

Single Plan For Student Achievement



JEFFERSON ELEMENTARY

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Clovis 93611-3099

12/31/21 - 1/1/23

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jefferson Elementary School	10-62117-6005870	December 9, 2021	January 12, 2022

About This School

The mission of Jefferson Elementary School is to foster lifelong joy from learning by developing in each student the Sparthenian concept- "Be the Best You Can Be in Mind, Body, and Spirit" and by promoting the school motto "Try Hard and Never Quit."

We believe a child's right to a quality education must not be compromised.

We believe the higher the expectation, the greater the achievement.

We believe all students are capable of learning and reaching their greatest potential.

We believe all people are worthy of dignity and respect.

We believe the development of character and values are an integral part of the educational process.

We believe successful learning occurs in an environment that fosters self-esteem, self-discipline, and the willingness to take risks.

We believe co-curricular programs contribute to the development of the mind, body, and spirit.

We believe team planning is the best strategy for problem solving.

We believe the contributors of parents are vital to the success of the child.

We believe effective school/home communication is critical for the child's optimal education.

SCHOOL GOALS

Students will meet or exceed academic standards as measured by national, state, and district assessments.

Students will meet or exceed physical fitness standards as measured by national, state, and district standards.

Students will have participated in at least one co-curricular activity by the end of sixth grade.

Staff members will help instill appropriate character values in our students and promote positive behaviors through instructional strategies, guided practice, and effective role modeling.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

All Title I allocations must be included in the school's SPSA. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates. Title I Funds are solely used to supplement the core school program.

To set school goals, the SSC needs to carefully review district priorities as stated in the LEA Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data. Summarize conclusions and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student "school" underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources.
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

Per EC Section 64001.4, district and school leaders shall use these data analyses to create specific,

measurable, achievable, relevant, and time-bound goals that can be easily measured to evaluate student progress toward closing the achievement gap. Such analyses should be conducted in a timely manner and include all major stakeholders.

On December 10, 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESEA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESEA. Overall, the new law provides states more authority on standards, assessments, accountability, supports, and interventions while preserving the general structure of the ESEA funding formulas. California is continuing to engage our education community and stakeholders in the development of the ESSA State Plan, which become operational in the 2017–18 school year.

On July 1, 2013, Governor Jerry Brown signed Assembly Bill (AB) 97 (Chapter 47, Statutes of 2013) to establish the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP). The law also requires the SBE to approve LCFF evaluation rubrics to assist LEAs to identify strengths and weaknesses of their LCFF implementation through the analysis of multiple measures. This analysis results in locally established goals, consistent with state performance standards, and the evaluation of those goals for the purpose of continuous improvement. The LCFF evaluation rubrics are an integral part of California's emerging accountability system. California has a unique opportunity, using the LCFF state priorities and three distinct parts of the LCFF—the LCAP and Annual Update, the LCFF evaluation rubrics, and the assistance and support system—to establish a single, integrated state and federal accountability system. California's new accountability system will build on the foundations of the LCFF, consisting of the LCAP, along with the Annual Update, the evaluation rubrics, and the California Collaborative for Educational Excellence (CCEE) support structure to meet both state law and the federal accountability requirements established in ESSA.

With the enactment of the ESSA, California has the opportunity to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and continuous improvement and support. Each part of the emerging system will align with the LCFF to support continuous learning and improvement, equity, and transparency. If you have additional questions, please contact your child's school or <http://www.cde.ca.gov/re/es/>

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Teachers who do not meet the ESSA Highly Qualified Teacher criteria are not considered for teaching positions. Staff and community members are involved in the selection of new teachers. Grade level panels interview potential candidates about their educational philosophies, experiences, and methodologies. Teachers then provide input to the principal concerning their recommendations. Once a candidate is selected at the site level, they proceed through five interviews at the district level to ensure they match up with the district and school's vision and students' needs. New teachers also participate in a teacher-training program (Induction).

Resources and professional development opportunities to learn and improve teaching skills are provided by the district.

Clovis Unified strives to be America's benchmark of excellence in education. Hiring fairs are attended in search of highly qualified personnel. Recommendations from master teachers of student teachers in the district are considered. Because of our excellent reputation, many student teachers request to do their student teaching in the Clovis Unified School District in the hopes of securing a position.

The California EC requires the need for individuals to hold the appropriate authorization prior to providing instructional services, including specified EL services. Any CUSD teacher assigned to an EL Student must hold the appropriate credential or certificate. Any teacher in CUSD that does NOT hold an appropriate EL Authorization must develop a plan in cooperation with the site administrator and obtain the appropriate authorization within three school years.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Jefferson Elementary School is 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!

Jefferson Elementary School administers several district, school and community surveys and evaluations throughout the year. The purpose of these surveys and evaluations is for school staffs to assess the effectiveness of our school programs, personnel, professional development, parent engagement and involvement activities and to determine what action needs to be taken, if any, to increase the participation and to gather input for our school programs. This is critical as school teams' work towards the goal of continuous improvement with their programs. Parent and community input is valued and appreciated.

These annual school surveys and evaluations afford our site to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders both classified, certificated, parents and district departments. Whereas our Parent Survey provides valuable information from the parents' perspective on many critical issues concerning our overall school Program.

The data collection assist to address our quality indicators of an effective School Program as outlined in our SPSA that school staff reviews and reflects upon. These indicators include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data and information, schools are asked to articulate what appeared to work and list any program modifications and changes that may be projected. Jefferson Elementary School is committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The surveys and evaluations are shared with staff, community members, district department and our Area Superintendent as well as the district Superintendent and presented and reviewed with staff members as well as the School Site Council (SSC) and other parent committees.

During the 2020-21 School Year, students and parents completed surveys that help the school acknowledge areas on campus that are going well, and areas that the school needs to improve upon. Below are the results of the following surveys:

School Assessment Review Team Survey (SART)

Likes: School provides a quality education, school personnel and site safety procedures are in place to maintain a safe and secure school environment for my child, school has adults who care about students

Improvements: My child's writing skills are improving, know how to get help for my child if they are struggling in school, school to home communication

LCAP Student Survey

Likes: Teachers treat students fairly, teachers care if I do well in school, I know my words and actions affect others

Improvements: cleanliness of school, students treat each other fairly, dress code

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teacher observations are set up for demonstrating “best practices.” Teachers are provided with opportunities to meet with their PLC team and collaborate with their peers at grade levels above and below them. Data is utilized to identify strengths and areas of need for students and teachers. Curriculum and teaching strategies are articulated within grade levels and across the grade levels. Each grade level meets with their PLC team to analyze and plan according to assessment data. Furthermore, each grade level PLC team meets with the Principal, Guidance Instructional Specialist (GIS), and Resource Teacher to pinpoint curricular areas of need and to make decisions on how to improve instructional strategies and student performance. Instructional supplies and curriculum materials are purchased based on the recommendations of the leadership team. The Principal and GIS use the walk-through process to conduct and record classroom observations and determine the impact of instruction on all students. This creates reflective dialogue between teacher and administration on the delivery and learning outcomes of the California Common Core Standards, curriculum, and supplemental materials. Specific outcomes for students performing below grade level are monitored through this process.

As per CUSD Board Policy 6211, all certificated teachers in good standing shall be evaluated every other school year based on the school year of hire. All certificated administrators shall be evaluated annually. The goal of the certificated personnel evaluation is to improve instruction and provide a better educational program through professional growth and continuous improvement. Identifying teacher deficiencies is the basis of assistance toward their correction. The observations and appraisals also provide a sound basis for administrative decisions on continued employment or dismissal, although it is not the basic purpose. Education Code 44664 states that evaluation and assessment of each certificated employee shall be made on a continuing basis. Formal evaluation procedures are accomplished on a pre-determined schedule and by previous mutual agreement. The Evaluator, in the normal function of duties related to the position, may record observations made at any time which may be utilized in the formal evaluative process.

At Jefferson Elementary School all Permanent teaching and supportive personnel will be evaluated annually unless more frequent evaluation is requested by either the Evaluator or Evaluatee. At any time during the school year the Evaluator or Evaluatee may place in the official file of the permanent certificated employee written comments relative to the performance of the employee. A copy of the written document shall be given to the Evaluatee. At the time of placement in the employee’s file, a copy of the written document shall be given to the Evaluatee who may respond in writing. A copy of the Evaluatee’s response will be placed in the Evaluatee’s file. For evaluation purposes, all teaching and supportive personnel, in cooperation with the Evaluator, shall develop performance objectives as applicable to the assigned job description in the following areas: a. The progress of students toward the standards of expected student achievement at each grade level in each area of study. b. Instructional techniques and strategies. c. Adherence to curricular objectives. d. Establishment and maintenance of a suitable learning environment. A bi-annual cycle will be followed each year of the certificated employee’s permanent service. Tenured Teachers in “good standing” shall be evaluated bi-annually and complete a pre- and post- self-assessment annually. The year for evaluation will be

established by the odd or even school year of hire, and include: a. Pre- and Post-Self Assessments. The pre-assessment is due to the supervising administrator by the end of the first quarter and the post-assessment is due two weeks prior to the bi-annual evaluation or June 1 in a non-evaluation year.

Teachers who are not in an evaluation cycle year are not required to conference with supervising administrators regarding their self-assessments. Teachers may request a reflective conference at any time regarding their self assessments. We conduct 2 Formal Observations (or equivalent informal walk-throughs.) 1 Certificated Teacher Performance Appraisal. Evaluation Schedule Completed Responsible Description of Action On or Before Party All permanent personnel shall present in October 1 Primary Evaluator writing to the primary Evaluator and Evaluatee the performance objectives which have been mutually agreed upon for evaluation. All permanent personnel shall receive a May 1 or Primary Evaluator formal evaluation as prescribed by the 30 days before the evaluation procedures.

All Probationary Teaching and Supportive Personnel will be evaluated not less than twice a year unless more frequent evaluation is requested by either the Evaluator or Evaluatee. At any time during the school year the Evaluator or Evaluatee may place in the official file of the probationary employee written comments relative to the performance of the employee. A copy of the written document shall be given to the Evaluatee. At the time of placement in the employee's file, a copy of the written document shall be given to the Evaluatee who may respond in writing. A copy of the Evaluatee's response will be placed in the Evaluatee's file. Evaluations will be conducted each year of the temporary or probationary certificated employee's probationary service as follows: Pre- and Post-Self Assessments: The pre-assessment is due to the supervising administrator by the end of the first quarter and the post-assessment is due two weeks prior to the evaluation. 2 Formal Observations (or equivalent informal walk-throughs.) Certificated Teacher Performance Appraisals. Evaluation Schedule Completed Responsible Description of Action On or Before Party All probationary personnel shall present October 1 Primary Evaluator in writing to the primary Evaluator and Evaluatee the performance objectives which have been mutually agreed upon for evaluation. First evaluation by the primary December 1 Primary Evaluator Evaluator. The primary Evaluator makes Last day Primary Evaluator a second evaluation and notifies the in February teacher that a recommendation for non-reemployment is forthcoming.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Common assessment results from state, district, and site assessments are used to increase student learning and improve academic achievement. Teachers use assessment results to guide instruction on an on-going basis. Results are shared at weekly PLC team meetings using a DATA teams process. During the PLC team meetings, teachers analyze their student data so that the assessment data directs intervention plans, guides teachers toward the next step in learning for all students, and holds all teachers accountable for every student in the grade level. Assessment results from site monthly assessments, and district/state year-end assessments are charted and/or graphed to compare student progress in all curricular areas. Curriculum and teaching strategies are adjusted based on assessment results. Teaching strategies and curriculum materials are shared and team teaching strategies are used to group students at appropriate levels. Data from common assessments has led to the deployment and flexible grouping of students based on need. Through this process teachers are targeting the specific needs of each student by identifying and addressing strengths and areas of need efficiently and effectively. Students not meeting the mastery level through targeted standard instruction receive intervention until mastery is achieved.

Data is utilized to identify strengths and areas of need for students and teachers. Curriculum and teaching strategies are articulated within each grade level and across the grade levels. Each grade level meets bi-monthly with their PLC team and Site Administrator to analyze and plan according to assessment data and to pinpoint curricular areas of need and to make decisions on how to improve instructional strategies and student performance. PLC Team Leaders, part of the school leadership team, meet monthly with the principal and GIS to discuss the needs of their teams. Instructional supplies and curriculum materials are purchased based on the recommendations of the leadership team. The EL PLC team, including the ELD teachers, the bilingual instructional aides, and the GIS meet to analyze ELD assessment data and determine best instructional practices and strategies for the English learners.

The principal and GIS use the walk-through process to conduct and record classroom observations and determine the impact of instruction on all students. This creates reflective dialogue between teacher and administration on the delivery and learning outcomes of the California State Content Standards, the California Common Core Standards, curriculum, and supplemental materials. Specific outcomes for students performing below grade level are monitored through this process.

Administrators and teachers use student achievement results from state and local assessments to plan lessons, adjust instructional strategies, staff development, curriculum choices and personnel. Annually school administrators review and analyze all student achievement results where data is reviewed down to the student level to drive revisions and program adjustments. Review of ongoing formative data assists in the adjustment of instruction as well as enables administrators and teachers to identify, track, group, and adjust as needed. The core program, as well as intervention and supplemental programs, are designed and implemented to address closing the achievement gap and increasing student achievement for each student. Results are used to modify and adjust instruction, curriculum and the hiring of personnel. State and local assessments are utilized to diagnose and monitor all students' progress and program improvement and/or needs:

Annual/State: CAASPP gr. 3-6 (ELA & Math), CAASPP gr. 5 (Science), CAPA, and Physical Fitness Assessment (PFA). District/Site: TK,K-1 Assessments, Grade Level Unit Assessments, Interim Clovis Assessment Language Arts and Mathematics (iCAL & iCAM), DIBELS, District Benchmarks for ELD, Writing Assessments (School/Area), gr. K-2 DRA2, STAR AR Reading assessment, CAASPP Interim Comprehensive Assessment (ICA) Math, i-Ready diagnostics, etc.

End of the Year: DRA and Math gr. TK-K-2, Physical Fitness Assessment (PFA) gr. 1-6, CLASSI I, II, III, Attendance/Suspension Rates, etc. CLASSI Component I, II & III English learner Reclassification Rate

On-going: Accelerated Reading (AR), iReady Math and ELA, student's daily work, anecdotal records, common formative assessments, and classroom assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- CA Dashboard- Student Achievement
- Data Insights- CUSD District/Admin Monitoring
- English Language Proficiency Assessment (ELPAC)
- iCAL (English Language Arts)
- iCAM (Mathematics district benchmark)
- iReady Math Diagnostic
- iReady ELA Diagnostic
- iReady Standard Mastery Assessments
- Teacher created assessments
- Interim Comprehensive Assessment (ICA)
- Short Cycle Assessments
- Professional Learning Communities for data monitoring
- Physical Fitness Testing (PFT)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

CUSD aims to hire, develop, sustain, and value a high quality diverse workforce. All credentialed teachers/staff at Clovis Elementary meet the requirements for highly qualified staff based on the criteria of ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional Development courses are taught by teachers that meet highly qualified status. Ongoing professional development is provided to teachers at Jefferson Elementary. Teachers have participated in professional development to ensure that they are using strategies to improve student achievement Professional Development Trainings:

- Ready Math training
- Ready ELA training
- Benchmark (ELA) curriculum training
- ELPAC training
- Science Curriculum Training
- Positivity Project Training
- Kagan Training
- Choice Music Model Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The content of the Staff Development program is determined in strategic planning sessions conducted at the beginning of each school year based on site, grade level, and teacher needs, the Title I Parent Survey, and SART surveys. The staff meets to determine the needs of the staff and to create the staff development calendar. Jefferson is responsible for ensuring that professional development opportunities for teachers are aligned with the California Common Core Standards and are designed to enhance standards-based instruction and improve student achievement on state tests. Areas of staff development include curriculum, student achievement, English Language Development, and the use of technology and instruction. Administrators and teachers are fully implementing the CCSS by utilizing units of study and designing lessons and engaging learning experiences. Staff members also attend curriculum training sessions, such as those directed by district Curriculum and Instruction experts, in order to implement California Common Core standards based lessons with a focus on greater Depth of Knowledge and higher level cognition. These professional development topics and focus areas are shared with the SSC and ELAC for further discussion and input.

Through Professional Learning Communities (PLCs) Jefferson teachers, staff, and administration work together to identify the needs of all students; strengths and areas of need are documented and a prescription is written to ensure all students learn. Conversations about student learning focus around four essential questions: 1. What do students need to know and be able to do? 2. How will we know if they learned what they need to know? 3. What will we do when students do not learn what they need to know? 4. What will we do when they do learn what they need to know? Learning how to answer these questions takes place for the Jefferson staff through regular staff trainings in PLCs and Data Teams as offered through the district, area initiatives, and through outside conferences. Teachers from all grade levels, the Special Education department, and ELD instructors are participating in interactive workshops, video conference trainings, and collaborative team building classes to develop skills that are data-proven to increase student learning and achievement.

For our staff, these factors contain a rich research base, and each bears a strong relationship to school performance. Taken together, they enable Jefferson Elementary School to construct a developmental theory that places schools on a continuum on each dimension. By building our level of Internal Coherence, we seek to build their capacity to continuously grow, adapt, and increase their knowledge, skill, and integrative functions over time. Further, we expect that these factors embody a general theory of how we will continually improve student learning within the Jefferson Elementary

School Learning Community.

To ensure we meet the needs of all students, including all subgroups, specific professional development offerings, such as Positive Behavior Intervention and Support (PBIS), AVID, Response to Intervention (RTI) trainings, behavior modification classes, Ruby Payne book studies, Adverse Childhood Experiences (ACES) training, and conferences on using data to inform instruction are all part of the staff development plan for Jefferson. To implement the CUSD English Learner Action Plan, the EL teachers and administrators will participate in trainings on delivery of ELD curriculum as well as the ELPAC assessment and utilize the acquired knowledge to appropriately place EL students, monitor progress, and administer assessments.

Technology training is regularly received by all staff members as the technology world continually changes, adapts, and evolves. Staff development on Google Drive, Google Classroom, Office 365 Drive, Zangle Gradebook and Attendance, Type 2 Learn, Accelerated Reader, Illuminate, ESGI, and the integration of Chromebooks and iPads in the classroom are all offerings to Jefferson staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Jefferson Elementary utilizes district funded instructional coaches in multiple content areas.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

To assist us in our goal to increase academic achievement we have implemented Professional Learning Communities (PLC's). In our PLC's, a collaborative culture is formed among grade levels that is focused on teaching core academic standards, results oriented and driven by data. Teachers receive training from PLC workshops to assist their professional growth. We have established reading intervention classes for EL students and kindergarten through sixth grade students. In addition, we have intervention push in teachers in classes for kindergarten students through sixth grade students. Our Parent Teacher Club (PTC), School Site Council (SSC), School Advisory Committee (SAC), English Language Advisory Committee (ELAC) and School Assessment and Review Team (SART) consist of community members, faculty, and administration who work together to monitor our social and academic progress and funding sources, establish goals, and support our academic needs.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes adopted textbooks, units of study, assessment, and/or instructional materials in grades K-6 that are aligned to the California Common Core State Standards (CCSS). Clovis Unified School District (CUSD) has defined mastery standards and aligning existing curriculum to the CCSS. The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in grade K-8 and board approved textbooks in grades 9-12 in the four content areas: English Language Arts (ELA), mathematics, history/social science, and science. CUSD has adopted the Benchmark Reading series for Kindergarten, grades 1, 2, 3, 4, and 5, and the McGraw-Hill Collections reading series is used for grade 6 ELA instruction. For math, elementary schools use the Ready Math series in grades K-6. Grades K-5 utilize the Harcourt Reflection series for History/Social Science instruction and Glencoe is utilized in grade 6. Science instruction is provided using the Harcourt series for Kindergarten, Houghton Mifflin for

grades 1 and 2, Scott Foresman for grades 3, 4, and 5, and McDougal Littell text series for grade 6. Teachers have the ability and autonomy to provide additional standards-aligned materials to augment the basal text. All core curriculum materials will be aligned to CCSS, and all students are provided with basic services and have access to a broad curriculum in accordance to LCAP goals. Parents and community members have been included in presentations related to the instruction of CCSS and how Clovis Unified will utilize curriculum and assessment to ensure student engagement and achievement.

