

School Plan for Student Achievement Boris Elementary



7/1/24-6/30/25

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Our parent involvement policy can be
found here:

[Click Here](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Virginia R. Boris Elementary School	10621170133314	5/14/2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

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

Plan Description

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

Within our SPSA we have created a plan that focuses on maximizing achievement for all students. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our academic areas of Math and English Language Arts for all students. As well as goals around suspension rates as that was an overall red indicator for our site.

Educational Partner Involvement

How, when, and with whom did Virginia R. Boris Elementary 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

Academic achievement in English Language Arts and Math, behavior improvements for all students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

*Overall Red Indicators include: Suspension Rates

*Overall Orange Indicators include: Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

*Students with Disabilities

Additionally, the following indicators are red on our dashboard for the following subgroups:

*Suspension Rates: SED, SWD, Hispanic, and white

*English Language Arts: SWD

*ELPI: English Learners

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas: Reading and Mathematics growth on Diagnostic Results

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	0.9 points below standard	2022-2023	33.1 points below standard
2021-2022	5.4 points above standard	2021-2022	27.0 points below standard
2018-2019	45.3 points above standard	2018-2019	22.1 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	105.5 points below standard	SWD	139.7 points below standard
EL	46.5 points below standard	EL	57.1 points below standard
SED	21.5 points below standard	SED	50.8 points below standard
Hispanic	5.5 points below standard	Hispanic	46.4 points below standard
Asian	10.8 points above standard	Asian	9.6 points below standard
AA	72.1 points below standard	AA	
Two or More Races	48.5 points above standard	Two or More Races	30.4 points below standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
Instructional aides support school wide academic programs and initiatives. Professional Development was offered to ensure best instruction and best practices. i-Ready professional development on site and at the district level will be given to certificated staff twice each quarter. *Professional development was offered twice per quarter *Instructional aides support school wide was provided on a bi-weekly basis *Overall ELA SBAC Score: 52% met or exceeded standard
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

*Refine our instructional practices around phonics and writing in grades K-6 for all students with special considerations for our SWD and EL subgroups

*Increase academic supports in language acquisition for our English Language Learners

*Increase academic supports in math for all students, with special consideration for our SWD and EL subgroups

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>Increase academic achievement in ELA and Math state and local assessment scores by 5%</p>	<p>G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our EL and SWD subgroups</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental materials for students • Supplemental supplies 	<ol style="list-style-type: none"> 1. Evidence of implementation of WICOR strategies across content areas 2. CFA assessment results including diagnostics 3. State and Local EOY assessment results 4. Growth on the ELPI indicator 	<ol style="list-style-type: none"> 1. 20% of teachers using across content areas 2. Math iready- 16% ELA iready- 30% 3. Listed above 4. ELPI-44.6% 	<ol style="list-style-type: none"> 1. 100% of teachers using across content areas 2. math iready- 21% ELA iready- 35% 3.5 % increase in overall and in subgroup data 4. ELPI -60% making progress
	<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Supplemental staffing • Supplemental intervention resources 	<ol style="list-style-type: none"> 1. Pre and post assessment data from intervention 2. Attendance at intervention 3. Iready Diagnostics in reading and math 	<p>Baseline data in all 3 areas will be collected in the fall for each individual student</p>	<ol style="list-style-type: none"> 1. Increase between pre and post assessment data 2. Students will attend at least 80% of the intervention days

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<ul style="list-style-type: none"> • Supplemental online resources • Technology 			3. iready diagnostic data will increase throughout the year in the area that intervention was provided
Increase ELPI Scores by 10% on the California Dashboard	<p>G2 A1: Increase intervention supports for our English Learners</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • BIA support or other supplemental staffing • translation support • supplemental materials to support language acquisition • technology • supplemental online resources 	Hours of intervention provided	5 hours per week	Increase to 8 hours per week
	<p>G2 A2: Provide professional Development around English Learner supports</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • PD • Teacher release time • PD materials and resources 	<p>1. Attendance at PD</p> <p>2. ELPI results prior to and after PD</p>	<p>1. 2 teachers have attended EL PD in the last year</p> <p>2. ELPI- 44.6%</p>	<p>1. At least 10 teachers trained in ELD strategies</p> <p>2. ELPI increase to 60%</p>

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	We have a dedicated section above to address the needs of our EL subgroup which was our lowest performing subgroup on the dashboard in the ELPI. We plan to increase the supports previously provided to our EL students as well as look at new supports as outlined above.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Utilization of AVID WICOR strategies across content areas to support all student groups with an emphasis on our EL and SWD subgroups</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • PD • Teacher release time • Supplemental materials for students • Supplemental supplies 	<p>*All Students *EL S</p>	<p>0 District Funded</p> <p>24,265.97 LCAP Supplemental</p>
<p>G1 A2: Modify our MTSS model and increase intervention supports available for our lowest performing students</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Supplemental staffing • Supplemental intervention resources • Supplemental online resources • Technology 	<p>*All Students *EL students *SWD</p>	<p>12,212.21 LCAP Intervention</p> <p>14000 LCAP Supplemental</p>
<p>G2 A1: Increase intervention supports for our English Learners</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • BIA support or other supplemental staffing • translation support • supplemental materials to support language acquisition • technology • supplemental online resources 	<p>*EL students</p>	<p>5,167.16 Title III English Learner</p> <p>1087.79 LCAP Supplemental</p>
<p>G2 A2: Provide professional Development around English Learner supports</p>	<p>*EL students</p>	<p>3,000 Title III English Learner</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Strategies may include: <ul style="list-style-type: none"> • PD • Teacher release time • PD materials and resources 		

