THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT BOONE ELEMENTARY SCHOOL

2018-19

37-68338-6039267
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Nunez, Juan
Contact Person: Nunez, Juan
Position: Principal
Telephone Number: (619) 344-6000
Address: 7330 Brookhaven Rd, Boone Elementary, San Diego, CA, 92114-7115,
E-mail Address: jnunez1@sandi.net

The following items are included:

☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department   *Original document*

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: *Boone Elementary*

SITE CONTACT PERSON: *Juan Núñez*

| DUE: April 6, 2018 (Traditional) |
| May 2, 2018 (Year Round) |

PHONE: *(619) 344-6000*   FAX: *(619) 344-6049*   E-MAIL ADDRESS: *jnunez1@sandi.net*

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:
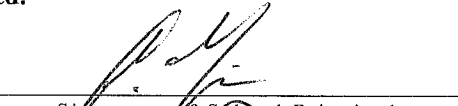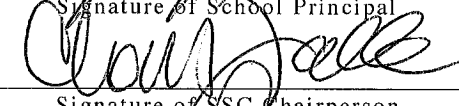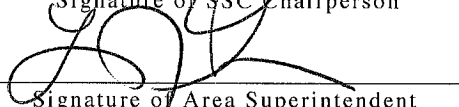
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

<u>**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**</u>

☑ English Learner Advisory Committee (ELAC)   Date of presentation: *4/3/18*

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: *N/A*

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: *N/A*

☑ Site Governance Team (SGT)   Date of presentation: *4/3/18*

☑ Other (list): *SLT*   Date of presentation: *4/3/18*

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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.

6. The site plan or revisions to the site plan were adopted by the SSC on: *4/3/18*

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Juan Núñez		*4/6/18*
Type/Print Name of School Principal	Signature of School Principal	Date
Chanae Jackson		*4/6/18*
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont Jackson		*5-30-19*
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

Revised 03.08.18 mj

Sent school mail 5/24/18

Scan - email to Doric Gutierrez 4/9/18

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
The Mission of Boone Elementary School:
All Boone students will be promoted to sixth grade with the age appropriate skills, motivation, curiosity and resilience necessary to succeed in middle school and begin making critical decisions about high school and future career choices.
Meeting this mission requires that all students at Boone School are engaged in an academic and social environment that supports them in developing the foundational skills necessary to become responsible, literate, thinkers who embrace learning. Academic content must be rigorous and integrated across subject areas to help our students understand that classroom learning is aligned to real world application(s).

Our Single Plan for Student Achievement (SPSA) fulfills this goal by supporting a culturally-relevant environment that emphasizes learning and high expectations for all students to improve in their academic performance. The development of the 2017-2018 SPSA was based on a projected enrollment of approximately 460 students representing diverse backgrounds. On March 22, 2018, the student demographics at Boone were 2% Asian, 15% African American, 19% Filipino, 50% Hispanic, >1% Pacific Islander, 7% White, and 7.2% other. While English language learners (ELL) comprise approximately half of our enrollment, Boone staff understands that many of our African-American, Special Education and non-ELL Hispanic students also need special instructional support to master the four strands of English (reading, writing, speaking and listening) and math problem solving skills.

Data are used to drive academic decision-making focused on improving student academic performance. The staff and the SSC identified: **English language arts instruction, mathematics problem-solving instruction, academic language development for ELL students, and social/emotional support**, as the particular areas to which fiscal and human resources will be directed to meet our SPSA academic goals for 2018-2019.

The 2018-2019 SPSA emphasizes support for targeted students by allocating funds as follows:
Personnel/Staffing:
- Stipends for teachers to implement an after-school academic tutoring program in grades K-5 to meet the needs of targeted students, Tier II and III, (basic and below on site, state and district assessments).
- A part-time English as a Second Language Assistant (.75) to support the increasing number of EL students enrolling in our school.
- A part-time Library Assistant (.4375) to supplement ELA curriculum and assessment, and research.
- A Health Technician (.5725 funded by the site and to supplement .40 by the District) to monitor health issues that inhibit and/or interfere with students' academic achievement.
- A Counselor (.20 funded by the site to supplement .20 funded by the district) to support our School Psychologist in providing support for students who require social/emotional support.
- A school psychologist (.50 funded by the District) to manage student services support at Boone to meet the needs of students and families in the community.
Additional Supports:

- Before/After school tutoring to provide literacy, math and science intervention and support for students performing at basic, below basic and far below basic levels.
- Increased professional development opportunities in support of collaboration and lesson study for teachers (providing more rigorous instruction for all Boone students).
- Overtime hourly pay for custodial staff.
- Overtime hourly pay for office staff.
- Professional development for certificated and non-certificated staff members.
- Visiting teacher costs.
- Purchase of supplies and materials to support classroom instruction.
- Supplemental curriculum software.
- Lease of copier machines.

SCHOOL VISION AND REALITY

Boone Elementary School supports the San Diego Unified School District's vision to create a quality school in every neighborhood. The indicators of a quality neighborhood school are: access to a broad and challenging curriculum, quality teaching, quality leadership, professional learning for all staff, closing the achievement gap with high expectations for all, parent/community engagement around student achievement, quality support staff integrated and focused on student achievement, supportive environment that values diversity in the service of students, high enrollment of neighborhood students, digital literacy, neighborhood center with services depending on neighborhood needs, and safe and well-maintained facilities.

