountability Plan (LCAP)
   - Qhia rau suav daws paub txog thiab siab xyuas dua daim School Accountability Report Card (SARC) (Yog tiav, los yog Q-IV)
     Muaj nyob rau lub District/lub tsev kawm ntawv daim Web Page www.cusd.com
   - (*Cov Tsev Kawm Ntawv Title I Xwb*) After School Safety and Education Program (ASES)

4. **Xov Xwm ntawm Kev Tshuaj Ntsuam/Saib Xyuas Ib Nrab Xyoo (Mid-Year Evaluation/Monitoring)**
   - Qhia rau suav daws paub txog thiab Covlos Saib Xyuas Dua

5. **The Upcoming Year's Single Plan for Student Achievement (SPSA)**
   - Rov Saib luag hauj lwm thiab cov hom phiaj ntawm daim SPSA, Kev Pom Zoo thiab Tej Yam Tsim Nyog Tshim Kho
   - Nyiaj Txiag Los Ntawm Lub Xeev Thiab Tsoom Fwv, Nplooj 6 Thiab Kev Faib Nyiaj Txiag

6. **Xov Xwm los ntawm Tus Tswv Cuab rau DAC thiab DELAC txog Lub Rooj Sib Tham Pem Lub District**

7. **Tsev Kawm Ntawv Saib Dua thiab Xov Xwm:** _____

8. **Cov Lus Nug Los Yog Kev Tawm Suab Los Ntawm Suav Daws**

9. **Xaus Lub Rooj Sib Tham**

SSC Lub Rooj Sib Tham Zaum Peb Hnub thiab Sij Hawm:

"*Cov khoom noj thiab haus tsis yog siv nyiaj txiag los ntawm tseem fwv teb chaw*"

<Put on School Letterhead>
SCHOOL SITE COUNCIL (SSC) FOURTH QUARTER MEETING AGENDA
Functioning as the School Advisory Committee (SAC)
(During Fourth Quarter: Before May 31, 2022)

- **Call to Order and Welcome**
  - Call to order, welcome and sign-in
  - Introduce New and Returning Members
  - Establish a Quorum if one is not established review CUSD Quorum Protocol, in the SSC/ELAC Training Guide
  - Approval of Agenda
  - Public Comments and Unfinished Business

- **Discuss and Approval of Minutes from Quarter III SSC Meeting**
  - Review, Discuss and Approval of the Minutes

- **SSC Training**
  - Review Annual SART Survey Results
  - Present, Review, and Approve School Parent Involvement Policy, with Signatures
  - Present, Review, and Approve SSC Bylaws, with Signatures

- **Single Plan for Student Achievement (SPSA)**
  - Present, Discuss and Seek Input Tentative Categorical Budgets Allocations for Next Year Reflecting Student and School Needs
  - Approve "Projected" Budget for Next School Year

- **DAC Parent Representative Report on DAC Meeting**
  If no representation, school personnel reports to committee
- **Public Input**
  - Collect SSC Binders and Materials
  - Thank you for your participation and involvement this year!

- **Adjournment**

"Federal Funds were not used to pay for the cost of food or beverages"

AGENDA DE LA JUNTA DEL CUARTO TRIMESTRE DEL SITIO ESCOLAR (SSC)

Funcionando como el Comité Asesor de la Escuela (SAC)

(Durante el Cuarto Trimestre: Antes del 31 de mayo, 2022)

1. **Convocación y bienvenida**
    - Convocación, Bienvenida, y Registración
    - Establecer un Quórum
    - Aprobación de la agenda
    - Aportaciones públicas y asuntos pendientes

2. **Discutir y Aprobación del Acta de la Junta del III Trimestre SSC**
    - Revisar, discutir, y aprobar el acta

3. **Entrenamiento SSC**
    - Revisar resultados de la encuesta anual de SART
    - Presentar,revisar y aporbar la politica de participacion de los padres, con firmas
    - Presentar , revisar y aprobar los estatos de la SSC, con firmas

4. **Plan Único para el Logro de Los Estudiantes (SPSA)**
    - Presentar, discutir y buscar aportación de presupuestos categóricos tentativos para el próximo año para reflejar las necesidades Estudiantil y Escolar
    - Aprobar presupuesto "Proyectado" para el próximo año

5. **Informe de Padres Represéntate del DAC sobre la Junta DAC**

6. **Aportaciones públicas**
    - Colección de materiales del SSC
    - Gracias por su participación este año!

