

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BOONE ELEMENTARY** SCHOOL

2020-21

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: Pham, Cheryl

Contact Person: Pham, Cheryl

Position: Principal

Telephone Number: 619/866-7231;

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

E-mail Address: cpham@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/20

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.*

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Boone Elementary**

DUE: October 5, 2020

SITE CONTACT PERSON: **Cheryl Pham**

PHONE: 619-344-6000

FAX: 619-344-6049

E-MAIL ADDRESS: **cpham@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) CSI School

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 THE PRESENTATION TO SSC:

- | | |
|--|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/23/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>10/13/2020</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

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: 10/2/2020

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.

<p>_____ Cheryl Pham Type/Print Name of School Principal</p>	<p align="right"><i>Cheryl Pham</i> 10/5/2020 _____ Signature of School Principal / Date</p>
<p>_____ Marilyn Levitan Type/Print Name of SSC Chairperson</p>	<p align="right"><i>Marilyn Levitan</i> 10/5/2020 _____ Signature of SSC Chairperson / Date</p>
<p>_____ Sofia Cervantes Type/Print Name of ELAC Chairperson</p>	<p align="right"><i>Sofia Cervantes</i> 10/2/20 _____ Signature of ELAC Chairperson / Date</p>
<p>_____ Lamont Jackson Type/Print Name of Area Superintendent</p>	<p align="right"><i>Lamont Jackson</i> 10/7/20 _____ Signature of Area Superintendent / Date</p>

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide Program School.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

During the first part of 2020, the SSC meet to evaluate the LCFF and Title I Activities for the 2019-2020 school year and to review and approve the SBB for 2020-2021.

On September 23, 2020, the Principal met with ELAC to provide input on the SPSA.

On October 1, 2020, SSC received the 2020-21 SPSA and reviewed, discussed and approved the 2020-2021 SPSA.

RESOURCE INEQUITIES

Resource inequities exist in three areas: curriculum, materials, and professional learning.

Guaranteed and Viable Curriculum:

Students are reading at grade level at low rates and are showing little progress on the SBAC in ELA. A possible root cause is a Guaranteed and Viable Curriculum is not being used to fidelity and there is not a strategic plan for students who need additional support or multi-tiered interventions. There is a resource inequity with the recent adoption of Benchmark Adelante/Advance as this is the first year of District Implementation. However, we have provided site Benchmark Training to all teachers in June 2020, in addition to District provided training in August 2020. Due to school closures, students are engaged in Online Learning and will receive instruction through distance learning instruction.

Professional Learning

Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. The amount of professional learning time at the school site is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training. Some professional learning takes place during PLC time but this is also limited as the majority of time must be spent on data analysis, instructional planning, and discussing specific student needs. Setting

funds aside for visiting teachers for professional learning and registration fees is a costly endeavor. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having PLCs should take precedence which leaves very little to no funds for other professional learning activities. Due to school closures, teachers will collaborate virtually.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Cheryl Pham	Principal
Nancy Graham	Other School Personnel
Dana Benevento	Classroom Teacher
Lorianna Santacruz	Classroom Teacher
Lisa Christopher	Parent
Elizabeth Juarez	Parent
Precious Jackson-Hubbard	Parent
Silvia Gongora	Classroom Teacher
Veronica Jacome	Parent
Marilin Levitan	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

In 2019-2020, Boone created a Marzano High Reliability Systems Task Force to monitor our Goal for a Safe, Collaborative, and Inclusive Culture. We received training and implemented a data day where we collected student observational data related to this goal.

We set goals in 2019-2020 for suspension and chronic absenteeism based on data from the 2018 CA Dashboard. While there is no new data for the 2020 CA Dashboard, there is data for 2019 so we can see the progress we made towards our goals and make new goals based on updated data. For decreasing the suspension rate, we wanted to move All Students to less than 4%, Black or African American to less than 6%, and English Learners, Hispanic or Latino, and Students with Disabilities to less than 2%. Based on the 2019 CA Dashboard, we met our goal for All Students (3.2%) and our Black or African American (4.5%) student group. While we did not reach our goals for the following groups, we did make progress towards our goals English Learners (declined 1.3%), Hispanic or Latino (declined 1.6%), and Students with Disabilities (declined 4.6%).

Our goals for chronic absenteeism were for All Students (less than 10%), Students with Disabilities (27.8%), Homeless/Foster (21.4%), and Two or More Races (12.5%). We achieved our goals for our Students with Disabilities (20.6%), Homeless (16.2%), and Two or More Races (8.8%). We also made progress towards our All Student goal (declined 7.2%). We analyzed the data and identified site needs around safety, supervision, and inclusion. Our plan for this year is to continue to create systems that support this goal and provide opportunities to collaborate with families.

*Major Differences

Online learning will present challenges to implementation within a virtual setting. The Playworks program intended to support a positive school recess climate is not possible during the start of this school year because of online learning. We hope to start Playworks in January.

***Changes**

In 2020 due to online learning, the school will provide students with virtual social-emotional lessons. In addition, our School Counselor will support students by implementing lessons around social-emotional needs and mindfulness strategies in whole group, small group, and individual settings.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease suspension	4.5	Less than 4	Suspension	Annually
June 2021	TK-5	Decrease chronic absences	18	Less than 10	Chronic Absenteeism	Annually
June 2021	TK-5	increase monthly attendance	xx	xx	Attendance	Monthly

***Identified Need**

Student attendance data from the 2019 California Dashboard results show that Chronic Absenteeism is in the Yellow Performance Level for Boone. 10.8% of our All Students group were chronically absent in 2019 which declined by 7.1% from 2018. We have no student groups in the Red and one student group in the Orange: Students with Disabilities. This student group had 20.6% of students chronically absent which declined by 8.1% from 2018.

Student suspension data from the 2019 California Dashboard results show that we are also in the Yellow Performance Level for Suspension Rate at 3.2% of All Students suspended at least once. This is down 1.3% from 2018. We have no student groups in the Red and three student groups in the Orange: Filipino, Homeless, and White.

To support these students and in support of district-wide initiatives, we will be creating additional AMOs for English Learners, Students with Disabilities, and Black Youth or African American student groups.

For attendance, our African American student group is in the Yellow Performance Level at 16.7% chronically absent which declined 1.9% from 2018. Our English Learners are in the Green Performance Level at 8.4% chronically absent, which declined 6.3% from 2018. For suspension, our African American student group is in the Yellow Performance Level at 4.5% suspended at least once, which declined by 5.4% from 2018. Students with Disabilities are also in the Yellow at 4.8% suspended at least once, which declined 4.6% from the previous year. Our English Learners are in the Green at 2.7% suspended at least once, which declined by 1.3% from 2018.

***Online Learning Implications**

- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	To decrease chronic absences	20.6 (13 students)	less than 11 (7 students)	Chronic Absenteeism	Annually
June 2021	TK-5	Homeless/Foster	To decrease chronic absences	16.2 (11 students)	less than 9 (6 students)	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	To decrease chronic absences	8.8 (3 students)	less than 3 (1 student)	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	To decrease suspensions	4.5 (3 students)	less than 2 (1 student)	Suspension	Annually
June 2021	TK-5	English Learner	To decrease suspensions	2.7 (4 students)	Less than 1 (1 student)	Suspension	Annually
June 2021	TK-5	Hispanic or Latino	To decrease suspensions	2.5 (6 students)	Less than 1.5 (3 students)	Suspension	Annually
June 2021	TK-5	Students with Disabilities	To decrease suspensions	4.8 (3 students)	Less than 2 (1 student)	Suspension	Annually
June 2021	TK-5	Filipino	To decrease suspensions	1.4 (1 student)	Less than 1	Suspension	Annually
June 2021	TK-5	Homeless/Foster	To decrease suspensions	4.2 (3 students)	Less than 3	Suspension	Annually
June 2021	TK-5	White	To decrease suspensions	3.2 (1 student)	Less than 3	Suspension	Annually

Counselor

***Students to be served by this Strategy/Activity**

Unduplicated students/all students

***Strategy/Activity - Description**

With an unduplicated pupil percentage of 80.45% for the 2020-2021 school year, Boone understands the importance of the services we provide to most of our students that supports both their academic success and their social-emotional wellbeing. As a site, we have decided to combine LCFF and Title I funding to support 0.8 FTE of a Counselor. This will move our one day a week district allocation to a full-time position at our site. The counselor will offer many different classroom and intervention supports for the students at Boone. While directly supporting this goal through monitoring all students for attendance and suspension, the counselor will also support the following:

- Support restorative practices implementation
- Teach Second Step/Mind Up lessons
- Part of Attendance Review Team
- Small group Social/Emotional

- Individual Counseling Support
- Run RTI/SST/504 meetings
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00331H	School Counselor	0.20000	\$17,414.40	\$24,047.43	0033-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.
F00331I	School Counselor	0.40000	\$34,828.80	\$48,094.87	0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.
F00331J	School Counselor	0.20000	\$17,414.40	\$24,047.43	0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.
N00339Q	Counselor Hrly		\$4,498.00	\$5,500.60	0033-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.
N00339R	Counselor Hrly		\$2,249.00	\$2,750.30	0033-09800-00-1260-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.
N00339S	Counselor Hrly		\$2,249.00	\$2,750.30	0033-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Will be monitoring suspension and chronic absenteeism and social emotional needs of the school.

