

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **BOONE ELEMENTARY** SCHOOL

2014-16

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: Cannie, Mary

Contact Person: Cannie, Mary

Position: Principal

Telephone Number:

Address: 7330 Brookhaven Rd, Boone Elementary, San Diego, CA, 92114-7115,

E-mail Address: mcannie@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Boone Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Mary R. Cannie

PHONE: 619.344.6000

FAX: 619.344.6049

E-MAIL ADDRESS: mcannie@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- X Site Governance Team (SGT) Date of presentation: 3/11/15
- X Other (list): FULL STAFF Date of presentation: 3/4/15

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: 3/5/15

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.

Mary R. Cannie
Type/Print Name of School Principal

Mary R. Cannie
Signature of School Principal

March 13, 2015
Date

Martha Klages
Type/Print Name of SSC Chairperson

Martha Klages
Signature of SSC Chairperson

March 13, 2015
Date

Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

3.17.15
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The Boone School Community envisions that all aspects of the school's program, e.g., curriculum, instruction, assessment, budget, buildings and grounds, etc. will hold children and their needs as the central focus of all decision making. Data are used to drive decision making. Ideally, academic achievement and the interactions of children with their peers and adults demonstrate that the needs of the whole child are being addressed.

Ultimately, every student is achieving at the level of proficient or advance. Children come to school prepared to learn and ready to take on challenging rigorous tasks and their academic performance reflects higher level thinking in all subject areas. Teachers are cognizant of the alternative methodologies they can use in the classroom to address students' varying needs and implement them consistently in planning and implementing lessons. Staff, parents and community members join together to create an environment that exemplifies this ideal state on a daily basis.

There is a gap between the ideal state of every child achieving at the highest levels and the needs of the whole child consistently serving as the central focus of all decision making and what occurs in the Boone Elementary School on a daily basis. The social environment of Boone School provides a safe haven for children during the school day but many children live in stressed and strained situations that impact their academic progress and social and emotional state of being. Sustaining a focused academic focus is often a challenge for many children that come to school unprepared for learning and unwilling to attempt tasks that require thinking. The resources necessary to address these needs are inadequate. Teachers are engaged in activities that support planning for more focused classroom instruction; however, time to reflect on their instructional methodologies is minimal. On occasion teachers identify curriculum, instruction and assessment areas in which they need additional support if they are to meet the needs of all students on a daily basis.

With the "graying" of the Boone School community, student enrollment for the 2015-16 school year are expected to decrease slightly from the 2014-15 levels by approximately 25 students. Demographics for the student body are approximately 25 % Filipino; 50 % Hispanic; 20% African/African-American; 5% other). One hundred percent (100%) of our students are eligible for free breakfast and lunch. While English language learners (ELL) comprise approximately half of our enrollment, we are cognizant of the fact 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. To meet the needs of identified subgroups and to close the achievement gap between all student groups within Boone School

and between students attending Boone and in high performing schools in SDUSD, this year's SPSA emphasizes support for targeted students by funding specific positions to supplement the basic instructional program.

The Boone Community reached consensus on funding priorities in the 2015-16 school year budget.as follows::

Staff items included in SBB:

- .3 School Psychologist (Supplement to .5 School Psychologist position funded by SDUSD)
- .625 Health Tech (Supplement SDUSD funding to provide full time coverage of Health Office)
- .75 ELST Assistant (To provide coverage of ELL programming)
- 3.75 hour per day Library Tech (To provide instructional support of literacy/language arts instruction)
- Translators (Translators for non-English speaking parents)
- Clerical support for parent meetings (supplement the operation of parent programming)
- Teacher PD (to enhance learning in the specifics of the Common Core Standards)
- Classroom Teacher hourly funds (funding for teacher facilitation of professional development)
- Non Classroom hourly funds (funding for facilitation of workshops for parents)

Non-Staffing items included in SBB:

- Instructional software (Learning Upgrade, Tumblebooks)
- Field trips (to support student to exposure general San Diego community)
- Local conferences (to enhance learning in the specifics of the Common Core Standards)
- Postage (to facilitate parent communications)
- Instructional supplies (to enhance student instructional programming)

Eliminated from SBB Budget

- .7 Guidance Counselor (Boone will use only district funding for Guidance Counselor position)

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
Grades K-3 with CSR:	1:22
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 improvements 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. We artfully combine 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 in

order 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.

With this understanding, 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. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order 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 School Site Councils (SSCs).