Students whose Home Language Survey (HLS) indicate a language other than English, are assessed for English proficiency through the English Language Proficiency Assessment of California Test (ELPAC). The ELPAC is the initial and annual test for English Learners. ELPAC is to be administered for initial identification purposes within 30 calendar days of first enrollment to a pupil whose primary language is other than English, as determined by the Home Language Survey, and who has not previously been assessed for English language proficiency in a California public school in grades K-12. Student placement into an English Learner (EL) Program occurs when a student scores below proficiency on the ELPAC; Students are placed with an authorized teacher in the appropriate instructional program based on their English Language proficiency level. All English Learners' scoring at the Emerging and Expanding levels shall be enrolled in a Structure English Immersion (SEI) program. The state standard for proficiency is Expanding and Bridging. All English Learners' initially scoring at the higher level are considered Fluent English Proficient (FEP) and are not placed in an EL program. However, as EL students progress through the EL program and score at proficiency on the annual ELPAC, they are placed in the English Language Mainstream (ELM) program. The annual ELPAC assessment will be administered in the Spring of each year. An English Learner shall receive English Learner services until he/she becomes fully fluent in English. A CUSD EL Student Folder and Identification and Placement Chart are developed for each child in the program to monitor progress. Instruction for EL students is prescribed by the classroom teacher and implemented jointly by the teacher and bilingual instructional assistant. EL students receive English Language Development (ELD) and gain access to the core curriculum through primary language assistance and/or Specially Designed Academic Instruction in English (SDAIE). All EL students in grades K-12 from all levels shall receive daily explicit ELD instruction targeting the English Language Development (ELD) standards in listening, speaking, reading, and writing. While there is no maximum number of minutes required, it is recommended that students receive a minimum of 30 minutes of daily, targeted ELD instruction. ELD is a specific program of instruction that addresses the teaching of the English language according to the level of language proficiency of the English Learner. The goal is to attain language proficiency in English as efficiently and effectively as possible and meet the criteria for reclassification.

The language proficiency and academic performance of each EL student is reviewed annually and those who meet fluency requirements are submitted for Reclassification. Reclassification is the process through which students who have been identified as English Learners are reclassified to Fluent English Proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms. California Education Code 313(d) requires that all English Learners who have been reclassified be monitored for a four-year period. In CUSD, students' academic progress and achievement is monitored and reviewed on a regular basis to be in the students are continuing to progress. If a student fails to make progress, intervention is necessary.

Benchmark assessments aligned to state and district content standards exist for English Language Arts (ELA) and Mathematics in grades K-10 and are administered uniformly across all CUSD schools. The results of benchmarks and standardized tests are maintained in the Illuminate database which all teachers can access. District, school area, and site common assessments, such

as quick checks, strand tests, and area mid-benchmarks are utilized to assess standard specific proficiency and determine intervention needs for students in ELA and Mathematics. Interim Clovis Assessment in Language Arts (iCal) and Interim Clovis Assessment Math (iCam) are administered quarter to monitor progress on grade level standards. Additionally, many subject specific secondary teachers use standards-based common finals at the end of each semester. The results from these multiple measures are designed to inform instruction and guide the re-teaching, re-testing and intervention processes for students who have not yet attained proficiency levels.

The needs of the Gifted and Talented (GATE) students are met through a combination enrichment and extension programs for identified students. GATE students in grades 4-6 and Exceptional Capable Learners (ECL) in grades 2-3 are challenged through varied learning opportunities and environments based on student needs that extend their abilities, sensitivities, judgment, thinking skills, and self-concepts. Both programs emphasize accelerated instruction through special study units, classroom enrichment, independent study, extended field trips, and community service. Academic content in Jefferson's GATE and ECL Programs are geared towards depth, complexity, and acceleration in the core subject areas of reading, language, mathematics, history/social science and science and are tied to the California State Standards and the California Common Core Standards. GATE and ECL students are instructed by credentialed teachers at Jefferson Elementary School. Information, screening, and certification criteria and procedures regarding the GATE and ECL Programs are provided to staff and parents by the Jefferson GATE/ECL Coordinators. GATE/ECL parents receive regular communication with the staff advisors/instructors and are included in the planning and evaluation of the Jefferson program through the Jefferson website and school-to-home communication.

All Special Education students are part of the total school community with equal access to educational, co-curricular, and social activities in our school. The IEP team determines appropriate special education services for each student. The special education staff (Special Day Class teachers, Resource Specialist teacher, Language Speech Specialist, School Psychologists, Deaf and Hard of Hearing Specialist and Instructional Assistants) works collaboratively with other members of our staff, including categorical programs, to provide an array of educational options to meet varied needs of all students at our school. The service delivery options for our Special Education staff may include district services, consultation and collaboration, alternative materials and/or curriculum, physical accommodations, modified teaching and testing strategies, curriculum and material adaptation, and in-service training for staff members. The Special Education staff may work with students and/or staff in the regular classrooms or in a small group setting. The entire staff participates in staff development, planning, and other activities, which promote the effective use of available resources to meet the educational needs of all students in our school.

The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments are designed to measure student progress toward college and career readiness.

Signed into law on October 2, 2013, AB 484 (Bonilla), establishes California's new student assessment system, now known as the California Assessment of Student Performance and Progress (CAASPP). The CAASPP assessment system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. Each spring, Jefferson Elementary will take the California Assessment of Student Performance and Progress

(CAASPP). In addition to the CAASPP Assessment, CUSD will use the following state and local assessments both formative and summative:

CAASPP Science, ELPAC, PFT, CAA

K-1 Assessment, CUSD Interim Clovis Assessment Language Arts (iCAL), CUSD Interim Assessment Mathematics (iCAM), i-Ready Diagnostics ELA & Math, CUSD Performance Assessments.

Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Jefferson Elementary adheres to required instructional minutes in ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention is integrated in the daily schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Jefferson Elementary School is a Professional Learning Community, where the vision of equitable learning for all students is at the forefront of every decision and initiative made by the community of stakeholders. As a Title I school, all students receive the standards-based instructional materials that are available to all student groups, including English Learners, Migrant students, and Students with Disabilities.

Jefferson Elementary School follows the clearly defined California Common Core Standards in grades K-6 for all curriculum instruction; rigorous academic standards begin very early. Jefferson Elementary School utilizes materials which specifically identify mastery and supporting standards as they pertain to individual content lessons. Academic time is supported by the maximum number of instructional minutes allowed by the state of California.

English Language Arts

In the area of English Language Arts (ELA), Jefferson Elementary School utilizes the Super Kids program for Transitional Kindergarten and state adopted Benchmark reading series for kindergarten and grades 1-5, and McGraw Hill Collections in grade 6. We make use of supplemental materials, which include levels for English Learners (EL), intervention materials for students who are performing below the proficiency level, and extension assignments for gifted students. Other supplemental materials used include Standards Plus Language, Measure Up, DRA/SRA kits, Literature text sets, Leveled books with Guided Reading, along with specific writing curriculum Write Traits, Writing For Excellence, and Writing Without Tears which provides a strong comprehensive ELA curriculum. The Jefferson Elementary School language arts intervention program is a state approved supplemental program, utilizing leveled readers, visual aids, manipulatives, and various assessments such as DRA2 and STAR reading to ensure students receive the academic support

they require.

Standards and proficiencies have been established at each grade level in the areas of: (1) speaking and listening (2) reading (3) language, and (4) writing. It is the goal of our speaking and listening program to develop competent, confident and expressive communicators. For example, proficient second graders should be able to ask questions to gain information or clarify understanding. Fifth graders should be able to listen and distinguish fact from opinion. Our reading program focuses on word awareness, content vocabulary development, and academic vocabulary usage. Students move through levels of proficiency as they master decoding skills, identify word families, patterns and structures, and phonetic rules. Also, core literature books and specific areas of literature focus have been identified for each grade level to expand students' knowledge and appreciation in a variety of genres.

Our writing program focuses on the development of the three types of CCSS writing as well as the writing process . This includes content, organization, textual evidence and the conventions of writing (grammar, spelling, and penmanship). Proficiencies at each grade level are assessed utilizing SBAC aligned rubrics and adhering to the CCSS and using appropriate sentence structure and punctuation. Student authors write, edit, and illustrate their own stories which become permanently bound books. Students then read their books to classmates, family members, and other adults bringing a sense of accomplishment and pride. All grade levels are strategically implementing California Common Core writing standards by focusing on text embedded writing in the opinion/persuasive, narrative, and information genres. Writing develops in a cohesive progression through the grade levels.

Integration of the language arts curriculum occurs in many ways. Core literature books tie into the social science curriculum. Writing occurs on a regular basis through math journals and science logs. Spelling is integrated with the instruction of computer keyboarding skills. Language arts skills are integrated into every unit developed and taught in the Library Media Center. For example, a unit on space for third graders gives students the opportunity to read and take notes, write an expository report, listen to guest speakers, take virtual field trips utilizing technology and recite and write space poetry . We continue to strengthen the content of our early literacy program which focuses on the development of oral and written language, along with listening and speaking skills.

Mathematics

Jefferson Elementary School has established grade level standards that define a common sense, balanced mathematics curriculum which emphasizes foundational skills and processes, builds deep mathematical understandings, and helps students to apply mathematics in powerful problem-solving experiences. The unifying strands of mathematics taught at grades K-5 are numbers, operations, geometry, measurement/graphs, technology, and estimation/statistics/ probability. The unifying strands in grade 6, consistent with those in grades 7-8, are numbers, operations, geometry, measurement/graphing, statistics/probability, algebra, and patterns and functions. Strategic implementation of the California Common Core Standards finds Jefferson teachers focusing on integrating the Standards for Mathematical Practice with the content. The Ready series, along with other supplementary materials such as District written Mathematical Units of Study, Eureka math units, Problem Solving and Justification tasks, hands-on experiential learning, and district math fact sheets, provide support for differentiated math instruction.

Mathematics is integrated into the content areas of language arts, science, social studies, physical education, music and art. With the addition of mobile computer carts, students are able to compute math problems as well as research any math terminology and math formulas. As a result of data analysis, we will continue to strengthen our math program by increasing the use of manipulatives,

hands-on lessons, math journals, and problem-solving strategies. In addition, teachers have identified essential standards they will use short cycle assessments to monitor student progress towards mastery.

Science

All students at Jefferson Elementary School participate in a comprehensive and creative science program which emphasizes and develops the shift to the NGSS (Next Generation Science Standards). The Next Generation Science Standards (NGSS) are K-12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students. A goal for developing the NGSS was to create a set of research-based, up-to-date K-12 science standards. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepares them for college, careers, and citizenship. The themes integrate concepts and facts at all levels of the curriculum and unify topics in physical, life, and earth science. The students learn and develop the thinking processes of observing, categorizing, relating, inferring, ordering, comparing, communicating, and applying. Teachers emphasize active learning and student involvement through process-oriented activities and hands-on lessons. We integrate science into other areas of our instruction. Teachers have incorporated the hands-on learning kits from our Harcourt, Houghton Mifflin, Pearson Scott Foresman, or McDougal Littell texts. Students use a variety of instructional materials, including lab equipment, reference books, and mobile computer carts, to facilitate active learning and construction of new knowledge. Jefferson Elementary students (grades 4-6) have the opportunity to participate in an Area and County Science Fair in the Spring. Science camp is offered to increase knowledge and proficiency in the subject area of science and cross-subject inquiry. Science camp offers a hands-on real-world approach to NGSS. As funds allow, partial costs of science camp are paid for to ensure that all students have access regardless of socio-economic status.

Social Science

Jefferson social science curriculum is centered in a core of historical and geographical knowledge aligned with the California State History-Social Science Framework and District Grade Level Standards. Jefferson places emphasis on ethics and democratic values which help students to better understand themselves and others, and to develop their full potential for personal, civic, and professional life as they move towards the world of work. Teachers integrate the social science curriculum into the other subject areas as well. Students read literature-based novels, biographies, and plays that relate to their course of study. Integration also occurs through music, drama, guest speakers and field trips. An effective feature of the social science curriculum is the integration of technology and information skills. With the addition of an onsite computer lab and two mobile computer carts, students are able to research information for report writing and have the ability to type out reports/assignments. Jefferson Elementary students (grades 5-6) have the opportunity to participate in an Area and County History Day in the Spring.

Health & Wellness

Good health and academic success go hand in hand. At Jefferson, we believe healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health, prevent disease, reduce health-related risk behaviors, and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school. Quality health education programs help students achieve their highest academic potential. The Health Education Content Standards for California Public Schools, Kindergarten through Grade Twelve provides guidance for our teachers on the essential skills and knowledge that students

should have at each grade level. Local educators are encouraged to apply these standards when developing curricular and instructional strategies for health education and other interdisciplinary subjects. Recognizing the significant impact of health on academic achievement, we work diligently to improve the quality of health education for our students. The health education content standards represent our commitment to promoting excellence in health education for our students. A primary goal of the health education standards is to improve academic achievement and health literacy for all students in California. Four characteristics are identified as essential to health literacy. Health-literate individuals are:

- Critical thinkers and problem-solvers when confronting health problems and issues.
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways.
- Effective communicators who organize and convey beliefs, ideas, and information about health issues.
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure.

These four essential characteristics of health-literate individuals are woven throughout the health education standards.

Physical Education

Physical education is an integral part of the education program at Jefferson. It teaches students how their bodies move and how to perform a variety of physical activities. Students take part in at least 200 minutes of Physical Education every 10 school days. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle and overall wellness. Game Day curriculum is utilized in grades 1-6 for teaching basic sport related skills and develop body awareness. A minimum of 200 minutes per week of physical education occurs for every student. We focus on the mind, body, and spirit of each student. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient. Students develop positive social skills, set and strive for personal, achievable goals, learn to assume leadership roles, cooperate with others, accept responsibility for their own behavior, and ultimately improve their academic performance. To monitor the progress of our students, as a district we not only administer the spring state Physical Fitness Tests but we also have grade-level assessments for grades 1- 12. In addition, teachers provide students with two hundred minutes of Physical Education every ten days, which is monitored through Teacher PE lesson plans, Monthly PE Instruction Certification, and Principal's Report. This data is used to adjust the program and curricular needs.

VISUAL AND PERFORMING ARTS CURRICULUM

The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Through the arts, children have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology.

The visual and performing arts standards presented here are comprehensive and provide important guidance for schools to prepare curricula for students in pre-kindergarten through grade twelve. For the four disciplines of dance, music, theatre, and visual arts— each with its own body of knowledge and skills—the standards are organized into five strands that are woven throughout all artistic experiences. The standards incorporate both traditional means of artistic expression and newer

media, such as cinematography, video, and computer-generated art.

Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. The arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity. The visual and performing arts are a vital part of a well-rounded educational program for all students.

The Visual and Performing Arts Content Standards for California Public Schools, Pre-kindergarten Through Grade Twelve, represents a strong consensus on the skills, knowledge, and abilities in dance, music, theatre, and the visual arts that all students should be able to master at specific grade levels, pre-kindergarten through grade twelve, in California public schools.

Educators are encouraged to take the standards and design curricular and instructional strategies that address the needs of their students, teachers, and families. Local educational agencies will want to consider ways to include standards-based visual and performing arts instruction both in regular arts instruction and into other subject areas for interdisciplinary instruction.

The visual and performing arts standards reflect our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core courses are aligned. Core courses include intervention materials that support struggling students. Students at Jefferson are provided additional intervention through programs to remediate for Math and English. iReady and DIBELS programs used that provide remediation for math and reading. Jefferson also provides reading intervention in kindergarten through the creation of an extended day type schedule, utilizing a credentialed teacher as the instructor.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through a comprehensive MTSS system as well as working in Professional Learning Communities (PLCs), teachers regularly meet in teams to identify specific needs of all students in each grade level and regularly review the tier 1 program. Mastery of all essential standards by all students is the goal in every classroom on the Jefferson Elementary School campus. With a First-Time Best Instruction approach, teachers aim for Mastery Learning with 85 percent accuracy or better upon first instruction. Teachers prepare an individualized in- depth educational plan called a Teacher Grade Level Expectation (TGLE) for all students performing below grade level expectations. Teachers discuss each student TGLE with the principal, GIS, and PLC team at which time strategies and interventions are determined. Furthermore, the teacher shares the TGLE with parents and shares the prescription for student success.

Jefferson Elementary School's Response to Intervention (RTI) Program is a multi-tier approach to the early identification and support of students with learning and behavior needs using components

of Multi-Tiered Systems of Support. Our MTSS system consists of an RTI process with high-quality instruction and universal screening of all children in the general education classroom conducted by classroom teachers. Our struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by a variety of Jefferson's personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction pending from conversation at regularly schedule PLCs Meetings. Jefferson's RTI Program is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. We have developed and implementing essential components to bring fidelity in a rigorous manner:

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, Jefferson Students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Jefferson students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention based on student data reviewed during Teacher PLCs. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Teachers provide intervention for targeted student needs. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. Grades 4-6 include ELA, Math, Science, Social Studies and Study Skills. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

Jefferson Students not making adequate progress in the regular classroom in Tier 1 and 2 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Students in need of aid in "will" vs. "skill" may receive tier 1, 2, or 3 behavioral RTI services. Instructional strategies and programs, such as PBIS, are used by classroom teachers to promote good character and self-esteem, the importance of living a drug-free and alcohol-free life, and

making healthy life choices. Furthermore, such programs as the Outstanding Classroom Award, Positivity Project Award, and the School Block J Award have established a positive, purposeful environment where expectations are clear and all students can be recognized as important, contributing members of the school family. More intensive tier 2 and 3 behavioral needs are addressed through the SST process and the School Counseling Program. These service may include Check-In/Check Out, skill groups, SOAR Academy for organization, and other tailored services based on need.

The intent of the retention program is to offer resource mandated/instructional offerings to students retained or recommended to be retained in grades 1-6. This is a mandated school site program. Eligible students are identified based on evaluation criteria, such as results of standardized test and/or class grades. The site must have on file a copy of the promotion /retention forms signed by the parents. The first grade intervention program provides remedial reading instruction to students who are reading below grade level. Eligible students are identified based on classroom evaluation criteria, such as DRA level, and summer school is offered as intervention prior to retention.

CUSD offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency, or in need of credit for graduation. The programs are designed to support the academic achievement of students who did not meet the proficiency level during the regular school year.

Students in need of additional intervention resulting from academic, emotional, or behavioral difficulties are referred to the Student Study Team (SST) where their needs are assessed, and they are linked with additional interventions. Students may be referred to SARB, one-on-one counseling with the school psychologist, and/or student support groups based on specific needs. When necessary, students may be referred to Fresno County Mental Health Services. The Student Study Team (SST) designs a personal plan for intervention and new instructional strategies based on feedback from the classroom teacher, parents, and the SST team. Interventions, such as time working with an Instructional Aide or Intervention Teacher, monitoring by the tier 2-3 behavior RTI Teacher, Lunch Learning Lab, after-school intervention, or ASES, may be prescribed to students who are performing below grade level.

All Special Education students are part of the total school community with equal access to the educational, co-curricular, and social activities in our school. The Special Education team (Special Day Class teachers, Resource Specialist teacher, Language Speech Specialist, School Psychologists, Deaf and Hard of Hearing Specialist and Instructional Assistants) determines appropriate Special Education services for each student by creating an Individualized Education Plan (IEP). They work collaboratively with other members of our staff, including categorical programs, to provide an array of educational options to meet varied needs of all students at our school.