Playworks

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Implementation of Playworks program to support a positive recess climate. The Playworks program intended to support a positive school recess climate is not possible during the start of this school year because of online learning. We hope to start Playworks in January.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00339P	Contracted Svcs Less Than \$25K		\$22,000.00	\$22,000.00	0033-30106-00-5853-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To support a positive recess climate.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year's **Implementation - Effectiveness**

- Teachers used Achieve 3000 Level Set 3 times per year and RAZ Kids for primary grades
- Teachers used DRA2 3 times per year
- Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were to be shared with parents and community via advisory groups and the School Site Council (SSC)

The goals we set for the 2019-2020 school year in ELA were around student performance on the CAASPP: All Students, English Learners, Students with Disabilities, Black or African American, and Hispanic or Latino. With site closures in mid-March, all state testing was canceled so we do not have new data for the 2020 CAASPP. We will be moving these goals forward and making new goals using a site-based metric for more timely and consistent data collection. We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

*Major Differences

Our current virtual learning environment presents some limitations to implementation of our strategies.

*Changes

In 2020-2021, we are going to use a common curriculum, Benchmark Advance and Adalante to ensure a Guaranteed and Viable Curriculum.

In 2020-2021, we are going implement a school wide assessment system with the following goals.

- Collecting data and making it public to analyze strengths and areas of need
- Implementation of a assessment plan by grade level

- Implementation of a process for analyzing data
- Increasing all student success through a Multi-Tiered System of Support
- Understanding and implementing Universal Screening
- Using data to inform our instruction, identify students at risk for reading difficulties
- Implementing school wide grade level common assessments and monitoring to be passed onto next year's teacher in the form of a monitoring sheet
- Using current data if students are brought to SST so the team can make data based decisions

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	will meet or exceed standard	39.7	49.7	CAASPP ELA	Annually

*Identified Need

The 2019 CA Dashboard, Boone is in the Yellow Performance Level for English Language Arts with All Students at 35.4 points below standard. This is an increase of 4.9 points from 2018. We have no student groups in the Red and three student groups in the Orange: English Learners, Filipino, and Students with Disabilities.

We do not have new CAASPP data for 2020, but our 2019 data was the basis for our goals:

- Of our 199 3rd-5th grade students tested, 78 met or exceeded standard, which is 39.7%.
- English Learners: Of our 54 students tested, 13 met or exceeded standard, which is 24.1%
- Hispanic/Latino: Of our 101 students tested 43 met or exceeded standard, which is 42.5%.

To support these students and in support of district-wide initiatives, we will be creating an additional AMO for our Black Youth or African American student group. This student group has no performance color for ELA on the 2019 CA Dashboard. They were 95.7 pints below standard, which declined by 11.2 points from 2018. In 2019, 26 students took the CAASPP ELA and only 4 students (15.4%) met or exceeded standard.

*Online Learning Implications

- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	3-5	English Learner	will meet or exceed standards	24.1	34	CAASPP ELA	Annually		
June 2021	3-5	Students with Disabilities	will meet or exceed standards	0	10	CAASPP ELA	Annually		
June 2021	3-5	Black or African American	will meet or exceed standards	15.4	25	CAASPP ELA	Annually		
June 2021	3-5	Hispanic or Latino	will meet or exceed standards	42.6	52	CAASPP ELA	Annually		
June 2021	3-5	Filipino	will meet or exceed standards	48.7 (19 students)	64 (25 students)	CAASPP ELA	Annually		
PLCs - Student Monitoring									
*Students to be served by this Strategy/Activity									
Unduplicated students (80.5%)/All students									
*Strategy/Activity - Description									
<p>Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. During these professional development opportunities, teachers will plan instruction, identify instructional practices to strengthen classroom supports and discuss ways to support students who are in need of intervention and enrichment.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00331U	Prof&Curriclm Dev Vist Tchr		\$10,304.00	\$12,600.77	0033-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide release time so teachers may participate in PLC for common planning and to look at student data and make adjustments to tiered instruction for all students.
ELA Intervention Support									
*Students to be served by this Strategy/Activity									
All students.									

*Strategy/Activity - Description									
Software programs such as Achieve3000 and RAZ KIDS will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00339N	Software License		\$19,000.00	\$19,000.00	0033-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		To support reading achievement.
Library Assistant									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
<p>Our Library Assistant provides additional literacy support by:</p> <ul style="list-style-type: none"> - Additional Read Alouds, including Virtual Read Alouds - Helps students select appropriate reading level books - Exposes students to different reading genres - Selects books to increase our book catalog in our library - Provide small group literacy support for students 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00331K	Library Asst	0.43750	\$12,647.25	\$29,600.48	0033-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		To support literacy and additional library experiences.
Supplemental Instructional Materials - ELA									
*Students to be served by this Strategy/Activity									
All students.									
*Strategy/Activity - Description									
Instructional Supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark Language Arts program.									

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003328	Supplies		\$4,347.00	\$4,347.00	0033-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional supplies to support literacy instruction.
N003390	Supplies		\$2,444.00	\$2,444.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional supplies to support literacy instruction.
N00339T	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0033-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding reallocated to supplement instructional supplies to support literacy instruction.
N00339U	Supplies		\$2,407.00	\$2,407.00	0033-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental instructional supplies to support literacy instruction.
*Additional Supports for this Strategy/Activity									
<p>The school will focus on the use of a common curriculum schoolwide, using Benchmark Advance and Adelante as our Guaranteed and Viable Curriculum. These materials were purchased by the district for all sites.</p>									
Teacher Collaboration									
*Students to be served by this Strategy/Activity									
Unduplicated students/All students.									
*Strategy/Activity - Description									
<p>Funding has been set aside to provide teachers compensation for time spent outside of their regular day to develop classroom and intervention supports. Classroom teachers will be provided grade level collaboration planning time to focus on common planning, alignment and meeting the needs of students and monitoring of students' learning.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00339M	Non Clsrn Tchrr Hrly		\$4,907.00	\$6,000.77	0033-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide collaboration and planning time for common instructional alignment and look at student data and make adjustments to tiered instruction for all students.

Conferences/Professional Development									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Provide access to professional development and training for teachers through local conferences or webinars during Online Learning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00339V	Conference Local		\$3,445.00	\$3,445.00	0033-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide access to professional development and training for teachers through local conferences or webinars during Online Learning to increase teacher strategies and best practices.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Last year's **Implementation - Effectiveness**
 - Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were to be shared with parents and community via advisory groups and the School Site Council (SSC).

The goals we set for the 2019-2020 school year in math were around student performance on the CAASPP: All Students, English Learners, Students with Disabilities, Black or African American, and Hispanic or Latino. With site closures in mid-March, all state testing was canceled so we do not have new data for the 2020 CAASPP. We will be moving these goals forward and making new goals using a site-based metric for more timely and consistent data collection. We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

***Major Differences**

Online learning will present implementation challenges within a virtual learning environment.

***Changes**

We will analyze student data in math and look at strengths and areas of needs and growth.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	To meet or exceed standards	33.7	43.7	CAASPP Math	Annually

***Identified Need**

The following data demonstrates the basis for our goals:
 Of our 199 3rd-5th grade students tested 66 met or exceeded standard, which is 33.7%.
 English Learners: Of our 54 students tested 10 met or exceeded, which is 18.5%
 Hispanic/Latino: Of our 101 students tested 38 met or exceeded, which is 37.6%.

***Online Learning Implications**

- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	To meet or exceed standards	8.3	10	CAASPP Math	Annually
June 2021	3-5	English Learner	To meet or exceed standards	18.5	23	CAASPP Math	Annually
June 2021	3-5	Filipino	To meet or exceed standards	41	45	CAASPP Math	Annually
June 2021	3-5	Hispanic or Latino	To meet or exceed standards	37.6	42	CAASPP Math	Annually
June 2021	TK-5	Black or African American	To meet or exceed 3s, 4s on Progress Reports	NA	30	Other (Describe in Objective)	Quarterly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Unduplicated students/All students.

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0033-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00331U	Provide release time so teachers may participate in PLC for common planning and to look at student data and make adjustments to tiered instruction for all students.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year's **Implementation - Effectiveness**

- Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were to be shared with parents and community via advisory groups and the School Site Council (SSC)
We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

*Major Differences

Online learning will present implementation challenges within a virtual learning environment.

*Changes

- Unpacking the new ELD standards and district provided curriculum to support teachers with research based instructional strategies.
- Create a guaranteed and viable curriculum including a master schedule with common ELD times.

*Integrated English Language Development

- ELD strategies will continue to be embedded in all content areas using sentence frames to scaffold learning.
- English learners will be closely monitored for growth on assessments.
- The Benchmark program contains a comprehensive designated ELD component which meets the State Standard as well as ELD standards.

***Designated English Language Development**

- ELD strategies will continue to be embedded in all content areas using sentence frames to scaffold learning
- English learners will be closely monitored for growth on assessments.
- Conduct focused observations using the district's Designated ELD observation tool/form.
- The Benchmark program contains a comprehensive Designated ELD component which meets the State Standard as well as ELD standards.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet and exceed standards	24.1	34.1	CAASPP ELA	Annually
June 2021	1-2	English Learner	Meet and exceed standards	Unknown	75	DRA 2	Annually

***Identified Need**

Due to significant changes in the scale score ranges for the ELPAC we cannot do a year to year comparison. CDE recommend using 18-19 as a baseline (not 17-18).