7. **Clausura**

"Fondos Federal no se utilizaron para pagar el costo de los alimentos o bebidas"

LUB KOOM HAUM SCHOOL SITE COUNCIL (SSC)
DAIM TXHEEJ TXHEEM RAU LUB ROOJ SIB THAM ZAUM PLAUB
Sawv cev rau Lub Koom Haum School Advisory Committee (SAC)
(During Fourth Quarter: Before May 31, 2022)

1. **Qhib rooj sib tham thiab txais tos**
   - Qhib rooj sib tham, txais tos thiab kos npe
   - Tsim xyuas kom muaj pab pawg neeg txaus
   - Kev Pom Zoo Txais Daim Txheej Txheem
   - Lub Hais Los Ntawm Suav Daws Thiab Cov Dej Num Hais Tsis Tiav

2. **Tham thiab Kev Pom Zoo los Txais Cov Lus Ceev Cia ntawm SSC Lub Rooj Sib Tham Zaum Ob**
   - Saib, Tham thiab Kev Pom Zoo los txais cov lus ceev cia

3. **Kev Cob Qhia rau Lub Koom Haum SSC**
   - Muab los Siab Dua Cov Qhab Nia ntawm Kev Soj Ntsuam Txhua Xyoo SART
   - Qhia rau suav daws paub txog, Muab los Siab Dua, thiab Muaj Kev Pom Zoo los Txais Lub Tsev Kaw, Ntawv Daim Ntawv Tsab Cai Rau Niamtxiv KoomTes (Parent Involvement Policy), nrog Kev Kos Npe
   - Qhia rau suav daws paub txog, Muab los Siab Dua, thiab Muaj Kev Pom Zoo los Txais Tsab Cai khiav Dej Num rau Lub Koom Haum (Bylaws), nrog Kev Kos Npe

4. **Daim Single Plan for Student Achievement (SPSA)**
   - Qhia rau suav daws paub, Tham Txog thiab Nrhiav kev pab tawm tswv yim rau cov nyiaj txiag uas los pab cov me nyuam thiab cov khoom yuav siv pem tsev kawm ntawv rau xyoo tshiab
   - Local Control Accountability Plan (LCAP): Review, Input and
   - Muaj kev pom zoo los txais kev faib nyiaj txiag rau xyoo tshiab

5. **Xov Xwm los ntawm Tus Tswv Cuab rau DAC txog Lub Rooj Sib Tham Pem Lub District**

6. **Cov Lus Nug Los Yog Kev Tawm Suab Los Ntawm Suav Daws**
   - Sau Cov Phau Ntawv thiab khoom Muab rau cov niamtxiv
   - Ua tsuag rau koj kev koom tes rau xyoo no!

7. **Xaus Lub Rooj Sib Tham**

"Cov Me Nyuam Yog Peb Cov Khoom Muab Nqis Tshaj Plaws"

"*Cov khoom noj thiab haus tsis yog siv nyiaj txiag los ntawm tseem fwv teb chaw***"**

DISTRICT AND SITE PROGRAM FACT SHEETS

CUSD District Advisory Committee (DAC) Fact Sheet

Purpose

- The DAC provides a forum for communication, information and training for the district's SSCs through DAC representatives.

- DAC serves as an advisory committee for the purpose of advising schools regarding their specific categorical programs and the role of developing the LCAP in the creation of a plan that will make a meaningful difference in the lives of students.

- DAC Parents are to be involved in the development of the Local Education Agency (LEA) Plan and the process of school review and improvement.

Membership

- The DAC is made up of one selected School Site Council (SSC) member from each school in the district.

- Each representative is selected by the SSC.