Evidence-based educational practices to raise student achievement

Teachers have been provided training in group structures and formative assessment strategies. In addition to this, teachers meet in PLCs to share student progress toward learning goals and to plan for strategies to help students that are struggling.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Jefferson Elementary School offers a variety of school and community resources to assist and support students and their families:

1. Hold parent meetings at both the site and district level which include Parent Teacher Club, School Assessment and Review Team (SART), School Site Council (SSC), English Language Advisory Council (ELAC), and the Intercultural and Diversity Advisory Council (IDAC).
2. An extensive before and after school co-curricular program which includes athletics, academic fairs, fine arts, and interventions for all students.
3. Parent Conference Day, Back To School Night, Title I Meeting, Open House, Parent Informational Night.
4. Parent Communications include the Parent Handbook, weekly and monthly newsletters (translated as needed), and an extensive web page.
5. District offers three Health Clinics available to all families for needed health care.
6. Each site operates with a nurse and health aide to assist students and community.
7. On-site counseling and psychology services assist and support students in a variety of ways.
8. One-on-one and small group support services assist students with social skills that are hindering their academic progress. It is believed that the development of higher functioning social and interpersonal skills leads to more productive learning in the classroom.
9. Translators to attend conferences, award ceremonies, and programs.
10. Parents are invited to attend quarterly opportunities to learn about classroom informational practices, grade level transitions, etc.

In collaboration with parents, annually the teacher reviews the student Teacher Grade Level Expectation (TGLE), which identifies strengths and areas of need for that student. The signed Parent/School Compact underscores the importance of the educational experience for each student and outlines the roles and responsibilities of the teachers, students, and parents.

CUSD Transition Teams

The Clovis Unified administration worked with the community to review and update the Local Control Accountability Plan (LCAP). Close to 100 school and district meetings were held with parents, students and staff to discuss how to best devote our limited resources to actions and services that support student success.

The 2015-18 LCAP was adopted by the Governing Board on June 17, 2016. Based on community feedback, LCAP services continue to be centered around seven focus areas: Parent Involvement

- Safety
- College and Career Readiness
- Student Engagement through Co-Curricular Programs
- Curriculum & Instruction
- Intervention Support
- Services to Students

Transitions Teams were formed in each high school area through LCAP funding with the aim of "Maximizing student achievement" The Clovis High Area Transition Team offers assistance and guidance with college and career readiness; services to students; intervention support; student engagement through co-curricular programs; and parent involvement through our Parent Resource Centers based at Clark Intermediate. As the Transition Department, we set out to provide our students and families with instrumental, timely supports and resources, facilitating their successful navigation through the struggles of the educational system and in overcoming life's roadblocks. It is

our goal, as the Transition Department, to be the "life-line" connecting students and families back into their school, community and to life! Services Provided Through the Transition Team

- One on one support (academic and emotional)
- Goal setting- college and career
- Mentoring/ Counseling
- Social Skills Groups
- Connections to school opportunities and activities (clubs, athletics, etc.)
- Connections to community resources (counseling, financial, academic, college and career)
- Classroom Support
- Grade checks/Organization
- Labs/Tutoring
- Parent and Family Resource Center

Our founding superintendent, Floyd B. Buchanan Ed. D, believed in "Fair break for every kid." We hold to that ideal and to the idea that all kids can learn and we can teach all kids. As an educational team, we want to see every student reach their potential in mind, body and spirit. The Transition Program allows us the opportunity to focus on students who might not seek out support but would benefit from mentoring and increased connections to school resources.

ASES After School Program (ASES):

Jefferson Elementary ASES is a state-funded and administered program that provides targeted student populations with academic support, enrichment opportunities, and supportive services to help the students meet state and local standards in core content areas. The program operates every school day from the end of instruction until 6 pm. Bus transportation home is provided for students and every child is offered a FDA approved nutritional snack. This is a scholarship program, and therefore free to selected families. Jefferson Elementary targeted population for this program is for students in grades 2 -6 who might need additional support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jefferson Elementary involves stakeholders in the process of developing and implementing the Single Plan for Student Achievement. The School Site Council regularly reviews plan implementation and expenditures. The English Language Advisory Committee reached out to parents several times during the course of the previous school year to get a needs assessment and input on what services are needed to help students. Teachers are regular part of the planning process both through regular staff meetings and also through specialized groups like our Strategic Academic Plan Team. Teachers are involved in Quality Improvement Teams, SSC, and ELAC.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Programs to supplement the regular program are in place to improve student learning and increase student achievement in all tiers of the RTI system. To engage students more effectively, teachers utilize technology and project based units of instruction that incorporate student interaction and presentations. Through multiple measures of assessment student achievement is monitored and measured regularly and shared with parents and students through progress reports and online communication. The creation of new units of study in alignment to CCSS gives students access to a broad curriculum that includes engaging learning experiences that integrates multiple subject areas.

Additionally, Students in need of additional intervention resulting from academic, emotional or behavioral difficulties are referred to the Student Study Team (SST) where their needs are assessed and they are linked with necessary interventions. Students may be referred to SARB, the 504 evaluation process, SAP group counseling, and other student support groups based on the student's specific needs. Additionally, CUSD offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below grade level and in need of credit for graduation.

The Push-in Teacher program is designed to give additional support to students in all grades that would benefit from additional small group or 1 on 1 instruction from a fully credentialed teacher. The push-in teacher works with small groups of students with state adopted curriculum and supplemental materials as directed by the classroom teacher. The students' needs are identified through common assessments in PLC team meetings. In addition, these fully credentialed Push-In Teachers are able work with students during Lunch Learning Lab and after-school intervention in small groups as funds allow. Additionally, one RTI teacher is delineated for the purpose of tier 2 and 3 behavioral RTI needs. This teacher oversees students who exhibit behaviors and or needs that have shown to impact their ability to reach their highest academic success. Interventions are implemented based on individual student need as determined by the RTI teacher, classroom teacher, administrators, parents, and SST team.

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. The broad purpose of PSIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Positive Behavioral Interventions and Supports (PSIS), an evidence-based framework for developing positive behavior, is used in schools nationwide to create a positive climate for learning. Positive behavior support is a behavior management system used to understand what maintains an individual's challenging behavior. People's inappropriate behaviors are difficult to change because they are functional; they serve a purpose for them. These behaviors are supported by reinforcement in the environment.

PBIS is an approach that schools can use to improve school safety and promote positive behavior. It's also a way for schools to decide how to respond to a child who misbehaves.

PBIS has a few important principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavioral progress is important.
- Schools must gather and use data to make decisions about behavior problems.

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PSIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. The purpose of school-wide PBIS

is to establish a climate in which appropriate behavior is the norm.

School-wide Elementary AVID (Advancement Via individual Determination) is employed at Jefferson to prepare students for college and career readiness. WICOR strategies with a focus on Writing, Note-Taking, Collaboration, College Culture, and Organization are the focus at Jefferson. Students in grades 3-6 have comprehensive binders, notebooks and planners that provide an organizational structure. These are designed through CUSD graphic arts. Teachers are trained annual at AVID Summer Institute and at the AVID National Conference.

The Positivity Project is dedicated to helping our youth build stronger relationships by recognizing the character strengths in themselves and others. Jefferson School's vision for this schoolwide training is to create citizens and leaders who will enhance our communities and country by internalizing the belief that "Other People Matter." Positive psychologies scientifically validated 24-character strengths serve as its foundation. Positive psychology teaches that people have all 24 strengths within them – and that character is not just skills or behaviors, but rather an intrinsic part of each of us. The Positivity Project is not a program with strict guidelines. Instead, it educates our staff on the character strengths and relies on them to teach in a way that best meets their students' needs. It is a school-wide endeavor, grounded in the consistency of daily classroom instruction. Their model is holistic; it incorporates students, educators, and parents through regular interaction with character strengths vocabulary and concepts. The project will help educators instill vocabulary and the meaning of the strengths through explicit teaching of each strength. We believe this training will assist in increasing student learning and achievement for ALL Jefferson Students.

This schoolwide training will leave the Jefferson Staff with the resources, training, and strategy to teach positive psychology's 24-character strengths and empower their students to build positive relationships. Classrooms will work to each strength to help students understand them through definition, examples, discussions, and exercises. Schools and educators are encouraged to tailor the materials for their own best use, as they know their students and curriculum better than anyone else. We believe the benefits of implementing The Positivity Project will afford Jefferson Students to evolve throughout a student's whole school career. The 24-character strengths develop and gain more meaning for students as they grow. Once students learn the meaning of each strength and what it looks like, they can then be embedded into the curriculum in every subject area. The character strengths become a part of a common language and they will see them in everything that they do. The Project teaches children by acknowledging that the 24-character strengths are already a part of who they are as people. It helps them to realize that each and every one of them have these strengths. Positive character strengths will be acknowledged in the classroom, as it gives students a richer understanding of what the character strength looks like in their peer group. Students understand that they have their own "Superpower" and they will be acknowledged and valued for their own character strengths.

To assist with intervention needs in kindergarten, we utilize ESGI program to assess and monitor student growth.

Categorical funds enable Jefferson Elementary to provide supplemental services to enable underperforming students to meet grade-level standards. Jefferson Elementary supplies the following categorical services, but not limited to:

- Part-time credentialed teachers provide remedial instruction in English Language Arts and Mathematics. Additionally, one credentialed teacher monitors the tier 2 and 3 behavioral RTI needs of individual students.
- A full-time home-school liaison maintains communications with parents including non-English speaking families. Additionally, the liaison monitors attendance concerns that

impact achievement.

- Supplementary instructional materials and supplies are available in the areas of reading, language arts, mathematics, social studies, and science. Such materials include leveled readers, literature books, Avenues materials, SRA Kits, math manipulatives, spelling games, EL materials, core curriculum support materials for remediation, and various reading and mathematics materials designed for a variety of modalities.
- Bilingual Instructional Assistants (BIAs) support EL students and provide oral and written translation for school-to-home communication.
- Technology components that enhance all subject areas and increase 21st Century Learning and Collaboration. Included are projectors, Doc Cams, Chromebooks, iPads, AR, Type 2 Learn, and other technology programs and devices.
- Program components of Positive behavior Intervention and Support (PBIS). Signage, videos, staff training, instructional materials, and student rewards are inclusive of the program.
- Science camp to increase knowledge and proficiency in the subject area of science and cross-subject inquiry.
- Release time and/or substitute teachers provided for teachers to conduct parent/teacher conferences, to collaboratively plan, to attend in-services, workshops, or conferences, to participate in school reviews, to participate in school-site meetings, and to observe master teachers.
- Conferences may include early literacy conferences, PBIS training. Bilingual education, technology conferences, area and state reading conferences, and state math conferences.
- Credentialed extended day teachers and classified instructional assistants support students in the regular classroom to supplement the core curriculum delivery in language arts, mathematics, and science. Credentialed teachers also provide supplemental instruction during lunch and/or after school in the above curriculum areas.
- A Comprehensive School Counseling Program to support the social, emotional, and mental health needs of all students
- Parent Education Nights as determined at our SSC and ELAC meetings to have teachers and administrators conduct "How to Workshops" towards increasing student academic success.
- Graphic arts budget allows teachers to print intervention materials for their students in language arts, mathematics, and science and print materials for parent meetings.
- all curriculum materials as needed
- Positivity Project
- Educational Software Guidance for Instruction (ESGI)

Federal and state laws require the CDE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements. Districts are monitored to ensure that they meet fiscal and program requirements of federal categorical programs and mandated areas of state responsibility and funding. Several factors, including compliance history, academic achievement, program size, and fiscal analysis are considered in identifying LEAs for reviews. Approximately 60 school districts and sites are selected for on-site or online monitoring. Several LEAs are also randomly selected each year for monitoring.

In addition to categorical funds, schools have the ability to utilize funds available through the LCFF with greater flexibility to address the eight priority areas addressed in LCAP: school climate, student achievement, student engagement, other student outcomes, parental involvement, access to a broad curriculum, Common Core State Standards, and basic services. LCAP funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in

relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides Jefferson with LCAP, Title I, Title III, and Title VI funds support for academic and intervention needs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in Section 64000 will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the CA Dashboard. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

To set school goals, the SSC needs to carefully review district priorities as stated in the LEA Plan, assess both state and local quantitative and qualitative student achievement data to evaluate instructional program effectiveness, and come to consensus about solutions.

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school.

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

Per EC Section 64001.4, district and school leaders shall use these data analyses to create specific, measurable, achievable, relevant, and time-bound goals that can be easily measured to evaluate student progress toward closing the achievement gap. Such analyses should be conducted in a timely manner and include all major stakeholders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Jefferson Elementary staff are able to identify that our students need to be provided targeted interventions for the concepts and skills they have missed out on due to history of academic failure, poor attendance, social emotional struggles, or behavioral challenges. Our district identified a software based program to help struggling students. iReady is a software program that is being used in Math and English. Teachers are able to use the program to help students practice a concept after direct instruction and also reteach a concept after an assessment. Another way iReady has been used is to help drive instruction. Teachers know ahead of an assessment that students need help

with a skill or concept based on iReady and My Path results. All teachers were provided training in how to use iReady.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.94%	0.62%	0.6%	6	4	4
African American	1.25%	2.01%	1.9%	8	13	12
Asian	9.56%	10.68%	11.4%	61	69	74
Filipino	0.47%	0.93%	1.2%	3	6	8
Hispanic/Latino	54.23%	53.87%	52.4%	346	348	339
Pacific Islander	0.47%	0.31%	0.3%	3	2	2
White	29.47%	28.48%	29.2%	188	184	189
Multiple/No Response	3.61%	3.1%	2.9%	23	20	19
Total Enrollment				638	646	647

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	109	103	100
Grade 1	96	74	80
Grade 2	105	96	84
Grade 3	79	108	91
Grade 4	90	89	110
Grade 5	85	89	86
Grade 6	74	87	96
Total Enrollment	638	646	647

Conclusions based on this data:

1. Asian, White, and Filipino populations increased.
2. Hispanic and African American populations have decreased.
3. Enrollment at Jefferson Elementary remains similar to 2019-2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	59	54	45	9.2%	8.4%	7.0%
Fluent English Proficient (FEP)	53	45	39	8.3%	7.0%	6.0%
Reclassified Fluent English Proficient (RFEP)	19	5	0	23.8%	8.5%	0.0%

Conclusions based on this data:

1. The percent of English Learners has decreased.
2. Based on changes in District Reclassification Criteria for English Language Learners, the percent of Reclassified Fluent English Proficient decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	91	81	87	90	81	87	90	81	98.9	98.9	100
Grade 4	80	87	91	78	87	89	78	87	89	97.5	100	97.8
Grade 5	72	77	86	71	74	85	71	74	85	98.6	96.1	98.8
Grade 6	69	74	71	69	71	70	69	71	70	100	95.9	98.6
All	309	329	329	305	322	325	305	322	325	98.7	97.9	98.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2454.	2467.	2450.	35.63	42.22	32.10	24.14	25.56	29.63	26.44	21.11	20.99	13.79	11.11	17.28
Grade 4	2480.	2483.	2482.	23.08	25.29	28.09	33.33	35.63	28.09	21.79	20.69	20.22	21.79	18.39	23.60
Grade 5	2509.	2516.	2516.	23.94	22.97	21.18	30.99	28.38	38.82	23.94	31.08	22.35	21.13	17.57	17.65
Grade 6	2561.	2568.	2566.	18.84	26.76	21.43	49.28	45.07	52.86	27.54	19.72	18.57	4.35	8.45	7.14
All Grades	N/A	N/A	N/A	25.90	29.81	25.85	33.77	33.23	36.62	24.92	22.98	20.62	15.41	13.98	16.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.74	30.00	28.40	45.98	43.33	51.85	25.29	26.67	19.75
Grade 4	19.23	20.69	24.72	55.13	55.17	55.06	25.64	24.14	20.22
Grade 5	23.94	22.97	17.65	46.48	55.41	62.35	29.58	21.62	20.00
Grade 6	23.19	23.94	25.71	65.22	60.56	57.14	11.59	15.49	17.14
All Grades	23.93	24.53	24.00	52.79	53.11	56.62	23.28	22.36	19.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.08	43.33	34.57	52.87	44.44	49.38	8.05	12.22	16.05
Grade 4	32.05	16.09	28.09	52.56	64.37	55.06	15.38	19.54	16.85
Grade 5	35.21	25.68	34.12	47.89	58.11	52.94	16.90	16.22	12.94
Grade 6	34.78	43.66	27.14	59.42	46.48	67.14	5.80	9.86	5.71
All Grades	35.41	31.99	31.08	53.11	53.42	55.69	11.48	14.60	13.23

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.14	30.00	29.63	66.67	65.56	61.73	9.20	4.44	8.64
Grade 4	6.41	14.94	20.22	75.64	77.01	66.29	17.95	8.05	13.48
Grade 5	18.31	13.51	18.82	61.97	72.97	65.88	19.72	13.51	15.29
Grade 6	10.14	19.72	21.43	78.26	77.46	74.29	11.59	2.82	4.29
All Grades	15.08	19.88	22.46	70.49	72.98	66.77	14.43	7.14	10.77

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.08	50.00	25.93	49.43	36.67	59.26	11.49	13.33	14.81
Grade 4	28.21	33.33	24.72	55.13	59.77	51.69	16.67	6.90	23.60
Grade 5	26.76	32.43	29.41	54.93	47.30	49.41	18.31	20.27	21.18
Grade 6	39.13	52.11	35.71	53.62	40.85	54.29	7.25	7.04	10.00
All Grades	33.44	41.93	28.62	53.11	46.27	53.54	13.44	11.80	17.85

Conclusions based on this data:

1. The CAASPP assessment was not administered 2020-2021 due to COVID 19.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	88	92	81	87	90	81	87	90	81	98.9	97.8	100
Grade 4	77	88	91	76	88	89	76	88	89	98.7	100	97.8
Grade 5	72	77	86	71	74	85	71	74	85	98.6	96.1	98.8
Grade 6	69	74	71	69	71	70	69	71	70	100	95.9	98.6
All	306	331	329	303	323	325	303	323	325	99	97.6	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2461.	2484.	2468.	18.39	44.44	37.04	52.87	31.11	25.93	20.69	20.00	22.22	8.05	4.44	14.81
Grade 4	2475.	2485.	2481.	14.47	14.77	15.73	27.63	36.36	32.58	42.11	37.50	37.08	15.79	11.36	14.61
Grade 5	2494.	2520.	2509.	18.31	24.32	17.65	14.08	24.32	23.53	42.25	36.49	35.29	25.35	14.86	23.53
Grade 6	2525.	2530.	2536.	8.70	16.90	22.86	24.64	19.72	14.29	46.38	40.85	45.71	20.29	22.54	17.14
All Grades	N/A	N/A	N/A	15.18	25.70	23.08	31.02	28.48	24.62	36.96	33.13	34.77	16.83	12.69	17.54

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.53	55.56	51.85	43.68	35.56	27.16	13.79	8.89	20.99	
Grade 4	22.37	35.23	30.34	40.79	43.18	40.45	36.84	21.59	29.21	
Grade 5	23.94	40.54	34.12	30.99	40.54	38.82	45.07	18.92	27.06	
Grade 6	17.39	23.94	27.14	43.48	38.03	37.14	39.13	38.03	35.71	
All Grades	27.39	39.63	36.00	39.93	39.32	36.00	32.67	21.05	28.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.48	50.00	43.21	56.32	38.89	34.57	9.20	11.11	22.22
Grade 4	19.74	17.05	21.35	51.32	63.64	50.56	28.95	19.32	28.09
Grade 5	18.31	18.92	15.29	46.48	55.41	49.41	35.21	25.68	35.29
Grade 6	15.94	25.35	17.14	46.38	46.48	58.57	37.68	28.17	24.29
All Grades	22.77	28.48	24.31	50.50	51.08	48.00	26.73	20.43	27.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	52.22	41.98	56.32	40.00	44.44	10.34	7.78	13.58
Grade 4	21.05	22.73	26.97	52.63	63.64	46.07	26.32	13.64	26.97
Grade 5	11.27	18.92	15.29	59.15	58.11	58.82	29.58	22.97	25.88
Grade 6	11.59	18.31	21.43	63.77	56.34	50.00	24.64	25.35	28.57
All Grades	20.13	29.10	26.46	57.76	54.18	49.85	22.11	16.72	23.69