The following data shows the percentage of student who performed at the expected level of proficiency on the 18-19 summative ELPAC:

- In Grade 1, less than 10 ELs tested at Level 3 or above.
- In Grade 2, 23.1% of ELs tested at Level 3 or above.
- In Grade 3, 8 ELs tested at Level 3 or above.
- In Grade 4, 11.1% of ELs tested at Level 3 or above.
- In Grade 5, less than 12 ELs tested at Level 3 or above.

Reclassification

On the 2018-2019 ELPAC data, we had 78.9% of ELs reclassified and met our school's 2018-19 75% Goal Status.
 On the 2019-20 ELPAC Reclassification data, 8 EL students Reclassified.
 This data supports our need to continue to focus on our Reclassified and English Language Learners, especially our Newcomers.

***Online Learning Implications**

- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-3	English Learner	Meet Grade Level Expectations	Unknown	75	DRA 2	Quarterly
June 2021	4-5	English Learner	Meet Grade Level Expectations	Unknown	75	DRA 2	Quarterly
June 2021	2-5	English Learner	Reclassify	78.9	83	Summative ELPAC	Quarterly

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Unduplicated students/All English Language Learners, as well as Reclassified students.

*Strategy/Activity - Description

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0033-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00331U	Provide release time so teachers may participate in PLC for common planning and to look at student data and make adjustments to tiered instruction for all students.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year's **Implementation - Effectiveness**

- The school is in the process of establishing a system of Tiered Interventions with a focus on goals and progress monitoring.
 - Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings will be shared with parents and community via advisory groups and the School Site Council (SSC)
- We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

*Major Differences

Online learning will present implementation challenges within a virtual learning environment.

*Changes

In 2020, we are going to implement a process for responding to students' needs with a focus on data and progress monitoring.

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Make at least one year's growth	Unknown	75	Progress Reports on IEP Goals	Quarterly

***Identified Need**

Case manager, classroom teacher, principal and related services will work together to identify and monitor IEP.
 8.3% of students with disabilities met or exceeded standard in Math on CAASPP.
 According to my CAASP data no students were tested in ELA on CAASP.
 % of EL/SWD met or exceeded standard in ELA on CAASPP.
 % of EL/SWD met or exceeded standard in Math on CAASPP.

***Online Learning Implications**

-Implementation of IEP Services in Online Learning Setting
 -All staff will be working as a team to support all students to accelerate their learning.
 -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	On progress to meet or exceed IEP Goals	Unknown	75	Progress Reports on IEP Goals	Quarterly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Unduplicated students/All students identified as Students with Disabilities

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

Monitoring:

- Weekly Special Ed. Meeting
- Attend IEP Meetings
- Review Progress Reports
- Seek additional support from central office
- Differentiate for EL students with special needs during PLCs
- Waiver for EL students with special needs as an alternative to reclassification

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003363	Supplies		\$200.00	\$200.00	0033-65000-00-4301-1110-5770-01000-4262	Special Education NonPersonnel	[no data]		Supplemental instructional supplies to support students with disabilities.
	Prof&Curriclm Dev Vist Tchr				0033-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00331U	Provide release time so teachers may participate in PLC for common planning and to look at student data and make adjustments to tiered instruction for all students.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black/African American	Decrease suspensions	9.9	Less than 4	Suspensions (Classroom and School)	Quarterly

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ Beginning in the Fall of 2020, Boone site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ In the 2020-21 school year, Boone will develop and implement a site-specific system for tracking classroom referrals.
- ✓ Boone will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ Boone will develop a Site Equity Team and/or ensure that all current decision making teams will look at data, school processes and procedures through an equity lens. We will establish a quarterly meeting throughout the school year to monitor attendance and grades with a focus on Black Youth as well as a staff diversity goal.
- ✓ The staff diversity goal at Boone is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Student suspension data from the California Dashboard results (2017-2018 - which will be updated) shows a high percentage of students who are suspended in sub-groups: African Americans, English Learners, Hispanic/Latino, and Students with Disabilities with 4.5% suspended at least once. The following breakdown by sub-group in Red:
African American: 9.9%

***Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Black/African American students in grades TK-5.

***Strategy/Activity - Description**

- Support restorative practices
- Monitor and collect data on referrals/suspensions
- Teach Second Step/Mind Up lessons
- Small group Social/Emotional
- Individual Counseling Support
- Run RTI/SST/504 meetings
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0033-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331H	Monitor attendance, referral/suspension data to support Black Youth. Facilitate culturally responsive strategies.
	School Counselor				0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331I	Monitor attendance, referral/suspension data to support Black Youth. Facilitate culturally responsive strategies.
	School Counselor				0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331J	Monitor attendance, referral/suspension data to support Black Youth. Facilitate culturally responsive strategies.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year's Implementation - Effectiveness

- Principal chats once a month - 82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.
- Monday Morning Assemblies -82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.
- PTA events -82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.
- Childcare/Translation for parents for events if needed.
- Opportunities to volunteer in classes (advertised through Boone News) -82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.
- Spanish Immersion Parent Events - 82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.
- On-site Ballard Center Workshops for parents once a month - 82% of families indicated that the school encourages parent involvement. 85% of families indicated that the school encourages parental partnership in child's education.

*Major Differences

Online learning will present implementation challenges within a virtual learning environment.

*Changes					
<p>The site will continue to increase parent engagement through the district and community. We will continue to partner with our Family Engagement Department to do a parent/family needs assessment to strategically provide meaningful, relevant workshop topics. The site will also embed Principal Parent Meetings throughout the year, as well as Coffee with the Counselor to support students and families. In addition to providing opportunities for diverse cultures to feel welcomed and valued.</p>					
*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parent/Guardian will feel that the school encourages parental partnership in child's education	85	92	CAL - SCHLS (CSPS)
*Identified Need					
<p>The basis for establishing our goal is driven by the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19:</p> <ul style="list-style-type: none"> - 82% of families indicated that the school encourages parent involvement with 21% SA, 61% A - 85% of families indicated that the school encourages parental partnership in child's education, with 22% SA, 63% A. - Increase parent participation and involvement. 					
*Online Learning Implications					
<ul style="list-style-type: none"> -A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. -Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. - <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. 					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	parents/guardians will participate in at least one school event	Unknown	75	Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families.

***Strategy/Activity - Description**

To promote parent involvement, we are funding supplies and light refreshments in order to facilitate the following activities:

- Create a welcoming environment where families are heard and feel safe to get involved.
- The school will seek out opportunities for parent workshops through the district and community.
- Childcare/Translation services will be provided if needed.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results."
- School site has monthly Principal Chat events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented may include:
 - Title I Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Culture and Climate/PBIS
 - Research-based instructional strategies to support student achievement
 - Health and Wellness

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00335Y	Inservice supplies		\$2,201.00	\$2,201.00	0033-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To promote parent participation and communication. Cost for flyers, workshop handouts, and light refreshments.

Strategy/Activity 2

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

-Counselor will support parent engagement through Coffee with the Counselor where the counselor will share family resources and supports available to families.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0033-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331H	Counselor will support parent engagement.
	School Counselor				0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331I	Counselor will support parent engagement.
	School Counselor				0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331J	Counselor will support parent engagement.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Last year's **Implementation - Effectiveness**

- Teachers used Achieve 3000 Level Set 3 times per year and RAZ KIDS for primary grades
 - Teachers used DRA2 3 times per year
 - Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were to be shared with parents and community via advisory groups and the School Site Council (SSC)
- We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

*Major Differences

Online learning will present implementation challenges within a virtual learning environment.

*Changes

In 2020-21, we are going implement a Universal Screening system with the following goals

- Increasing all student success through a Multi-Tiered System of Support
- Understanding and implement Universal Screening
- Using data to inform our instruction, identify students at risk for reading difficulties
- Implementing school wide grade level common assessments and monitoring to be passed onto next year's teacher in the form of a monitoring sheet
- Using current data if students are brought to SST so the team can make data based decisions

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3	To meet and exceed standards	51.6	57	CAASPP ELA	Annually	
June 2021	5	To meet and exceed standards	32.4	40	CAASPP ELA	Annually	
*Identified Need							
<p>Grade 3 data shows that 51.6% of students met or exceeded standard on the 2018-19 SBAC. Grade 5 data shows that 32.4% of students met or exceeded standard on the 2018-19 SBASC. Grade 3 data shows that 9 English Learners met or exceeded standard on the 2018-19 SBAC. Grade 5 data shows that 25% of English Learners (20 students) met or exceeded standard on the 2018-19 SBAC. Grade 3: 2018-19 SBAC data reports 0 number of students. Grade 5: 2018-19 SBAC data reports 0 number of students.</p>							
*Online Learning Implications							
<p>-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	will meet or exceed standards	0	5	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	will meet or exceed standards	0	5	CAASPP ELA	Annually
June 2021	3	Black or African American	will meet or exceed standards	25	30	CAASPP ELA	Annually
June 2021	3	Hispanic or Latino	will meet or exceed standards	60.6	65	CAASPP ELA	Annually
June 2021	5	English Learner	will meet or exceed standards	25	5	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	will meet or exceed standards	0	5	CAASPP ELA	Annually
June 2021	5	Black or African American	will meet or exceed standards	0	5	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	will meet or exceed standards	28.6	33	CAASPP ELA	Annually

Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
Unduplicated/all Grade 3 and Grade 5 Students									
*Strategy/Activity - Description									
Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale			
	Prof&Curriclm Dev Vist Tchr	0033-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00331U	Provide collaboration time so teachers may participate in PLC to look at student data and make adjustments for tiered instruction.			
	Software License	0033-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N00339N	To support reading achievement.			
*Additional Supports for this Strategy/Activity									
Achieve3000 will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students.									
Counselor									
*Students to be served by this Strategy/Activity									
Unduplicated/all Grade 3 and 5 students.									
*Strategy/Activity - Description									
Counselor to support students through whole group lessons, small group and individual lessons to support social emotional needs to support academic and behavioral needs of students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School Counselor				0033-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331H	Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.
School Counselor				0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331I	Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.
School Counselor				0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00331J	Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Integrating Priorities and Strategies

- Leverage Summer Book Club in Culturally Responsive Teaching Practices, Zaretta Hammond to promote teacher and student alliances.
- Work with ILT to create a school focus that will drive our professional development.
- Identifying root-causes and areas to focus on
- Analyzing data to identify students' strengths and areas of growth
- Support teachers to plan next steps by using student data and set professional as well as student growth goals
- Create a tiered Pupil Outreach and Re-engagement system with our current attendance team using attendance and classroom teacher data
- Create and monitor our communication systems with families that includes School Messenger, Class Dojo and email.