- The DAC includes a broad representation of the parent population served.

Meetings

- DAC meetings are open to the public.

- The district will convene the DAC when the Spring and Winter release of the Consolidated Application are being developed.

- Other meetings will be convened as necessary.

Roles and Responsibilities

- The District Advisory Committee (DAC) will engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.

- Advise on the district's Consolidated Application for Reporting Systems (CARS)

FOR MORE INFORMATION:
Clovis Unified School District
Department of Supplemental Services
362 N Clovis Ave, Suite 101
Clovis, CA 93612
(559) 327-0661
www.cusd.com or your child's school

At-a-Glance

Purpose

- DAC advised regarding district Categorical Programs

Membership

- Selected by each SSC
- Broadly reflects parent population

Meetings

- Meet three times a year
- Other meetings as needed

Roles and Responsibilities

- Engage in meaningful consultation, under the guidelines provided by Administrative Procedure 9062, on any program changes that have not originated from the DAC.
- Advise on Consolidated Application

CUSD English Learner Advisory Committee Fact Sheet

What Is the English Learner Advisory Committee (ELAC)?

- Community group that participates in reviewing the school's English Learner program

- Members represent parents of English Learners, teachers, other school staff

Why Is the ELAC Important?

- Legally required group by California law

- Provides school staff members, parents, community members a voice in reviewing the English Learner Program

What Does the ELAC Do?

- Develop school's needs assessment
  Assists with the administration of the annual language census

- Consults with SSC about the SPSA

- Provides input into the English Language Program

How Do I Become a Member?

- Attend ELAC meetings regularly, as a member of the public, to decide if you would like to become involved

- Talk with the Principal about your interest in serving on the ELAC

- Participate in the annual elections; members are elected by the group they represent

- No experience is needed; the District provides training to new members annually to learn about your new role e Single Plan for Student Achieve

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At-a-Glance

ELAC

- Any site with 21 or more English Learners must develop an ELAC, Districts then have DELAC

Why is the ELAC important?

- Legally Required

- Voice for parents, community members, school staff and students in reviewing the English Learner Program

What does ELAC do?

- Recommends and provides input into Single Plan for Student Achievement in conjunction with the SSC

- Reviews English Learner Program and student progress

- Conduct annual needs assessment and language census

- Develop school plan for English Learners

How do I become a member?

- Attend meetings, review materials sent home

- Talk to Principal

- Participate in elections

- No experience needed, trainings required

FOR MORE INFORMATION:
Clovis Unified School District
Department of Supplemental Services
362 N Clovis Ave, Suite 101
Clovis, CA 93612
(559) 327-0661
www.cusd.com or your child's school

CUSD English Learner Program Fact Sheet

Purpose

- Clovis USD offers all identified English learners (ELs) appropriate services designed to assist in becoming proficient in the English language.

- Upon registration in CUSD, parents/guardians are asked to complete a Home Language Survey indicating the student's primary language. If a language other than English is listed, the school must administer the English Language Proficiency Assessment for California (ELPAC) to determine language proficiency and program placement.

- Upon initial identification, and subsequently based upon annual ELPAC language testing, EL students are placed into classes with one or both below mentioned designations.

Essential Program Components

Structured English Immersion (SEI)

- In SEI classrooms instruction is provided "overwhelmingly" in English, with curriculum and presentation designed specifically for students who are acquiring English at entry or early proficiency levels based on the ELPAC (ELPAC 1, 2 or 3).

- Students may receive support in their primary language support where appropriate.

Parents Roles and Responsibilities

- CUSD offers a variety of parent involvement opportunities that improve the overall program.

- Parents have the right to know about the services and program choices available to your child.

- Parent have the right to provide input regarding your child's program placement and services they receive.

- The District English Learners Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) at each site advises the district and school site on programs related to English Leaners and reviews the LEA and EL Master Plan

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At-a-Glance

Improving achievement for English Learners

- CUSD currently serves over 1,900 ELs

- Top five languages include Arabic, Filipino, Hmong, Spanish, and Vietnamese

EL Program

- Upon registration in CUSD, parents/ guardians are asked to complete a Home Language Survey indicating the student's primary language.