Conclusions based on this data:

1. The CAASPP assessment was not administered 2020-2021 due to COVID 19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	7
Grade 1	1485.5	*	1508.3	*	1462.2	*	13	10
Grade 2	1503.9	*	1493.7	*	1513.7	*	15	9
Grade 3	1521.2	*	1514.4	*	1527.2	*	13	9
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	5
All Grades							64	51

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	13	*
2	73.33	*	*	*	*	*	*	*	15	*
3	*	*	*	*	*	*	*	*	13	*
4		*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	45.31	17.65	37.50	52.94	*	23.53	*	5.88	64	51

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	13	*
2	80.00	*	*	*	*	*	*	*	15	*
3	*	*	*	*	*	*	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	64.06	45.10	23.44	41.18	*	11.76	*	1.96	64	51

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	13	*
2	*	*	*	*		*	*	*	15	*
3	*	*	*	*	*	*	*	*	13	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	28.13	11.76	42.19	27.45	20.31	50.98	*	9.80	64	51

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*		*	13	*	
2	86.67	*	*	*		*	15	*	
3	*	*	*	*		*	13	*	
All Grades	60.94	35.29	37.50	60.78	*	3.92	64	51	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	*	*	*	*	*	*	
1	*	*	*	*		*	13	*	
2	*	*	*	*	*	*	15	*	
3	*	*	*	*	*	*	13	*	
All Grades	62.50	47.06	28.13	50.98	*	1.96	64	51	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	13	*
2	*	*	*	*	*	*	15	*
3	*	*	*	*	*	*	13	*
6	*	*	*	*	*	*	*	*
All Grades	31.25	3.92	54.69	76.47	*	19.61	64	51

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	13	*
2	*	*	*	*	*	*	15	*
3	*	*	*	*	*	*	13	*
All Grades	35.94	27.45	57.81	66.67	*	5.88	64	51

Conclusions based on this data:

1. The number of students assessed has decreased.
2. The percentage of students in Reading has decreased from Well Developed to more students scoring somewhat/moderately developed.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
646	66.7	8.4	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.4
Foster Youth	2	0.3
Socioeconomically Disadvantaged	431	66.7
Students with Disabilities	57	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.0
American Indian	4	0.6
Asian	69	10.7
Filipino	6	0.9
Hispanic	348	53.9
Two or More Races	20	3.1
Pacific Islander	2	0.3
White	184	28.5

Conclusions based on this data:





1. The Hispanic population at Jefferson is the highest, at 54%.
2. 8.4% of our student population are English Language Learners.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 577 479 609">English Language Arts</p>  <p data-bbox="295 659 370 684">Green</p>	<p data-bbox="673 577 950 609">Chronic Absenteeism</p>  <p data-bbox="768 659 849 684">Orange</p>	<p data-bbox="1177 577 1396 609">Suspension Rate</p>  <p data-bbox="1245 659 1326 684">Orange</p>
<p data-bbox="251 777 414 808">Mathematics</p>  <p data-bbox="295 858 370 884">Yellow</p>		

Conclusions based on this data:

1. Suspension rate and Chronic Absenteeism is in the orange on the dashboard and shows need for improvement.

School and Student Performance Data

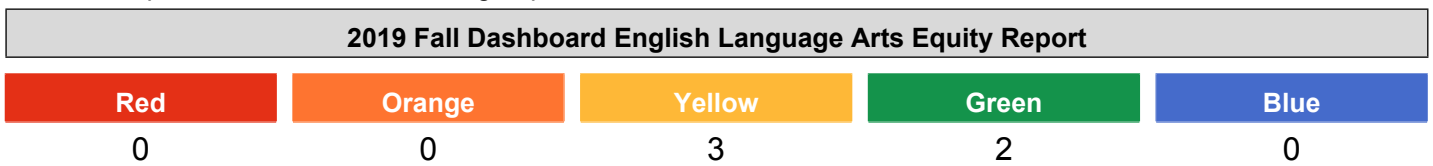
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>17.4 points above standard</p> <p>Declined -6.3 points</p> <p>313</p>	<p>English Learners</p> <p>Yellow</p> <p>9.1 points above standard</p> <p>Declined -13.5 points</p> <p>57</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>7 points above standard</p> <p>Declined -6.4 points</p> <p>231</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>43.4 points below standard</p> <p>Increased ++10.5 points</p> <p>21</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 29.7 points above standard Declined Significantly -19.5 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9.5 points above standard Maintained -2.4 points 161	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 28.3 points above standard Declined -6.9 points 94

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.3 points below standard Declined Significantly -35 points 29	61.3 points above standard Maintained ++1.3 points 28	16 points above standard Declined -5.6 points 246

Conclusions based on this data:

- English Language Learners have decreased on the dashboard.
- Reclassified English Learned have shown the highest increase, growing 1.3 points.

School and Student Performance Data

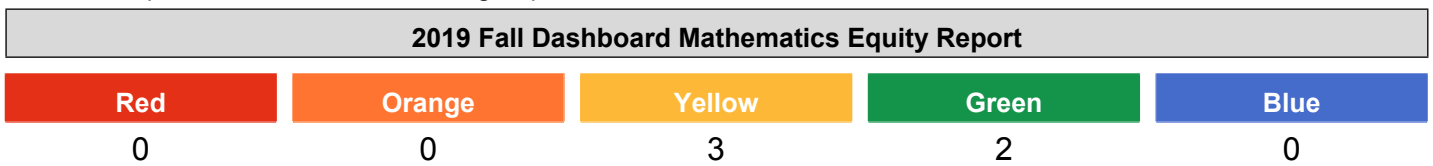
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>2 points below standard</p> <p>Declined -8.8 points</p> <p>313</p>	<p>English Learners</p> <p>Yellow</p> <p>7.2 points below standard</p> <p>Declined Significantly -24 points</p> <p>57</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.3 points below standard</p> <p>Declined -11 points</p> <p>231</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>31.3 points below standard</p> <p>Increased Significantly +++36.1 points</p> <p>21</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 9.6 points above standard Declined Significantly -35.9 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.6 points below standard Declined -11.6 points 161	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 11.1 points above standard Maintained ++2.5 points 94

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
48.9 points below standard Declined Significantly -41.6 points 29	36.1 points above standard Declined -11.9 points 28	2.7 points below standard Declined -5.3 points 246

Conclusions based on this data:

1. The EL subgroups have declined in mathematics.

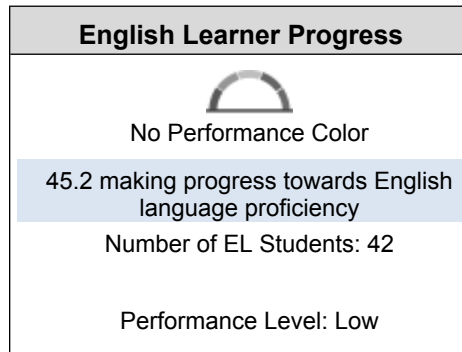
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.1	28.5	2.3	42.8

Conclusions based on this data:

- EL students continue to improve. 42.8% of our English Learners have progressed at least one level.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

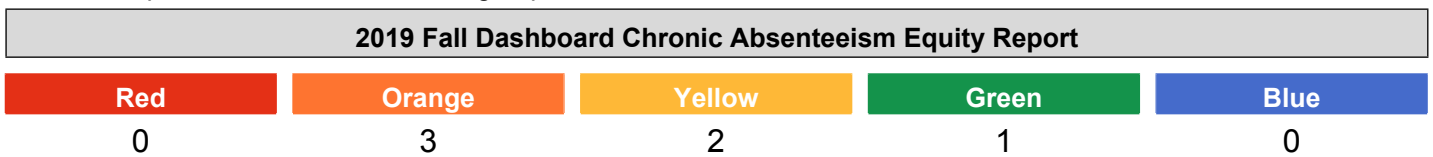
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.8</p> <p>Increased +1.2</p> <p>673</p>	<p>English Learners</p> <p>Green</p> <p>5.4</p> <p>Declined -0.6</p> <p>74</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.1</p> <p>Increased +1.8</p> <p>487</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>14.3</p> <p>Declined -0.9</p> <p>63</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 4.5 Increased +0.9 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 Increased +1.1 366	 No Performance Color 17.4 Increased +8.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 10.8 Maintained -0.3 195

Conclusions based on this data:

1. Socio-Economically Disadvantaged students show the highest chronic absenteeism rates.
2. Chronic absenteeism has declined for English Learners and Students with Disabilities.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

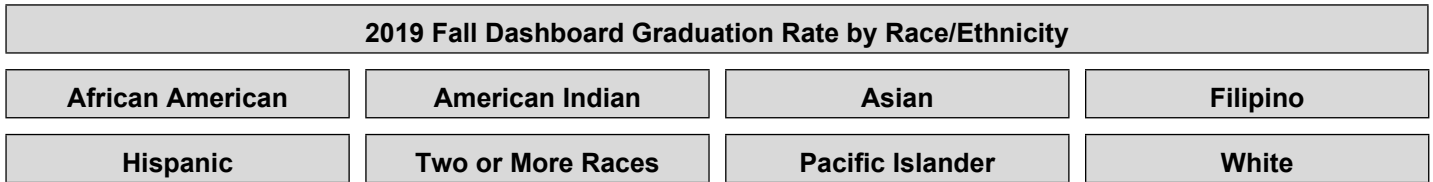
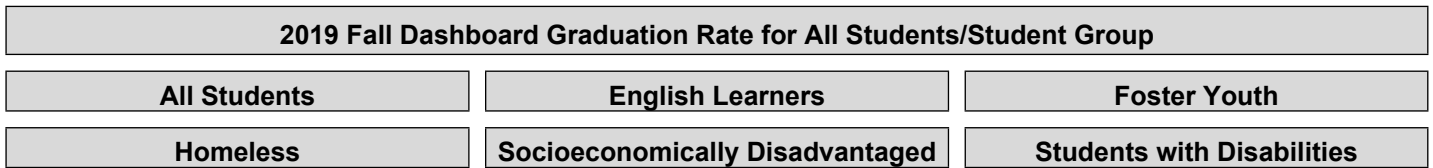
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

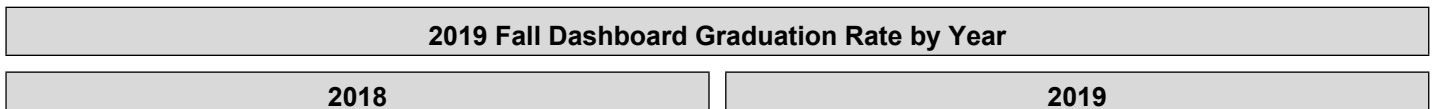
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

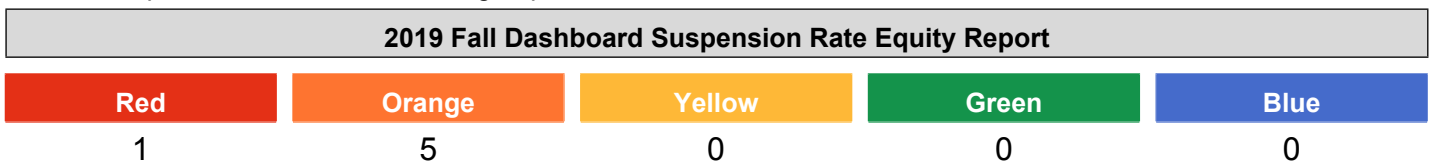
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.1</p> <p>Increased +0.8</p> <p>700</p>	<p>English Learners</p> <p>Orange</p> <p>3.9</p> <p>Increased +1.6</p> <p>76</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.9</p> <p>Increased +1.5</p> <p>506</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>10.8</p> <p>Declined -2.5</p> <p>65</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 6	 Orange 1.4 Increased +1.4 70	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.5 Increased +0.3 381	 No Performance Color 12.5 Declined -0.5 24	 No Performance Color Less than 11 Students - Data 4	 Red 5.9 Increased Significantly +2.3 202

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	5.1

Conclusions based on this data:

1. Suspension rates have increased for Socioeconomically Disadvantaged, White, Hispanic, and Asian subgroups.
2. Students with Disabilities show the greatest decline in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Aim II: Operate With Increasing Efficiency and Effectiveness

The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim III: Hire, Develop, Sustain, and Value a High Quality Diverse Workforce

The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 1

It is expected that students demonstrate progress toward their expected growth on year end local assessments in Reading. Jefferson Elementary will re-establish baseline data with the 2021-22 state assessments.

Identified Need

The school-wide goal will target all students with specific strategies and actions focused on significant subgroups, such as students identified as English Language Learners, Hispanic students, White students, and students identified as Socio-Economically Disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading growth increase	Schoolwide, 23% of students made progress toward their typical growth outcome, while 47% of students made 100% growth or more towards their typical growth.	It is expected that students demonstrate progress towards their expected growth on year end local assessments in Math. Jefferson Elementary will re-establish baseline data on state assessments for the upcoming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Amounts:

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. 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.

The 2020-2021 School Allocation is listed in the SPSA. Please see Page 2 and Page 6 located in the Appendix section of our SPSA for specific allocations, personnel and professional development opportunities. These budgets are reviewed and approved on a quarterly basis with our SSC.

Proposed Expenditures for this Strategy/Activity

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – (Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

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.

These funding streams include: LCAP, Title I, Title III English Learner and Immigrant Funds. Allocations are based on student enrollment and eligibility for the services as listed on School's Page 2 and 6.

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. 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.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention

Targeted intervention based on individual need has proven to increase ELA proficiency. Using the RTI model and universal screening tools, instruction designed to address students' areas of concern is best accomplished in small groups, flexible groups, or deployment. As funds allow, students identified with specific sub-skill weaknesses will be provided ongoing instructional support specific to individual needs to increase student academic progress. As funds allow, Push-In/Pull-Out program, lunch lab, and after-school intervention components will be instituted. The Intervention Teacher program entails the use of credentialed teachers/Instructional Assistants that Push-In or Pull-out to classrooms for targeted intervention. Summer School will be offered to students meeting the criteria for the intervention program. Before school, lunch, or after school Intervention is provided based upon classroom recommendation. Lunch Lab will be provided during students' lunch hours (as allowed) for the purpose of reteaching, assessment, intervention, or providing extended time for assignments. The lab will have a credentialed teacher to support students. Additional intervention may be provided based on specific student need. Additionally,

Instructional Aides and Bilingual Aides will be hired as funds allow to support focus groups, grade levels, or programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Behavior and Attendance

Efforts to increase class time, positive motivation and participation in school, as funds allow, will be employed by incorporating Positive Behavior Interventions and Support (PBIS) as well as attendance initiatives school-wide. PBIS involves the explicit teaching of behavioral expectations school-wide to increase positive behaviors at school both in class and around the school site. The program also uses positive reinforcement through a token economy program. This involves rewards that are can be items as well as experiences. An intervention school counselor is provided to attend to the social, emotional, behavioral and cognitive needs of students. Attendance measures that reinforce perfect attendance and arriving to school on time are also included in this strategy. Additionally, the Comprehensive School Counseling program will include a Student Relations Liaison and provide social, emotional, and mental health services to at risk students as determined by the Behavioral RTI Team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Supplies

As funds allow, instructional supplies as deemed needed by administration and grade level teams will be purchased to supplement and support the district level curriculum in English Language Arts. As funds allow the following will be purchased:

- Books, materials, programs, writing supplies, and technology
- Purchase materials and incentives for student achievement and PBIS

- Materials for AVID instruction
- Copy costs, scan back, graphic arts to supplement ELA curriculum
- Supplies for the Fall Parent Involvement Night and Spring Family Literacy Event

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development
 Provide teachers, administrators, and staff with opportunities for professional development as individuals and as goal specific teams as funds allow during early release days as well as during other instructional and non-instructional school days. This includes site based PD, District PD, AVID institute, AVID National Conference, STEM training, Trauma Informed Schools, Student Engagement, Internal Coherence, Culturally Relevant Teaching, and conferences that pertain to the goals and student needs, as well as other expenses related to conferences and staff development. The professional development must meet the changing needs of teachers as they plan and adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, we will employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology
 As funds allow, increase instruction that teaches technology usage, keyboarding, research skills, presentation formats, program navigation, word processing, digital texts and google drive or Microsoft 365. In doing so, students work to become more proficient readers and writers in digital formats. Utilizing the technology standards, students increase their 21st century literacy skills and

abilities as they pertain to English Language Arts. This strategy includes purchasing of technology items such as Chromebooks, laptops, iPads, projectors, printers, applications, programs, Accelerated Reader, Doc Cams, Smartboards, STEM robots and other technology equipment and accessories to support instruction and student learning as funds allow. Also included in this strategy is the continued use of the Instructional Media Center that serves as a technology classroom on campus. Included in the IMC is the personnel, equipment, and furniture for students to utilize technology readily and easily as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31249.58	LCAP Supplemental
10,682.68	LCAP Intervention
79,108.51	LCAP BASP
219,377.95	Title I
3,006.03	Title I Part A: Parent Involvement
149.61	Title III Immigrant Education Program
3,542.39	Title III English Learner

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Professional development on i-Ready ELA curriculum provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction
- Small group instruction through the use of instructional assistants and/or credentialed teachers during guided reading will support implementation of differentiated instruction for all students.
- Providing instructional assistants professional development will increase staff's capacity to use effective reading and math strategies in their small group instruction.
- Expanding learning opportunity for English learners and RFEP students will provide additional supports to students who are not yet proficient in English.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No discrepancy in budgeted expenditures to implement strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to this goal will be made as necessary.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Aim II: Operate With Increasing Efficiency and Effectiveness

The District will actively seek innovative solutions to operate with efficiency and effectiveness in all areas of operation.

Aim III: Hire, Develop, Sustain, and Value a High Quality Diverse Workforce

The District will provide a collaborative learning and working environment that effectively recruits, trains, and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of the Clovis Unified School District.

Goal 2

It is expected that students demonstrate progress toward their expected growth on year end local assessments in Math. Jefferson Elementary will re-establish baseline data with the 2021-22 state assessments.

Identified Need

The goal will be for school wide with specific strategies and actions focused on significant subgroups, such as students identified as English Language Learners, Hispanic students, White students, and students identified as Socio-Economically Disadvantaged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math growth outcome	Schoolwide, 40% of students made progress toward their typical growth outcome, while 34% of students made 100% growth or more towards their stretch growth.	It is expected that students demonstrate progress toward their expected growth on year end local assessments in Math. Jefferson Elementary will re-establish baseline data with the 2021-22 state assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Amounts:

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. 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.

The 2020-2021 School Allocation is listed in the SPSA. Please see Page 2 and Page 6 located in the Appendix section of our SPSA for specific allocations, personnel and professional development opportunities. These budgets are reviewed and approved on a quarterly basis with our SSC.

Proposed Expenditures for this Strategy/Activity

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – (Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

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.

These funding streams include: LCAP, Title I, Title III English Learner and Immigrant Funds. Allocations are based on student enrollment and eligibility for the services as listed on School's Page 2 and 6.