Leadership Actions

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

- Classroom visits with targeted focus
- Specific feedback regarding best practices and student engagement within an online learning environment
- Coaching teachers to improve/strengthen practice, especially within an online learning environment
- Reflect with Principal triad to monitor progress towards school focus

Online Learning Leadership Actions

- Principal will form a site-based team to regularly monitor student attendance and participation, as well as provide needed support to re-engage students with their class.

- Staff will engage in professional development focused on building positive relationships to foster a positive, equitable, school environment to align to district's call to action for anti-racist culture and climate.
- Staff will collaborate and share best practices for Online Learning environments.
- School will use multiple means of communication to keep parents and community informed about district, school information and events and resources.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Boone Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 106,840.95

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 216,236.95

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$51,204.73
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$51,204.73

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$58,191.27
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 58,191.27

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$216,236.95

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Boone Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.2000	\$ 17,414.40		
		School Counselor	3000			\$ 6,633.03		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 10,304.00		
			1260	Counselor Hrly		\$ 2,249.00		
			1957	Non Clsrm Tchr Hrly		\$ 4,907.00		
			3000			\$ 3,891.84		
			4301	Supplies		\$ 4,347.00		
			5209	Conference Local		\$ 3,445.00		
			5733	Interprogram Svcs/Paper		\$ 5,000.00		
		09800 LCFF Intervention Support Total					0.2000	\$ 58,191.27
			30100 Title I Basic Program	Library Asst	2231	Other Support Prsnl PARAS	0.4375	\$ 12,647.25
				Library Asst	3000			\$ 16,953.23
				School Counselor	1210	Counselor	0.4000	\$ 34,828.80
				School Counselor	3000			\$ 13,266.07
			1260	Counselor Hrly		\$ 4,498.00		
			3000			\$ 1,002.60		
			4301	Supplies		\$ 2,444.00		
			5841	Software License		\$ 19,000.00		
30100 Title I Basic Program Total					0.8375	\$ 104,639.95		
	30103 Title I Parent Involvement		4304	Inservice supplies		\$ 2,201.00		
30103 Title I Parent Involvement Total						\$ 2,201.00		
	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.2000	\$ 17,414.40		
		School Counselor	3000			\$ 6,633.03		
			1260	Counselor Hrly		\$ 2,249.00		
			3000			\$ 501.30		
			4301	Supplies		\$ 2,407.00		
			5853	Contracted Svcs Less Than \$25K		\$ 22,000.00		
30106 Title I Supplmnt Prog Imprvmnt Total					0.2000	\$ 51,204.73		
Grand Total					1.2375	\$ 216,236.95		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Boone Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Boone has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 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 has distributed the policy to parents of Title I students.

- 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.
- Added to the Boone News, a bi-weekly parent newsletter. All parents given an opportunity to review it. Directions for feedback detailed in newsletter.
- Voice messages to all homes through School Messenger alerting parents that document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- 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 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.
- Online learning implications will be considered to provide virtual opportunities.

To involve parents in the Title I, Part A programs, 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 convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- School Site Council Meetings
- Site Governance Team (SGT) meetings
- PTA Meetings
- Principal Chats

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings at Boone are held on various days of the week. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, Site Governance Team (SGT) meetings, English Learner Advisory Council, PTA Meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

- The school provide parents of Title I students with timely information about Title I programs.
- The School provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure progress and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report card are a few ways in which our school informs parents.
- The school provides parents with assistance in understanding the State's academic content standards and assessments and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focusing on understanding Common Core Standards and the Smarter Balanced Assessment and ways parents can support students' achievement.
- The school provides parents with website resources for understanding Common Core and Smarter Balanced Assessments.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- 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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.
- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- Monday morning assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Principal Chats
- Bi-weekly Boone News with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.
- Online learning implications will be considered to provide virtual opportunities.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, 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 provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parents are provided parent workshops to support student achievement.
- Teachers adhere to the District's at-risk, identification, intervention and support timelines
- The principal and teachers meet with parents when students are in severe academic jeopardy.
- A Welcome Week will be hosted for students and families in which virtual lessons, training, and professional development will be offered to all.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school distributes a School Parent Compact to all parents outlining how parents, the entire school, and students will share the responsibility for improved student academic achievement.
- Online learning implications will be considered to provide virtual opportunities.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Parents are provided parent workshops to support student achievement.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- Monday morning assemblies open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Principal Chats
- Bi-weekly Boone News with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.
- The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- The school used discretionary site funds to upgrade many areas of the school that were not handicapped accessible. All entrances and egress to/from building now meet ADA specifications.
- Funds were included in our Parent Involvement Budget (30100) for translation services to accommodate parents who do not speak or understand English or Spanish.
- When necessary, the principal and support staff, School Nurse, Counselor, School Psychologist and instructional staff are aware of district central support offices and make necessary contacts when students' needs cannot be appropriately addressed at this time.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- The principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

This policy was adopted by Boone Elementary on October 4, 2020 and will be in effect for the period of 2020-2021

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 27, 2020.

Cheryl Pham

Signature of authorized official here

Enter date approved.

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF
EDUCATION JULY 2020**

APPENDIX C**SCHOOL PARENT COMPACT**



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

[BOONE ELEMENTARY]

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21.

Boone Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting and monthly Principal Chats.
- Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all during Online Learning.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- During Back to School Night, during the first month of school, school staff provide an in-depth outline of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- All students will receive a district issued device to ensure access to curriculum while in a distance learning format.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- During the school year, school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target culture and climate, homework, literacy, math, and understanding of assessments that are administered during the year such as CAASP, ELPAC, GATE, and DRA.
- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all during Online Learning.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as: The District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent Center), Morse Cluster Meetings, and other trainings held throughout our

district. The school informs parents of free transportation, childcare for District Advisory Council Meetings.

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- The school convenes an annual meeting to inform parents about the right to be involved. This is usually done in connection with our Back to School night parent meeting. The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as: The District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent Center), Morse Cluster Meetings, and other trainings held throughout our district. The school informs parents of free transportation, childcare for District Advisory Council Meetings.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- The school provides written and oral information to families in both Spanish and English. Translation will also be provided to better service our families.
- The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as: The District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent Center), Morse Cluster Meetings, and other trainings held throughout our district.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- The school provides written and oral information to families in both Spanish and English. Translation will also be provided to better service our families.
- The school bulletin boards, school newsletters, flyers, phone calls, marquee, website are used to advertise parent meetings and training sessions offered at our school and off site such as: The District Advisory Council and English Language Advisory Council (both held at Harold

J. Ballard Parent Center), Morse Cluster Meetings, and other trainings held throughout our district.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- During the school year, school staff work together to support how to work with families who are economically disadvantaged and have students with special needs, and explain academic progress in parent friendly language through Principal Chats, Back to School Night, Parent Conferences and communications sent home to parents.

This Compact was adopted by the October 4, 2020 and will be in effect for the period of (enter time period of 2020-21,

The school will distribute the Compact to all parents and family members of students participating on, or before: October 31, 2020.

Cheryl Pham

Signature of authorized Official here

October 4, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

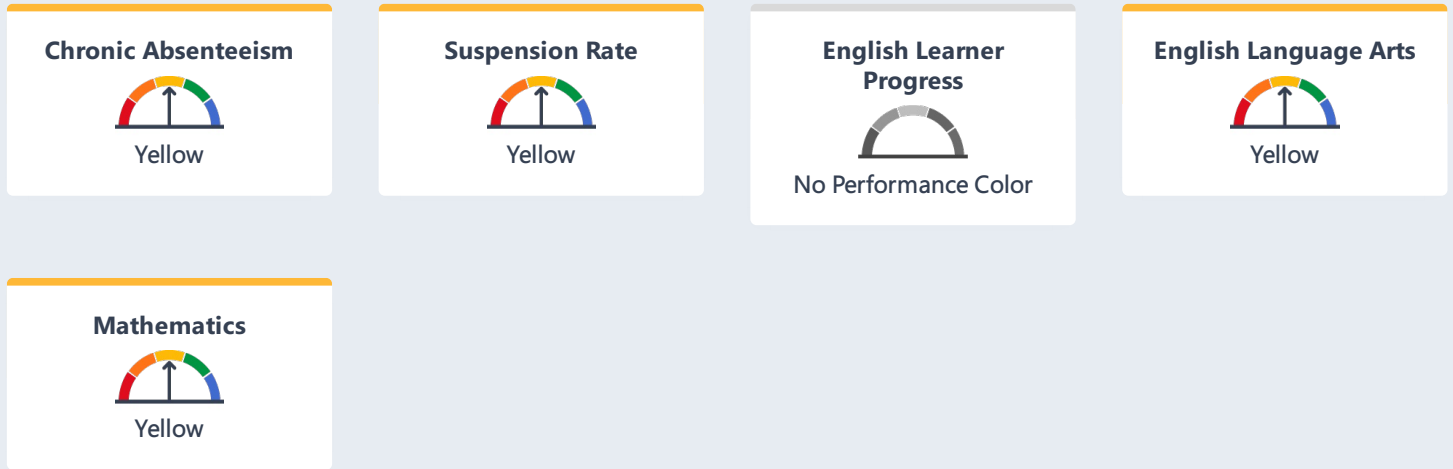
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Boone Elementary

Explore the performance of Boone Elementary under California's Accountability System.