- If a language other than English is listed, the school must administer the English Language Proficiency Assessment for California (ELPAC) to determine language proficiency and program placement.

- Their placement is determined by their English language proficiency level as measured by the ELPAC combined with their performance on district measures and state standardized assessments

Roles and Responsibilities

- ELAC and DELAC review and advise the district on all aspects of the English Learner Program

- EL Parents have the right to know about EL Services and student placement in the EL Program

CUSD Local Educational Agency Plan (LEA) Fact Sheet

Purpose

- The purpose of the Local Educational Agency Plan (LEA Plan) is to identify the district priorities regarding its district, state and federal funded education programs

- CUSD will 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 LEA Plan provides the foundation for district improvement in student achievement

- The LEA Plan includes CUSD's Mission and AIMS

- The LEA Plan demonstrates through data analysis the district-wide academic needs of students

- The LEA Plan articulates the district's scientifically-based research strategies to improve achievement for all students

Essential Program Components

- The LEA Plan identifies the essential components of the CUSD LCAP.

- The LEA Plan enumerates which strategies being implemented district-wide address each essential component

- The LEA Plan is submitted to the Fresno County Superintendent's Office and California Department of Education annually for review and approval.

Roles and Responsibilities

- The District Advisory Committee (DAC) advises the district on the Compensatory Education program and the LEA Plan

- The District English Learners Advisory Committee (DELAC) advises the district on programs related to English Leaners and reviews the LEA Plan

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At-a-Glance

Purpose

- Local Educational Agency Plan (LEA Plan) is to identify the district priorities regarding its district, state and federal funded education programs

- An LEA Plan is required when the district receives categorical funds

The Plan

- Identifies district academic needs through data

- Articulates the district's strategies to improve student achievement

Components

- Nine Essential Program Components are referenced throughout the LEA Plan

Roles and Responsibilities

- DAC and DELAC review and advise the district on all aspects of the Education program

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CUSD School Site Council (SSC) Fact Sheet

What Is the School Site Council (SSC)?

- Community group that participates in school-based program coordination

- Members represent parents, community members, teachers, other school staff and students (in grades 7-12)

Why Is the School Site Council Important?

- Legally required group by California law

- Provides school staff members, parents, community members, and students a voice in improving achievement

What Does the School Site Council Do?

- Recommends the Single Plan for Student Achievement (SPSA)

- Reviews student academic data

- Consults with other parent groups about the SPSA

- Recommends school safety plan

How Do I Become a Member?

- Attend SSC meetings regularly, as a member of the public, to decide if you would like to become involved

- Talk with the Principal about your interest in serving on the SSC

- Participate in the annual elections; members are elected by the group they represent

- No experience is needed; the District provides training to new members annually to learn about your new role

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At-a-Glance

School Site Council

- Represents students, parents, community and school staff

Why is the SSC important?

- Legally Required

- Voice for parents, community members, school staff and students (grades 7-12)

What does SSC do?

- Recommends and provides input into Single Plan for Student Achievement

- Reviews student achievement data

- Consults with parent groups

- Recommends school safety plan

How do I become a member?

- Attend meetings

- Talk to Principal

- Participate in elections

- No experience needed; trainings required

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CUSD Title I Parent Information Fact Sheet

What Is Title I?

This program provides supplemental federal funding for improving student achievement, especially in high-poverty schools, including extra academic support for children who have not met State standards.

How Do Schools Qualify for Title I?

- Schools must have 35% or more students eligible for free or reduced price lunch.

- Funding is used to meet the educational needs of low-achieving students in reading language arts and mathematics.

What Services Does Title I Provide?

- Interventions
- Tutorials
- Supplemental academic materials
- Parent involvement activities/training
- Counseling and mentoring
- Professional learning/coaching

How Does My Child Qualify for Services Through Title I?