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. 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.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention

Targeted intervention based on individual need has proven to increase ELA proficiency. Using the RTI model and universal screening tools, instruction designed to address students' areas of concern is best accomplished in small groups, flexible groups, or deployment. As funds allow, students identified with specific sub-skill weaknesses will be provided ongoing instructional support specific to individual needs to increase student academic progress. As funds allow, Push-In/Pull-Out program, lunch lab, and after-school intervention components will be instituted. The Intervention Teacher program entails the use of credentialed teachers/Instructional Assistants that Push-In or Pull-out to classrooms for targeted intervention. Summer School will be offered to students meeting the criteria for the intervention program. Before school, lunch, or after school Intervention is provided based upon classroom recommendation. Lunch Lab will be provided during students' lunch hours (as allowed) for the purpose of reteaching, assessment, intervention, or providing extended time for assignments. The lab will have a credentialed teacher to support students. Additional intervention may be provided based on specific student need. Additionally, Instructional Aides and Bilingual Aides will be hired as funds allow to support focus groups, grade

levels, or programs. A STEM Makerspace will offer science, engineering and technology instruction. Additional intervention may be provided based on specific student need. Summer School will be offered to students meeting the criteria for the intervention program. As funds allow, Instructional Aides and Bilingual Aides will be added to support focus groups and programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development

Provide teachers, administrators, and staff with opportunities for professional development as individuals and as goal specific teams during early release times, instructional and non-instructional days as funds allow. This includes site based PD, District PD, STEM conferences, AVID training, AVID institute, AVID National Conference, Students of Trauma Conferences, Fresno County Office of Education Professional Development and other PD and conferences that pertain to the goals and needs of students. The professional development must meet the changing needs of teachers as they plan and adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, we will employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Supplies

As funds allow, instructional supplies as deemed needed by administration and grade level teams will be purchased to supplement and support the district level curriculum in Mathematics. As funds allow the following will be purchased:

- Books, materials, programs, supplies, manipulatives
- Purchase incentives for student achievement and PBIS
- AVID materials
- Science camp, science materials, STEM materials for Makerspace
- Copy costs, scan back, graphic arts to supplement Math curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology

Increase instruction that teaches technology usage, keyboarding, research skills, presentation formats, program navigation, word processing, digital texts and google drive or Microsoft 365 as funds allow. In doing so, students work to become more proficient readers and writers in digital formats. Utilizing the technology standards, students increase their 21st century literacy skills and abilities as they pertain to English Language Arts. This strategy includes purchasing of technology items such as Chromebooks, carts, laptops, iPads, projectors, printers, applications, programs, Accelerated Reader, Doc Cams, Smartboards, Software, ALEKS, and other technology equipment and accessories to support instruction and student learning as funds allow. Also included in this strategy is the continued use of the Instructional Media Center that serves as a technology classroom on campus. Included in the IMC is the personnel, equipment, and furniture for students to utilize technology readily and easily as funds allow.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31249.58	LCAP Supplemental
10,682.67	LCAP Intervention
79,108.50	LCAP BASP
219,377.95	Title I
3,006.03	Title I Part A: Parent Involvement
149.61	Title III Immigrant Education Program
3,542.38	Title III English Learner

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Professional development on i-Ready ELA curriculum provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction
- Small group instruction through the use of instructional assistants and/or credentialed teachers during guided reading will support implementation of differentiated instruction or all students.
- Providing instructional assistants professional development will increase staff's capacity to use effective reading and math strategies in their small group instruction.

- Expanding learning opportunity for English learners and RFEP students will provide additional supports to students who are not yet proficient in English.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No discrepancy in budgeted expenditures to implement strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to this goal will be made as necessary.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$452,152
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$694,233.47

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$438,755.90
Title I Part A: Parent Involvement	\$6,012.06
Title III Immigrant Education Program	\$299.22

Subtotal of additional federal funds included for this school: \$445,067.18

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCAP BASP	\$158,217.01
LCAP Intervention	\$21,365.35
LCAP Supplemental	\$62,499.16
Title III English Learner	\$7,084.77

Subtotal of state or local funds included for this school: \$249,166.29

Total of federal, state, and/or local funds for this school: \$694,233.47

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$62,499.16	0.00
LCAP Intervention	\$21,365.35	0.00
LCAP BASP	\$158,217.01	0.00
Title I	\$438,755.90	0.00
Title I Part A: Parent Involvement	\$6,012.06	0.00
Title III Immigrant Education Program	\$299.22	0.00
Title III English Learner	\$7,084.77	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP BASP	158,217.01
LCAP Intervention	21,365.35
LCAP Supplemental	62,499.16
Title I	438,755.90
Title I Part A: Parent Involvement	6,012.06
Title III English Learner	7,084.77
Title III Immigrant Education Program	299.22

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP BASP	158,217.01
	LCAP Intervention	21,365.35

	LCAP Supplemental	62,499.16
	Title I	438,755.90
	Title I Part A: Parent Involvement	6,012.06
	Title III English Learner	7,084.77
	Title III Immigrant Education Program	299.22

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	347,116.75
Goal 2	347,116.72

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Andrew Bolls	Principal
Aman Athwal	Other School Staff
Cara Vidaurri	Classroom Teacher
Shannon Young	Classroom Teacher
Emily Emmerling	Classroom Teacher
Robert Hochberg	Parent or Community Member
Julie Ramos	Parent or Community Member
Ivette Acevedo	Parent or Community Member
Michelle Meyer	Classroom Teacher Parent or Community Member
Lorena Morales	Parent or Community Member
Amanda Ring	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/10/20.

Attested:



Principal, Andrew Bolls on 12/9/21



SSC Chairperson, Julie Ramos on 12/9/21

Mission, Aims, Goals for 2021-22



OUR AIMS

AIM I:

Maximize Achievement for ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body and spirit by using engaging instruction, rigorous curriculum and systematic academic-emotional intervention to ensure college and career readiness.

FOCUS ON LEARNING: Align curriculum, instruction and assessment to meet the academic needs of every student.

PROFESSIONAL LEARNING COMMUNITIES (PLC): Optimize the PLC process to develop and support a collaborative culture by identifying best practices and research-based strategies to maximize the success of all students and staff.

COLLEGE AND CAREER READINESS: Effectively implement the California State Standards to ensure college and career readiness including technology, relevance and rigor for ALL students.

MULTI-TIERED SYSTEMS OF SUPPORT: Ensure multiple systems of support are in place to meet the unique academic and socio-emotional needs of each student.

EDUCATE THE WHOLE CHILD: Provide curricular and co-curricular programs to develop the mind, body and spirit of every student.



AIM II:

Operate with Increasing Efficiency and Effectiveness

The District will actively seek innovative methods to operate with efficiency and effectiveness in all areas of operation.

COMMUNICATION: Maximize means of direct and timely communication and transparency with all stakeholders.

SAFETY: Provide a safe environment for staff, students and the community.

UTILIZATION OF TIME: Optimize systems and workflow to maximize time management.

FISCAL MANAGEMENT: Demonstrate fiscal responsibility.

INNOVATION AND AGILITY: Promote continuous improvement, innovation and entrepreneurial spirit.

AIM III:

Hire, Develop, Sustain and Value a High-Quality Diverse Workforce

The District will provide a collaborative learning and working environment that effectively recruits, trains and retains an exceptional workforce reflecting the diversity of our community and fostering the culture and traditions of Clovis Unified School District.

WORKFORCE DEVELOPMENT: Recruit, hire and retain the best and brightest employees reflecting the District's core values, high standards and traditions.

COLLABORATIVE ENVIRONMENT: Foster a professional climate and culture that values, empowers and connects employees to an inclusive and transparent organization.

CONTINUOUS LEARNING: Promote a culture of professional learning, mentoring, training and support for all employees.

RECOGNIZE EXCELLENCE: Recognize and celebrate exceptional individual and team work District wide.

You can't hit the target if you aren't pointed in the right direction. Our aims do just that, point us in the right direction needed to achieve our mission and vision. Over the course of the next three years, Clovis Unified will focus specifically on these three aims.

2020 – 2023 Strategic Plan for Success

OUR VISION:

To be America's benchmark
for excellence in education

OUR MISSION:

To be a quality educational system providing
the resources for ALL students to reach their
potential In mind, body and spirit

*Decision-making in Clovis
Unified is shaped by a
process of strategic
planning that defines the
vision, mission and
non-negotiable beliefs of
our school district.*

CORE VALUES

In Clovis Unified we hold ourselves accountable to a set of core values that we consider non-negotiables. These values are expressed in the following key phrases and words, many of which came from our founding Superintendent Floyd "Doc" Buchanan.

STUDENTS

Educate the whole child in mind, body and spirit.

Base all decisions on what is best for students' academic, social and emotional well-being.

Commit to a safe and inclusive learning environment for ALL students.

Believe every child can learn and we can teach ALL children.

Students are at the center of every decision.

EMPLOYEES

Foster a climate of trust and respect through relationships and communication.

Collaborate and empower all employees in the decision-making process at every level of the District.

Be accountable to high standards, both individually and collectively.

Surround students with the very best role models and mentors who are reflective of our student community.

Support life-long learning by providing ongoing professional development for all employees.

COMMUNITY

Great schools build great communities and great communities build great schools.

Engage with parents and the community to support ALL students.

Value the cultural perspectives of our community.

Be accessible to parents and the community as we continue to grow.

Decision making includes perspectives from parents, students, staff and community.

SCHOOLS AND FACILITIES

Provide safe, student-centered, world-class schools.

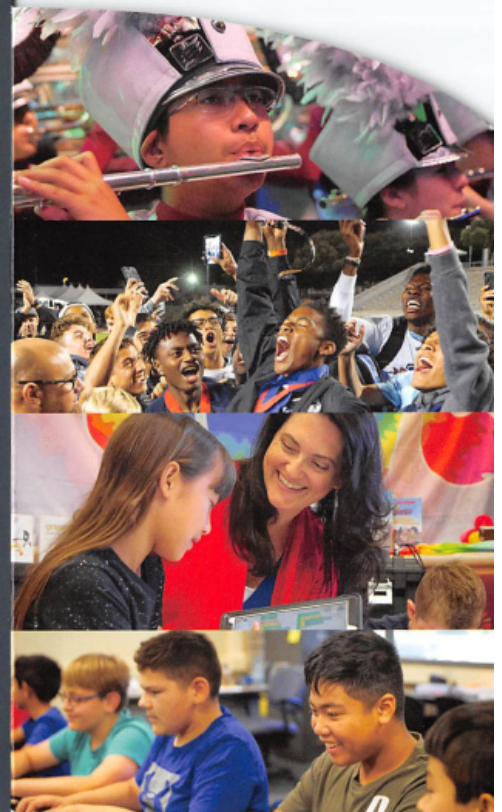
Build state-of-the-art facilities that promote student success.

Maintain quality campuses that create community pride.

Design learning environments that serve ALL students now and in the future.

We are stewards of our community's resources.

This school district does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental or physical disability, sexual orientation, parental or marital status or any other basis.



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

Funding Categorical Handbook



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2021-2022 SCHOOL YEAR

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>

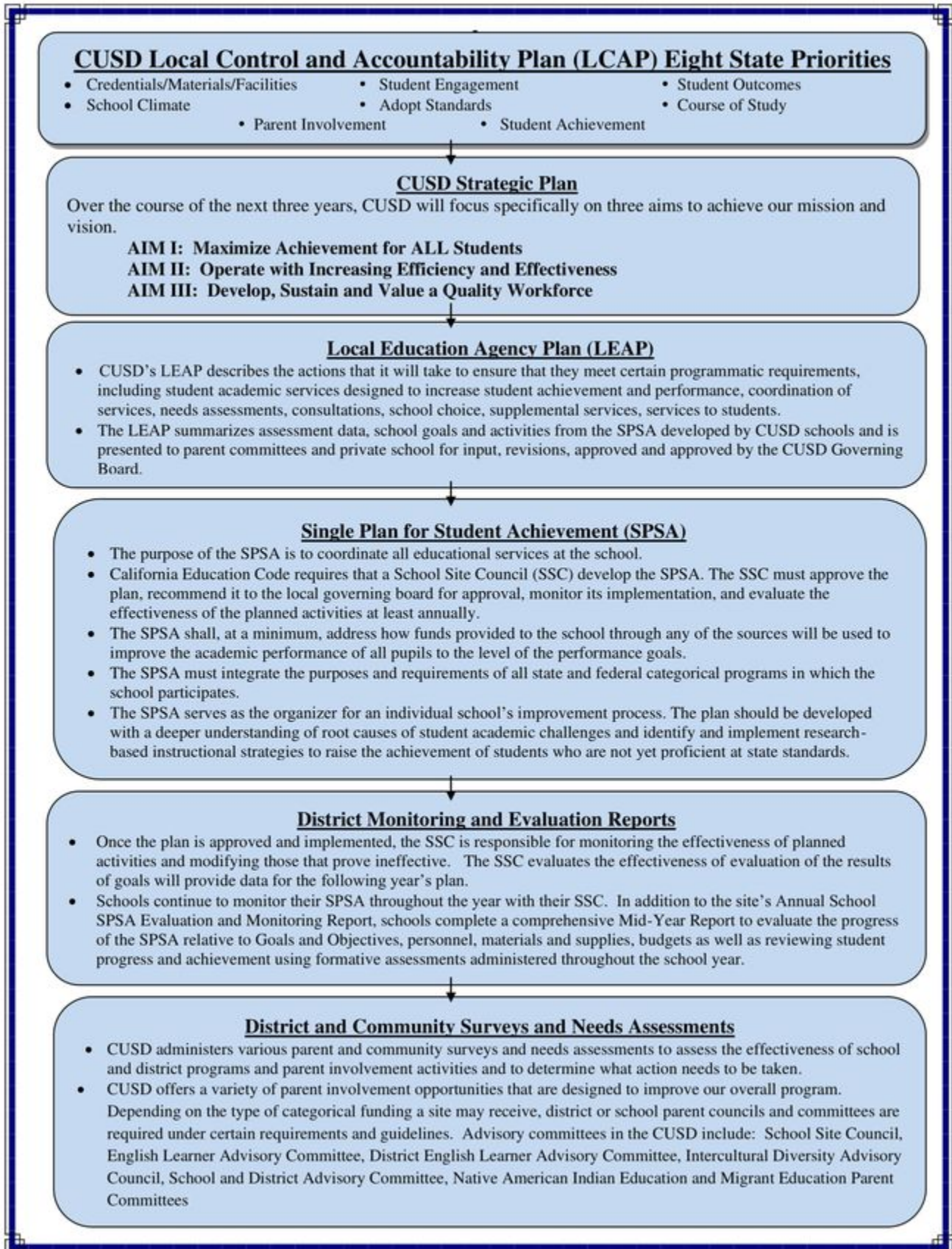


Description of Centralized Services

For actual Centralized Services allocations, please see Categorical School Allocations, within the School Plan for Student Achievement (SPSA).

Description of the Specific, but not limited to Services to be Provided to all Sites
<ul style="list-style-type: none">• Coordinate the development of the Local Control Agency Plan (LCAP), review and revise on an annual basis, present to Governing Board and Community groups and committees.• Prepare the Consolidated Application.• Provide assistance in categorical program planning and implementation; budgeting; plan writing; revisions; and monitoring and evaluations.• Coordinate the training, assistance and support of each site's SPSA.• Obtain and disseminate information necessary for the operation of categorical programs with sites, departments, private schools and Governing Board.• Assist schools with the coordination of Bilingual Assistants.• Collaborate and coordinate services, services, and professional development with Private Schools.• Serve as a liaison between district, schools and community members.• Coordinate Annual Title I Parent Survey and School Evaluation Reports and Parent Workshops.• Coordinate and facilitate all district parent advisory committees (Title VII Indian Education, Migrant Education, DAC and DELAC).• Prepare and submit various reports (Title I data, Title III data, data, R-30 Language Census, EL Staffing Plan, Mid Year & Annual Monitoring/Evaluation Reports, etc.)• Maintain all financial control records for categorical funds.• Maintain compensatory educational services for educationally disadvantaged students• Assist with the implementation of School Site Councils, English Learner Advisory Committees, and Title I meetings. Attend meetings upon request.• Provide ongoing training and professional development for classified and certificated employees relative to NCLB, HQT and categorical programs.• Assist the district and schools with Federal Categorical Program Monitoring (FPM).• Provide assistance to school site with documentation related to English Learners and with the implementation of the CUSD Master Plan.• Assist with implementation of the School's English Language Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).• Maintain all district-level required categorical records and documentation. Assist schools with required school-level categorical records and documentation.• Other centralized funding costs are attributed to salaries, benefits, office materials and supplies, equipment, maintenance of equipment, copying, consultants, audit services, and conference attendance by staff as part of in-service training.

LCAP Flow Chart



CUSD Department of Supplemental Services

Board Policy and Administrative Regulations

Board Policy

No. 0420

CLOVIS UNIFIED SCHOOL DISTRICT

PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS SCHOOL PLANS/SCHOOL SITE COUNCILS (SSC)

PURPOSE: To address school plans and School site councils.

The Board believes and respects that shared decision making at the site level is one key to improving education. The Board encourages programs that involve staff, students, parents, and the community in a partnership empowered to design, implement, monitor, and evaluate plans which respond to their school's unique needs and which also coincide with Board policies and District goals.

Each District school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code section 64000 shall establish a school site council in accordance with Education Code sections 65000-65001. The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for Board Policy and Administrative Regulation No. 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

Adopted: 05/22/1978

Reviewed: 01/14/2009

Amended: 01/15/1992, 04/14/1993, 03/09/2005, 09/26/2007, 11/18/2009, 01/15/2014,
01/14/2015, 09/23/2020 (BP 7503 renumbered as BP 0420)

EDUCATION CODE

52-53 Designation of schools

33133 Information guide for school site councils

35147 Open meeting laws exceptions

52060-52077 Local control and accountability plan

52176 English learner advisory committees

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

4600-4670 Uniform complaint procedures

11308 English learner advisory committees

UNITED STATES CODE, TITLE 20

6303 School improvement

6311 State plan

6314 Schoolwide programs; schoolwide program plan

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

**CLOVIS UNIFIED
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6601-6651 Teacher and Principal Training and Recruitment program
6801-7014 Limited English proficient and immigrant students
7101-7122 Student Support and Academic Enrichment Grants
7341-7355c Rural Education Initiative

Doc# 41134-7 (08/2020, 12/2018)

**CLOVIS UNIFIED
SCHOOL DISTRICT**

COMMUNITY RELATIONS

WILLIAMS UNIFORM COMPLAINT PROCEDURES

PURPOSE: To establish a uniform complaint procedure to resolve complaints specified in Education Code section 35186 regarding the Williams settlement.

The Board recognizes that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate.

The District shall follow procedures set forth in the accompanying administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials. (Education Code 35186, 5 CCR 4681)
2. Complaint regarding teacher vacancy or misassignment. (Education Code 35186, 5 CCR 4682)
3. Complaints regarding the condition of school facilities. (Education Code 35186, 5 CCR 4683)
4. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code section 1596.7925 and related state regulations. (Education Code 8235.5; Health and Safety Code 1596.7925)
5. Complaints regarding matters that do not fall under this policy shall be investigated and resolved using the procedures set forth in the applicable policy and administrative regulation.

The Board prohibits retaliation in any form for the filing of a complaint or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects pupil and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate and permitted by law.

The Superintendent or designee shall ensure that employees responsible for compliance and/or investigations of complaints are knowledgeable about the laws and programs for which they are assigned to investigate. (5 CCR 4621) Such employees may have access to legal counsel as determined by the Superintendent or designee.

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Adopted: 12/15/2004

Reviewed: 10/14/2009

Amended: 05/23/2007, 01/23/2008, 01/15/2014, 06/28/2017, 09/23/2020 (BP 9211
renumbered as BP 1312.4)

EDUCATION CODE

234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

8235-8239.1 California State Preschool Programs, especially:

8235.5 California State Preschool Program, complaints regarding health and safety issues

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedures

35292.5-35292.6 Restrooms, maintenance and cleanliness

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

Doc# 40854-6 (05/2020, None)

**CLOVIS UNIFIED
SCHOOL DISTRICT****INSTRUCTION**

Community Relations

PARENT INVOLVEMENT

PURPOSE: Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership to support their children's success in school.

The Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so, including the process for filing a complaint. Such notification shall be in the District's informational materials and publications, including the Student and Parent Rights and Responsibilities Handbook available to parents and students upon registration in the District and at the beginning of each school year. This information is available at www.cusd.com.

The District's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including District efforts to seek parent/guardian input in District and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

NON-TITLE I SCHOOLS

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Develop a District parent involvement policy reflecting the needs of the community in collaboration with the various parent committees (School Site Council (SSC), School Assessment Review Team (SART), English Language Advisory Committee (ELAC), Intercultural Diversity Advisory Council (IDAC), etc.), as well as develop strategies to address the purposes and goals described in Education Code section 11504. The policy will be reviewed, revised, presented and made available to the parents on an annual basis

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through the District newsletter, web site, Parent and Student Rights and Responsibilities Handbook or other methods.

2. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.
 - a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
 - c. Provide parents/guardians with information about their children's class assignments and homework assignments.
3. Inform parents/guardians that they can directly affect the success of their children's learning by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.

FEDERAL AND STATE FUNDED PROGRAMS

The Board intends to provide opportunities for parents/guardians of children served by programs supported by designated funding (federal/state categorical funds) to participate in the design, implementation, and evaluation of the programs provided for their children.

Regulations and guidelines for federal/state categorical programs require parent involvement and/or advisory committees. The committees shall be organized in accordance with state and/or federal guidelines.

Parent involvement committees for federal/state categorical programs shall advise and report only on those programs which relate to the specific purpose for which they were organized. They shall serve in an advisory capacity and function on behalf of the District schools through established lines of authority. Their actions shall not financially obligate the District except with Board approval.

A. Federal-Funded Programs

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing, and implementing these programs in an organized, systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses.

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SCHOOL DISTRICT**

Federal regulations require schools receiving Title I funds to conduct annually at least one public meeting to which all parents/guardians of eligible children are invited. The purpose of the annual meeting shall be to discuss Title I programs and activities; inform parents/guardians of the right to consult in the planning, design, implementation and evaluation, solicit parent/guardian input, and provide for ongoing communications.

Federal regulations for Title I funding allow the District to provide for parent involvement through a formal advisory committee structure and through other less formal activities. The District shall include a description of the parent involvement structure/activities in its Single Plan for Student Achievement (SPSA). Federal regulations further require the District to annually assess, through consultation with parents/guardians, the effectiveness of the Title I Parental Involvement Policy and Program and to determine what action needs to be taken, if any, to increase parental participation.

The District, if it receives Title I funds, shall provide parents/guardians with timely information about schools in a language and format they can understand. The information shall include annual notification in accordance with applicable laws.

The District shall, as appropriate, provide information to assist the schools in building parents'/guardians' capacity for involvement and identifying barriers to greater participation, giving particular attention to parents/guardians of students who are economically disadvantaged, disabled, limited English proficient, have limited literacy, and/or of any racial or ethnic minority background. The District shall provide, as appropriate, technical assistance and other support to schools as needed to implement its Title I Parent Involvement Policy and/or Program.

The procedures for developing and implementing Title I parent involvement policies and programs shall be stated in Administrative Regulation No. 6020.

If the District also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The District's board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the District's LCAP in accordance with 20 USC section 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC section 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in

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an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

B. District/School Advisory Committees for State Funded Programs

The District shall establish District and School Advisory Committees (DAC and SAC) in accordance with applicable laws. The Superintendent shall include in Administrative Regulation No. 6020 a list of the required District/school advisory committees and a description of their purposes.

Adopted: 11/25/1996

Reviewed: 01/14/2009, 11/13/2013

Amended: 02/09/2000, 03/09/2005, 08/24/2005, 09/26/2007, 01/23/2008, 01/14/2015,
11/18/2020 (BP 9209 renumbered as BP 6020, all contents of BP 9203 moved to BP
6020)

EDUCATION CODE

11500-11505 Programs to encourage parent involvement

42238.02 Fiscal year average daily attendance

48985 Notices in languages other than English

49091.16-19 Parental review

51101 et seq. Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

1132h Civil enforcement

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

**CLOVIS UNIFIED
SCHOOL DISTRICT**

35.160 Communications

Doc# 44280-9 (10/2020, 05/2020)

**CLOVIS UNIFIED
SCHOOL DISTRICT**

INSTRUCTION

Alternative/Specialized Programs

TITLE I PROGRAM

PURPOSE: To define the District's Title I Program according to law.

To improve the academic achievement of students from economically disadvantaged families, the District shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on appropriate grade and/or course level state academic standards and assessments.

A. Single Plan for Student Achievement

The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. The Single Plan for Student Achievement (SPSA) Plan shall be outlined annually in the school site plan which is approved by both the School Site Council (SSC) and the Board (see Board Policy No. 0420 – School Plans/Site Councils).

B. Parent Involvement Policy

The District and each school receiving Title I funds shall develop a written parent involvement policy (see Board Policy No. 6020 – Parent Involvement).

C. Local Educational Agency Plan (LEAP)/LCAP Federal Addendum

The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a Local Educational Agency Plan (LEAP) (see Board Policy No. 6171.10). The LEAP and any revisions shall be submitted to the Board for approval. The LEAP shall address the components specified by law, which describe the assessments, strategies, and services the District will use to help low-achieving students meet challenging academic standards. The LEAP may be included in the District's local control and accountability plan (LCAP), the LCAP Federal Addendum, or another document as appropriate.

The initial LEAP shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the Plan shall be kept on file in the District.

D. Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least equal to services in schools that are not receiving Title I funds or, if all District schools are receiving Title I funds, that are substantially equal in each school. Comparability may

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SCHOOL DISTRICT**

be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among District schools:

1. The Board shall adopt and implement District-wide salary schedules.
2. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools.
4. All District schools shall be provided with the same level of base funding per student for curriculum and instructional materials.

In determining comparability, the District shall not include District staff salary differentials for years of employment. The District also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for English language development programs, state and local funds expended for the costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

At the beginning of each school year, the Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting the District's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to insure comparability.

E. Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making progress toward ensuring that all students meet State proficiency levels as measured by state assessments.

The Board shall regularly monitor the progress of each District school based on the goals identified in the LCAP. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to support all students in mastering state academic standards.

The Board and Superintendent or designee shall review the effectiveness of the actions and activities carried out by Comprehensive Support and Improvement (CSI) schools with respect to student achievement, parental involvement, professional development, and other activities.

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress.

**CLOVIS UNIFIED
SCHOOL DISTRICT****F. Comprehensive Support and Improvement (CSI)**

The Board is committed to ensuring all District students meet or exceed state academic achievement standards and to narrowing the achievement gap among student groups. Whenever a District school is identified by the California Department of Education as in need of CSI, the Superintendent or designee shall insure that school improvement efforts are coordinated and aligned with all state and federal guidelines. The Superintendent or designee shall annually cause revision of the school's SPSA in accordance with law and as specified in the District's LEAP/LCAP Federal Addendum.

G. Participation of Private School Students

The Superintendent or designee shall provide or contract to provide Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to law.

Adopted: 02/27/2008

Reviewed: 01/14/2009, 09/26/2018

Amended: 01/15/2014, 11/18/2020 (BP 7506 renumbered as BP 6171; moved all contents from BP 7507)

EDUCATION CODE

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students

Doc# 45127-7 (10/2020, 03/2018)

**CLOVIS UNIFIED
SCHOOL DISTRICT**

INSTRUCTION

Planning

**EVALUATION OF THE INSTRUCTIONAL PROGRAM/SINGLE PLAN FOR
STUDENT ACHIEVEMENT (SPSA)**

PURPOSE: To establish procedures for the evaluation of the instructional program and the development, implementation, and evaluation of the Single Plan for Student Achievement (SPSA).

A. Evaluation of the Instructional Program

The Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the District's educational program in meeting District goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program to identify strategies for improving student achievement.

The Superintendent or designee shall provide the Board and the community with regular reports on student achievement. The reports shall include data for each District school and for each numerically significant student subgroup, as defined in Education Code section 52052, including, but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the District's local control and accountability plan (LCAP).

In addition, the Superintendent or designee shall conduct an evaluation of any new instructional program implemented in the District and shall regularly assess District progress toward increasing student achievement in all subject areas taught in the District. The findings of such evaluations and assessments shall be reported to the Board.

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education provided to District students.

1. Annual Evaluation of Consolidated Application Programs

The Board and the Superintendent or designee shall annually determine whether the District's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the District level. These criteria may include, but are not necessarily limited to, the progress of all students participating in the program and of each numerically significant subgroup toward goals contained in the District's LCAP, the school's single plan for student achievement, and/or other applicable District or school plans.

**CLOVIS UNIFIED
SCHOOL DISTRICT****2. Western Association of Schools and Colleges (WASC) Accreditation**

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the District's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program.

The Superintendent or designee shall undertake procedures whereby District schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of District schools and any WASC recommendations for school improvement.

B. Single Plan for Student Achievement (SPSA)

The goal of Consolidated Programs is to increase the effectiveness of instructional programs and to improve the academic performance of students who are educationally disadvantaged, limited in English proficiency, gifted and talented, or have exceptional needs. The District shall ensure, through the Consolidated Application, that the Single Plan for Student Achievement (SPSA or plan) has been prepared in accordance with law, that School Site Councils (SSC) have developed and approved the plan, and that the plan was developed with review, certification, and advice of any applicable school advisory committees. The District may choose to include other school programs in the plan. Upon Board approval of the plan, the SSC shall assume responsibility for the on-going review of its implementation and a periodic evaluation of the plan's effectiveness. The SSC shall annually review the plan, establish a new budget, and if necessary, modify the plan to reflect the changing needs and priorities.

The Superintendent or designee will ensure that the SSC has assisted with the development of the SPSA to the extent required by law.

Any plans required by programs funded through the Consolidated Application and Every Student Succeeds Act (ESSA) Program Improvement must be consolidated into a single plan.

The content of the plan must be aligned with school goals for improving student achievement, state the contents of the plan, and address the procedures for implementing, evaluating, and modifying the plan. The Superintendent shall adopt an administrative regulation addressing these elements:

1. Approval Of The Single Plan For Student Achievement

The Board shall have final approval of the plan.

**CLOVIS UNIFIED
SCHOOL DISTRICT****2. Evaluation Of Consolidated Programs**

The Superintendent or designee shall, in accordance with the procedures set forth in the accompanying administrative regulation, conduct annual evaluations to determine whether supplemental services provided by consolidated programs are effective and supportive of the core curriculum.

The Superintendent or designee shall cooperate with the California Department of Education in Federal Program Monitoring (FPM) every four years to ensure that all District categorical programs comply with federal and state laws and regulations.

3. Comparability

The Superintendent or designee shall establish procedures which ensure that the District provides all District schools with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

Amended: 02/22/1978, 01/15/1992, 05/25/1994, 01/19/2005, 09/26/2007, 02/25/2009,
11/18/2009, 01/15/2014, 01/14/2015, 09/26/18, 11/18/2020 (BP 7504 renumbered as
BP 6190)

EDUCATION CODE

33400-33406 Educational evaluations (by SDE)

42602 Use of Unbudgeted Funds

44662 Evaluation and assessment guidelines

51041 Education program, evaluation and revisions Every Child Succeeds Act of 2015

52850-52863 School Plans

60602-60649 School Testing Programs

62005.5 Failure to comply with purposes of funds

64000-64001 Consolidated Application Process

CODE OF REGULATIONS, TITLE 5

3930-3937 Program requirements

3942 Continuity of funding

Doc# 44724-7 (10/2020, 10/2018)

SART Parent Results

Number of Forms Scanned : 6596

Printed on : 04-04-2019

Summary

Clovis Unified School District

2019 SART PARENT SURVEY RESULTS - Elementary

For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable

	<< Percent Responding to Item >>					Total Number
1. This school provides a quality education that promotes academic success for my child.	A) 58	B) 38	C) 2	D) 1	E) 0	6595
2. My child's reading skills are improving.	A) 50	B) 43	C) 5	D) 1	E) 1	6540
3. My child's writing skills are improving.	A) 43	B) 49	C) 6	D) 1	E) 1	6523
4. My child's mathematics skills are improving.	A) 44	B) 48	C) 6	D) 2	E) 1	6555
5. Parents feel welcome to participate at this school.	A) 54	B) 39	C) 5	D) 1	E) 1	6561
6. School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child.	A) 47	B) 44	C) 5	D) 1	E) 3	6583
7. This school communicates the importance of respecting all cultural beliefs and practices.	A) 47	B) 42	C) 3	D) 1	E) 7	6549
8. Character building is an important part of the educational program at this school.	A) 52	B) 42	C) 3	D) 1	E) 2	6555
9. The school-to-home communication meets my needs as a parent. (emails, newsletters, phone calls, Facebook, Remind, Twitter, Peachjar, Parent Connect, etc.)	A) 56	B) 38	C) 5	D) 2	E) 0	6579
10. This school has a positive school climate.	A) 50	B) 44	C) 3	D) 1	E) 1	6573
11. I know how to get help for my child if they are struggling in school.	A) 37	B) 43	C) 10	D) 2	E) 6	6560
12. This school has adults who care about students.	A) 55	B) 40	C) 2	D) 1	E) 2	6566
13. The buildings and grounds are maintained at this school.	A) 61	B) 37	C) 1	D) 0	E) 1	6566
14. Indicate how you feel about the district dress code. The dress code should be: A) Left as is B) More Strict C) Less strict D) No code E) No opinion	A) 58	B) 9	C) 25	D) 0	E) 9	6481
15. I have attended a school meeting. (for example an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, DAC, ELAC, parent-teacher conference, etc.) A) Yes B) No	A) 95	B) 5	C) 0	D) 0	E) 0	6574
16. To what extent has your child developed skills in the use of technology at school as part of his or her educational program- (For example, internet, computers, laptops, tablets, electronic communications, etc.) A) A great amount B) A fair amount C) Not very much D) Not at all E) Do not know	A) 35	B) 47	C) 11	D) 2	E) 5	6579
17. My child has attended or participated in a school or class event, such as a play, performing arts event, sporting event, or other school-related activity. A) Yes B) No	A) 85	B) 15	C) 0	D) 0	E) 0	6567
18. What is your child's present grade level- A) TK-Grade 3 B) Grade 4-6	A) 52	B) 48	C) 0	D) 0	E) 0	6544
19. Please indicate if your child or children participate in any of the following programs: (Mark all that apply.) A) Special Education B) English Learner C) Transition Program D) Free School Lunch Program E) None of these	A) 7	B) 4	C) 3	D) 24	E) 71	6517

Summary

Clovis Unified School District

2019 SART PARENT SURVEY RESULTS - Elementary

For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable

	<< Percent Responding to Item >>					Total Number
20. How many years have you had a child enrolled in the Clovis Unified School District-	A) 13	B) 17	C) 37	D) 30	E) 4	6583
A) Less than 1 year B) 1-2 years C) 3-5 years D) 6-15 years E) More than 15 years						
21. I believe the Title I Program Services (teachers, instructional assistants, labs, theme nights, parent workshops, materials, etc.) have helped my child's academic progress in reading, language, and/or math.	A) 34	B) 41	C) 4	D) 1	E) 20	1873
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable						
22. There are adequate opportunities for parents to become informed about the school's Title I Program and Services.	A) 31	B) 44	C) 6	D) 2	E) 17	1863
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable						
23. The Annual Title 1 Parent Meeting held this year was helpful-	A) 13	B) 16	C) 6	D) 1	E) 64	1862
A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend						
24. At the Parent/Teacher Conference held this year, I was given information regarding my child's progress and reasons for their receiving services through Title I program.	A) 38	B) 42	C) 7	D) 2	E) 10	1856
A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend						
25. At most schools the School/Parent Compact is discussed at the Parent/Teacher Conference. Was the Compact helpful to you in providing information about school, parent, and student's shared responsibility for improving student learning-	A) 34	B) 34	C) 16	D) 5	E) 11	1858
A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend						

Summary

Clovis Unified School District

2019 SART PARENT SURVEY RESULTS - Intermediate

**For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable**

	<< Percent Responding to Item >>					Total Number
1. This school provides a quality education that promotes academic success for my child.	A) 45	B) 50	C) 4	D) 1	E) 0	1767
2. My child's reading skills are improving.	A) 26	B) 59	C) 10	D) 1	E) 5	1755
3. My child's writing skills are improving.	A) 27	B) 60	C) 9	D) 1	E) 4	1745
4. My child's mathematics skills are improving.	A) 34	B) 50	C) 11	D) 3	E) 2	1758
5. Parents feel welcome to participate at this school.	A) 28	B) 51	C) 10	D) 3	E) 9	1755
6. School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child.	A) 37	B) 51	C) 5	D) 4	E) 3	1759
7. This school communicates the importance of respecting all cultural beliefs and practices.	A) 31	B) 51	C) 6	D) 2	E) 10	1761
8. Character building is an important part of the educational program at this school.	A) 28	B) 51	C) 8	D) 2	E) 10	1751
9. The school-to-home communication meets my needs as a parent.(emails, phone calls, newsletters, Facebook, Twitter, Parent Connect, Peachjar, Blackboard, school and/or classroom websites, Remind, etc.)	A) 40	B) 47	C) 9	D) 3	E) 1	1759
10. This school has a positive climate.	A) 29	B) 58	C) 7	D) 2	E) 4	1753
11. I know how to get help for my child if they are struggling in school.	A) 24	B) 55	C) 12	D) 3	E) 6	1754
12. This school has adults who care about students.	A) 35	B) 54	C) 4	D) 1	E) 5	1759
13. The buildings and grounds are maintained at this school.	A) 47	B) 50	C) 1	D) 1	E) 1	1759
14. Indicate how you feel about the district dress code. The dress code should be: A) Left as is B) More strict C) Less strict D) No code E) No opinion	A) 69	B) 0	C) 23	D) 1	E) 7	1488
15. I have attended a school meeting. (for example, an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, DAC, ELAC, parent-teacher conference, etc.) A) Yes B) No	A) 87	B) 13	C) 0	D) 0	E) 0	1761
16. To what extent has your child developed skills in the use of technology at school as part of his or her educational program- (For example, internet, computers, laptops tablets, electronic communications, etc.) A) A great amount B) A fair amount C) Not very much D) Not at all E) Do not know	A) 42	B) 47	C) 8	D) 1	E) 2	1764
17. My child has attended or participated in a school or class event, such as a play, performing arts event, sports event, dance, or other school-related activity. A) Yes B) No	A) 89	B) 11	C) 0	D) 0	E) 0	1761
18. How well has your child's school communicated information regarding requirements for high school graduation, college admission, and/or career planning- A) Excellent B) Good C) Fair D) Poor E) Do not know	A) 22	B) 34	C) 21	D) 11	E) 11	1758
19. What is your child's present grade level- A) TK-3 B) Grade 4-6 C) Grade 7 D) Grade 8	A) 1	B) 1	C) 51	D) 47	E) 0	1757

Summary

Clovis Unified School District

2019 SART PARENT SURVEY RESULTS - Intermediate

**For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable**

	<< Percent Responding to Item >>					Total Number
20. Please indicate if your child participates in any of the following programs: (Mark all that apply.) A) Special Education B) English Learner C) Transition Program D) Free School Lunch Program E) None of these	A) 6	B) 2	C) 4	D) 21	E) 74	1752
21. How many years have you had a child enrolled in the Clovis Unified School District- A) Less than 1 year B) 1-2 years C) 3-5 years D) 6-15 years E) More than 15 years	A) 7	B) 6	C) 14	D) 66	E) 7	1763
22. I believe the Title I Program Services (teachers, instructional assistants, labs, theme nights, parent workshops, materials, etc.) have helped my child's academic progress in reading, language, and/or math. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 11	B) 44	C) 0	D) 11	E) 33	9
23. There are adequate opportunities for parents to become informed about the school's Title I Program and Services. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 22	B) 33	C) 11	D) 0	E) 33	9
24. The Annual Title 1 Parent Meeting held this year was helpful- A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 13	B) 25	C) 0	D) 0	E) 63	8
25. At the Parent/Teacher Conference held this year, I was given information regarding my child's progress and reasons for their receiving services through Title I program. A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 14	B) 43	C) 0	D) 0	E) 43	7
26. At most schools the School/Parent Compact is discussed at the Parent/Teacher Conference. Was the Compact helpful to you in providing information about school, parent, and student's shared responsibility for improving student learning- A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 14	B) 57	C) 14	D) 0	E) 14	7