Instructional Focus: Boone Elementary School's (BES) instructional focus is a school-wide, collaborative effort to have all BES students read critically and show growth in their ability to fluently read and comprehend rigorous text and graphics. Students will use reasoning and evidence collection skills that are essential for success in college, career, and life. We will measure student growth through state-wide tests and a variety of site-based formative assessments school-wide.

The new leadership's focus with instruction in 2018-19 is to provide consistency and strategic planning for instruction to all teachers. Using the district created Critical Concepts and the Common Core State Standards along with district provided curriculum, Boone teachers will create curriculum maps for the year. These curriculum maps will provide focus and consistency with the targeted instruction.

It is strongly recommended that the principal and Instructional Leadership Team plan professional development for the entire 2018-2019 school year with a singular focus literacy and a sub-focus restorative practices. This plan should include all staff as well as grade levels and paraprofessionals who work with students.

Boone has experienced a steady decline in enrollment during the past several years. With this decline has come the loss of several key positions (vice principal, full-time counselor, guidance assistant, office staff) as well as a loss in funding. Teachers have taken on multiple roles outside their classroom duties multiple roles (such as School Site Council members, Site Governance Team members, Parent Teacher Foundation, committee chairs, representatives for district initiatives). At the same time, parent involvement has dwindled to an all-time low. This may be due, in part, to the time of day that parent events are scheduled. There needs to be a well-defined plan to welcome and include parents into the school from office and by classroom teachers as well as requested by parents during Chat with the Principal forums.

With the high number of students receiving special education services at Boone, our special education staff has been stretched thin, unable to provide the amount of support our students need. Students receiving special education services make up approximately 10% of each classroom. With this comes the responsibility of attending IEP meetings and providing additional support to several very needy children.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:24
Grade 4-5:   1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592   =   1 day per week
593-1,185   =   2 days per week
1,186-1,774   =   3 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvement in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. The Boone School staff combines deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

Professional development time is provided within the structure of Professional Learning Communities – in regular grade level sessions, monthly whole school sessions, in district sponsored workshops and in individualized training sessions. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward learning goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). The school is also working with other schools in the area to develop best practices. Working as a community teachers and administrators will work together to find out what is working in other schools to bring about positive changes in all classrooms and for students to be pushed to academic rigor.

Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT) analyze student data to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and the School Site Council (SSC).

SPSA ALIGNMENT TO THE LEA PLAN
SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and

action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

Stakeholders are pivotal to the budget process. In the 2018-2019 budget development process, stakeholders were included in the following ways.

1. Meetings were held with all stakeholder groups to discuss possible budgeting and collect feedback.

2. The proposals were communicated to all stakeholders with the governing bodies (School Site council and Site Governance Team) giving final approval.

Boone Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Juan Núñez	Principal
Karina Bermudez	Classroom Teacher
Nancy Graham	Other School Personnel
Dana Benevento	Classroom Teacher
Monica Perez	Classroom Teacher
Lisa Cristopher	Parent
Chanae Jackson	Parent
Kimberly Forrester	Parent
Lhynn Pulido	Parent
Ninfa Corona	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 35% (approx. 20 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 32% (approx. 26 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 14% (approx. 4 3rd - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 11% (approx. 6 3rd - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 28% (approx. 32 3rd - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 6% (approx. 2 3rd -5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Teacher anecdotal comments regarding student achievement, Running Records, grade level assessments, parent feedback

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and Achieve 3000 Level Set 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 34% (approx. 22 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 38% (approx. 31 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 15% (approx. 4 3rd - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 7% (approx. 4 3rd - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 26% (approx. 30 3rd -5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 5% (approx. 2 3rd -5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☐ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

End of unit tests (Math textbacks), teacher feedback, parent feedback

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☒ End-Of-Course
Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Classroom teacher feedback, ELST feedback, numbers and percentages of students re-classified.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) and the Instructional Leadership Team (ILT) analyze student data to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and the School Site Council (SSC).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 35% (approx. 25 3rdgraders) will meet or exceed level 38 in DRA.

By June 2019, at least 35% (approx. 30 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, at least 40% (approx. 3 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 40% (approx. 5 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 40% (approx. 10 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 40% (approx. 9 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 50% (approx. 16 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 50% (approx. 19 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 25% (approx. 2 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 20% (approx. 2 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☒ End-Of-Course

