



Boris Elementary IDAC

Intercultural Diversity Advisory Council Meeting

Thursday, September 5, 2024
5:00pm



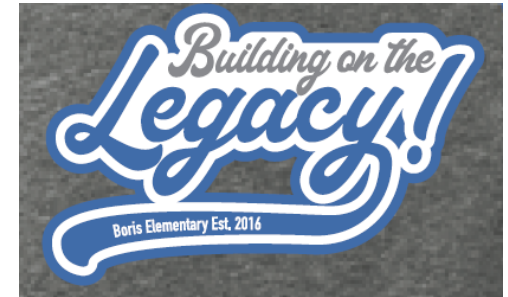
2024-2025 Themes



- District Theme
Building on a Legacy



- Boris School
Building on a Legacy -
We are BOLD...Watch us GROW





Office Hours: 7:30am-4:30pm daily

Breakfast: Breakfast service will be from 7:35am-7:55am daily

Bells: Students can be dropped off at school **NO EARLIER than 7:35am**. The first bell rings at 7:55am (for line up and flag salute); the tardy bell will ring at 8:00am. **Students dropped off after this time MUST get a tardy slip from the main office.**

Drop Off: All students will be dropped off at a designated location in the main office parking lot adjacent to Clinton Avenue and proceed to the blacktop area located in the center of campus. Parking will be allowed in the Redda parking lot ONLY for AM Kindergarten families. PM Kindergarten parents will park in the main parking lot when dropping off their students for 11:15am. ALL Kindergarten students will be escorted AND monitored by an adult, until their teacher opens the classroom door to meet the class.

Pick Up: Students MUST be picked up from campus within 15 minutes of the end of their school day or immediately after sports if your student is an athlete. All students will be picked up in the main office parking lot adjacent to Clinton Avenue. Please exercise patience as there is normally heavy traffic flow around our school for the first 10 minutes of drop-off and pick-up times and this process may take some time to perfect as the school year begins. PM Kindergarten students will be escorted to the Redda parking lot (bus entrance/exit), if not picked up by the door by their parent/guardian.

Sports: Practices will be held from 3:00pm-4:00pm (M, T, Th); Fridays are game days and the times could be longer depending on the start time of sports

Rainy day drop off: Students dropped off before 7:55am should report to the MPR on a rainy day. Any student dropped off after 7:55am, should report directly to their classroom.

Campus Club/ELOP: Available on our campus for TK-6th grade students (fills up quickly). You can find more information here: <https://www.cusd.com/ChildDevelopment.aspx>

What is IDAC?

IDAC stands for Intercultural Diversity Advisory Council

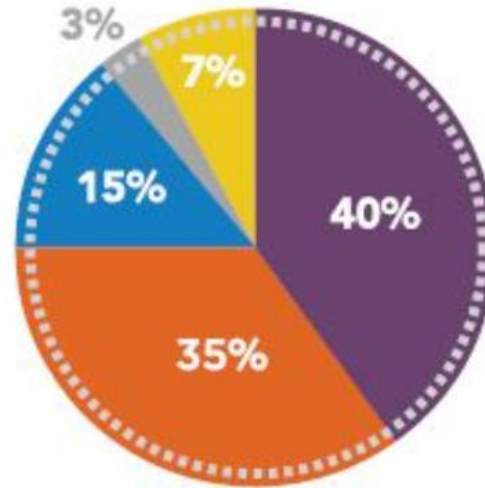
IDAC

Intercultural Diversity Advisory Council (IDAC): Meets quarterly at the school site (zoom option is available). IDAC is composed of school site parents that participate at site and district level climate assessment/problem-solving meetings. The primary purpose is to assist in the formation and review of policies that assure non-discriminatory practices in all operational areas of the Clovis Unified School District. Its further mission is to assist in improving the cultural environment of the District. Each school highlights via a website three focus areas each year. Superintendent's Parent/Community IDAC meets quarterly with a group of parent and community leaders from each school area to discuss district initiatives and work around Cultural Proficiency. Parents can take back information to their respective areas and sites. It also serves as a platform to report any concerns directly to the Superintendent.