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Mary R. Cannie	Principal
Martha Klages	Classroom Teacher
Nancy Graham	Other School Personnel
Susan Evans	Classroom Teacher
LouAnn Mckay	Classroom Teacher
Ruth Martinez	Parent
Adrieen Luciano	Parent
Aaron Banks	Parent
David Jackson	Parent
Daryl Hawkins	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 07/30/2016, 50 % of Boone Elementary Students will perform at proficient or advanced level in English/Language Arts

Closing the Gap SMART Goal:
 * By 07/30/2016, 40 % of Boone Elementary English Learner in ELD, Students, Grades K-5 will meet or exceed proficiency in English/Language Arts
 * By 07/31/2016, 40 % of Boone Elementary Hispanic or Latino, Students will perform at proficiency level in English/Language Arts
 * By 07/31/2016, 35 % of Boone Elementary English Learner will meet proficiency level in English/Language Arts
 * By 07/24/2016, 55 % of Boone Elementary Filipino, Students will meet proficiency level in English/Language Arts
 * By 07/31/2016, 35 % of Boone Elementary English Learner in ELD, Students, All Grades will meet or exceed proficiency in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Teacher anecdotal comments regarding student achievement. Running Records. Grade level assessments . Parent feedback regarding successes and concerns about student achievement. Learning Upgrade

Progress and Growth Monitoring:

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. The cycles are:
Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 Professional Learning Communities (PLCs) analyze student data in order 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 School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 60 % of Boone Elementary Students, All Grades will perform at proficiency level in Mathematics

Closing the Gap SMART Goal:
 * By 07/21/2016, 55 % of Boone Elementary Hispanic or Latino, Students, All Grades will meet proficiency level in Mathematics
 * By 07/31/2016, 60 % of Boone Elementary Filipino, Students, All Grades will meet proficiency level in Mathematics
 * By 07/31/2016, 40 % of Boone Elementary English Learner, Students, All Grades will meet proficiency level in Mathematics
 * By 07/21/2016, 55 % of Boone Elementary Black or African American, Students, All Grades will perform at proficiency level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

End of unit tests (Math textbooks)
 Teacher feedback
 Parent feedback
 Learning Upgrade

Progress and Growth Monitoring:

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. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via Boone News Parent newsletter, Monday Morning Assemblies, and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
 * By 07/31/2016, 75 % of Boone Elementary English Learner, Students, Grades K-5 will meet proficiency level in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Classroom teacher and ESLT teacher feedback. CELDT. Numbers and percentages of students re-classified.

Progress and Growth Monitoring:

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. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order 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 School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 07/31/2016, 55 % of Boone Elementary Grade 03, Students will meet proficiency level in English/Language Arts

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Classroom teacher assessments, parental feedback, formative assessments.

Progress and Growth Monitoring:

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. The cycles are:

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Professional Learning Communities (PLCs) analyze student data in order 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 School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/31/2016, 90 % of Boone Elementary Parents/Guardians will achieve a participate in 2 or more school events as documented by Attendance

Targeted Population:

We are targeting parents of Basic, Below Basic and Far Below Basic students (those not performing at proficiency) and African-American and Hispanic students to participate more regularly in all school activities.

What data did you use to form these goals?:

Attendance data (parental participants)

Oral feedback from parents

SSC meeting minutes.

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 days integrated and supported throughout the 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 and 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.
- ELST Assistant will work with targeted students to improve language development.
- 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.

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- 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 or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- 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
- ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- PAL will provide monthly check in with families of 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.2000	\$6,689.00	0033-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03	Many children come to school sick and need of various types of health care. The Boone community rated funding the Health Tech to make it a full time position as a top priority.
Position ESL Asst,	0.1500	\$3,863.25	0033-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	Support for English learners ; Enrollment of ELL's is increasing
Position Library Asst,	0.4375	\$10,986.06	0033-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03, 04	Support for improving literacy skills and the enjoyment of reading for all students;
Interprogram Svcs/Field Trip	-	\$1,000.00	0033-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Provide real world exposure and experiences for students by linking curriculum
Supplies	-	\$52,366.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Funds needed to stock instructional supplies; pencils, pencils, student notebooks, folders, construction paper, glue, tape, paste, crayons, etc.
Prof&Curriclm DevHrlyClstrmTchr	-	\$1,500.00	0033-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Teacher facilitation of workshops and other on-site professional development activities
Prof&Curriclm Dev Vist Tchr	-	\$14,033.00	0033-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Substitute teachers for teachers participating in professional development activities
Software License	-	\$10,000.00	0033-30100-00-5841-	Title I Basic	01, 02, 03,	Support for technology utilization in classroom instruction to improve student

