

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Steve Martinez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Clovis East High School

(As it should appear in the official records)

School Mailing Address 2940 Leonard Ave.

(If address is P.O. Box, also include street address.)

Clovis

City

California

State

93619-8474

Zip Code+4(9 digits total)

County Fresno

State School Code Number* 10-62117-1030683

Telephone (559) 327-4071

Fax (559) 327-4190

Web site/URL www.cusd.com

E-mail Stevemartinez@cusd.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Terry BradleyEd.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clovis Unified

Tel. (559) 327-9000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Brian Heryford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 31 Elementary schools
 _____ 0 Middle schools
 _____ 5 Junior High Schools
 _____ 5 High schools
 _____ 5 Other
 _____ 46 TOTAL
2. District Per Pupil Expenditure: _____ 8266
 Average State Per Pupil Expenditure: _____ 7586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 7 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	334	327	661
2			0	10	346	328	674
3			0	11	386	321	707
4			0	12	293	285	578
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							2620

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 26 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 27 | % Hispanic or Latino |
| 42 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	73
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	2620
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 15 %
- | | |
|-----|---|
| 395 | Total Number Limited English Proficient |
|-----|---|

Number of languages represented 16

Specify languages: Arabic 3, Cantonese 2, Filipino 2, German 1, Gujarati 1, Hindi 2, Hmong 263, Khmer 6, Lao 7, Mien 2, Other Chinese 2, Other Filipino 1, Other non-English 1, Punjabi 6, Spanish 93, Vietnamese 3

Total 395

9. Students eligible for free/reduced-priced meals 40 %

Total number students who qualify: 1045

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{170}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u>	Autism	<u>5</u>	Orthopedic Impairment
<u>4</u>	Deafness	<u>19</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>97</u>	Specific Learning Disabilit
<u>7</u>	Emotional Disturbanc	<u>19</u>	Speech or Language Impairment
<u>4</u>	Hearing Impairment	<u>2</u>	Traumatic Brain Injury
<u>12</u>	Mental Retardation	<u>2</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>15</u>	<u>0</u>
Classroom teachers	<u>92</u>	<u>16</u>
Special resource teachers/specialist	<u>0</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>33</u>
Support Staff	<u>40</u>	<u>0</u>
Total number	<u>153</u>	<u>49</u>

12. Average school student-classroom teacher ratio, that is, the number of 27 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	96 %	96 %	96 %
Daily teacher attendance	96 %	96 %	94 %	96 %	97 %
Teacher turnover rate	5 %	4 %	6 %	3 %	3 %
Student drop out rate (middle/high	3 %	6 %	4 %	5 %	4 %
Student drop-off rate (high school	1 %	2 %	1 %	1 %	1 %

Please provide all explanations below

06/07 05/06 04/05 03/04 02/03

4 year dropout rate

Not Avail 6.50 4.30 4.80 4.20

1 year dropout rate

Not Avail 1.60 1.10 1.10 1.00

Explanation of 1 year and 4 year dropout rate calculations

Glossary

Dropout formulae

1 Year Rate Formula: $(\text{Gr. 9-12 Dropouts}/\text{Gr. 9-12 Enrollment}) \times 100$

The 1-year dropout rate is the percent of dropouts during a single year, calculated from actual data submitted. It is also called the 'annual' or 'event' rate and it is the dropout rate used by the National Center for Education Statistics to compare states and school districts.

4 Year Derived Rate Formula: $(1 - ((1 - (\text{drop gr 9}/\text{enroll gr 9})) \times (1 - (\text{drop gr 10}/\text{enroll gr 10})) \times (1 - (\text{drop gr 11}/\text{enroll gr 11})) \times (1 - (\text{drop gr 12}/\text{enroll gr 12})))) \times 100$

The 4-year derived dropout rate is an estimate of the percent of students who would drop out in a four year period based on data collected for a single year. To create an actual 4-year rate we would need to collect individual student data and be able to track such data over time.