Exams ☒ SBAC ☐ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit

Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Report cards, classroom teacher assessments, parental feedback, formative assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, 100% (approx. All families) will receive information regarding academic and citizenship progress of their children.
By June 2019, at least 60% will attend 2 trainings on how to use PowerSchool to increase the milestones necessary for meaningful graduation.
Targeted Population:
Parents of Basic, Below Basic and Far Below Basic (those not performing at proficiency) African-American, and Hispanic students
What data did you use to form these goals?
Attendance data (parent participants), oral feedback from parents, feedback from teachers/staff, SSC meeting minutes.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselor will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted by phone based on progress.
Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- English Learners will receive 30 minutes of ELD instruction four times a week based upon language proficiency level. Language development skills will be integrated in all subject area content taught throughout the school day.
- Balanced literacy instruction including guided reading instruction will be taught daily.
- Teachers will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Teachers will analyze on demand and other student writing using grade level writing rubrics and ELDPI to provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- ELST will consult with teachers to provide supports for targeted English Learners.
- ESL Assistant will work with targeted students to improve language development.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):
To maximize instruction, Boone Elementary utilizes the following strategies to maximize instructional time:
- Teachers are on similar schedules providing equal time for instruction for all students in all content areas.
- All teachers teach to the bell
- A "Power Hour" where students are deployed to meet their specific needs.
- Teachers use a facilitation format to better support student learning.
- Teachers engage in professional conversations about how to balance instruction with other important values (such as character education, etc.)
- Teachers plan lessons with an emphasis on time on task.
- Teachers use district pacing charts to guide them in their planning.
- Teachers work with district guidelines for interim assessments and on-demand tasks to allocate time for students to engage in tasks.
- Teachers use the mathematical practices and tasks to engage students in authentic learning experiences.
- Teachers work on the balance between engaged time and instructional time. Teachers meet regularly to review data and determine student progress.
- Teachers use classroom data (e.g exits slips) to provide a daily check on student understanding of what has been taught.
- Teachers meet with the principal three times a year to examine progress of target students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$4,942.00	$4,942.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Instructional Supplies for students.
Software License		$14,000.00	$14,000.00	0033-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 03	Achieve 3000 and RAZ Kids online reading software to support reading skills and comprehension.

How will you monitor these strategies/activities?
- Agendas/notes from Professional Learning Communities showing progress following intervention
- Agendas from Staff meetings showing progress following intervention
- Classroom data showing progress following interventions
- Principal classroom observations showing progress following supports
- Records from teacher/principal monitoring meetings
- Copies of teachers' daily schedules

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

--Library Assistant to provide support in English Language Arts

--Attendance review meetings every other week with targeted interventions (Counselor, Attendance Assistant, Principal)

--ESL Assistant for work in small groups with ELL students

--Software licensing to support struggling students

--Before/after school small group targeted instruction

--Professional Development to increase instructional strategies/teacher expertise

--Materials to supplement classroom instruction

--Monitoring meetings with Principal to discuss students with data use and TIERED intervention system

--Health and wellness support for students/families

--SST and Discipline Process that focuses on PBIS

--UPAC counseling and small groups with Counselor for struggling students to work through issues that may be preventing them from being more successful

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.2200	$5,488.12	$13,121.13	0033-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 05	Gives students access to literature. Coordinates Parent Buddy Readers Program.
Classroom Teacher Hrly		$3,323.00	$4,000.55	0033-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	After school tutoring for students.

How will you monitor these strategies/activities?

- Library Assistant schedule

- ESL Assistant student schedule – records of student progress

- Software reports of student progress

- Records of progress for students participating in before/after school support

- Professional development agendas showing progress following intervention

- Expenditure reports of purchases of instructional supplies

- Records of teacher principal monitoring meetings showing progress following intervention

- Records of SST meetings (student names removed to protect confidentiality) showing progress following intervention

- Records of site attendance review meetings showing progress following intervention

- Records (count – no student names) of student/family support by Health Tech

- Counselor and UPAC logs of student support (student names removed to protect confidentiality) showing progress following intervention

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

--Use of data to help drive decision making for professional development
--Release time for grade levels to collaborate with principal and grade level in Professional Learning Communities
--Bell schedule aligned with cluster schools
--Minimum day aligned with cluster schools for PD
--District staff to support Boone teachers in identified areas of need
--Grade level alignment among teachers to provide opportunities to deploy students/teacher collaboration within the school day

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$8,523.00	$10,260.83	0033-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Professional Learning Communities

How will you monitor these strategies/activities?
- Agendas from professional development meetings
- Agendas from Professional Learning Communities
- Classroom observations by principal to document implementation of ELA/Math/ELD strategies
- Grade level schedules

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

--Learning contracts between parent, student and classroom teacher to address issues of academic concern and outline actions to remedy concerns
--Site attendance review by Counselor, Attendance Assistant and Principal (every other week) to provide strategies/interventions for students with chronic attendance issues.
--Monitoring meetings between teachers and principal to discuss struggling students and provide strategies/interventions for support
--Teacher discussions about struggling students (strategies and interventions) in Professional Learning Communities
--Before/after school instruction to provide additional support for struggling students.
--School counselor and School Psychologist provide small group sessions to support positive behaviors
--Health Tech provides support for students and parents on health/attendance-related issues

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician	0.5750	$19,617.85	$35,600.14	0033-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Provides health support to students in physical need and communicates to community.
School Counselor	0.2000	$15,886.20	$19,297.76	0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Counseling supports. Small groups counseling. Facilitating SSTs.

How will you monitor these strategies/activities?
- Teacher/principal review learning contracts for evidence of growth

- Attendance records from site attendance review team showing progress following intervention
- Monitoring meeting records including learning contracts showing progress following intervention
- Professional Learning Communities' agendas and next steps showing progress following intervention
- Logs of student participation during before- and after-school instruction showing progress following intervention
- Logs of small group sessions to support positive behaviors showing progress following intervention

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

--Family Fridays once a month*

--Principals Coffee once a month*

--On site Ballard Center Workshops for parents once a month*

--Monday Morning Assemblies*

--Spanish Immersion Parent Events (5x a year)*

--PTA events (multiple times a month)

--Opportunities to volunteer in classes (advertised through Boone News)

--Monies for postage to advertise events on campus

--Translation for parents for events if needed

* Included the use of technology (PBoards, computers, document cameras, public address systems)

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$47.00	$47.00	0033-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parents during workshops.
Postage Expense		$250.00	$250.00	0033-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage to communicate and share with parents and community members.
Inservice supplies		$1,800.00	$1,800.00	0033-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parents for workshops and events.
Tech Professional OTBS Hrly		$100.00	$128.41	0033-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Tech Professional for parent inservice.