“Why” are we covering this today

Clovis Unified is a culturally diverse district that believes in maximizing the potential of ALL students in Mind, Body, and Spirit. CUSD empowers students to become productive, contributing members of society.

We are privileged to be diverse in Clovis Unified. This colorful tapestry is woven together to create a unique opportunity for all students



Student Demographics

- Hispanic
- White
- Asian
- Black
- Other

Historical Data - Demographics

Year	2016 Opening Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 Current
EL		6.3% (44)	7.7% (61)	8.6% (48)	10.4% (71)	15% (130)
SWD		7.1% (50)	7.7% (61)	9.9% (55)	9.8% (65)	8.6% (64)
African American	4%	3.9%	2.5%	2.9%	1.9%	4.5%
Asian	27.8%	29.6%	26.8%	30.5%	29.4%	33.1%
Hispanic	31.2%	31.8%	33.6%	38.1%	40.7%	37.6%
White	28.6%	26.3%	27.3%	22.1%	19.6%	15.1%
Filipino/Pacific Islander	8.2%	7.5%	5.6%	3.6%	3.6%	4.3%

Present....

Comprehensive review of our Cultural Proficiency System conducted in a five-area Action Plan implemented in 2018-2019

5 Areas include: Curriculum, Instruction, and Accountability
School Culture
Parents and Community
Human Resources and Policy
Staff Training

CLASSI III: Cultural Proficiency

Aim I

Aim II

Aim III

Curriculum, Instruction, &
Accountability

School Culture

Parents
&
Comm-
unity

Human Resources &
Policy

Professional
Development

Focus
Group
Achieve-
ment
1.1

Multi-
cultural
Education
1.2

Educating
Students on
Policy &
Complaint
Handling
Procedures
1.3

Diverse
Representat-
ion &
Engagement
1.4

Student
Human
Relations
Council
1.5

Acceptance
and
Understand-
ing of ALL
Students
1.6

Diverse
Representat-
ion &
Engagement
1.7

Hiring For
Diversity
Action Plan
2.1

Policy
2.2

Complaint
Handling
2.3

Promoting
Understand-
ing of
Cultural
Differences
3.1

Policy
3.2

Complaint
Handling
3.3

8/27/2018

CUSD District AIMS

1. Maximize Achievement for ALL students
2. Operate with Increasing Efficiency and Effectiveness
3. Hire, Develop, Sustain and Value a High-Quality, Diverse Workplace

Current Reality for Boris

- Each year the district has a school site assess themselves
- Focus Areas for 2024-2025 are:
 - Focus Group Achievement
 - Increase participation of underrepresented groups
 - Staff training promoting understanding of cultural differences

Current Reality for Boris

- Each focus area has a goal with specific actions
- Monitoring Process
 - How is the goal being met?
 - Who is responsible for monitoring the goal?
 - What data/evidence is collected?
 - Success Criteria (how do we know we are meeting the goal?)



Measure A – November 2024

For Current and Future Students

\$400 Million

- Safety and Energy Efficiency Upgrades at **Every** School
- Finish final phases of Clovis South High School
- Modernizations to meet facility standards



Recommended
by Citizens of
CUSD



Board approved
July 17, 2024



On November 4
Ballot for Voters



Extends but
doesn't increase
existing tax rate

- Lower than neighbor districts
- Lowest in district's history





Why a Bond Measure in 2024?