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			1000-1110-01000-0000	Program	04	achievement.
Classroom Teacher Hrly	-	\$8,000.00	0033-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Tutoring for students not at grade level and/or teacher facilitation of professional development activities.
Conference Local	-	\$1,500.00	0033-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Opportunities for teachers to attend local and regional conferences to learn about new and innovative CC and curriculum strategies.
Postage Expense	-	\$100.00	0033-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Stamps for mailing to parents
Non Clsrm Tchr Hrly	-	\$877.00	0033-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Funds for teachers facilitating workshops for parents
Inservice supplies	-	\$100.00	0033-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light snacks for parent meetings
Supplies	-	\$200.00	0033-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04	Materials and supplies for parent activities
Conference Local	-	\$100.00	0033-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Opportunities for parents to attend local and regional conference to learn about strategies to better support their children
Tech Professional OTBS Hrly	-	\$500.00	0033-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05	Translators for parent events and meetings
Other Support Prsnl PARAS Hrly	-	\$200.00	0033-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for parents attending workshops

Local Control Funding Formula Goals
<p>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?</p>
<p>Intervention Support Goal:: Provide staff to support positive social and emotional development for students and to support parents with understanding the social and emotional needs of elementary students and their child in particular.</p> <p>Identified Need: An increase of student support in relationship to social emotional development has been identified as a school wide need. Boone staff recognizes that the social emotional needs that students have very often interfere with their ability to focus consistently on academics and mastery of content. Funding FTE's to fill positions that have expertise in identifying and implementing interventions is necessary to focus many students on academics and achievement.</p> <p>Target Group: All students, teachers and parents as per identified needs.</p> <p>Monitoring: Running records kept by the school psychologist will summarize counseling sessions, testing schedules. Anecdotal feedback from parents and teachers will also support monitoring the effectiveness of the school psychologist's interventions.</p> <p>Personnel Responsible: School Psychologist and principal</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Children in each classroom will be exposed to equality in academic programming for their grade when specific learning and academic needs are identified resources will be allocated to address the needs of those students.</p> <p>Identified Need: The need to identify the specific needs for children in a class is necessary. Materials and supplies to meet identified needs are necessary.</p> <p>Target Group: All students at Boone School.</p> <p>Monitoring: Teachers will keep running records of student progress and will discuss data with principal regularly.</p> <p>Personnel Responsible: classroom teacher; instructional support personnel; principal</p>

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:

To provide opportunities for Boone instructional staff to engage in learning opportunities that strengthen their knowledge and focus on effective curriculum and instruction which ultimately improves student achievement.

Identified Need:

There is a gap between the ideal vision of every student at Boone achieving at high academic levels and the reality of approximately 35-40 % of students performing at level below proficiency. Teachers engaged in quality professional development is a effective means of beginning to close the achievement gap.

Target Group:

All teachers

Monitoring:

Ilt; principal

Personnel Responsible:

Teachers; principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position ESL Asst	0.6000	\$15,453.00	0033-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Position necessary to service ELL students
Position School Psychologist,	0.1500	\$14,104.80	0033-09800-00-1220-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 05, LCFF 1, LCFF 2	Support for improving social and emotional environment of Boone Elementary School; facilitate assessments for SPED and Gifted student programming; push-in/pull-out counseling sessions; meet with parents; provide support to classroom teachers in dealing with student behaviors
Clerical OTBS Hrly	-	\$300.00	0033-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Funding for overtime clerical support for curriculum and instructional programming
Interprogram Svcs/Duplicating	-	\$300.00	0033-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	01, 03, 04, 05, LCFF 1	funding for district level duplication services
Interprogram	-	\$500.00	0033-09800-00-	LCFF	01, 02, 03, 04,	copier paper used for duplicating teacher classroom and school projects

Boone Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Svcs/Paper			5733-1000-1110-01000-0000	Intervention Support	LCFF 1	
Lease of Printer/Duplicator	-	\$5,000.00	0033-09800-00-5614-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	reproduction of classroom and school wide materials.
Supplies	-	\$512.00	0033-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	materials and supplies to support classroom instruction, e.g., notebooks, pencils, pens, consumables, manipulatives, folders, crayons, paste, etc.
Noon Supervision	-	\$811.00	0033-09800-00-2951-8300-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Substitutes for Noon Duty staff...to ensure student safety.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