How will you monitor these strategies/activities?

--Sign in sheets from parent events (Family Fridays/Principal's Coffees, Spanish Immersion parent events, School-wide open houses, PTA events

--Classroom volunteer sign-ins

--Budgets runs to detail expenditures

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Provide teacher scheduling alignment for ELD instruction and additional staff and materials to support English Language acquisition for students who are not yet fluent in English.

Identified Need::

The number and percentage of English Learners has increased at Boone over the last several years. Many of these students have not achieved fluency in English in the expected amount of time. Consequently, they struggle in academics and fall behind their English-speaking grade level peers.

Target Group::

Boone English Learners (who have not been reclassified as Fluent)

Monitoring::

- Classroom schedules for teaching English Language Development for 30 minutes daily
- Records of small group instruction by ESL Assistant (student names, growth over time)
- Teacher/principal monitoring meeting records (specific ELL students targeted for intervention/intervention results)
- Principal observation of ELD instruction

Personnel Responsible::

Classroom teachers, ESL Assistant, Principal

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Children in each classroom will be exposed to quality in academic instruction for their grade. When specific learning and academic needs are identified, resources (human and material) will be allocated to address the needs of those students.

Identified Need::

Not all students are meeting grade level academic expectations.

Target Group::

Special Education, African American or Black, English Language Learners and Hispanic Students

Monitoring::

- Classroom records of student progress
- Teacher/principal monitoring meeting records (specific ELL students targeted for intervention/intervention results)
- Principal observation of core instruction
- Budget records of instruction material purchases

Personnel Responsible::

Classroom teachers, instructional support personnel, ESL Assistant, Principal

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Provide professional development in mathematics and English Language Development for Boone student-facing certificated and classified staff in whole group, job-alikes, and Professional Learning Communities.

Identified Need::

28.7% of Boone students in grades 3-5 met the grade-level standards in mathematics on the SBAC. Only 7.9% of English Learners (Grades 3-5) met the grade level standards in Mathematics on the SBAC. There is a clear need for support for all students, including English Learners, in Mathematics.

Target Group::

All student-facing staff (classroom teachers, Prep-time teacher, Special Education teachers, Counselor, Psychologist, Special Ed Assistants, ESL Assistant, Library Assistant)

Monitoring::

- Records showing evidence of data to help drive decision making for professional development
- Agendas, notes from Professional Learning Communities
- Principal classroom observations documenting improved instructional practice related to professional development
- Principal observation of evidence of teacher collaboration on grade level issues.

Personnel Responsible::

Teachers, ILT, Principal

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.7500	$19,065.75	$42,091.66	0033-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provides support for ELL students and ELPAC coordinator.
Library Asst	0.2175	$5,425.76	$12,972.03	0033-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Opens the library for students and provides reading support and access to library books.
Supplies		$6,459.00	$6,459.00	0033-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Curriculum and Instructional supplies for teachers.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Boone
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	258	35.7	239	43.5	249	30.9	-4.8	-12.6		256	28.1	239	29.7	250	28.4	0.3	-1.3
Female	133	44.4	128	48.4	132	36.4	-8.0	-12.0		133	26.3	128	32.8	132	34.8	8.5	2.0
Male	125	26.4	111	37.8	117	24.8	-1.6	-13.0		123	30.1	111	26.1	118	21.2	-8.9	-4.9
African American	31	16.1	29	17.2	30	6.7	-9.4	-10.5		31	9.7	29	13.8	30	10.0	0.3	-3.8
Asian	5	-	2	-	2	-	-	-		5	-	2	-	2	-	-	-
Filipino	75	53.3	66	68.2	55	58.2	4.9	-10.0		75	44.0	66	47.0	56	44.6	0.6	-2.4
Hispanic	101	26.7	95	34.7	120	23.3	-3.4	-11.4		99	16.2	95	23.2	120	20.8	4.6	-2.4
Indochinese	3	-	4	-	3	-	-	-		3	-	4	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	2	-	4	-	3	-	-	-		2	-	4	-	3	-	-	-
White	15	13.3	18	33.3	13	23.1	9.8	-10.2		15	13.3	18	22.2	13	30.8	17.5	8.6
Multiracial	26	53.8	21	52.4	23	43.5	-10.3	-8.9		26	50.0	21	28.6	23	43.5	-6.5	14.9
English Learner	82	15.9	63	14.3	54	5.6	-10.3	-8.7		81	14.8	63	7.9	55	1.8	-13.0	-6.1
English-Speaking	176	44.9	176	54.0	195	37.9	-7.0	-16.1		175	34.3	176	37.5	195	35.9	1.6	-1.6
Reclassified†	48	62.5	24	83.3	54	55.6	-6.9	-27.7		48	52.1	24	54.2	54	50.0	-2.1	-4.2
Initially Eng. Speaking	128	38.3	152	49.3	141	31.2	-7.1	-18.1		127	27.6	152	34.9	141	30.5	2.9	-4.4
Econ. Disadv.*	258	35.7	200	38.5	205	25.4	-10.3	-13.1		256	28.1	200	25.0	206	24.3	-3.8	-0.7
Non-Econ. Disadv.	0	-	39	69.2	44	56.8	-	-12.4		0	-	39	53.8	44	47.7	-	-6.1
Gifted	76	57.9	72	63.9	60	55.0	-2.9	-8.9		75	53.3	72	54.2	60	48.3	-5.0	-5.9
Not Gifted	182	26.4	167	34.7	189	23.3	-3.1	-11.4		181	17.7	167	19.2	190	22.1	4.4	2.9
With Disabilities	29	0.0	0	-	0	-	-	-		29	0.0	25	4.0	0	-	-	-
WO Disabilities	229	40.2	214	48.6	216	35.6	-4.6	-13.0		227	31.7	214	32.7	217	32.7	1.0	0.0
Homeless	8	-	3	-	18	22.2	-	-		8	-	3	-	19	21.1	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	3	-	-	-
Military	21	47.6	17	70.6	11	54.5	6.9	-16.1		21	52.4	17	52.9	11	45.5	-6.9	-7.4