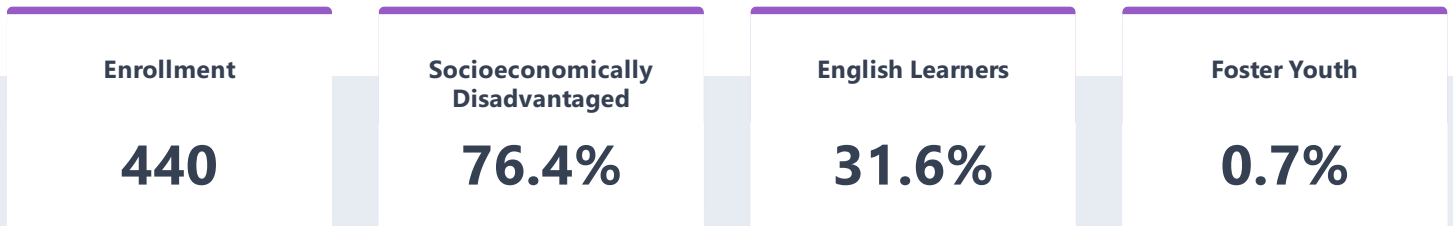


School Details

NAME Boone Elementary	ADDRESS 7330 Brookhaven Road San Diego, CA 92114-7115	WEBSITE http://new.sandi.net/sch...	GRADES SERVED K-5
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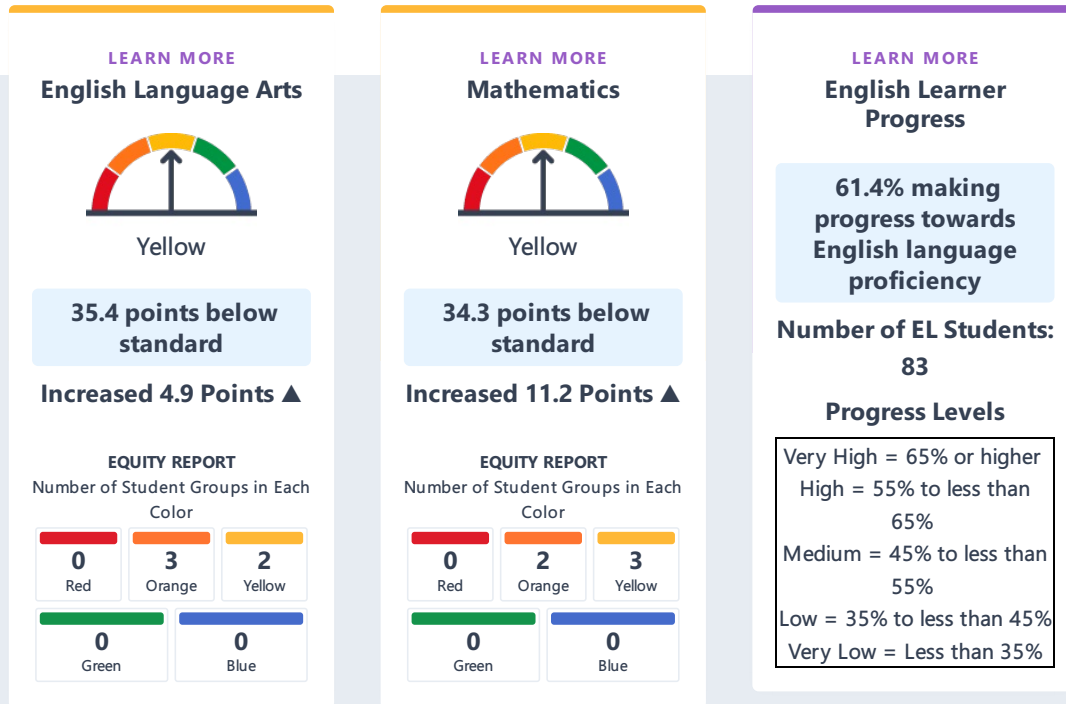
Student Population

Explore information about this school's student population.



Academic Performance

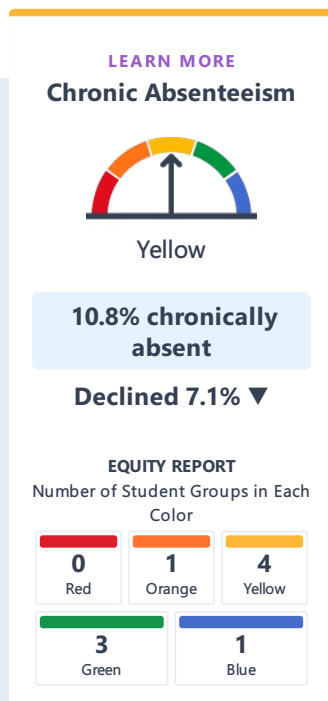
View Student Assessment Results and other aspects of school performance.



BOONE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

3.2% suspended at least once

Declined 1.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	4 Yellow
2 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

35.4 points below standard

Increased 4.9 Points ▲

Number of Students: 193

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners

Filipino

Students with Disabilities



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



No Performance Color

95.7 points below standard

Declined 11.2 Points ▼

Number of Students: 26

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

41.7 points below standard

Increased 50 Points ▲

Number of Students: 22

Two or More Races



No Performance Color

26.1 points above standard

Increased 44.6 Points ▲

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

41.1 points below standard

Declined 8.5 Points ▼

Number of Students: 12

English Learners



Orange

42.8 points below standard

Declined 6 Points ▼

Number of Students: 72

Filipino



Orange

22.1 points below standard

Declined 36.5 Points ▼

Number of Students: 39

Students with Disabilities



Orange

141.4 points below standard

Increased 15.2 Points ▲

Number of Students: 36

Hispanic



Yellow

30.7 points below standard

Increased 21.2 Points ▲

Number of Students: 97

Socioeconomically Disadvantaged



Yellow

51.4 points below standard

Increased 3.6 Points ▲

Number of Students: 143

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 52.4 points below standard

40.3 points below standard

35.4 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
74.9 points below standard	46.9 points above standard	34.6 points below standard
Declined 3.4 Points ▼	Increased 24.5 Points ▲	Increased 14.1 Points ▲
Number of Students: 53	Number of Students: 19	Number of Students: 110

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

34.3 points below standard

Increased 11.2 Points ▲

Number of Students: 193

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

English Learners
Students with Disabilities



Yellow

Filipino
Hispanic
Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American
Asian
Foster Youth

Homeless

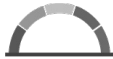
Two or More Races

Pacific Islander

White



African American



No Performance Color

88.7 points below standard

Increased 10.2 Points ▲

Number of Students: 26

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

54 points below standard

Increased 42.7 Points ▲

Number of Students: 22

Two or More Races



No Performance Color

21.1 points above standard

Increased 60 Points ▲

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

51.8 points below standard

Declined 33.1 Points ▼

Number of Students: 12

English Learners



Orange

44.8 points below standard

Declined 6.5 Points ▼

Number of Students: 72

Students with Disabilities



Orange

122.4 points below standard

Increased 20.2 Points ▲

Number of Students: 36

Filipino



Yellow

24 points below standard

Declined 13 Points ▼

Number of Students: 39

Hispanic



Yellow

26.3 points below standard

Increased 22.1 Points ▲

Number of Students: 97

Socioeconomically Disadvantaged



Yellow

49.1 points below standard

Increased 9.6 Points ▲

Number of Students: 143

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	52.7 points below standard	45.5 points below standard	34.3 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
67.2 points below standard	17.9 points above standard	30.9 points below standard
Declined 10.7 Points ▼	Increased 24.8 Points ▲	Increased 23.7 Points ▲
Number of Students: 53	Number of Students: 19	Number of Students: 110

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

61.4% making progress towards English language proficiency

Number of EL Students: 83

Performance Level High

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	10.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27.7%
ELs who Maintained ELPI Level 4	4.8%
ELs Who Progressed at Least One ELPI Level	56.6%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Yellow