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

Boone Elementary School
TITLE I PARENT INVOLVEMENT POLICY

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 Boone News, bi-weekly 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.*

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

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 Monday Morning Assembly each week. A meeting is offered immediately following Assembly to accommodate their schedule.*
 - *SSC meetings are scheduled to accommodate parent schedules.*

- 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.
 - *Although students attending Boone are in grades T-K through 5, they have learned how to voice their opinions and thoughts about the school and programs they would like to have at their school. Most student ideas focus on extra-curricular activities that support and enhance the basic elementary school program*
- 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 Boone News, 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 Boone News, the bi-weekly newsletter.*
- 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.
 - *Principal maintains an open door policy for all parents. They 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.*
 - *Principal will request to meet with Parents and Teachers to discuss achievement of Title I students.*
- ****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

Daniel Boone Elementary School distributes to parents of Title I students a school-parent compact. 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 was 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.
 - *Evening and weekend workshops were provided for parents specifically focused on understanding the Common Core Standards and the Smarter Balanced Assessments.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - *Parents are provided books discarded from the school library and classrooms to build home libraries.*
 - *Teachers develop work at home packets for parents to use in supporting their children academically.*
 - *Boone purchased Learning Upgrade a web based reading and math skill development program which parents and children jointly use.*
 - *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.

- *Parent concerns about academics and other issues are discussed individually when deemed appropriate.*
- *Parent concerns and issues are discussed at monthly staff meetings.*
- *Parent concerns are summarized in the weekly 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.
 - Parent workshops on specific topics of concern have been provided.
 - Although our ELST position was eliminated at the end of the 2013-14 school year, staff has tried to keep the ELAC function as a means of informing parents to Title I programming issues.
 - Parents are encouraged to volunteer in classrooms. Many parents volunteer for school trips.
 - Boone has a functioning PTA. Parents and community members provide funding to sponsor extra-curricular programming and experiences that enhance the instructional program.
- 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.
 - *Boone School has several persons on staff that are fluent Spanish speakers that assist with communication/interpretation for parents.*
 - *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.
 - *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.
 - *Boone Elementary Schools discretionary site funds were used to upgrade many areas of the school that were not handicapped accessible during the 2012-13, 2013-14 and 2014-15 school years. All entrances and egresses to/from building now meet ADA specifications.*
 - *Funds were included in our Parent Involvement budget (30100) for translation services. This was necessary to accommodate the increase in the numbers of parents that do not speak or comprehend English. For Spanish speaking parents translation services are not needed as the school employs numerous persons that are fluent in Spanish that can assist with translation.*
 - *Principal and teachers adjust their calendars as necessary to meet with parents before and after school.*
 - *When necessary, the Principal makes early evening phone contact with parents to discuss academic and/or social concerns related to their child.*
 - *When possible, the Principal meets with parents for unscheduled meetings to discuss their child's academic and/or social needs.*

- *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 B

HOME/SCHOOL COMPACT

(Provided by the School Site)



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

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.

This Home/School Compact is in effect during school year 2015-2016_____.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The **Boone Elementary School** will:

1. 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. Work to 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.
2. 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.

Parent/Teacher Conferences will be held as listed below:

Fall-November 19, 20, 21, 2014 School dismissal at 12:55

Spring-March 25, 26, 27, 2015 School dismissal at 12:55

Last day of school July 21 School dismissal at 12:55

3) 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.

4) 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.

5) 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. They 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.

Home/School Compact
School Example
Page 2

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 at least 30 minutes every day outside of school time.
- - Giving to my parents/guardians who are responsible for my welfare all notices and information received by me from my school every day.

Please note that signatures are not required.