No Available Bond Funds Now and In Future

- All 2020 bond funds are spent or committed
- Today, more than 30 schools are over 30 years old with many built before 1960.
- Post-pandemic cost escalations impacted construction budgets and timelines
- Ability to leave tax rate as it is today and continue to keep schools in good repair, updated and equitable for ALL students
- Revisited Facilities Audit and Master Plan identifying extensive needs to maintain quality facilities for ALL students

Equitable School Facilities for ALL

CLOVIS UNIFIED SCHOOL DISTRICT: BE THE BEST YOU CAN BE IN MIND, BODY, AND SPIRIT

BUCHANAN AREA SCHOOLS



CLOVIS HIGH AREA SCHOOLS



CLOVIS WEST AREA SCHOOLS



CLOVIS NORTH AREA SCHOOLS



CLOVIS EAST AREA SCHOOLS



CLOVIS SOUTH AREA SCHOOLS



EDUCATIONAL SERVICES AREA SCHOOLS



Our School Benefits from Bond Measures

- If Measure A is approved, our school will receive: **Flooring in MPR, Safety Enhancements, LED Lighting Upgrades**
- To see what bond projects have been completed on our campus in the past, visit our school website under “About Us”

Local Funding for Necessary Repairs and Upgrades

Across Clovis Unified, a bond measure would:



- Fix leaking roofs, electrical wiring, plumbing and other aging infrastructure



- Upgrade safety and energy efficiency at EVERY school site in the District



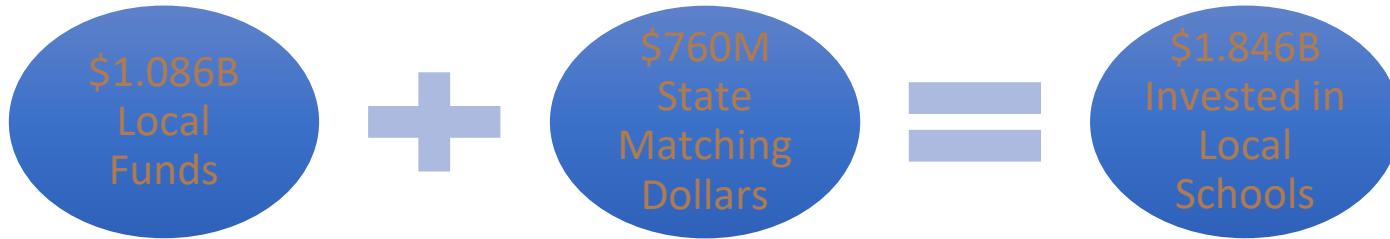
- Finish Clovis South High School



- Update classrooms and school facilities at old schools

Accountability Built Right In

Since 1986 Support for local bonds has been leveraged for our local schools



- Local money that can't be taken away by the State
- Independent Citizen Oversight and annual audits required
- Money must be spent on capital facility projects only
- Must have local funds to qualify for State matching funds

Questions?