** Asterisks in the 4 year derived rate column indicate that one or more grade levels have zero enrollment. If a grade level has zero enrollment, the formula can not be calculated.

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	534
Enrolled in a 4-year college or university	30 %
Enrolled in a community college	55 %
Enrolled in vocational training	8 %
Found employment	2 %
Military service	3 %
Other (travel, staying home, etc.)	2 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

Clovis East High School, home of the Timberwolves, opened with a freshman class in the fall of 1999 and graduated its first senior class in June 2003. CEHS is the fourth comprehensive high school within the Clovis Unified School District. The district covers a 200 square mile radius in California's Central San Joaquin Valley, with a rapidly growing student population of approximately 36,948.

Clovis East serves a diverse student population of 2,620. CEHS shares the Reagan Education Center with its feeder schools, Reyburn Intermediate and Reagan Elementary. The center was built on 146 acres of farmland. Housing growth has begun to surround the school and is quickly transforming the rural setting. Students and teachers enjoy a spacious, beautifully-landscaped campus, which affords a spectacular view of the Sierra Nevada mountain range.

Clovis East's programs are as diverse as its surrounding community. The CEHS population consists of 27% Hispanic, 42% Caucasian, 26% Hmong, and 4% African-American, with 39.8% (1,045 of 2,620) of students on the free and reduced lunch program. Four of the original five feeder elementary schools remain Title I schools, and a boundary change in 2007 resulted in five elementary schools feeding into CEHS, three of which remain Title I schools. The diverse student population on our campus, coupled with a desire to maximize academic achievement, led the founding administrative leadership team to develop an eight period, rotating block schedule. This schedule supports the need for English, reading, and math intervention 'during the school day.' The schedule also provides students an opportunity to access a wide variety of electives that keep students connected to school. 1,119 students are enrolled in CE's award-winning Performing Arts Academy; 1,293 students are enrolled in the Visual Arts program; and 837 students are enrolled in academic core and elective classes within the nationally recognized McFarlane-Coffman Agriculture Center. Students form a vibrant community, with 86% participating in co-curricular activities, including the arts, interest-based clubs, athletics, regional occupational programs, and leadership courses.

Clovis East High School's focus on a standards-based, rigorous education for all students, benchmark assessments for monitoring student progress, and the improvement of instruction has increased academic performance. CEHS offers students a challenging college-prep curriculum, including fifteen AP courses. The AVID program prepares students in the academic middle for four-year college eligibility brings out the best in students, assisting in closing the achievement gap. Clovis East has increased the number of UC/CSU eligible students with each graduating class. In 2007, 46.2% of the senior class was UC/CSU eligible. CEHS' API has also increased over the last three years, including a 36 point API increase in 2007, and CAHSEE scores have exceeded state averages. In 2007 86% of 10th graders passed the CAHSEE-math on their first attempt, followed closely by 83% passing the CAHSEE ELA on the first attempt. Clovis East is equally proud of the school's 96% graduation rate.

Clovis East High School continues to build on a long-held Clovis Unified tradition'the Sparthenian concept of 'Mind, Body, and Spirit.' This concept shapes the vision of Clovis East, which states that every student will have the opportunity to maximize his/her potential in the areas of mind, body, and spirit. The mission of Clovis East High School is to graduate students who possess the background knowledge, academic skills, and technological expertise that they will need to become life-long learners, productive workers, and civic-minded community members. Clovis East also believes that participation in school activities builds stronger relationships, improves self-esteem, and develops the skills all students need to prepare for future challenges in college and the work force.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The California Standards Tests (CSTs) are standards-based tests that measure the achievement of state content standards in English-language arts (ELA), mathematics, science, and history-social science. The CSTs were developed specifically for California public schools. The purpose of the CSTs is to determine how well students are achieving state-adopted content standards in ELA, mathematics, history-social science, and science. All students participating in the STAR Program take the CSTs except those with significant cognitive disabilities. Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA) if their individualized education program (IEP) indicates their participation in this test.