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Boone
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	86	37.2	75	36.0	80	30.0	-7.2	-6.0	85	38.8	75	32.0	80	28.7	-10.1	-3.3
Female	46	41.3	39	38.5	40	32.5	-8.8	-6.0	46	41.3	39	38.5	40	35.0	-6.3	-3.5
Male	40	32.5	36	33.3	40	27.5	-5.0	-5.8	39	35.9	36	25.0	40	22.5	-13.4	-2.5
African American	7	-	13	23.1	9	-	-	-	7	-	13	15.4	9	-	-	-
Asian	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Filipino	26	57.7	11	63.6	15	46.7	-11.0	-16.9	26	61.5	11	54.5	15	40.0	-21.5	-14.5
Hispanic	40	22.5	33	33.3	42	28.6	6.1	-4.7	39	25.6	33	27.3	42	23.8	-1.8	-3.5
Indochinese	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
White	1	-	10	30.0	3	-	-	-	1	-	10	40.0	3	-	-	-
Multiracial	10	50.0	4	-	9	-	-	-	10	40.0	4	-	9	-	-	-
English Learner	37	24.3	22	13.6	23	8.7	-15.6	-4.9	36	27.8	22	18.2	23	4.3	-23.5	-13.9
English-Speaking	49	46.9	53	45.3	57	38.6	-8.3	-6.7	49	46.9	53	37.7	57	38.6	-8.3	0.9
Reclassified†	7	-	0	-	9	-	-	-	7	-	0	-	9	-	-	-
Initially Eng. Speaking	42	42.9	53	45.3	48	33.3	-9.6	-12.0	42	42.9	53	37.7	48	31.3	-11.6	-6.4
Econ. Disadv.*	86	37.2	64	29.7	66	24.2	-13.0	-5.5	85	38.8	64	25.0	66	24.2	-14.6	-0.8
Non-Econ. Disadv.	0	-	11	72.7	14	57.1	-	-15.6	0	-	11	72.7	14	50.0	-	-22.7
Gifted	28	57.1	21	47.6	13	38.5	-18.6	-9.1	28	67.9	21	57.1	13	46.2	-21.7	-10.9
Not Gifted	58	27.6	54	31.5	67	28.4	0.8	-3.1	57	24.6	54	22.2	67	25.4	0.8	3.2
With Disabilities	7	-	0	-	0	-	-	-	8	-	9	-	0	-	-	-
WO Disabilities	79	40.5	66	40.9	68	35.3	-5.2	-5.6	77	42.9	66	34.8	68	33.8	-9.1	-1.0
Homeless	2	-	3	-	7	-	-	-	2	-	3	-	7	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	7	-	3	-	4	-	-	-	7	-	3	-	4	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Boone
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	81	35.8	91	47.3	79	26.6	-9.2	-20.7		80	27.5	91	36.3	79	32.9	5.4	-3.4
Female	46	45.7	48	56.3	45	31.1	-14.6	-25.2		46	19.6	48	43.8	45	37.8	18.2	-6.0
Male	35	22.9	43	37.2	34	20.6	-2.3	-16.6		34	38.2	43	27.9	34	26.5	-11.7	-1.4
African American	10	0.0	7	-	16	6.3	6.3	-		10	20.0	7	-	16	12.5	-7.5	-
Asian	3	-	0	-	0	-	-	-		3	-	0	-	0	-	-	-
Filipino	24	54.2	29	72.4	11	72.7	18.5	0.3		24	37.5	29	58.6	11	63.6	26.1	5.0
Hispanic	28	32.1	40	32.5	37	18.9	-13.2	-13.6		27	11.1	40	25.0	37	27.0	15.9	2.0
Indochinese	1	-	1	-	2	-	-	-		1	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	-	-		1	-	1	-	2	-	-	-
White	6	-	3	-	7	-	-	-		6	-	3	-	7	-	-	-
Multiracial	8	-	10	50.0	4	-	-	-		8	-	10	30.0	4	-	-	-
English Learner	23	13.0	29	17.2	15	6.7	-6.3	-10.5		23	8.7	29	3.4	15	0.0	-8.7	-3.4
English-Speaking	58	44.8	62	61.3	64	31.3	-13.5	-30.0		57	35.1	62	51.6	64	40.6	5.5	-11.0