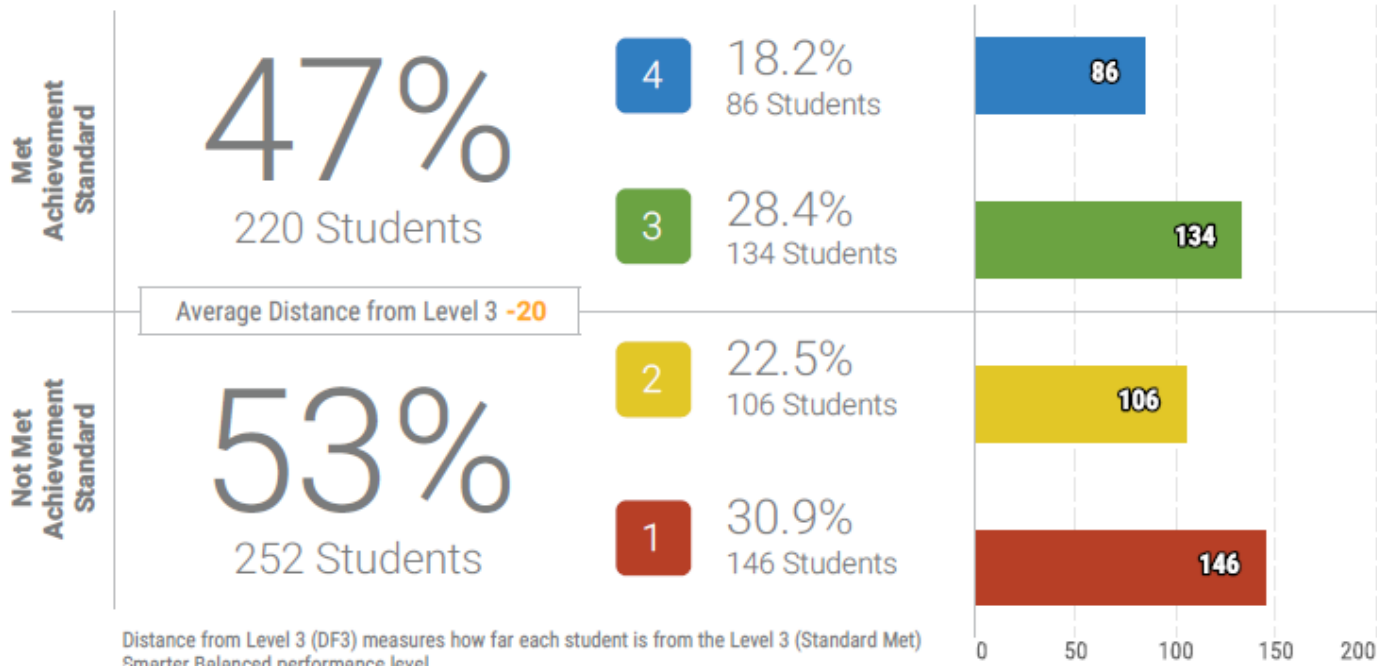


For more information or questions visit cUSD.com

Review of Schoolwide Data

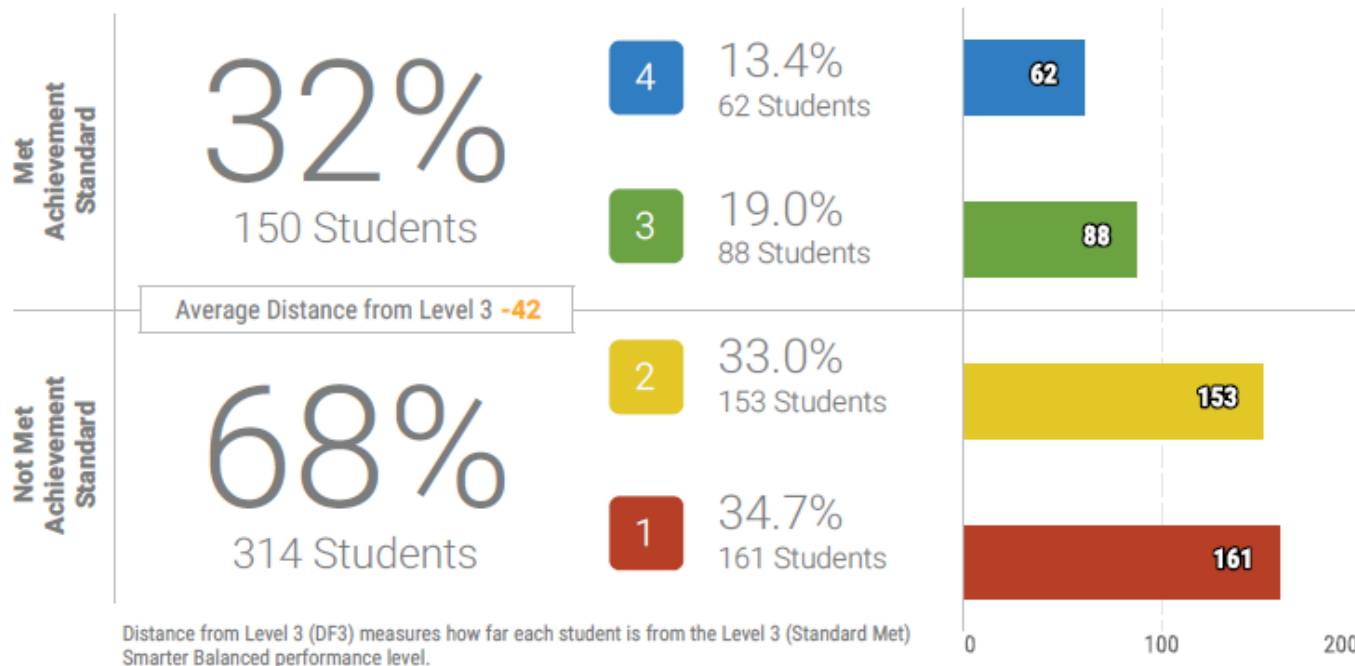
Boris 2023-2024 ELA Data

Overall Performance: 472 students



Boris 2023-2024 Math Data

Overall Performance: 464 students

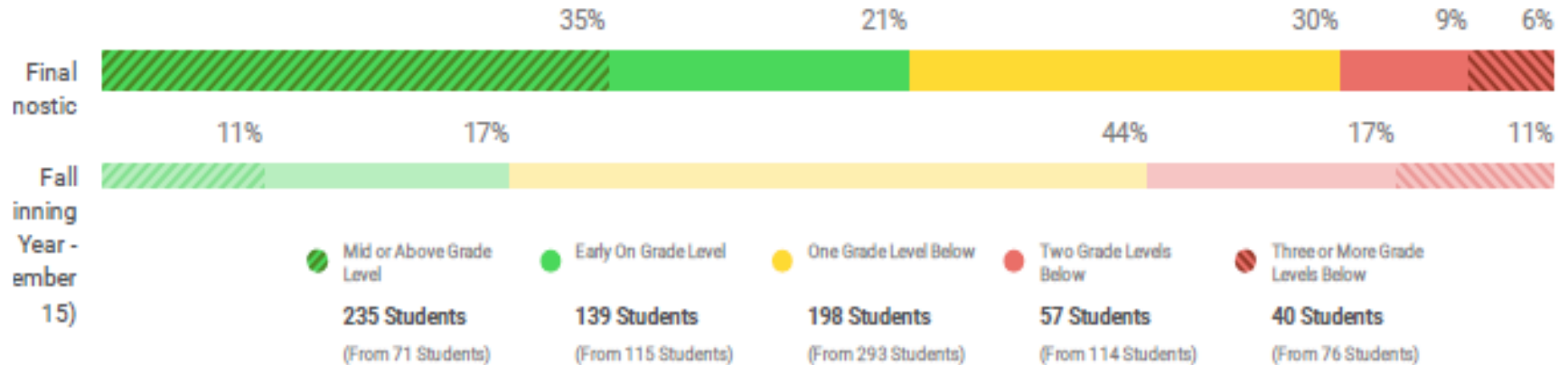


iReady 2023-2024 Comparisons




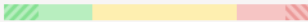
Reading








Overall Placement

Students Assessed/Total: 669/737



Reading

Yes - Hispanic or Latino	Final Diagnostic		31%	20%	30%	12%	8%	261/282
	Fall (Beginning of Year - November 15)		10%	16%	39%	19%	15%	
No - Hispanic or Latino	Final Diagnostic		38%	21%	30%	6%	5%	408/455
	Fall (Beginning of Year - November 15)		11%	18%	47%	16%	9%	

All	Overall Grade-Level Placement						Students Assessed/Total	
American Indian or Alaska Native	Final Diagnostic		75%	0%	25%	0%	0%	4/4
	Fall (Beginning of Year - November 15)		50%	0%	50%	0%	0%	