The CST results for each subject tested (ELA, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced (A), proficient (P), basic (B), below basic (BB), and far below basic (FBB). The state target is for ALL students to score at the proficient or advanced level. CST results also are reported as scale scores that range between 150 and 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350.

The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE has two parts: English-language arts (ELA) and mathematics. The ELA part addresses state content standards through grade ten. The mathematics part of the CAHSEE addresses state standards in grades six and seven and Algebra I. A score of 350 is a passing score on the CAHSEE; however, a score of 380 is required to demonstrate proficiency.

The California Department of Education provides a website for finding information on all school assessment results at www.cde.ca.gov.

Clovis East's performance for students scoring Proficient or above on the ELA portion of the CST exceeds the state average for all high schools within California. At every reporting level, whether County or State, CEHS exceeds the percentage of students scoring Proficient or Advanced in English language arts. The progress CEHS has made to close the achievement gap is apparent upon examination of the 2007 test results. CEHS tested 368 English Language Learners in 2007. Scores for the EL sub-group exceeded the state average at every grade level and more than doubled the average in two grade levels. The Asian, Hispanic, and socio-economically disadvantaged subgroups grew in enrollment yet continued to exceed the state average percentage of students meeting or exceeding the state standards. Unequivocal support of the cycle of improvement which CEHS prides itself on, can be found by examining the scores of 10th grade students. Growth ranging from 11 to 26 percent across each sub-group was attained last year. CEHS sees this success as a direct result of the emphasis on implementation of engaging student centered instruction and relevant, standards-aligned curriculum for all students.

Clovis East sophomores posted an 86% pass rate on their first attempt on the CAHSEE math exam in 2007 compared to 67% statewide. All but one of the significant CEHS subgroups exceeded the statewide average. Statewide the Asian subgroup had an 89% pass rate compared to CEHS with an 87% pass rate. Of significance, the Asian subgroup at CEHS is made up of students of Hmong descent, many of whom are newcomers to the school system. English Learners at CEHS exceeded the statewide average of 41% by posting a pass rate of 73%. Data tables in Section VI provide additional CST and CAHSEE scores for the 2007 year.

Please note in the data tables that the number and percent of students reported as alternately assessed in 9th grade ELA reflects the school totals for ELA assessment. The school was unable to break the alternate assessment numbers out by grade level.

2. Using Assessment Results:

The CEHS staff regularly examines results from the state assessments. Data analysis of CST, CAHSEE, Annual Yearly Progress (AYP) and API is reviewed at department meetings, Professional Learning Community (PLC) meetings, and faculty meetings. The data is disaggregated by primary language, ethnicity, gender, socio-economically disadvantaged, students with disabilities, as well as other variables,

to identify group trends. Data analysis is used to map curriculum, identify instructional needs, and target focus groups, and differentiate instruction. The staff uses the STAR results for appropriate course placement and interventions.

Edusoft, a district-wide assessment system, links all classrooms to a standards-aligned program. Through Edusoft, all core academic teachers develop and implement formative benchmark assessments. District assessments are given a minimum of three times per year in ELA and a minimum of eight times in Math. Individual student growth, skill development, and performance on standards are examined and teachers consistently review data from benchmark assessments (i.e. LAFT tests for ELA, Algebra 1 and Algebra II Math Initiative benchmarks). Benchmark questions and results are aligned with California Standards Tests (CST) performance levels, allowing teachers to isolate clusters of students meeting customizable performance criteria.

During weekly PLC meetings, teachers share best practices and monitor student progress toward goal attainment using summative and formative results. Teachers and counselors analyze student results for appropriate intervention and supplementation to bring students at basic to proficient through reading intervention. Results are disaggregated, providing teachers with information to assess the strengths and areas of challenge, thus facilitating support for students who have not yet passed the CAHSEE and for those students who are not scoring at advanced/proficient on the CST. Through data analysis, the faculty of Clovis East High School is able to modify curriculum and instructional practices to meet the needs of our diverse student body, providing intervention and re-teaching for students not yet proficient.