Reclassified†	19	63.2	7	-	15	53.3	-9.9	-		19	63.2	7	-	15	66.7	3.5	-
Initially Eng. Speaking	39	35.9	55	60.0	49	24.5	-11.4	-35.5		38	21.1	55	49.1	49	32.7	11.6	-16.4
Econ. Disadv.*	81	35.8	77	45.5	66	21.2	-14.6	-24.3		80	27.5	77	33.8	66	25.8	-1.7	-8.0
Non-Econ. Disadv.	0	-	14	57.1	13	53.8	-	-3.3		0	-	14	50.0	13	69.2	-	19.2
Gifted	26	65.4	28	67.9	19	52.6	-12.8	-15.3		25	48.0	28	64.3	19	57.9	9.9	-6.4
Not Gifted	55	21.8	63	38.1	60	18.3	-3.5	-19.8		55	18.2	63	23.8	60	25.0	6.8	1.2
With Disabilities	8	-	0	-	0	-	-	-		7	-	25	4.0	0	-	-	-
WO Disabilities	73	39.7	81	53.1	67	31.3	-8.4	-21.8		73	30.1	81	40.7	67	38.8	8.7	-1.9
Homeless	2	-	2	-	6	-	-	-		2	-	2	-	6	-	-	-
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	8	-	6	-	0	-	-	-		8	-	6	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Boone
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	91	34.1	73	46.6	90	35.6	1.5	-11.0		91	18.7	73	19.2	91	24.2	5.5	5.0
Female	41	46.3	41	48.8	47	44.7	-1.6	-4.1		41	17.1	41	14.6	47	31.9	14.8	17.3
Male	50	24.0	32	43.8	43	25.6	1.6	-18.2		50	20.0	32	25.0	44	15.9	-4.1	-9.1
African American	14	21.4	9	-	5	-	-	-		14	0.0	9	-	5	-	-	-
Asian	2	-	2	-	0	-	-	-		2	-	2	-	0	-	-	-
Filipino	25	48.0	26	65.4	29	58.6	10.6	-6.8		25	32.0	26	30.8	30	40.0	8.0	9.2
Hispanic	33	27.3	22	40.9	41	22.0	-5.3	-18.9		33	9.1	22	13.6	41	12.2	3.1	-1.4
Indochinese	1	-	1	-	1	-	-	-		1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	-	-		0	-	1	-	1	-	-	-
White	8	-	5	-	3	-	-	-		8	-	5	-	3	-	-	-
Multiracial	8	-	7	-	10	40.0	-	-		8	-	7	-	10	30.0	-	-
English Learner	22	4.5	12	8.3	16	0.0	-4.5	-8.3		22	0.0	12	0.0	17	0.0	0.0	0.0
English-Speaking	69	43.5	61	54.1	74	43.2	-0.3	-10.9		69	24.6	61	23.0	74	29.7	5.1	6.7
Reclassified†	22	59.1	17	88.2	30	53.3	-5.8	-34.9		22	36.4	17	47.1	30	33.3	-3.1	-13.8
Initially Eng. Speaking	47	36.2	44	40.9	44	36.4	0.2	-4.5		47	19.1	44	13.6	44	27.3	8.2	13.7
Econ. Disadv.*	91	34.1	59	39.0	73	30.1	-4.0	-8.9		91	18.7	59	13.6	74	23.0	4.3	9.4
Non-Econ. Disadv.	0	-	14	78.6	17	58.8	-	-19.8		0	-	14	42.9	17	29.4	-	-13.5
Gifted	22	50.0	23	73.9	28	64.3	14.3	-9.6		22	40.9	23	39.1	28	42.9	2.0	3.8
Not Gifted	69	29.0	50	34.0	62	22.6	-6.4	-11.4		69	11.6	50	10.0	63	15.9	4.3	5.9
With Disabilities	14	0.0	0	-	0	-	-	-		14	0.0	25	4.0	0	-	-	-
WO Disabilities	77	40.3	67	50.7	81	39.5	-0.8	-11.2		77	22.1	67	20.9	82	26.8	4.7	5.9
Homeless	4	-	3	-	5	-	-	-		4	-	3	-	6	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	6	-	8	-	7	-	-	-		6	-	8	-	7	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Boone Elementary School
TITLE I PARENT INVOLVEMENT POLICY 2018-2019