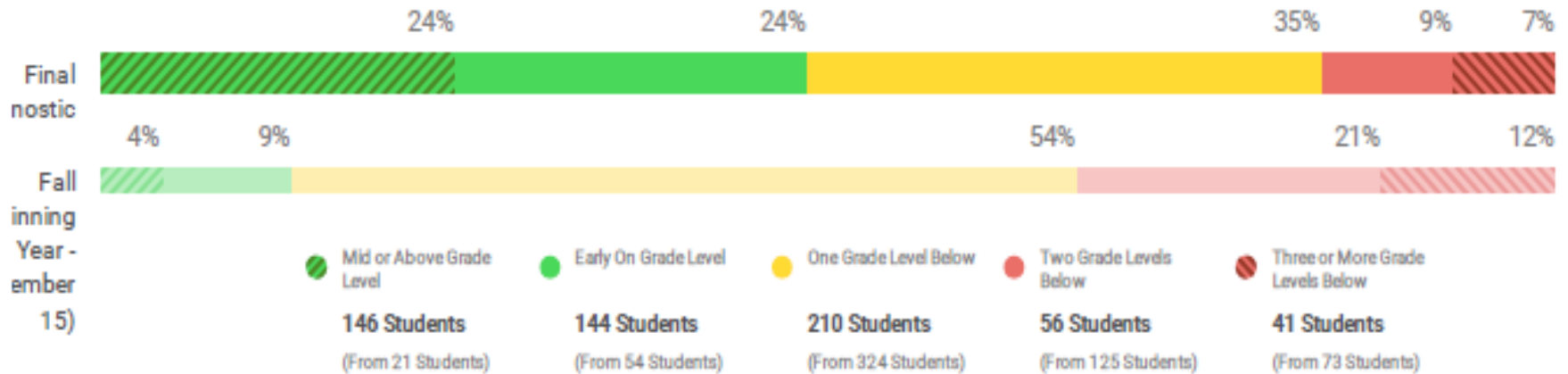
Reading

Asian	Final Diagnostic		38%	24%	30%	6%	3%	232/254
	Fall (Beginning of Year - November 15)		9%	19%	48%	18%	6%	
Black or African American	Final Diagnostic		35%	9%	26%	9%	22%	23/26
	Fall (Beginning of Year - November 15)		0%	26%	26%	26%	22%	
Native Hawaiian or Other Pacific Islander	Final Diagnostic		48%	19%	26%	3%	3%	31/36
	Fall (Beginning of Year - November 15)		19%	29%	45%	3%	3%	
White	Final Diagnostic		32%	20%	30%	11%	7%	378/411
	Fall (Beginning of Year - November 15)		11%	15%	42%	17%	15%	
Not Reported	Final Diagnostic		0%	0%	100%	0%	0%	1/6
	Fall (Beginning of Year - November 15)		0%	0%	100%	0%	0%	


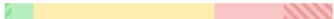

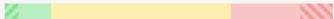
Math

Overall Placement

Students Assessed/Total: 597/737



Math

Yes - Hispanic or Latino	Final Diagnostic		20%	24%	35%	14%	8%	233/282
	Fall (Beginning of Year - November 15)		2%	7%	55%	21%	15%	
No - Hispanic or Latino	Final Diagnostic		27%	24%	35%	7%	6%	364/455
	Fall (Beginning of Year - November 15)		4%	10%	54%	21%	10%	

Math

American Indian or Alaska Native	Final Diagnostic		50%	0%	50%	0%	0%	2/4
	Fall (Beginning of Year - November 15)		0%	50%	50%	0%	0%	
Asian	Final Diagnostic		32%	26%	33%	4%	4%	206/254
	Fall (Beginning of Year - November 15)		5%	13%	55%	19%	8%	
Black or African American	Final Diagnostic		10%	20%	35%	10%	25%	20/26
	Fall (Beginning of Year - November 15)		0%	0%	40%	30%	30%	
Native Hawaiian or Other Pacific Islander	Final Diagnostic		21%	36%	36%	4%	4%	28/36
	Fall (Beginning of Year - November 15)		0%	14%	61%	21%	4%	
White	Final Diagnostic		21%	22%	36%	13%	8%	341/411
	Fall (Beginning of Year - November 15)		3%	7%	54%	21%	15%	



Review of Goals for 2024-2025 for Boris

Thank you

Any Questions