3. Communicating Assessment Results:

Student progress and achievement is communicated to parents through phone contact, email, teacher letters, grade print-outs, and 6, 12, and 18 week progress reports that are mailed home. State, district, and school-site assessment results are also shared with a variety of parent groups/clubs, including, but not limited to School Advisory Review Team (SART), English Learners Advisory Committee (ELAC), Intercultural Diversity Advisory Council (IDAC), School Site Council (SSC), Asian Parent Club, and Latinos Unidos Parent Club. During these meetings, parents are given information regarding student achievement and interventions for students NYP on the CAHSEE and not yet Proficient or Advanced on the STAR/CST. Teachers use Zangle Gradebook, a program that allows parents to interact with teachers via Zangle Parent Connect, facilitating online access to a range of regularly updated information including current homework assignments, missing assignments, grades, and attendance. Parents also have access to school information through Timberline, the school newsletter mailed home to parents/guardians. A summary of district and school data on state tests is published in CUSD Today, a newspaper mailed monthly to the parents/guardians of students and to community members.

Parents receive information about CAHSEE, CAHSEE interventions, STAR testing, scheduling information, counseling, student grades, student assessment scores, SAT preparation sessions, district and state graduation requirements, financial aid, and college requirements via Parent Information Nights, newsletters, and parent letters. If a student does not pass the CAHSEE, the counselor schedules a meeting with the student and parent to review a contract listing all of the available interventions.

Students reflect on their own growth, participating in a STAR goal-setting activity done at the ninth, tenth, and eleventh grade levels. Students chart their prior CST assessment results on their personal Clovis East STAR T-Wolf Scorecards and calculate the growth needed to advance to the next proficiency band level. This goal setting activity fosters student-teacher communication about learning and enables students to take responsibility for their educational success, thus reinforcing the importance of academic achievement and promoting school-wide participation on state and district exams.

4. Sharing Success:

Clovis East's core beliefs surround always doing what is best for all students. CEHS faculty and administration believe they are part of a larger community of educators who continually strive to improve student learning. It is for this reason that CEHS proudly and openly shares its success at the grade, department, site, area, district, and county level on a consistent and on-going basis. CEHS has proved to be a valuable model for other high schools in a variety of ways. The eight period alternating block schedule allows the flexibility for intervention classes to be scheduled within the school day, thus prompting other high schools to examine the potential of offering intervention at a time other than after school. English and math Learning Directors share the success of the intervention programs at district leadership meetings and job-alike meetings scheduled throughout the school year. The success of the CAHSEE Boot Camp pull-out program has become a district template for short-term interventions

toward refining student skills prior to the exam.

During the 2006-2007 school year, CEHS had the opportunity to become involved in two important self-assessments. The process of including the Clovis East teachers and the school community in developing the application for State Distinguished School (SDS) gave all stakeholders a first hand look at the progress and success that was occurring at all levels within the organization. The SDS visitation team was made up of educators from the Central Valley whose purpose it was to validate the SDS document; however, the team members were explicit in stating that they appreciated the sharing of ideas, materials, and programs that have been implemented at CEHS and have contributed to the success the school is experiencing. The school has received a multitude of follow-up calls resulting from the visit. The second opportunity has come in the form of the WASC process which began last year and continued through this year, leading up to the visit this month, February 24-27, 2008. The dialogue within the school community, including teachers, administrators, classified staff, students, parents, and community, has focused on a thorough examination of all education content areas. Again, we will welcome the WASC visitation team to our campus to share the myriad of programs unique to CEHS.