APPENDIX C**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0033 Boone Elementary
 As of Date 04-21-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		124,942.00		2,374.00
		124,941.69		2,373.67
		0.31		0.33
Classified Salaries / Monthly	0.79	21,538.31	-	-
6410 Health Technician	0.20	6,689.00	-	-
6471 ESL Asst	0.15	3,863.25	-	-
6472 Library Asst	0.44	10,986.06	-	-
Certificated Salaries		23,533.00		877.00
1157 Classroom Teacher Hrly		8,000.00		-
1170 Prof&Curriclm DevHrlyClstrmTchr		1,500.00		-
1192 Prof&Curriclm Dev Vist Tchr		14,033.00		-
1957 Non Clstrm Tchr Hrly		-		877.00
Classified Salaries		-		700.00
2281 Other Support Prsnl PARAS Hrly		-		200.00
2455 Tech Professional OTBS Hrly		-		500.00
Employee Benefits		15,004.38		296.67
Books and Supplies		52,366.00		300.00
4301 Supplies		52,366.00		200.00
4304 Inservice supplies		-		100.00
Services and Other Operating		12,500.00		200.00
5209 Conference Local		1,500.00		100.00
5735 Interprogram Svcs/Field Trip		1,000.00		-
5841 Software License		10,000.00		-
5920 Postage Expense		-		100.00

APPENDIX D**2014-15 SPSA ADDENDUM**

Boone Elementary

Area Goals for 2014-15 SY	
English Language Arts:	Forty percent (40%) of Boone Elementary Students in grades 3-5 will meet proficiency on the spring 2015 Smarter Balance English/Language Arts assessments.
Mathematics	Forty-five percent (45%) of Boone Elementary Students in grades 3-5 will meet proficiency on the spring 2015 Smarter Balance Mathematics assessments.
English Language Development	Thirty percent (30%) of Boone Elementary Students in grades 3-5 will meet proficiency on the spring 2015 Smarter Balance assessments. Seventy-five percent (75%) of ELL students will be reclassified in the spring 2015.
Graduation/Promotion Rate	Ninety-eight percent (98%) of Boone Elementary third graders will be promoted to fourth grade having mastered skills necessary to achieve successfully.
Parent Involvement and Community Engagement	Attendance records will show that 90% of parents will participate in school wide activities planned to improve knowledge about the Common Core Standards curriculum, effective instructional strategies, school operations, students' developmental needs.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		128,516.00		2,099.00	
2605 School Counselor	0.70	53,977.70	-	-	Full time counseling services necessary to address increasing number of referrals for inappropriate behaviors, attendance. Also counselor develops programs focused on positive interactions between students.
6410 Health Technician	0.20	6,522.80	-	-	Many students come to school sick; full time health care is a priority need identified by the Boone School Community
6471 ESL Asst	0.15	3,812.40	-	-	This position is critical in meeting the language development needs of our increasing ELL enrollment. Our full time ELST position was eliminated last year. Without the assistant formal instruction for EL's at Boone would be minimal.
6472 Library Asst	0.44	11,134.81	-	-	Our students do not use the public library as a means of accessing reading materials. The librarian is essential to providing literacy support for students.
1157 Classroom Teacher Hrly		5,397.00		-	Funding used support teachers in developing and facilitating professional development activities focused on improving curriculum and instructional skills related to Common Core Standards, Smarter Balanced assessments and research instructional strategies
1170 Prof&Curriclm DevHrlyClstrmTchr		5,082.00		-	Funding used support teachers in developing curriculum and instructional skills related to Common Core Standards, Smarter Balanced assessments and research instructional strategies
1192 Prof&Curriclm Dev Vist Tchr		5,000.00		-	Funding supports providing substitute teacher in order that teachers can participate in professional development activities.
1957 Non Clstrm Tchr Hrly		-		300.00	Funding used to fund teachers facilitating workshops and activities for parents.
2281 Other Support Prsnl PARAS Hrly		-		300.00	Funding used to fund clerical staff when working overtime when providing support for parent programming.
Employee Benefits		29,590.00		103.78	Necessary funds for benefits for FTE positions
4301 Supplies		-		500.00	Colored paper for bi-weekly parent newsletter, supplies for workshops and other activities, ink for copier
4304 Inservice supplies		-		500.00	Funding for light snacks; postage
5209 Conference Local		1,500.00		395.00	Funding available for parents to attend local activities related to parenting skills, strategies for supporting children , academically, socially, emotionally.
5735 Interprogram Svcs/Field Trip		2,000.00		-	Provide opportunities for students to have real world experiences related to grade appropriate curriculum.
5841 Software License		4,500.00		-	Supplemental instructional support programs, e.g., Learning Upgrade, Tumblebooks

2014-15 Elementary Core

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Boone Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$124,942.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$124,942.00
10% allocation needed for PD	\$12,494.20

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1170	Teacher facilitation of workshops and other on-site professional development activities	\$1,500.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Substitute teachers for teachers participating in professional development activities	\$14,033.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$15,533.00
10 % allocation has been met			YES