- Test scores below proficient
- Poor grades
- Teacher assessment/recommendation
- Parent recommendation

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At-a-Glance

Title I

- Improving Academic Achievement
- High Poverty Schools
- Supplemental Interventions
- Most At-Risk Students

Title I Parent Rights

- Provide suggestions and ideas into the development of the parent involvement policy
- Receive information in an understandable format and in a language you understand
- Attend an annual Title I parent meeting
- Receive a description of your school's Title I services and the school curriculum
- Receive written notice if your child's school becomes a school in need of improvement including your right to school choice, transportation and Supplemental Educational Services
- Observe and/or volunteer at your child's school
- Receive training in how to help your child succeed academically
- Have your child's test results explained to you

CUSD Title VI Native American Indian Education Fact Sheet

Program Information

- Each year, CUSD submits a two-part grant to the U.S. Department of Education to compete for limited Title VI Indian Education Funds.

- The funds are designed to meet and support the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve the same challenging State performance standards expected by all students.

- The program targets students who are performing below the "proficient" level as indicated on the annual California State Standards Test.

- Each child enrolled in the Indian Education Program is required to complete and submit a Title VI Student Eligibility Certification, 506 Form. This form may be obtained from any CUSD School, the Department of Special Projects or on the CUSD Web Page.

Instructional Support

- The CUSD Indian Education Program addresses the needs of students in grades K-12.

- Tutors provide additional help in a small group settings or one-on-one sessions with students to address specific weaknesses or a time to complete assignments with extra help or support.

- The program's focus continues to be assisting students who are struggling in their classroom.

- The program provided additional tutoring in grades K-12 at sites throughout the district.

Parent Roles and Responsibilities

- The Native American Indian Education Parent Advisory Committee (PAC) provides input and feedback relative to the Title VI Program and provides input on an annual Needs Assessment for parents Review the SSC bylaws annually

- The PAC meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students. In addition, there are presentations provided on a variety of topics requested by our parents.

At-a-Glance

Title VI Program

- CUSD currently serves close to 500 students

- Funds are designed to support students not meeting mastery

- Serve students in grades K-12

- Tutor students one-on-one or small groups

- Student must have a completed 506 Form on file

Instructional Support

- Serving 43 CUSD School Sites

- Instructional Aides and teachers work with students

Parent Roles and Responsibilities

- Native American Indian Education Parent Advisory Committee (PAC) meets four times a year

- Assist with annual Parent Needs Assessment

- PAC reviews the Title VI Formula Grant

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CUSD Training Your School Site Council Fact Sheet

School Site Council (SSC) Composition

- Elementary model - 10 members minimum

- Secondary model - 12 members minimum

- Parity: equal numbers of school staff (teacher majority) and parent/student/community members

Election Process

- Each member group is elected by its peers

- Election procedures to fill vacancies are designated in each school's SSC bylaws

- CUSD requires SSC's to choose one of two election processes (polling or ballots)

- Community members eligible to serve on SSC must reside or work full time in the school attendance area

SSC Agendas

- Chairperson and Principal develop the agenda

- Written agenda must be posted 72 hours in advance at the school site in a place accessible to the public

- Agenda states date, time, location, and each specific item of business to be acted upon

- Agenda items can be added or deleted only if the SSC members voted unanimously to take action

Roles and Responsibilities

- Develop a calendar of meetings for the SSC

- Review the SSC bylaws annually

- Recommend and review the Single Plan for Student Achievement (SPSA)

- Review and monitor student achievement data

- Receive input from parent groups (EL, GATE, Title I, etc.)

- Recommend the school safety plan

At-a-Glance

SSC Composition

- Principal
- Teachers
- Other School Staff
- Parents/Community   Members
- Students (Grades 7-12)

Election Process
- Member groups elect their representatives
- Vacancies filled as per bylaws

Agendas
- Written notice posted 72 hours in advance includes date, time, location, specific agenda items
- No items acted on unless they are posted on the agenda

Roles and Responsibilities
- Develop a calendar
- Review bylaws annually
- Recommend and provide input into SPSA
- Review student achievement data
- Receive input into programs
- Recommend School Safety Plan

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