The application for recognition as a National Blue Ribbon School has provided yet another forum for CEHS to examine its' practice and the success that is being made in closing the achievement gap. CEHS staff members are proud of the 36 point API growth made last school year and of meeting their AYP in all areas. As a school we are Chasing 800 and have ever intent on doing so and then setting the next target for growth. We believe in what we are doing and are anxious to share the success our students are experiencing!

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The basic instructional program uses standards-aligned board approved textbooks in grades 9-12 in the four core content areas: English/Language Arts (ELA), mathematics, history/social science, and science. All core curriculum materials and instruction are aligned to the California state standards. The foreign language department ensures that the curriculum is aligned with the state frameworks through the creation and implementation of grade level curriculum maps. French, Hmong, and Spanish language courses are offered at levels 1-4 and AP. Supplementary materials are used in conjunction with the adopted textbook, as a means of differentiating instruction based on student needs or level of language acquisition. Content standards guides for teachers are provided in the four content areas and state what 'students should know and be able to do' to achieve mastery of each standard. All teachers are provided with the English Language Development Standards and the CELDT proficiency level of the English Language Learners. Students designated as Special Education are enrolled in the appropriate program based on the recommendations of the IEP team. Students on a diploma track are enrolled in the Resource Specialist Program and placed in general education classes with special education support provider collaboration or consultation. Students who are on a non-diploma track are placed in a combination of courses and/or programs including vocational education supported with the SCANS curriculum; special day class and severely disabled students are supported with the SEACO curriculum; the adolescent intervention class is diploma track class.

EL pathways have been designed to support ELL's in their acquisition of content based curriculum. Students are placed in sheltered/pathway courses by content area. Bilingual Instructional Aides support teachers trained in SDAIE strategies within each course of Social Science, Math, and Science. This allows students at the Beginning and Early Intermediate CELDT levels to access grade appropriate course content despite language deficits.

Mathematic pathways consist of college prep courses, meeting the a-g requirements. Ninth grade students who have not met the Algebra I requirement in 8th grade are enrolled in Algebra I. Students who are at risk of not passing the CAHSEE are enrolled in an Algebra I-Link course. Students attend Algebra I daily for 90 minutes and receive remediation and scaffolding of instruction to meet their specific deficits. This structure is provided in the Algebra II-Link course, thus supporting students in acquiring the skills needed to meet CSU/UC entrance requirements. Three A.P. math classes and Advanced Math are included in the math pathway.

Social Science graduation requirements include completion of state required course work in Economics, Government, World History, and U.S. History. Students also complete a semester of World Geography and a semester of Health to meet school and district graduation requirements. Five A.P. classes are taught in the Social Science department.

Visual and performing arts are an integral part of the curriculum. The depth and breadth of these programs allow students to progress in a sequential four year program. There are eight band classes and six choral groups. Drama levels 1-4 are offered, as well as a stagecraft class.

The Regional Occupation Program (ROP) and the SAST articulate with local businesses and community colleges to align the rigor of the course with industry standards. Students may also enroll in classes at the Center for Advanced Research and Technology which provides coursework in career pathways such as advanced network management, communications systems, engineering, and product development.

2b. (Secondary Schools) English:

The ELA and ELD content standards are integrated and targeted across the English curriculum. In addition to district benchmarks, twenty-one sample SAT passages are utilized throughout the school year in English 11 and 12. These passages are used to assess and inform instruction of students' ability to read and evaluate rigorous content. Teachers access their test results through Edusoft, analyze their results in PLC meetings, and work together to plan re-teaching strategies accordingly.