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Boone Elementary School has developed a written Title I parental involvement policy with input from Title I parents.

- *An open invitation was extended to parents to meet with the Principal to develop the Title I Parent Involvement Policy for Boone Elementary School.*

- *Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy.*

- *Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.*

It was distributed the policy to parents of Title I students.
- *Parent Involvement Policy distributed and shared as follows:*
    - *Appended to <u>Boone News</u>, a bi-weekly parent newsletter. All parents given an opportunity to review it. Directions for feedback detailed in newsletter.*
    - *Voice message to all homes through School Messenger alerting parents that document will be sent home.*
    - *Email message sent home through School Messenger alerting parents that document will be sent home.*
    - *Alert message shared at Monday Morning Assembly Program.*
    - *Parent meeting scheduled for discussion and feedback.*

Involvement of Parents in the Title I Program
To involve parents in the Title I program at **Boone Elementary School** the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
    - *Monthly SSC meeting is scheduled at a time convenient for parents to attend.*
    - *Input on Title I Policy and programming main topic on SSC agenda.*

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - *Many parents attend the bi-weekly Monday Morning Assembly.*
    - *SSC meetings are scheduled to accommodate parent schedules.*
    - *Bi-Monthly Principal's Chats.*
    - *Bi-weekly video bulletin posted on Facebook and emailed.*
    - *Sunday night voice school messenger calls and emails.*

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
    - *School Site Council (SSC) meetings*
    - *Site Governance Team (SGT) meetings*
    - *PTA meeting updates*

- The school provides parents of Title I students with timely information about Title I programs.
    - *Parents are regularly updated on all school programs, assessment information and school programming through the <u>Boone News</u>, the bi-weekly newsletter.*

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - *Parents are regularly updated on all school programs, assessment information and general school information through the <u>Boone News</u>, the monthly newsletter, and School Messenger.*

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - *The principal maintains an open door policy for all parents. Parents can schedule appointments, stop by the office or call. When principal is available she will address parental concerns immediately.*
    - *Parent phone calls are returned within 24 hours.*
    - *The principal will request to meet with Parents and Teachers to discuss achievement of Title I students.*

School-Parent Compact

Daniel Boone Elementary School distributes a school-parent compact to all parents. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact is developed by the SSC and has been updated annually by the

SSC.

Building Capacity for Involvement
Daniel Boone Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - o *Workshops are provided for parents specifically focused on understanding the Common Core Standards and the Smarter Balanced Assessments.*
  - o *The school provides parents with website resources for understanding Common Core and Smarter Balanced teaching.*

- The school provides Title I parents with materials and training to help them work

- with their children to improve their children's achievement.
  - o *Parents are provided books discarded from the school library and classrooms to build home libraries.*
  - o *Teachers develop work at home packets for parents to use in supporting their children academically.*
  - o *The principal meets with teachers and parents when students are in severe academic jeopardy.*

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - o *Parent concerns about academics and other issues are discussed individually when deemed appropriate.*
  - o *Parent concerns and issues are discussed at monthly staff meetings.*
  - o *Parent concerns are summarized in the staff bulletin.*

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - o *Parent workshops on specific topics of concern have been provided. A newly hired English as a Second Language (ESL) Assistant has been hired and reports parent/student needs from the ESL Population to the SSC now housing ELAC.*
  - o *Parents are encouraged to volunteer in classrooms. Many parents volunteer for school trips.*
  - o *Boone has a functioning PTA. Parents and community members sponsor schoolwide fundraisers to provide extra-curricular programming and experiences that enhance the instructional program. Additionally, the PTA sponsors several Friday evening events for families.*

- The school distributes information related to school and parent programs, meetings,

and other activities to Title I parents in a format and language that the parents understand.

- o *Boone School has several staff members that are fluent Spanish speakers that assist with communication/interpretation for parents.*
- o *Because of the increasing numbers of students enrolling in our school that speak Mid-Eastern languages, Title I Parent Involvement funds were allocated to hiring translators.*

- The school provides support for parental involvement activities requested by Title I parents.
  - o *Parental requests are honored when they are reasonable and do not infringe on the rights of others.*

Accessibility

- *Daniel Boone Elementary School* provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.
  - o *Boone Elementary Schools discretionary site funds were used to upgrade many areas of the school that were not handicapped accessible. All entrances and egresses to/from building now meet ADA specifications.*
  - o *Funds were included in our Parent Involvement budget (30100) for translation services to accommodate parents who do not speak or comprehend English or Spanish.*
  - o *The principal and teachers adjust their calendars as necessary to meet with parents before and after school.*
  - o *When necessary, the principal makes early evening phone contact with parents to discuss academic and/or social concerns related to their child.*
  - o *When possible, the principal meets with parents for unscheduled meetings to discuss their child's academic and/or social needs.*
  - o *All support staff, School Nurse, School Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when student's needs cannot be appropriately addressed at the site.*

APPENDIX C

HOME/SCHOOL COMPACT

DANIEL BOONE ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Boone Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

SCHOOL RESPONSIBILITIES
The **Boone Elementary School** will:

A. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows*:

Administrator Commitments:
1. Ensure a positive learning climate at the school, and hold high expectations for student achievement.
2. Provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. Ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
4. Effectively utilize site and community resources to improve student achievement.
5. Foster a safe and positive learning environment with a consistent application of the site discipline plan.
6. Create a welcoming environment for students, families, and community members.
7. Provide regular and direct communication regarding school and learning issues to students, families, and the community.
8. Ensure all stakeholders have the opportunity to be involved/represented in the site decision-making process.
9. Provide staff, parents, and community with ways to participate in planning, reviewing, and implementing the Annual Action Plan
10. Provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen parent involvement.

Teacher Commitments:

1. Set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
2. Provide an enriching academic program based on standards.
3. Give students timely feedback on their work.
4. Provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5. Seek out additional resources, such as individual instruction, district supports, etc., to meet my students' special academic needs.
6. Advocate for my students' non-academic needs.
7. Help to create a welcoming environment for students, families, and community members.
8. Provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9. Actively participate in site decision making.
10. Communicate with the parents of my students through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
11. Return parent calls, and be reasonably available to parents.
12. Suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

B. *Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.*

C. *Provide parents with frequent reports on their child's progress.*

Written Standard Based Report Cards will be provided three times per year. The first two available during the conference dates. The third report card is given on the last day of the school year. Parents are encouraged to schedule teacher conferences to discuss the report during the conference dates. If they do not schedule a conference the report will be sent home on the Friday of the conference week. Arrangements can be made on an individual basis with the teacher for daily, weekly or monthly progress checks with the teacher.