10.8% chronically absent

Declined 7.1% ▼

Number of Students: 452

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

African American

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

English Learners

Filipino

Two or More Races



Blue

White



No Performance Color

American Indian

Asian

Foster Youth

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



Orange

20.6% chronically absent

Declined 8.1% ▼

Number of Students: 63

African American



Yellow

16.7% chronically absent

Declined 1.9% ▼

Number of Students: 66

Hispanic



Yellow

11.5% chronically absent

Declined 6.7% ▼

Number of Students: 234

Homeless



Yellow

16.2% chronically absent

Declined 15.2% ▼

Number of Students: 68

Socioeconomically Disadvantaged



Yellow

12.9% chronically absent

Declined 8.3% ▼

Number of Students: 349

English Learners



Green

8.4% chronically absent

Declined 6.3% ▼

Number of Students: 143

Filipino



Green

8.2% chronically absent

Declined 9.4% ▼

Number of Students: 73

Two or More Races



Green

8.8% chronically absent

Declined 13.7% ▼

Number of Students: 34

White



Blue

0% chronically absent

Declined 12.5% ▼

Number of Students: 31

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Yellow

3.2% suspended at least once

Declined 1.3% ▼

Number of Students: 462

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Students



Orange

Filipino

Homeless

White



Yellow

African American

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities



Green

English Learners

Hispanic



Blue

No Students



No Performance Color

American Indian

Asian

Foster Youth

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino



Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 73

Homeless



Orange

4.2% suspended at least once

Increased 0.5% ▲

Number of Students: 71

White



Orange

3.2% suspended at least once

Maintained 0.1%

Number of Students: 31

African American



Yellow

4.5% suspended at least once

Declined 5.4% ▼

Number of Students: 67

Two or More Races



Yellow

5.7% suspended at least once

Declined 1.6% ▼

Number of Students: 35

Socioeconomically Disadvantaged



Yellow

3.4% suspended at least once

Declined 1.5% ▼

Number of Students: 357

Students with Disabilities



Yellow

4.8% suspended at least once

Declined 4.6% ▼

Number of Students: 63

English Learners



Green

2.7% suspended at least once

Declined 1.3% ▼

Number of Students: 147

Hispanic



Green

2.5% suspended at least once

Declined 1.6% ▼

Number of Students: 242



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	258	35.7	239	43.5	249	30.9	224	37.5	199	39.7	4.0	2.2	256	28.1	239	29.7	250	28.4	224	30.8	199	33.7	5.6	2.9
Female	133	44.4	128	48.4	132	36.4	116	44.0	96	45.8	1.4	1.8	133	26.3	128	32.8	132	34.8	115	33.9	96	30.2	3.9	-3.7
Male	125	26.4	111	37.8	117	24.8	108	30.6	103	34.0	7.6	3.4	123	30.1	111	26.1	118	21.2	109	27.5	103	36.9	6.8	9.4
African American	31	16.1	29	17.2	30	6.7	30	23.3	26	15.4	-0.7	-7.9	31	9.7	29	13.8	30	10.0	30	16.7	26	11.5	1.8	-5.2
Asian**	5	-	2	89.5	2	-	3	-	3	-	-	-	5	-	2	-	2	-	3	-	3	-	-	-
Filipino	75	53.3	66	68.2	55	58.2	36	50.0	39	48.7	-4.6	-1.3	75	44.0	66	47.0	56	44.6	36	44.4	39	41.0	-3.0	-3.4
Hispanic	101	26.7	95	34.7	120	23.3	108	31.5	101	42.6	15.9	11.1	99	16.2	95	23.2	120	20.8	108	25.9	101	37.6	21.4	11.7
Indochinese**	3	-	4	80.3	3	-	2	-	-	-	-	-	3	-	4	-	3	-	2	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	4	47.6	3	-	3	-	1	-	-	-	2	-	4	-	3	-	3	-	1	-	-	-
White	15	13.3	18	33.3	13	23.1	19	47.4	13	23.1	9.8	-24.3	15	13.3	18	22.2	13	30.8	19	57.9	13	15.4	2.1	-42.5
Multiracial	26	53.8	21	52.4	23	43.5	23	52.2	16	56.3	2.5	4.1	26	50.0	21	28.6	23	43.5	23	30.4	16	50.0	0.0	19.6
English Learner	82	15.9	63	14.3	54	5.6	60	16.7	54	24.1	8.2	7.4	81	14.8	63	7.9	55	1.8	60	20.0	54	18.5	3.7	-1.5
English-Speaking	176	44.9	176	54.0	195	37.9	164	45.1	145	45.5	0.6	0.4	175	34.3	176	37.5	195	35.9	164	34.8	145	39.3	5.0	4.5
Reclassified†	48	62.5	24	83.3	54	55.6	34	76.5	20	70.0	7.5	-6.5	48	52.1	24	54.2	54	50.0	33	45.5	20	60.0	7.9	14.5
Initially Eng. Speaking	128	38.3	152	49.3	141	31.2	130	36.9	125	41.6	3.3	4.7	127	27.6	152	34.9	141	30.5	131	32.1	125	36.0	8.4	3.9
Econ. Disadv.*	258	35.7	200	38.5	205	25.4	181	33.1	149	32.9	-2.8	-0.2	256	28.1	200	25.0	206	24.3	181	26.0	149	26.2	-1.9	0.2
Non-Econ. Disadv.	0	-	39	69.2	44	56.8	43	55.8	50	60.0	-	4.2	0	-	39	53.8	44	47.7	43	51.2	50	56.0	-	4.8
Gifted	76	57.9	72	63.9	60	55.0	35	57.1	17	82.4	24.5	25.3	75	53.3	72	54.2	60	48.3	34	52.9	17	58.8	5.5	5.9
Not Gifted	182	26.4	167	34.7	189	23.3	189	33.9	182	35.7	9.3	1.8	181	17.7	167	19.2	190	22.1	190	26.8	182	31.3	13.6	4.5
With Disabilities	29	0.0	0	45.5	0	-	36	5.6	0	-	-	-	29	0.0	25	4.0	0	-	36	8.3	36	8.3	8.3	0.0
WO Disabilities	229	40.2	214	48.6	216	35.6	188	43.6	163	48.5	8.3	4.9	227	31.7	214	32.7	217	32.7	188	35.1	163	39.3	7.6	4.2
Homeless	8	-	3	33.3	18	22.2	13	7.7	22	31.8	-	24.1	8	-	3	-	19	21.1	0	-	22	22.7	-	-
Foster	1	-	0	50.0	0	-	2	-	0	-	-	-	1	-	2	-	3	-	2	-	0	-	-	-
Military	21	47.6	17	70.6	11	54.5	8	-	12	50.0	2.4	-	21	52.4	17	52.9	11	45.5	8	-	12	50.0	-2.4	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	86	37.2	75	36.0	80	30.0	64	37.5	64	51.6	14.4	14.1	85	38.8	75	32.0	80	28.7	64	42.2	64	51.6	12.8	9.4
Female	46	41.3	39	38.5	40	32.5	31	45.2	28	60.7	19.4	15.5	46	41.3	39	38.5	40	35.0	31	41.9	28	46.4	5.1	4.5
Male	40	32.5	36	33.3	40	27.5	33	30.3	36	44.4	11.9	14.1	39	35.9	36	25.0	40	22.5	33	42.4	36	55.6	19.7	13.2
African American	7	-	13	23.1	9	-	7	-	12	25.0	-	-	7	-	13	15.4	9	-	7	-	12	16.7	-	-
Asian**	0	-	0	89.5	2	-	1	-	1	-	-	-	0	-	0	-	2	-	1	-	1	-	-	-
Filipino	26	57.7	11	63.6	15	46.7	8	-	10	50.0	-7.7	-	26	61.5	11	54.5	15	40.0	8	-	10	70.0	8.5	-
Hispanic	40	22.5	33	33.3	42	28.6	32	34.4	33	60.6	38.1	26.2	39	25.6	33	27.3	42	23.8	32	40.6	33	63.6	38.0	23.0
Indochinese**	1	-	2	80.3	0	-	0	-	-	-	-	-	1	-	2	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	47.6	0	-	1	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
White	1	-	10	30.0	3	-	7	-	4	-	-	-	1	-	10	40.0	3	-	7	-	4	-	-	-
Multiracial	10	50.0	4	52.4	9	-	8	-	4	-	-	-	10	40.0	4	-	9	-	8	-	4	-	-	-
English Learner	37	24.3	22	13.6	23	8.7	24	16.7	9	-	-	-	36	27.8	22	18.2	23	4.3	24	37.5	9	-	-	-
English-Speaking	49	46.9	53	45.3	57	38.6	40	50.0	55	60.0	13.1	10.0	49	46.9	53	37.7	57	38.6	40	45.0	55	58.2	11.3	13.2
Reclassified†	7	-	0	83.3	9	-	3	-	6	-	-	-	7	-	0	-	9	-	3	-	6	-	-	-
Initially Eng. Speaking	42	42.9	53	45.3	48	33.3	37	48.6	49	57.1	14.2	8.5	42	42.9	53	37.7	48	31.3	37	43.2	49	55.1	12.2	11.9
Econ. Disadv.*	86	37.2	64	29.7	66	24.2	49	32.7	45	37.8	0.6	5.1	85	38.8	64	25.0	66	24.2	49	38.8	45	37.8	-1.0	-1.0
Non-Econ. Disadv.	0	-	11	72.7	14	57.1	15	53.3	19	84.2	-	30.9	0	-	11	72.7	14	50.0	15	53.3	19	84.2	-	30.9
Gifted	28	57.1	21	47.6	13	38.5	3	-	6	-	-	-	28	67.9	21	57.1	13	46.2	3	-	6	-	-	-
Not Gifted	58	27.6	54	31.5	67	28.4	61	34.4	58	46.6	19.0	12.2	57	24.6	54	22.2	67	25.4	61	39.3	58	48.3	23.7	9.0
With Disabilities	7	-	0	45.5	0	-	36	5.6	0	-	-	-	8	-	9	-	0	-	10	10.0	14	14.3	-	4.3
WO Disabilities	79	40.5	66	40.9	68	35.3	54	44.4	50	66.0	25.5	21.6	77	42.9	66	34.8	68	33.8	54	48.1	50	62.0	19.1	13.9