The English Department has implemented a Response to Intervention model to address the needs of

students reading below grade level. Ninth and tenth grade students performing significantly below the proficiency level are identified initially via results on state assessments. A second curriculum-based reading fluency assessment is administered to identify whether a student needs additional instruction in reading to acquire the skills necessary to move to proficiency on ELA standards. Students identified are placed into an additional period of English, a seminar course, to support their regular English 9 or 10 college-prep class. The seminar is a highly structured course, relying on the Corrective Reading program to provide targeted, intensive instruction to improve reading fluency and reading comprehension. The seminar course consists of a homogeneous group with a reduced student-to-teacher ratio. The prescribed reading curriculum of the seminar course follows scripted direct instruction, with frequent and on-going assessment of skill mastery. The methodology and structure is supported by rigorous evidence and has been implemented with success in other secondary schools. Students who do not make expected progress in the Corrective Reading Seminar Program are recommended for the Read 180 lab. This program provides an alternative instructional format and method to assist students in making growth in reading. Eleventh and twelfth grade students NYP on the ELA-CAHSEE are strategically placed in an English class with a seminar link, providing them with intervention specific to the skills required to pass the CAHSEE.

3. Additional Curriculum Area:

Clovis East High School's School of Agricultural Science and Technology (SAST) addresses the challenge of increasing student achievement, engaging students in learning, and preparing young people for successful post-secondary education and careers by offering an innovative, school-within-a-school option for students. CEHS's world class agricultural program is located on 21 acres. This \$11,500,000 facility is available for CEHS and students from the other CUSD high schools, as well as 1,300 Reyburn Intermediate School (RIS) students desiring to pursue an education in agricultural science and technology. SAST offers five certificate programs: General Agricultural Science, Plant Science, Animal Science, Agricultural Engineering, and Environment and Natural Resources. Students completing one of these programs have the added benefit of receiving college credits for these classes when attend a cooperating college or university. All 'a-g' science requirements, including AP Environmental Science, can be met through the Ag department. Freshman and sophomore students may apply for the School of Agriculture Science and Technology. This Small Learning Community is open to ALL students. The SAST provides smaller classes, leadership training, and career planning for its students. This program encourages students to learn-by-doing and students engage in rigorous projects and thematic, standards based instruction. Students prepare for college through integrated curriculum in English, social science and math, with a connection to agriculture sciences, technology, and the environment. Students also participate and compete in the nationally recognized Future Farmers of America program.

4. Instructional Methods:

Clovis East High School's primary focus is maximizing academic achievement for all students. CEHS teachers rely on a variety of research based instructional strategies to meet the needs of all students. A school-wide emphasis is placed on building sound organizational skills and study habits beginning in the ninth grade. All CEHS students receive a planner at the beginning of the school year and use them across content areas to record agendas and assignments. During Professional Learning Community, Small Learning Community, and department meetings, the faculty builds its' instructional repertoire by sharing relevant best practices within and across disciplines. Sound strategies used across the content areas include scaffolding, building background knowledge, modeling, guided practice, cooperative learning, independent practice, and think-pair-share. Teachers consistently employ a variety of meta-cognitive strategies to encourage students to think and reflect upon learned material, including Cornell note-taking, quick writes, Socratic Method or guided inquiry, and dialectical journals. Teachers use academic openers, demonstrations, modeling, individual white boards, small group white boards, interactive notebooks, graphic organizers, hands-on labs, simulations, and review strategies to support student learning. Individual activities, small group projects, and student research assignments promote problem-solving skills and encourage interactive debate through the inquiry process. Teachers also incorporate the use of PowerPoint, History Alive simulations, interactive student prompts, class debates, group quizzes, SmartBoard presentations, guest speakers, and Internet use/research. The home work policy is based on providing standards-based practice focused on each student's individual learning needs.

5. Professional Development:

Clovis East is responsible for ensuring that professional development opportunities consistently focus on student learning needs. Teachers are provided time during the school day to meet with colleagues within and outside their subject areas to share best instructional practices that align with the California State Standards. Collaboration time allows teachers to analyze and discuss student achievement on writing performance and common benchmark assessments. District LAFT tests, grade-level performance

expectations, and Edusoft provide data throughout the year and contribute to ongoing PLC reflection about classroom practices and curriculum development that address student needs. When a PLC assesses performance on benchmark tests, the teachers develop a list of students' strengths and weaknesses. Ultimately, this data drives classroom instruction and re-teaching, thus providing an invaluable conversation about improving achievement for ALL students. Teachers meet weekly in PLC groups to analyze the data, assess student needs, and develop instructional practices to address students' needs. Formal and informal conversations among teachers and teacher-leader/administrative meetings continue to refine curriculum maps, benchmark assessments, and instructional strategies.