D. *Provide parents reasonable access to staff.*

Parents are encouraged to call, write notes, email the teacher. They may also come on campus before or after school to request a visitation or conference. Classroom visitations may be arranged 24 hours in advance.

E. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*

Parents are recruited to become Boone Volunteer during the month of October. They are encouraged to become involved in all aspects of the site. The may request classroom observations one day ahead of date they wish to observe. They are encouraged to become volunteers to be able to participate on field trips and other activities that extend the classroom instruction.

PARENT/GUARDIAN RESPONSIBILITIES

We, as parents, will support our child's learning by:
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount and content of television and other electronic devices my child watches or plays.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:
- Having high expectations for myself and my learning every day.
- Working toward goals I have set for myself.
- Doing my homework every day and ask for help when I need it.
- Reading every day outside of school time.
- Everyday, giving all notices and information received by me from my school to my parents/guardians who are responsible for my welfare.

Please note that signatures are not required.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Boone Elementary	09800	2101	Classroom PARAS	ESL Asst	0.7500	$ 19,065.75
		2231	Other Support Prsnl PARAS	Library Asst	0.2175	$ 5,425.76
		3000	Employee Benefits			$ 30,572.18
		4301	Supplies			$ 6,459.00
	09800 Total				0.9675	$ 61,522.69
	30100	1157	Classroom Teacher Hrly			$ 3,323.00
		1192	Prof&Curriclm Dev Vist Tchr			$ 8,523.00
		1210	Counselor	School Counselor	0.2000	$ 15,886.20
		2231	Other Support Prsnl PARAS	Library Asst	0.2200	$ 5,488.12
		2236	Health Prsnl PARAS	Health Technician	0.5750	$ 19,617.85
		3000	Employee Benefits			$ 29,442.24
		4301	Supplies			$ 4,942.00
		5841	Software License			$ 14,000.00
	30100 Total				0.9950	$ 101,222.41
	30103	2455	Tech Professional OTBS Hrly			$ 100.00
		3000	Employee Benefits			$ 28.41
		4301	Supplies			$ 47.00
		4304	Inservice supplies			$ 1,800.00
		5920	Postage Expense			$ 250.00
	30103 Total					$ 2,225.41

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Boone Elementary 0033

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The SSC responses indicated a range of beliefs as to how Boone School maximized instructional time. The responses ranged from no response (not enough information to answer) to Fully Implemented. A possible explanation for the variance is that the responders reflected upon their own classroom/grade level experience (either as a parent or staff member) and not the school as a whole. Boone Elementary will define explicitly what it means to maximize instructional time strategically for the benefit of student learning. Professional development for 2018-2019 should continue with the previous year's strategies to maximize instructional time as well as developing practices and strategies that restore relationships between students and teachers. Boone will focus on developing critical readers and moving to a facilitation format where the teacher becomes a facilitator of learning, balancing instruction and engagement. Grade level collaboration on assessment, data collection and review, and planning will also stay the course.
CLOSING THE ACHIEVEMENT GAP	The SSC responses to closing the achievement gap were varied and represented a range of thought. Responses indicated that there were still students who are struggling without sufficient interventions and support. Only 11 students were reclassified in 2017-18. Most respondents indicated English Learners as a subgroup who are struggling. The other underperforming subgroups (African Americans, Special Ed, Hispanic) were also mentioned specifically as groups that showed dropped in performance. In 2017-2018 Positive Behavior Interventions and Support (PBIS) was implemented and several respondents indicated that it was a valuable tool. Other supports were also viewed positively, but concerns were expressed that the supports (e.g. ESL Assistant) did not support all grade levels.

PROFESSIONAL DEVELOPMENT	Most members of the SSC saw articulated goals, instructional assistance and support in professional development as partially implemented at Boone School. In reviewing the calendar, most professional development revolved around building community, early literacy skills, and reading comprehension. Professional development was provided by district resource staff either at the site or at off-campus workshops (Restorative Practices, Achieve 3000, ELLA). Teachers supported the idea of release time to have PLCs.
GRADUATION/PROMOTION	Most students are promoted to the next grade level after a year of instruction. The goal for 5th grade students in grade 5, will meet or exceed grade level proficiency on their final report card. The principal meets with each teacher 3 times a year to discuss students who are struggling and to develop plans for intervention and support.
PARENT ENGAGEMENT	Again, there was a wide range of opinion about parent engagement at Boone. A review of the 2017-2018 calendar shows a monthly Principal Coffee and bi-weekly Monday Morning Assemblies. The Spanish Immersion program scheduled 2 events for parents throughout the year. The PTA has worked to grow their member base by holding events at different times to include parents (Movie Night, School Dance, etc.). Boone communicates with parents through the Boone News, published every other week and sent home with students. The school also uses School Messenger (email and voice mail) to communicate with parents every week. Teachers will begin communicating with monthly grade level news letters to families for the year2018-19.