Homeless	2	-	3	33.3	7	-	13	7.7	5	-	-	-	2	-	1	-	7	-	0	-	5	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	3	70.6	4	-	2	-	4	-	-	-	7	-	3	-	4	-	2	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	81	35.8	91	47.3	79	26.6	79	36.7	64	35.9	0.1	-0.8	80	27.5	91	36.3	79	32.9	80	27.5	64	28.1	0.6	0.6
Female	46	45.7	48	56.3	45	31.1	38	44.7	33	45.5	-0.2	0.8	46	19.6	48	43.8	45	37.8	37	32.4	33	27.3	7.7	-5.1
Male	35	22.9	43	37.2	34	20.6	41	29.3	31	25.8	2.9	-3.5	34	38.2	43	27.9	34	26.5	43	23.3	31	29.0	-9.2	5.7
African American	10	0.0	7	23.1	16	6.3	10	20.0	6	-	-	-	10	20.0	7	-	16	12.5	10	20.0	6	-	-	-
Asian**	3	-	0	89.5	0	-	1	-	1	-	-	-	3	-	0	-	0	-	1	-	1	-	-	-
Filipino	24	54.2	29	72.4	11	72.7	15	46.7	11	54.5	0.3	7.8	24	37.5	29	58.6	11	63.6	16	37.5	11	45.5	8.0	8.0
Hispanic	28	32.1	40	32.5	37	18.9	39	33.3	33	39.4	7.3	6.1	27	11.1	40	25.0	37	27.0	39	20.5	33	30.3	19.2	9.8
Indochinese**	1	-	1	80.3	2	-	0	-	-	-	-	-	1	-	1	-	2	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	2	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
White	6	-	3	30.0	7	-	4	-	6	-	-	-	6	-	3	-	7	-	4	-	6	-	-	-
Multiracial	8	-	10	50.0	4	-	10	50.0	6	-	-	-	8	-	10	30.0	4	-	10	30.0	6	-	-	-
English Learner	23	13.0	29	17.2	15	6.7	20	15.0	25	32.0	19.0	17.0	23	8.7	29	3.4	15	0.0	20	10.0	25	28.0	19.3	18.0
English-Speaking	58	44.8	62	61.3	64	31.3	59	44.1	39	38.5	-6.3	-5.6	57	35.1	62	51.6	64	40.6	60	33.3	39	28.2	-6.9	-5.1
Reclassified†	19	63.2	7	83.3	15	53.3	12	83.3	2	-	-	-	19	63.2	7	-	15	66.7	12	50.0	2	-	-	-
Initially Eng. Speaking	39	35.9	55	60.0	49	24.5	47	34.0	37	37.8	1.9	3.8	38	21.1	55	49.1	49	32.7	48	29.2	37	24.3	3.2	-4.9
Econ. Disadv.*	81	35.8	77	45.5	66	21.2	64	32.8	52	32.7	-3.1	-0.1	80	27.5	77	33.8	66	25.8	65	23.1	52	25.0	-2.5	1.9
Non-Econ. Disadv.	0	-	14	57.1	13	53.8	15	53.3	12	50.0	-	-3.3	0	-	14	50.0	13	69.2	15	46.7	12	41.7	-	-5.0
Gifted	26	65.4	28	67.9	19	52.6	13	46.2	1	-	-	-	25	48.0	28	64.3	19	57.9	13	46.2	1	-	-	-
Not Gifted	55	21.8	63	38.1	60	18.3	66	34.8	63	34.9	13.1	0.1	55	18.2	63	23.8	60	25.0	67	23.9	63	27.0	8.8	3.1
With Disabilities	8	-	0	45.5	0	-	14	7.1	0	-	-	-	7	-	10	0.0	0	-	14	7.1	36	8.3	-	1.2
WO Disabilities	73	39.7	81	53.1	67	31.3	65	43.1	54	42.6	2.9	-0.5	73	30.1	81	40.7	67	38.8	66	31.8	54	33.3	3.2	1.5
Homeless	2	-	2	33.3	6	-	13	7.7	10	20.0	-	12.3	2	-	2	-	6	-	0	-	10	10.0	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	6	70.6	0	-	5	-	2	-	-	-	8	-	6	-	0	-	5	-	2	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	34.1	73	46.6	90	35.6	81	38.3	71	32.4	-1.7	-5.9	91	18.7	73	19.2	91	24.2	80	25.0	71	22.5	3.8	-2.5
Female	41	46.3	41	48.8	47	44.7	47	42.6	35	34.3	-12.0	-8.3	41	17.1	41	14.6	47	31.9	47	29.8	35	20.0	2.9	-9.8
Male	50	24.0	32	43.8	43	25.6	34	32.4	36	30.6	6.6	-1.8	50	20.0	32	25.0	44	15.9	33	18.2	36	25.0	5.0	6.8
African American	14	21.4	9	23.1	5	-	13	23.1	8	-	-	-	14	0.0	9	-	5	-	13	7.7	8	-	-	-
Asian**	2	-	2	89.5	0	-	1	-	1	-	-	-	2	-	2	-	0	-	1	-	1	-	-	-
Filipino	25	48.0	26	65.4	29	58.6	13	61.5	18	44.4	-3.6	-17.1	25	32.0	26	30.8	30	40.0	12	50.0	18	22.2	-9.8	-27.8
Hispanic	33	27.3	22	40.9	41	22.0	37	27.0	35	28.6	1.3	1.6	33	9.1	22	13.6	41	12.2	37	18.9	35	20.0	10.9	1.1
Indochinese**	1	-	1	80.3	1	-	2	-	-	-	-	-	1	-	1	-	1	-	2	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	1	-	2	-	0	-	-	-	0	-	1	-	1	-	2	-	0	-	-	-
White	8	-	5	30.0	3	-	8	-	3	-	-	-	8	-	5	-	3	-	8	-	3	-	-	-
Multiracial	8	-	7	50.0	10	40.0	5	-	6	-	-	-	8	-	7	-	10	30.0	5	-	6	-	-	-
English Learner	22	4.5	12	8.3	16	0.0	16	18.8	20	25.0	20.5	6.2	22	0.0	12	0.0	17	0.0	16	6.3	20	10.0	10.0	3.7
English-Speaking	69	43.5	61	54.1	74	43.2	65	43.1	51	35.3	-8.2	-7.8	69	24.6	61	23.0	74	29.7	64	29.7	51	27.5	2.9	-2.2
Reclassified†	22	59.1	17	88.2	30	53.3	19	73.7	12	66.7	7.6	-7.0	22	36.4	17	47.1	30	33.3	18	38.9	12	41.7	5.3	2.8
Initially Eng. Speaking	47	36.2	44	40.9	44	36.4	46	30.4	39	25.6	-10.6	-4.8	47	19.1	44	13.6	44	27.3	46	26.1	39	23.1	4.0	-3.0
Econ. Disadv.*	91	34.1	59	39.0	73	30.1	68	33.8	52	28.8	-5.3	-5.0	91	18.7	59	13.6	74	23.0	67	19.4	52	17.3	-1.4	-2.1
Non-Econ. Disadv.	0	-	14	78.6	17	58.8	13	61.5	19	42.1	-	-19.4	0	-	14	42.9	17	29.4	13	53.8	19	36.8	-	-17.0
Gifted	22	50.0	23	73.9	28	64.3	19	57.9	10	70.0	20.0	12.1	22	40.9	23	39.1	28	42.9	18	50.0	10	40.0	-0.9	-10.0
Not Gifted	69	29.0	50	34.0	62	22.6	62	32.3	61	26.2	-2.8	-6.1	69	11.6	50	10.0	63	15.9	62	17.7	61	19.7	8.1	2.0
With Disabilities	14	0.0	0	45.5	0	-	12	8.3	0	-	-	-	14	0.0	6	-	0	-	12	8.3	12	8.3	8.3	0.0
WO Disabilities	77	40.3	67	50.7	81	39.5	69	43.5	59	39.0	-1.3	-4.5	77	22.1	67	20.9	82	26.8	68	27.9	59	25.4	3.3	-2.5
Homeless	4	-	3	33.3	5	-	6	-	7	-	-	-	4	-	0	-	6	-	0	-	7	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	8	70.6	7	-	1	-	6	-	-	-	6	-	8	-	7	-	0	-	6	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I
FUNDED ACTIONS AND ACTIVITIES**

SCHOOL NAME: BOONE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity – Description**

Counselor:

- Support PBIS
- Teach Second Step lessons
- Part of Attendance Review Team
- Small group Social/Emotional
- Individual Counseling Support
- Run RTI/SST/504 meetings
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512705	0.20000	\$26,329.17	09800-1210	Will be monitoring suspension and	-Providing small targeted groups on social-emotional	-Home visit implementation due to time (Counselor	We need to strengthen Tier 3 interventions

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>chronic absenteeism.</p>	<p>learning (SEL) has led to students setting SEL goals</p> <ul style="list-style-type: none"> -Provides SEL counseling for small groups and one-on-one has helped students with problem-solving and conflict resolution strategies -Communicates with families and coordinates parent meetings has supported our focus of building connections with families -Facilitates SST process and supports Response to Intervention plans for students has helped to begin creating systems for SST/RTI -Supports Attendance Review 	<p>allocation is only 3 days a week, time is a challenge)</p> <ul style="list-style-type: none"> -Coffee with the Counselor has not been implemented due to time (Counselor allocation is only 3 days a week, time is a challenge) 	<p>based on student needs</p> <ul style="list-style-type: none"> Increase counselor communication with families (Boone News) to share strategies used at school Implement Second Step lessons school wide as Tier 1
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Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Team/Process has supported our focus on Attendance		
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity – Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$2,440.40	09800-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for all students.	Teachers get the chance to look at curriculum (Benchmark) Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	Beginning implementation of Benchmark Frequency of PLCs is challenging with meeting monthly	Would like more time for PLC and maybe have grade spans meet to share grade level expectations with each other We need to develop a system for monitoring what's working (with Benchmark) focusing on How do we know that this is making a difference