Based upon the needs of Clovis East students, the Small Learning Communities Grant provides professional development opportunities for the leadership team and faculty. To help inform and drive staff development, Clovis East uses SLC grant money to visit similar schools and research best practices. Funding is appropriated to send staff for trainings such as Link Crew, AVID, SELPA, and other academic-specific conferences that further support the achievement of the ESLRs and maximizing academic growth for all students.

Administrators attend staff development trainings at the district level. The district offers AB75 Principal Training as well. The training provides current and aspiring administrators with a focus on strategies for implementing a standards-based curriculum for all students.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 9 Test CST

Edition/Publication Year 2007 Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	52	56	55	53	
% "Exceeding" State Standards					
Advanced	17	22	22	24	
Number of students tested	571	530	448	427	
Percent of total students tested	97	96	98	97	
Number of students alternatively assessed	40	43	12	2	
Percent of students alternatively assessed	2	2	0	0	
SUBGROUP SCORES					
1. Hmong/Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	35	44	42	30	
% "Exceeding" State Standards					
Advanced	9	13	10	11	
Number of students tested	128	108	77	73	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	45	51	49	49	
% "Exceeding" State Standards					
Advanced	11	19	17	21	
Number of students tested	156	150	126	113	
3. English Learners					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	10	20	17	10	
% "Exceeding" State Standards					
Advanced	0	1	0	3	
Number of students tested	82	81	65	63	
4. Socio-Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	38	44	41	32	
% "Exceeding" State Standards					
Advanced	9	13	11	11	
Number of students tested	258	232	207	193	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	MAY	MAY	MAY	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	58	41	55	45	
% "Exceeding" State Standards					
Advanced	24	13	13	15	
Number of students tested	578	520	491	442	
Percent of total students tested	97	98	98	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Hmong/Asian					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	47	19	35	20	
% "Exceeding" State Standards					
Advanced	12	4	3	4	
Number of students tested	129	112	95	82	
2. Hispanics					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	51	34	50	41	
% "Exceeding" State Standards					
Advanced	17	11	12	12	
Number of students tested	162	146	140	123	
3. English Learner					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	28	9	21	14	
% "Exceeding" State Standards					
Advanced	5	0	0	0	
Number of students tested	98	95		79	
4. Socio-Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	42	22	42	29	
% "Exceeding" State Standards					
Advanced	11	7	5	7	
Number of students tested	245	227	227	216	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	86	81	81		
% "Exceeding" State Standards					
Advanced	55	45	42		
Number of students tested	782	627	632		
Percent of total students tested	98	97	96		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Hmong/Asian					
% "Meeting" plus % "Exceeding" State Standard					
Pass, Proficient, Advanced	87	83	82		
% "Exceeding" State Standards					
Proficient and Advanced	51	46	43		
Number of students tested	184	132	122		
2. Hispanics					
% "Meeting" plus % "Exceeding" State Standard					
Pass, Proficient, Advanced	79	74	74		
% "Exceeding" State Standards					
Proficient and Advanced	44	32	29		
Number of students tested	177	182	146		
3. English Learner					
% "Meeting" plus % "Exceeding" State Standard					
Pass, Proficient, Advanced	73	67	73		
% "Exceeding" State Standards					
Proficient and Advanced	42	30	29		
Number of students tested	140	110			
4. Socio-Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass, Proficient, Advanced	80	73	72		
% "Exceeding" State Standards					
Proficient and Advanced	45	32	33		
Number of students tested	326	269	248		