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	19.7% Chronically Absent	2022-2023	8% suspended at least one day
2021-2022	35.4% Chronically Absent	2021-2022	5.9% suspended at least one day
2018-2019	6.8	2018-2019	1.3
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	38.4% Chronically Absent	SWD	14.3% suspended at least one day
EL	13.8% Chronically Absent	EL	4.3% suspended at least one day
SED	23.7% Chronically Absent	SED	8.4% suspended at least one day
Hispanic	20.7% Chronically Absent	Hispanic	10.2% suspended at least one day
Asian	14.2% Chronically Absent	Asian	3.6% suspended at least one day
AA	14.8% Chronically Absent	AA	12.9% suspended at least one day
Two or More Races	16.7% Chronically Absent	Two or More Races	3.3% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
Based on our data analysis and needs assessment, we need to:
*Refine our professional development opportunities for all staff in the area of school-wide MTSS systems *Increase monitoring of students by staff members during unstructured activities

*Provide interventions to decrease the number of office referrals and suspensions (intramurals)

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>Decrease suspension rates by at least 2%</p> <p>SED, SWD, Hispanic and White will all decrease by .5%</p>	<p>Utilization of PBIS matrix and behavior referral system</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Creating a PBIS team • Creation of PBIS resources (data collection system, matrix, etc.) • PD around all things PBIS • Teacher release time for PD • Supplemental resources to support decreasing suspension rates 	<p>*Behavior referral data results</p> <p>*Classroom support survey</p> <p>*Tracking suspension data</p>	8% suspension rates	6% suspension rates
	<p>Our specified subgroups will also receive supplemental supports through the following strategies:</p> <ul style="list-style-type: none"> • Institute Restorative Justice practices as an alternative to suspension practices • Provide incentives through Positivity Project and PBIS character education and practices 	<p>*on-going progress monitoring on students participating in restorative justice practices</p>	baseline collected in fall	Decrease in suspension rates
	<p>Continue to engage in PDSA's around continuous improvement in the area of suspensions</p>	PDSA data	baseline will be collected at the	Decrease in overall suspension rates

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	Strategies will include: <ul style="list-style-type: none"> • PD for specified staff members • On-going data tracking • Behavior team check-in's with a district representative • Resources provided by the district to support as needed 		end of this school year	as well as subgroup suspension rates

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
As noted above. Additionally, EL students will have translation supports provided as needed.	We had several subgroups that fell into the low-performing level for suspension rates causing our overall indicator to be red. Due to this, our goal is written as an overall goal with some specific supports for specific student groups.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
Utilization of PBIS matrix and behavior referral system Strategies will include: <ul style="list-style-type: none"> • Creating a PBIS team • Creation of PBIS resources (data collection system, matrix, etc.) • PD around all things PBIS • Teacher release time for PD 	All students SED SWD Hispanic White	10,200.21 LCAP Supplemental

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<ul style="list-style-type: none"> Supplemental resources to support decreasing suspension rates 		
<p>Our specified subgroups will also receive supplemental supports through the following strategies:</p> <ul style="list-style-type: none"> Institute Restorative Justice practices as an alternative to suspension practices Provide incentives through Positivity Project and PBIS character education and practices 	All students SED SWD Hispanic White	2,012.00 LCAP Supplemental
<p>Continue to engage in PDSA's around continuous improvement in the area of suspensions</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> PD for specified staff members On-going data tracking Behavior team check-in's with a district representative Resources provided by the district to support as needed 	All students SED SWD Hispanic White	District Funded

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$8,167.16
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,945.34
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$51,565.97	0.00
Title III English Learner	\$8,167.16	0.00
LCAP Intervention	\$12,212.21	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)

District Funded	\$0.00
LCAP Intervention	\$12,212.21
LCAP Supplemental	\$51,565.97
Title III English Learner	\$8,167.16

Subtotal of state or local funds included for this school: \$71,945.34

Total of federal, state, and/or local funds for this school: \$71,945.34

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:

Name of Members	Role
Demetra Vincent-Walker	Principal
Jamie Garner	Teacher
Jennifer Mersino	Teacher
Destiny Smith	Teacher
Rene Cardona	Other Staff Member
Joe McLaughlin	Parent Member
Megan Healey	Parent Member
Brittany Sedley	Parent Member
Brandon Marshall	Parent Member or Secondary Student
Yesenia Cervantez	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 5-14-2024.

Attested:

Two handwritten signatures in blue ink are visible. The top signature is more complex and appears to be 'Demetra Vincent-Walker'. The bottom signature is simpler and appears to be 'Jamie Garner'.

Principal, Demetra Vincent-Walker on 5/14/2024

SSC Chairperson, Jamie Garner on 5/14/2024