

# CLASSI

## CLUSD Mission Statement

***To be a quality educational system providing the opportunity for all students to reach their potential in mind, body, and spirit.***

The “**Clovis Assessment System for Sustained Improvement**” (**CLASSI**), is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in state standards and the California State Public Schools Accountability Act. The components of CLASSI include many of the dimensions that impact the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs. The assessment elements and criteria reflect the overarching goals of preparing all students to succeed on the California High School Exit Exam (CAHSEE) and to pursue post secondary education based on meeting, at least, the entrance requirements to the California State University system. The framework for CLASSI entails a broad-based approach involving three major components:

**COMPONENT I: Student / School Achievement**

**COMPONENT II: Performing Arts, School/ Community Involvement, and Character Counts!**

**COMPONENT III: District Site Review Intercultural and Diversity Advisory Council (IDAC)**

CLASSI is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and cocurricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. Whereas CLASSI Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the self-review process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement. You will find more information on CLASSI III IDAC under Parent Committees and/or Special Projects.

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.

For additional information on your child’s school results, please contact your school site. Or you can contact Steve Adams in the Department of Assessment and Accountability at 327.9080.

<p align="center"><b><u>Component I</u></b></p> <p align="center"><b>Student/School Achievement</b></p>	<p align="center"><b><u>Component II</u></b></p> <p align="center"><b>School Management, Community Involvement, Cocurricular Program Ratings</b></p>	<p align="center"><b><u>Component III</u></b></p> <p align="center"><b>Site Self Review, District Site Review</b></p>
<p>Component I consists of a matrix of objective student academic achievement indicators based on test results with quantitative goals tied to each. This matrix establishes a multi-dimensional school achievement profile which can be used for both diagnostic and evaluative purposes.</p> <p>The academic achievement indicators (events) included in the profile are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to meet at least CSU minimal entrance requirements. Furthermore, events in the matrix and their relative weighting are designed to reflect the State's Academic Performance Index (API). Monitoring performance and progress in those areas is crucial to maximizing the school's API.</p> <p>This component forms the basis for school and area recognition. Annual awards are given to all schools and areas achieving the determined composite goal based on all achievement indicators plus a minimum grade point average (GPA) in Component II.</p>	<p>Component II is composed of events and rating criteria in the following categories:</p> <p align="center">Performing Arts School/Community Involvement Character Counts!</p> <p>The annual ratings in this component are linked to the recognition criteria of Component I.</p> <p>For example, the Clovis Exemplary School Award is earned by meeting achievement score goals (Component I) plus attaining a minimum GPA in Component II. Grade Point Average (GPA) for the events in this component is computed based on the following rating scale:</p> <p align="center">Superior    4 pts. Excellent   3 pts. Good        2 pts. Needs Improvement   1 pt.</p>	<p>Whereas CLASSI Components I and II have to do with outcomes (products), Component III is concerned with the school's practices and processes. The Site Review process serves two purposes. First, it presents an opportunity for schools to self-examine their policies, practices, and programs in light of best practices. Second, it provides for district level participation in the assessment of the school's programs, methods, and procedures.</p> <p>CLASSI – Component III focuses on IDAC and Cultural Competency Task Force Goals. All schools are required to complete an annual self-assessment using the rubrics provided as they relate to the twelve components outlined in the IDAC Review.</p> <p>Selected schools receive site visitations. The visitation review begins with the school's self-assessment focusing on the above domains.</p> <p>A five to seven (5-7) member district visitation team, composed of an administrator Lead, a site administrator, district Directors and Coordinators, and/or teachers, and two members of IDAC, devotes one full day to the site review. The purpose of the visitation is to validate the site's self-assessment.</p> <p>At the conclusion of the visit, the team discusses the visit with school leaders. The discussion will focus on the rubric scores determined by the team based on the day's visit compared with the school's scores based on the prior self-evaluation. The report of the site visitation consists of both a narrative report of findings and numerical ratings.</p>

# COMPONENT II

## LIST OF REPORTED EVENTS

*Events in the 100 series refer to elementary schools, 200 series refer to intermediate schools and 300 series are high schools event.*

### PERFORMING ARTS

Choral Music ..... Event Sheet No. 120, 220, 320  
Instrumental Music ..... Event Sheet No. 121, 221, 321

### SCHOOL AND COMMUNITY INVOLVEMENT

School Athletics: (a) Fall, (b) Spring, (c) Winter..... Event Sheet No. 222, 324 a, b,  
c  
Cocurricular Participation ..... Event Sheet No. 123, 223, 322a  
Diverse Representation: Co-curricular Programs.....Event Sheet No. 224, 322b  
School Site SART Meetings and Survey ..... Event Sheet No. 140, 240, 340  
Diverse Representation: School Site SART Committee ..... Event Sheet No. 141, 241, 341  
District IDAC Parent Representation..... Event Sheet No. 142

### SCHOOL MANAGEMENT

Clean Campus..... Event Sheet No. 130, 230, 330

### CHARACTER COUNTS!

CHARACTER COUNTS!..... Event Sheet No. 153, 253

### QUALITY INDICATORS

Academic Challenge: "The Big 6" ..... Event Sheet No. 327  
College Scholarships..... Event Sheet No. 354  
High School Graduation Rate ..... Event Sheet No. 355