Summary

Clovis Unified School District

2021 SART PARENT SURVEY RESULTS - High School

**For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable**

	<< Percent Responding to Item >>					Total Number
1. This school provides a quality education for my child.	A) 38	B) 54	C) 5	D) 2	E) 1	3164
2. The English teachers have helped my child's reading skills improve.	A) 24	B) 54	C) 10	D) 2	E) 10	3106
3. The mathematics teachers have helped my child's math skills improve.	A) 29	B) 52	C) 11	D) 3	E) 5	3122
4. The social science teachers have helped my child's social science skills improve.	A) 23	B) 56	C) 7	D) 2	E) 12	3116
5. The science teachers have helped my child's science skills improve.	A) 26	B) 55	C) 8	D) 2	E) 9	3108
6. This school has provided my child with counseling and guidance information regarding college admission and/or career planning.	A) 29	B) 50	C) 9	D) 3	E) 9	3140
7. School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child.	A) 30	B) 48	C) 4	D) 2	E) 16	3118
8. This school communicates the importance of respecting all cultural beliefs and practices.	A) 26	B) 49	C) 7	D) 3	E) 15	3127
9. Character building (e.g. Positivity Project, Character Strong, and Second Step) is an important part of the educational program at this school.	A) 22	B) 48	C) 7	D) 3	E) 20	3126
10. The school-to-home communication meets my needs as a parent. (e.g. emails, phone calls, newsletters, Facebook, Twitter, Parent Connect, PeachJar, Blackboard, school and/or classroom websites, Remind, etc.)	A) 35	B) 54	C) 6	D) 4	E) 1	3136
11. This school has a positive climate.	A) 25	B) 56	C) 7	D) 3	E) 10	3131
12. I know how to get help for my child if he/she is struggling in school.	A) 26	B) 54	C) 11	D) 4	E) 5	3117
13. This school has adults who care about students.	A) 31	B) 55	C) 5	D) 2	E) 6	3120
14. How much do you agree that your school values your race or ethnicity?	A) 23	B) 44	C) 7	D) 4	E) 22	3135
15. The staff at my school respects the differences in students' race, ethnicity, or cultural background.	A) 24	B) 46	C) 6	D) 3	E) 21	3118
16. The school does a good job of handling and resolving conflicts between students regarding race, culture, or ethnicity.	A) 16	B) 33	C) 7	D) 4	E) 41	3122
17. The buildings and grounds are maintained at this school.	A) 43	B) 47	C) 1	D) 0	E) 8	3139
18. Indicate how you feel about the district dress code. The dress code should be: A) Left as is B) More strict C) Less strict D) No code E) No opinion	A) 53	B) 12	C) 24	D) 2	E) 9	3135
19. To what extent has your child developed skills in the use of technology at school? (For example, internet, computers, laptops tablets, electronic encyclopedias, electronic communications, etc.) A) A great amount B) A fair amount C) Not very much D) Not at all E) Do not know	A) 45	B) 42	C) 8	D) 2	E) 3	3150
20. My child has attended or participated (virtually or in-person) in a school or class event, such as a play, performing arts event, sports event, dance, or other school-related activity. A) Yes B) No	A) 58	B) 42	C) 0	D) 0	E) 0	3128
21. I have attended (virtually) one school meeting this school year. (for example, an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, DAC, ELAC, parent-teacher conference, etc.) A) Yes B) No	A) 55	B) 45	C) 0	D) 0	E) 0	3081
22. Please indicate if your child participates in any of the following programs: A) Career Technical Education (CTE) B) AP/Honors C) CART D) None of these	A) 9	B) 47	C) 9	D) 44	E) 0	3071
23. To what extent has your child had a positive experience with Career Technical Education (CTE). (for example, ROP, CART, Ag Center, CTE Pathways, etc.) A) A great amount B) A fair amount C) Not very much D) Not at all E) Do not know F) My child or children are not in a Career Technical Education class	A) 14	B) 10	C) 3	D) 4	E) 7	3074

Summary

Clovis Unified School District

2021 SART PARENT SURVEY RESULTS - High School

**For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable**

	<< Percent Responding to Item >>					Total Number
24. Please indicate if your child participates in any of the following programs: A) Special Education B) English Learners C) Transition Program D) Free School Lunch Program E) None of these	A) 5	B) 1	C) 3	D) 20	E) 75	3063
25. I have accessed my school's Parent Resource Center or Transition Support Team. A) A great amount B) A fair amount C) Not very much D) Not at all	A) 11	B) 23	C) 19	D) 47	E) 0	3040
26. What is your child's present grade level? A) Grade 9 B) Grade 10 C) Grade 11 D) Grade 12	A) 25	B) 26	C) 26	D) 22	E) 0	3140
27. How many years have you had a child enrolled in the Clovis Unified School District? A) Less than 1 year B) 1-2 years C) 3-5 years D) 6-15 years E) More than 15 years	A) 3	B) 6	C) 14	D) 59	E) 17	3151
28. I believe the Title I Program Services (teachers, instructional assistants, labs, theme nights, parent workshops, materials, etc.) have helped my child's academic progress in reading, language, and/or math. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 26	B) 33	C) 0	D) 0	E) 41	54
29. There are adequate opportunities for parents to become informed about the school's Title I Program and Services. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 23	B) 45	C) 2	D) 0	E) 30	53
30. The Annual Title 1 Parent Meeting held this year was helpful? A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 13	B) 15	C) 2	D) 0	E) 70	54
31. At the Parent/Teacher Conference held this year, I was given information regarding my child's progress and reasons for their receiving services through Title I program. A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 17	B) 25	C) 2	D) 0	E) 56	52
32. At most schools the School/Parent Compact is discussed at the Parent/Teacher Conference. Was the Compact helpful to you in providing information about school, parent, and student's shared responsibility for improving student learning? A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 15	B) 17	C) 6	D) 0	E) 62	53

Summary

Clovis Unified School District

2020 SART PARENT SURVEY RESULTS - District

For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable

	<< Percent Responding to Item >>					Total Number
1. This school provides a quality education that promotes academic success for my child.	A) 53	B) 43	C) 3	D) 1	E) 0	10037
2. My child's reading skills are improving.	A) 42	B) 47	C) 7	D) 1	E) 3	9858
3. My child's mathematics skills are improving.	A) 40	B) 48	C) 9	D) 3	E) 2	9924
4. Parents feel welcome to participate at this school.	A) 44	B) 44	C) 6	D) 2	E) 4	9941
5. School personnel and site safety procedures are in place to maintain a safe and secure school environment for my child.	A) 44	B) 47	C) 5	D) 2	E) 3	9967
6. This school communicates the importance of respecting all cultural beliefs and practices.	A) 40	B) 46	C) 5	D) 1	E) 8	9951
7. Character building is an important part of the educational program at this school.	A) 44	B) 44	C) 5	D) 2	E) 5	9920
8. The school-to-home communication meets my needs as a parent. (emails, newsletters, phone calls, Facebook, Remind, Twitter, Peachjar, Parent Connect, etc.)	A) 49	B) 43	C) 6	D) 2	E) 1	9955
9. This school has a positive school climate.	A) 42	B) 49	C) 5	D) 2	E) 3	9965
10. I know how to get help for my child if they are struggling in school.	A) 35	B) 46	C) 11	D) 3	E) 5	9958
11. This school has adults who care about students.	A) 47	B) 46	C) 3	D) 1	E) 3	9970
12. The buildings and grounds are maintained at this school.	A) 55	B) 42	C) 1	D) 1	E) 1	9964
13. How much do you agree that your school values your race or ethnicity?	A) 36	B) 42	C) 5	D) 2	E) 14	9971
14. The school does a good job of handling and resolving conflicts between students regarding race, culture, or ethnicity.	A) 26	B) 33	C) 5	D) 2	E) 34	9916
15. The staff at my school respects the differences in students' race, ethnicity, or cultural background.	A) 39	B) 43	C) 4	D) 1	E) 13	9939
16. Indicate how you feel about the district dress code. The dress code should be: A) Left as is B) More Strict C) Less strict D) No code E) No opinion	A) 56	B) 9	C) 27	D) 1	E) 7	9666
17. I have attended a school meeting. (for example an Open House, Back to School Night, SART, School Site Council (SSC), IDAC, DAC, ELAC, parent-teacher conference, etc.) A) Yes B) No	A) 90	B) 10	C) 0	D) 0	E) 0	9949
18. To what extent has your child developed skills in the use of technology at school? (For example, internet, computers, laptops tablets, electronic encyclopedias, electronic communications, etc.) A) A great amount B) A fair amount C) Not very much D) Not at all E) Do not know	A) 40	B) 46	C) 9	D) 1	E) 4	9991
19. My child has attended or participated in a school or class event, such as a play, performing arts event, sporting event, or other school-related activity. A) Yes B) No	A) 94	B) 6	C) 0	D) 0	E) 0	9033
20. Please indicate if your child or children participate in any of the following programs: (Mark all that apply.) A) Special Education B) English Learner C) Transition Program D) Free School Lunch Program E) None of these	A) 6	B) 3	C) 3	D) 25	E) 69	9915
21. How many years have you had a child enrolled in the Clovis Unified School District- A) Less than 1 year B) 1-2 years C) 3-5 years D) 6-15 years E) More than 15 years	A) 9	B) 13	C) 29	D) 41	E) 8	9998

Summary

Clovis Unified School District

2020 SART PARENT SURVEY RESULTS - District

For items 1-12, please use the following scale :
A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable

	<< Percent Responding to Item >>					Total Number
22. I believe the Title I Program Services (teachers, instructional assistants, labs, theme nights, parent workshops, materials, etc.) have helped my child's academic progress in reading, language, and/or math. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 35	B) 40	C) 5	D) 1	E) 19	1883
23. There are adequate opportunities for parents to become informed about the school's Title I Program and Services. A) Strongly Agree B) Agree C) Disagree D) Strongly Disagree E) Do Not Know / Not Applicable	A) 33	B) 44	C) 6	D) 1	E) 15	1862
24. The Annual Title 1 Parent Meeting held this year was helpful- A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 15	B) 16	C) 5	D) 1	E) 62	1871
25. At the Parent/Teacher Conference held this year, I was given information regarding my child's progress and reasons for their receiving services through Title I program. A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 40	B) 42	C) 6	D) 1	E) 11	1866
26. At most schools the School/Parent Compact is discussed at the Parent/Teacher Conference. Was the Compact helpful to you in providing information about school, parent, and student's shared responsibility for improving student learning- A) Very Helpful B) Helpful C) Adequate D) Not Helpful E) I Didn't Attend	A) 35	B) 35	C) 15	D) 4	E) 11	1860

Clovis Unified School District Categorical School Allocations

Jefferson

For Fiscal Year: 2022

Categories	School Categorical Budget (A)	Centralized Services (B)	Total (A+B=C)
1. LCAP/SUPPLEMENTAL	\$62,499	\$0	\$62,499
2. LCAP Intervention	\$21,365	\$0	\$21,365
3. LCAP ASES	\$158,217	\$0	\$158,217
4. Title I Part A (Improving the Academic Achievement of the Disadvantaged)	\$438,756	\$0	\$438,756
5. Title I - Parent Involvement	\$6,012	\$0	\$6,012
6. Title III (Immigrant)	\$299	\$0	\$299
7. Title III - (Language Instruction for LEP)	\$7,085	\$0	\$7,085
8. ASES C/O	\$0	\$0	\$0

GRAND TOTAL	\$694,233	\$0	\$694,233
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SCHOOL CATEGORICAL FUNDING BUDGET (K-8)

School	Scenario		Fiscal Year	Revision
JEFFERSON ELEMENTARY	9/28/21 (09/28/2021)		2022	
DRAFT	10	62117		180
SSC Approval Date	County	District	Code	Site

<i>Program Cost Centers</i>		0600	0601	0610	3010
Object of Expend #	Item of Expenditure (Personnel, Materials, Equip.)	0600: LCAP	0601: LCAP Inter	0610: LCAP ASES	3010: Title I - Part A
110001	TEACHER SAL	\$0	\$0	\$0	\$0
110040	TEACH SAL SUMMER/HOURLY	\$0	\$0	\$38,964	\$58,965
110051	TEACH SAL SCH BUS SUB	\$0	\$0	\$0	\$5,000
110060	TEACH SAL STIPEND	\$0	\$0	\$0	\$6,857
190001	RESOURCE TEACH SAL	\$0	\$0	\$0	\$77,006
210001	INSTR ASSIST/TUTOR	\$34,892	\$15,717	\$0	\$85,310
290006	STUDENT LIAISON	\$0	\$0	\$0	\$0
290060	CLASSIFIED STIPEND	\$0	\$0	\$6,176	\$0
310100	STRS CERT	\$0	\$0	\$6,593	\$24,167
310190	STRS CERT	\$0	\$0	\$0	\$846
310201	STRS CLASSIFIED	\$0	\$0	\$1,045	\$4,160
320200	PERS CLASSIFIED	\$7,994	\$3,601	\$0	\$11,191
330101	MEDICARE CERT	\$0	\$0	\$565	\$2,071
330191	MEDICARE CERT	\$0	\$0	\$0	\$73
330200	SOCIAL SECURITY CLASS	\$2,163	\$974	\$0	\$3,029
330201	MEDICARE CLASS	\$506	\$228	\$90	\$1,237
330202	SUPPLEMENTAL RETIREMENT CLASS	\$0	\$0	\$0	\$445
340111	HEALTH CERT	\$0	\$0	\$0	\$13,393
340112	DENTAL CERT	\$0	\$0	\$0	\$1,008
340113	VISION CERT	\$0	\$0	\$0	\$188
340114	LIFE INS CERT	\$0	\$0	\$0	\$108
340212	DENTAL CLASS	\$0	\$0	\$0	\$1,008
340213	VISION CLASS	\$0	\$0	\$0	\$188
350100	SUI CERT	\$0	\$0	\$195	\$714
350190	SUI CERT	\$0	\$0	\$0	\$25
350200	SUI CLASS	\$174	\$79	\$31	\$427
360100	W/C CERT	\$0	\$0	\$468	\$1,714
360190	W/C CERT	\$0	\$0	\$0	\$60
360200	W/C CLASS	\$419	\$189	\$74	\$1,024
370100	RETIREE BENEFITS CERT	\$0	\$0	\$0	\$3,119
390103	SELF INSUR CERT	\$0	\$0	\$156	\$571
390193	SELF INSUR CERT	\$0	\$0	\$0	\$20
390203	SELF INSUR CLASS	\$140	\$63	\$25	\$341
430000	INSTRUCTIONAL SUPPLIES	\$16,212	\$0	\$23,947	\$81,492
430002	HOLDING INSTR SUPP	\$0	\$515	\$0	\$0
430008	SUPPLIES NON-CLASSROOM	\$0	\$0	\$0	\$0
440000	EQUIP \$500-\$24999	\$0	\$0	\$0	\$20,000
510000	SUBAGREEMENTS FOR SERVICES	\$0	\$0	\$54,890	\$10,000
520000	CONF/TRAVEL	\$0	\$0	\$0	\$20,000
571052	DIRECT COST/SCANBACK	\$0	\$0	\$0	\$3,000
580002	CONTRACT SERVICES	\$0	\$0	\$25,000	\$0
TOTAL:		\$62,499	\$21,365	\$158,217	\$438,756

(continued on next page)

SCHOOL CATEGORICAL FUNDING BUDGET (K-8)

School	Scenario		Fiscal Year	Revision
JEFFERSON ELEMENTARY	9/28/21 (09/28/2021)		2022	
DRAFT	10	62117		180
SSC Approval Date	County	District	Code	Site

<i>Program Cost Centers</i>		3115	4201	4203		
Object of Expend #	Item of Expenditure (Personnel, Materials, Equip.)	3115: Title I - Parent	4201: Title III - Imm	4203: Title III - LEP		
110001	TEACHER SAL	\$0	\$0	\$0	\$0	\$0
110040	TEACH SAL SUMMER/HOURLY	\$0	\$0	\$0	\$0	\$0
110051	TEACH SAL SCH BUS SUB	\$0	\$0	\$0	\$0	\$0
110060	TEACH SAL STIPEND	\$0	\$0	\$0	\$0	\$0
190001	RESOURCE TEACH SAL	\$0	\$0	\$0	\$0	\$0
210001	INSTR ASSIST/TUTOR	\$0	\$0	\$3,611	\$0	\$0
290006	STUDENT LIAISON	\$0	\$0	\$0	\$0	\$0
290060	CLASSIFIED STIPEND	\$0	\$0	\$0	\$0	\$0
310100	STRS CERT	\$0	\$0	\$0	\$0	\$0
310190	STRS CERT	\$0	\$0	\$0	\$0	\$0
310201	STRS CLASSIFIED	\$0	\$0	\$0	\$0	\$0
320200	PERS CLASSIFIED	\$0	\$0	\$827	\$0	\$0
330101	MEDICARE CERT	\$0	\$0	\$0	\$0	\$0
330191	MEDICARE CERT	\$0	\$0	\$0	\$0	\$0
330200	SOCIAL SECURITY CLASS	\$0	\$0	\$224	\$0	\$0
330201	MEDICARE CLASS	\$0	\$0	\$52	\$0	\$0
330202	SUPPLEMENTAL RETIREMENT CLASS	\$0	\$0	\$0	\$0	\$0
340111	HEALTH CERT	\$0	\$0	\$0	\$0	\$0
340112	DENTAL CERT	\$0	\$0	\$0	\$0	\$0
340113	VISION CERT	\$0	\$0	\$0	\$0	\$0
340114	LIFE INS CERT	\$0	\$0	\$0	\$0	\$0
340212	DENTAL CLASS	\$0	\$0	\$0	\$0	\$0
340213	VISION CLASS	\$0	\$0	\$0	\$0	\$0
350100	SUI CERT	\$0	\$0	\$0	\$0	\$0
350190	SUI CERT	\$0	\$0	\$0	\$0	\$0
350200	SUI CLASS	\$0	\$0	\$18	\$0	\$0
360100	W/C CERT	\$0	\$0	\$0	\$0	\$0
360190	W/C CERT	\$0	\$0	\$0	\$0	\$0
360200	W/C CLASS	\$0	\$0	\$43	\$0	\$0
370100	RETIREE BENEFITS CERT	\$0	\$0	\$0	\$0	\$0
390103	SELF INSUR CERT	\$0	\$0	\$0	\$0	\$0
390193	SELF INSUR CERT	\$0	\$0	\$0	\$0	\$0
390203	SELF INSUR CLASS	\$0	\$0	\$14	\$0	\$0
430000	INSTRUCTIONAL SUPPLIES	\$0	\$299	\$1,710	\$0	\$0
430002	HOLDING INSTR SUPP	\$0	\$0	\$0	\$0	\$0
430008	SUPPLIES NON-CLASSROOM	\$5,175	\$0	\$0	\$0	\$0
440000	EQUIP \$500-\$24999	\$0	\$0	\$0	\$0	\$0
510000	SUBAGREEMENTS FOR SERVICES	\$0	\$0	\$0	\$0	\$0
520000	CONF/TRAVEL	\$0	\$0	\$0	\$0	\$0
571052	DIRECT COST/SCANBACK	\$0	\$0	\$0	\$0	\$0
580002	CONTRACT SERVICES	\$0	\$0	\$0	\$0	\$0
TOTAL:		\$5,175	\$299	\$6,500	\$0	\$0

Total of all Funding Columns \$692,811

Total Centralized Services \$0

Total School Program Resources (must match) \$692,811

CLOVIS UNIFIED SCHOOL DISTRICT - 1450 HERNDON AVENUE - CLOVIS, CA 93611-0599

JEFFERSON ELEMENTARY - 1880 FOWLER AVE - CLOVIS, 93611-3099 - 10-62117-

SCHOOL CATEGORICAL FUNDING BUDGET (K-8)

School
JEFFERSON ELEMENTARY
DRAFT
SSC Approval Date

Scenario		Fiscal Year	Revision
9/28/21 (09/28/2021)		2022	
10	62117		180
County	District	Code	Site

Column C of Page 2 of this school-level plan)

Clovis Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2020-2021 MID-YEAR EVALUATION/MONITORING REPORT

Upon reviewing your site's SPSA with your staff, SSC and ELAC, please indicate the current status and evaluate the progress and effectiveness of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as they relate to each categorical area of funding received at your school as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

A: Attained, I: Implemented, N/A: Not Applicable,
 * IP: In Progress, *NP: No Progress *NP: Please provide explanation

SPSA GOALS & OBJECTIVES

Goals & Objectives	QI	QII
English Language Arts (ELA):	I	IP
English Language Arts (ELA) Sub-Groups:	I	IP
Mathematics:	I	IP
Mathematics Sub-Groups:	I	IP
Other:		

<p>SPSA Goal #1: Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Reading</p>	<p>What is working (Effective) Plc Intervention/Catch Up Club SST process</p>	<p>What is not working (Ineffective)</p>	<p>Assessments and Monitoring Tools Used.</p> <ul style="list-style-type: none"> • iReady • Diagnostic growth analyzed • Time spent in My Path • District Assessments • Intervention progress is monitored
<p>SPSA Goal #2: Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Math</p>	<p>What is working (Effective) iReady resources Plc time Intervention/Catch Up Club</p>	<p>What is working (Ineffective)</p>	<p>Assessments and Monitoring Tools Used.</p> <ul style="list-style-type: none"> • iReady • Diagnostic growth analyzed • Time spent in My Path • District Assessments • Intervention progress is monitored

SUPPLEMENTAL FUNDING/PROGRAMS

Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

Title III: Language for Limited English Proficient and Immigrant Students		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

TITLE I SCHOOLS ONLY

Title I Part A: Improving Academic Achievement		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I
Title I: Parent Involvement		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Parent training and workshops as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as required	I	I

BUDGET REPORTS

Attach the Following	
Site Year To Date Report for all funding streams	✓
CAT Scenario Quarter III Page 2 & 6	✓

NO PROGRESS


Please provide explanation for all areas of "No Progress"

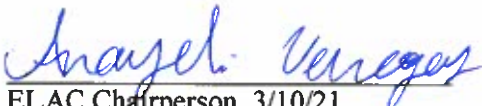
Complete and review the Single Plan for Student Achievement Mid-Year Evaluation/Monitoring Report with your SSC and ELAC. Obtain SSC and ELAC Chairperson and parent signature.

Place in Categorical File:

Section VII: SPSA Implementation, Bullet III. The document will become part of your 2021-22 SPSA.


Principal, 3/10/21


SSC Chairperson/Parent, 3/10/21


ELAC Chairperson, 3/10/21


GIS, 3/10/21

Quarter III SSC Meeting: April 8, 2021

DUE DATE: April 16, 2021

Clovis Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2020-2021 ANNUAL EVALUATION/MONITORING
PROGRAM EFFECTIVENESS

PRESENTED IN THE 2021-2022 SCHOOL YEAR REPORT

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's CARS process to annually prepare and review a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals as indicated on the CDE Dashboard.

FUNDING SOURCES

Local Control Funding Formula (LCFF): The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics. As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE) on or before March 31, 2014. In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2015.

CATEGORICAL FUNDING PROGRAM DESCRIPTION

- i. **After School Safety and Education Funds (ASES):** This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for student, including 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged):** A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds to 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. This reservation requirement is not formula driven.
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.

SCHOOL NAME: Jefferson Elementary

PERSON COMPLETING THIS REPORT: Aman Athwal

DATE: 12/1/21

Upon reviewing and monitoring your 2020-2021 Quarter III & IV Site's SPSA with your staff, SSC and ELAC, please indicate the current status and evaluate the progress and effectiveness of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as they relate to each categorical area of funding received at your school as well as reviewing student progress and achievement using formative assessments administered throughout the school year. The document is to be reviewed with school staff and parent committees. Indicate:

A: Attained, I: Implemented, N/A: Not Applicable

SPSA GOALS & OBJECTIVES

Goals & Objectives	QIII	QIV
English Language Arts (ELA):	I	I
English Language Arts (ELA) Subgroups: SED, SWD, EL, IDAC, Hispanic	I	I
Mathematics:	I	I
Mathematics Subgroups:	I	I
Other:		

SPSA Goal #1:	What is working (Effective)	What is not working (Ineffective)	Modification based on evaluation results
Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Reading.	<ul style="list-style-type: none"> • PLC • Intervention • SST process • IA support • EL D instruction and assessment- • We are still able to measure growth based on iReady diagnostic data • iReady My Path adaptive to student's individual level/needs • Deconstructed standards in ELA with item specs provided to all teachers 	<ul style="list-style-type: none"> • Due to distance learning, we were not able to offer many EL services. • Cohorts were limited to the amount of time they could work closely together. Small group instruction suffered due to schedule • Due to distance learning, students were not learning in the optimal learning environment 	Assessment data analyzed in PLC meetings ELD Assessments District assessments: iCAL, DRA, Performance Tasks Intervention progress monitored
SPSA Goal #2:	What is working (Effective)	What is working (Ineffective)	Modification based on evaluation results
Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Math.	<ul style="list-style-type: none"> • PLC • Intervention • SST process • IA support • We are still able to measure growth based on iReady diagnostic data • iReady My Path adaptive to student's individual level/needs • Deconstructed standards in Math with item specs provided to all teachers 	<ul style="list-style-type: none"> • Rigor of math practice & lessons • Due to online learning, use of manipulatives was not implemented. • Due to distance learning, students were not learning in the optimal learning environment • Due to distance learning, students were not learning in the optimal learning environment 	Assessment data analyzed in PLC meetings ELD Assessments District assessments: iCAL, DRA, Performance Tasks Intervention progress monitored

SUPPLEMENTAL FUNDING/PROGRAMS

Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	I	I
Identification of student participants and significant sub-groups	I	I
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	I	I
Alignment of highly qualified staff to positions identified in the SPSA	I	I
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

Title III: Language for Limited English Proficient and Immigrant Students		
Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	I	I
Identification of student participants and significant sub-groups	I	I
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	I	I
Alignment of highly qualified staff to positions identified in the SPSA	I	I
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

TITLE I SCHOOLS ONLY

Title I Part A: Improving Academic Achievement		
Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	I	I
Identification of student participants and significant sub-groups	I	I
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	I	I
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

Title I: Parent Involvement		
Areas of Implementation	QIII	QIV
Verification of evidence of progress made towards SPSA Goals & Objectives	I	I
Identification of student participants and significant sub-groups	I	I
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	I	I
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Parent training and workshops as identified in the SPSA (See Below)	I	I
Budgets reviewed and revised with SSC as required	I	I
List Parent Academies, workshops, trainings or other parent involvement opportunities held at your school: Title 1 Night, SSC/ELAC Meetings, Parent Teacher conferences, SART Meetings, IDAC Meetings, ASES Meeting, Back to School Night.		

BUDGET REPORTS


Attach the Following	✓
2020-21 Site Year to Date Report for all funding streams	
Schoolwide ELPAC Reports (ELA & Mathematics)	

NO PROGRESS

Please provide explanation for all areas of "No Progress"	



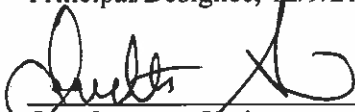
Complete and review the 2020-2021 Single Plan for Student Achievement Annual Evaluation/Monitoring Report (Quarter III & IV) with your SSC and ELAC. Obtain SSC and ELAC Chairperson and parent signature. *Place in Categorical File: Section VII: SPSA Implementation, Bullet III. The document will become part of your 2021-2022 SPSA.*




 Principal/Designee, 12/9/21



 SSC Chairperson/Parent, 12/9/21



 ELAC Parent Chairperson, 12/9/21



 GIS, 12/9/21

DUE DATE: December 17, 2021



**Jefferson Elementary School, Clovis Unified School District
2021-2022
Parental Involvement Policy**

At Jefferson Elementary School, we recognize that parental involvement is a critical dimension of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct. The Clovis Unified School District's Parent Involvement Policy is outlined in CUSD Board Policy #9203. Each CUSD School creates a School Parent Involvement Policy in collaboration with the different parent groups and committees that is tailored to the needs of their school and learning community.

Jefferson Elementary School is committed to establishing a true partnership with all facets of the Clovis Learning Community. We value 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!

The staff at Jefferson Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are also invited to actively participate in school decision making and to develop their leadership skills in governance and advocacy. By joining the school councils and advisory committees, the parents are able to be involved in the planning, review, provide input and improvement of overall school programs. Parents are asked to participate in an annual survey asking for input into all aspects of the school's program.

Through conferences, school web page and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate trainings at both the school and district level to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the California State Standards and successfully transition into the newly developed Common Core Standards.

At Jefferson Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

PART I: GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements at are outlined in CUSD Board Policy #9203:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will annually review, revise and approve the School Parental Involvement Policy to meet the changing needs of parents and the school. The School's Parent Involvement Policy becomes part of the School Plan for Student Achievement (SPSA) that is presented to the SSC and approved by the CUSD Governing Board.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means open communication with parents in order to establish a high quality school program and academic achievement, including ensuring--

- (A) that parents plan an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

Our school encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA a well as our overall program. At the district level parent committees provide input into each site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Council or Committee, please call your child's school.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Jefferson Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its

school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Continue parent/school committees such as School Site Council, School Advisory Committee, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Parent Involvement Exchange.
 - Revise the School-Parent Compact.
 - Continue to send out notices from the school in English, Spanish, and Hmong.
 - Continue our evening meeting schedule of Back to School Night in the fall, Annual Title 1 Meeting in November, Book Fairs, School Carnival, Family Nigh in the spring, Winter Program in December, Spring Concerts, and Block programs.
2. Jefferson Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental involvement Policy:
 - Send the School-Parent Compact home on parent – teacher conference day
 - Send home notices/agendas, post on school web site and home calls to the parents of the School Site Council (SSC) which serves as a school advisory committee meeting both in English, Spanish, and Hmong. The agenda will state clearly that the School Parental Involvement Policy will be discussed and reviewed.
 - School Parental Involvement Policy will be discussed and reviewed during
 - Provide instructional aides and translations at all meetings
 - Jefferson Elementary School’s Annual Title 1 meeting, during ELAC, SART and IDAC.
 3. Jefferson Elementary School will annually review and update its School Parental Involvement Policy to meet the changing needs of parents and the school.
 - The district and school site will annually review the School Parent Involvement Policy for any issues to include, but not limited to, restructuring the school, safety needs, and any program needs.
 4. Jefferson Elementary School will convene an annual meeting to inform parents of the following:
 - Their child’s school participates in Title I,
 - Requirements of Title I,
 - Of their rights to be involved,
 - About their school’s participation in Title I:
 - A flyer (meeting notification) will be sent home in English, Spanish, and Hmong days before the date. The meeting will also be posted in the Administration Building window, on the Jefferson Elementary marquee, in the “Jefferson Elementary Week at a Glance”, school web page and in weekly Teacher/Classroom newsletters. At the meeting, the Title I Admin Team will review the curriculum, assessment tools, ideas to help the children at home, and ways parents can participate in their children’s education.
 5. Jefferson Elementary School will hold a flexible number of meetings at varying times, and provide transportation, childcare, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - There will be babysitting available at the meetings.
 - Oral translation will be available at the meetings in Spanish if needed.
 - The meetings will be planned in conjunction with other events at school.
 6. Jefferson Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- At the beginning of each school year the Title I Students receive an Individual Program Learning form called the Teacher Grade Level Estimate (TGLE). The TGLE is completed by the classroom teacher. This form has three parts to it. The first is the diagnostic data score identified through the state assessment results. The second part is the objectives, which are written for an individual student. The third section is the Instructional Program. This states who will provide services to their child. Some examples are the instructional assistant, bilingual instructional assistant, extended day teacher, targeted interventions, RTi, the resource teacher, and the classroom teacher. The parents, staff, and administration sign the bottom of the form giving permission for their child to receive services or declining the services.
7. Jefferson Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - The teacher will review the curriculum used, assessment tools, ideas to help their children at home, and the Individual Learning Program forms.
 8. Jefferson Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - In addition to the evening meeting, the parents are invited to their child's Parent Conferences, which are held in the fall. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed and the parents receive an overview of how the child is doing in academics, behavior, and socialization.
 9. Jefferson Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.
 - Parents will be directed to write a letter to the Superintendent of Clovis Unified School District with their concerns.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Jefferson Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The Superintendent will incorporate the School-Parent Compact as a component of its School Parent Involvement Policy.
2. Jefferson Elementary School will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - The School-Parent Compact will be discussed by all the stakeholders and become a part of the School Parent Involvement Policy
3. Jefferson Elementary School will, with the assistance of its district, provide assistance to parents of children served by the school.
 - The State's academic content standards,

- The State’s student academic achievements standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Title I,
 - How to monitor their child’s progress, and
 - How to work with educators:
 - The Adult School offers “Distance Learning” classes on campus for any second language adults to learn English. The classes are held once a week
4. Jefferson Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- The school offers the School Site Council (SSC) members training on the roles and responsibilities of council members. The SSC has been approved to service as the school advisory committee (SAC).
 - The school offers the English Learner Advisory Committee (ELAC) members training on the roles and responsibilities of committee members.
 - Parents are provided with materials and training through numerous committees and parent groups.
5. Jefferson Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- When conducting annual meeting, continue to invite non-English speaking parents to come and visit the school. The Principal provides an overview of all campus programs and facilities and translators are provided.
 - Encourage parents to visit classrooms.
6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Head Start and State Funded Pre-school information is available at registration and school events. They are encouraged to attend Back to School Night, Parent/Teacher Conference Day, Open House, various parent committees, and the school’s winter program.
 - Kindergarten teachers host workshops for parents of preschoolers in the spring to train parents on pre-K skills.
7. Jefferson Elementary School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- School programs, activities, meetings, and policies are communicated to parents through the school web page and/or Student-Parent Handbook each year. Weekly school

calendars and school communication flyers are sent home in three languages when appropriate.

- In addition to school-wide publications, the staff works to inform and refine communication through classroom newsletters, parent letters, and numerous parent contacts both by telephone and in person.
 - Progress reports are sent home to parents in order to help address student needs before final quarter/semester grades are posted.
 - Our Bilingual Instructional Assistants make personal phone calls to inform parents of student progress, expectations, Jefferson Elementary School offers after-school programs and also to invite families to attend special events.
8. Jefferson Elementary School administers an annual survey, School Attendance and Review Team (SART). The survey solicits information on various aspects of the overall school program. All data and results are used to evaluate school programs areas of weakness and growth. In addition, an annual Title I Survey is completed providing information on the status of the school's Title I Program.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Jefferson Elementary School and Clovis Unified School District is committed, where practical and to the extent that the District resources provides, to the following:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by 4th quarter SSC Meeting, 4th quarter ELAC Meeting, and Jefferson Elementary School. The Parent Involvement Policy will be a component of the Jefferson Elementary School Single Plan for Student

Achievement (SPSA) that is approved annually by the SSC and the Clovis USD Governing Board in January. The SSC has been approved to service as the school advisory committee (SAC).

This policy was adopted by Jefferson Elementary School on May of 2020 and will be in effect for the period of 2020-2021 school year. The school will distribute this policy to all parents and made available to the local school community as school opens. The Jefferson Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand. It will be available on our School Web Page as well as upon request.

CUSD Board Policy and Administrative Regulation #9203: Parent Involvement is attached and part of the School's SPSA.

[Signature] 05/14/2021
SSC Parent Chairperson/Date

Anayel Venegas
ELAC Parent Chairperson/Date

[Signature] 5-14-21
Principal/Date

Athina
GIS/RT/Date

Other/Date

Adopted: May 2021
Revised: May 2021

“Children Are Our Most Precious Resource”



Clovis Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2020-2021 MID-YEAR EVALUATION/MONITORING REPORT

Upon reviewing your site's SPSA with your staff, SSC and ELAC, please indicate the current status and evaluate the progress and effectiveness of the SPSA relative to Goals and Objectives, Personnel, Materials and Supplies, Budgets and Expenditures as they relate to each categorical area of funding received at your school as well as reviewing student progress and achievement using formative assessments administered throughout the school year.

A: Attained, I: Implemented, N/A: Not Applicable,
 * IP: In Progress, *NP: No Progress *NP: Please provide explanation

SPSA GOALS & OBJECTIVES

Goals & Objectives	QI	QII
English Language Arts (ELA):	I	IP
English Language Arts (ELA) Sub-Groups:	I	IP
Mathematics:	I	IP
Mathematics Sub-Groups:	I	IP
Other:		

<p>SPSA Goal #1: Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Reading</p>	<p>What is working (Effective) Plc Intervention/Catch Up Club SST process</p>	<p>What is not working (Ineffective)</p>	<p>Assessments and Monitoring Tools Used.</p> <ul style="list-style-type: none"> • iReady • Diagnostic growth analyzed • Time spent in My Path • District Assessments • Intervention progress is monitored
<p>SPSA Goal #2: Students demonstrate an increase in their expected typical growth, with a focus on exceeding typical growth in 2021, on their year end iReady diagnostic assessment in Math</p>	<p>What is working (Effective) iReady resources Plc time Intervention/Catch Up Club</p>	<p>What is working (Ineffective)</p>	<p>Assessments and Monitoring Tools Used.</p> <ul style="list-style-type: none"> • iReady • Diagnostic growth analyzed • Time spent in My Path • District Assessments • Intervention progress is monitored

SUPPLEMENTAL FUNDING/PROGRAMS

Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

Title III: Language for Limited English Proficient and Immigrant Students		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I

TITLE I SCHOOLS ONLY

Title I Part A: Improving Academic Achievement		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Professional Development delivered as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as needed	I	I
Title I: Parent Involvement		
Areas of Implementation	QI	QII
Verification of evidence of progress made towards SPSA Goals & Objectives	A	A
Identification of student participants and significant sub-groups	A	A
Review of the calendar of initial and formative assessments to measure student performance against benchmarks indicated in the SPSA	A	A
Alignment of highly qualified staff to positions identified in the SPSA	A	A
Implementation of services and programs	I	I
Provisions of materials, supplies and equipment	I	I
Parent training and workshops as identified in the SPSA	I	I
Budgets reviewed and revised with SSC as required	I	I

BUDGET REPORTS

Attach the Following	
Site Year To Date Report for all funding streams	✓
CAT Scenario Quarter III Page 2 & 6	✓

NO PROGRESS


Please provide explanation for all areas of "No Progress"

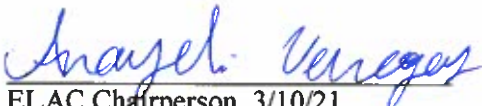
Complete and review the Single Plan for Student Achievement Mid-Year Evaluation/Monitoring Report with your SSC and ELAC. Obtain SSC and ELAC Chairperson and parent signature.

Place in Categorical File:

Section VII: SPSA Implementation, Bullet III. The document will become part of your 2021-22 SPSA.


Principal, 3/10/21


SSC Chairperson/Parent, 3/10/21


ELAC Chairperson, 3/10/21


GIS, 3/10/21

Quarter III SSC Meeting: April 8, 2021
DUE DATE: April 16, 2021