Boone Elementary

 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							<p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity – Description**

Achieve 3000 and RAZ KIDS will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students. Achieve 3000 and RAZ KIDS will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$3,435.00	09800-5841	To support reading achievement.	Achieve3000 offers engaging nonfiction to students Achieve3000/RAZ Kids provides	Inconsistent use of software because technology can be a challenge for	We need to develop ways to monitor if students are using this at home and if these are

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>access to leveled texts to support reading</p> <p>Fourth grade teacher reported an increase in lexile levels for her students.</p>	<p>when they do not work</p>	<p>making a difference for students reading achievement</p> <p>Implementation of goal setting with students can be used with Achieve300/RAZ Kids</p> <p>We need a coordinator to help support implementation</p>
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Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity – Description**

Library Assistant provide additional literacy support by:

- Additional Read Alouds
- Helps students select appropriate reading level books
- Exposes students to different reading genres
- Selects books to increase our book catalog in our library
- Provide small group literacy support for students

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Vacancy, SBB2510779	0.21750	\$13,801.13	09800-2231	Support additional library and literacy	Students have more access to books Students develop increased responsibility Read Aloud has been more engaging for students.	We just started 3 rd Grade Reading Intervention groups. We anticipate this to increase students' reading fluency.	Begin intervention small groups earlier in the year based on student data/needs

Note/Reminders (optional):

Strategy/Activity 5

*Strategy/Activity – Description

Instructional Supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the common supplemental Benchmark Language Arts program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$9,045.00	09800-4301	Supplemental instructional supplies to support	For those who have requested, we have been able to purchase	We need to be strategic about which supplies	We need to be strategic about which supplies

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				lliteracy instruction.	instructional supplies to support literacy	can support Tier 1, 2, 3 instruction	can support Tier 1, 2, 3 instruction
Lease of Printer/Duplicator		\$2,667.00	09800-5614	Supplemental instructional supplies for student copies from supplemental Benchmark to support literacy instruction.	Instructional supplies have supported literacy with Phonics and Grammar	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

Goal 3 – Mathematics

Strategy/Activity 1

***Strategy/Activity – Description**

Visting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for all students.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps.	Frequency of PLCs is challenging with meeting monthly Most of the PLC time is focused on ELA with the new Benchmark that there is little time to talk about math	Would like more time for PLC and maybe have grade spans meet to share grade level expectations with each other We need to develop a system for monitoring what’s working focusing on How do we know that this is making a difference

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							<p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p> <p>We would like more opportunities to participate in Math Coaching cycles</p>
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity – Description**

Visting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for English Learners.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	Frequency of PLCs is challenging with meeting monthly Benchmark has an ELD component but we need more time to get to know the curriculum	We need to focus on English Learners, with a focus on Reclassification We need to allocate funding for ELPAC testing, coordination We need to develop a system for monitoring what's working focusing on How do we know that

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							<p>this is making a difference</p> <p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>
Supplies	--	--	09800-4301	Supplemental instructional supplies to support EL Learners.	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity – Description**

- Monitoring:
- Weekly Special Ed. Meeting
 - Attend IEP Meetings
 - Review Progress Reports
 - Seek additional support from central office (CORT)
 - Differentiate for EL students with special needs during PLCs
 - Waiver for EL students with special needs as an alternative to reclassification

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Asst - NEW POSN, SBB2512821	0.20000	\$7,136.66	09800-2101	Provide in class Tier 1, 2 support for students with disabilities.	We have been unable to fill this position. Therefore we do not know of the effectiveness.	Being unable to fill the position is not working	We will eliminate this position
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for	Teachers get the chance to look at curriculum Shared/common knowledge base has led to	Frequency of PLCs is challenging with meeting monthly Benchmark has intervention but we need more time to get to	We need to focus on English Learners, with a focus on Students with Disabilities

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				students with disabilities.	increased alignment	know the curriculum	<p>We need to develop a system for monitoring what's working focusing on How do we know that this is making a difference</p> <p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>
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Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity – Description**

Visting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for English Learners.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment	Frequency of PLCs is challenging with meeting monthly Benchmark has intervention but we need more time to get to know the curriculum	We need to develop a system for monitoring what’s working focusing on How do we know that this is making a difference Develop an assessment system We need to communicate to parents

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							assessment results
Supplies	--	--	09800-4301	Supplemental instructional supplies to support students.	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: BOONE ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity – Description**

Counselor:

- Support PBIS
- Teach Second Step lessons
- Part of Attendance Review Team
- Small group Social/Emotional
- Individual Counseling Support
- Run RTI/SST/504 meetings
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512705	0.20000	\$26,329.17	30100-1210	Will be monitoring suspension and	-Providing small targeted groups on social-emotional	-Home visit implementation due to time (Counselor	We need to strengthen Tier 3 interventions

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>chronic absenteeism.</p>	<p>learning (SEL) has led to students setting SEL goals</p> <ul style="list-style-type: none"> -Provides SEL counseling for small groups and one-on-one has helped students with problem-solving and conflict resolution strategies -Communicates with families and coordinates parent meetings has supported our focus of building connections with families -Facilitates SST process and supports Response to Intervention plans for students has helped to begin creating systems for SST/RTI -Supports Attendance Review 	<p>allocation is only 3 days a week, time is a challenge)</p> <ul style="list-style-type: none"> -Coffee with the Counselor has not been implemented due to time (Counselor allocation is only 3 days a week, time is a challenge) 	<p>based on student needs</p> <ul style="list-style-type: none"> Increase counselor communication with families (Boone News) to share strategies used at school Implement Second Step lessons school wide as Tier 1
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Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Team/Process has supported our focus on Attendance		
Health Technician - NEW POSN, SBB2512702	0.20000	\$9,672.62	30100-2236	Funding is moving to cover counselor salary and benefits because our site does not need to pay for Health Technician this year.	N/A Moved funding to cover counselor salary and benefits	N/A	N/A

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity – Description**

The school will focus on the use of a common supplemental curriculum schoowide, using Benchmark Advance and Adelante.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$57,900.00	30106-4301	This will supplement our instructional literacy program and support a Guaranteed and Viable Curriculum.	For those who have requested, we have been able to purchases instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity – Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$34,165.60	30100-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for all students.	<p>Teachers get the chance to look at curriculum (Benchmark).</p> <p>Shared/common knowledge base has led to increased alignment</p> <p>Teachers get the chance to look at student work to help determine next steps</p>	<p>Beginning implementation of Benchmark</p> <p>Frequency of PLCs is challenging with meeting monthly</p>	<p>Would like more time for PLC and maybe have grade spans meet to share grade level expectations with each other</p> <p>We need to develop a system for monitoring what's working (with Benchmark) focusing on How do we know that this is making a difference</p> <p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity – Description**

Achieve 3000 and RAZ KIDS will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students. Achieve 3000 and RAZ KIDS will be used to support students in increasing their Lexile and reading comprehension. Teachers will set reading goals with students, analyze data, and support students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$11,565.00	30100-5841	To support reading achievement.	Achieve3000 offers engaging nonfiction to students. Achieve3000/RAZ Kids provides access to leveled texts to support reading. Fourth grade teacher reported an increase in lexile levels for her students.	Inconsistent use of software because Technology can be a challenge for when they do not work	We need to develop ways to monitor if students are using this at home and if these are making a difference for students reading achievement Implementation of goal setting with students can be used with Achieve300/RAZ Kids

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							We need a coordinator to help support implementation
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Note/Reminders (optional):

Strategy/Activity 4

*Strategy/Activity – Description

Library Assistant provide additional literacy support by:

- Additional Read Alouds
- Helps students select appropriate reading level books
- Exposes students to different reading genres
- Selects books to increase our book catalog in our library
- Provide small group literacy support for students

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Vacancy, SBB2510779	0.22000	\$13,959.74	30100-2231	Support additional library and literacy.	Students have more access to books. Students develop increased responsibility. Read Aloud has been more engaging for students.	We just started 3 rd Grade Reading Intervention groups. We anticipate this to increase students reading fluency	Begin intervention small groups earlier in the year based on student data/needs

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity – Description**

Instructional Supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the common supplemental Benchmark Language Arts program.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30106-4301	Supplemental instructional supplies to support literacy instruction.	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

Strategy/Activity 6

***Strategy/Activity – Description**

Classroom teachers will provide afterschool tutoring for 6-8 weeks on an area of focus and will progress monitor students' learning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$7,321.20	30100-1157	Teacher pay to support after school tutoring.	We did not implement this. We spent the first trimester identifying students who would benefit from this	PrimeTime currently offers after school tutoring	Begin implementation earlier in the year based on gathering student data/needs. Have a more systematic process with data and monitoring

Note/Reminders (optional):

Goal 3 – Mathematics

Strategy/Activity 1

***Strategy/Activity – Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for all students.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	Frequency of PLCs is challenging with meeting monthly Most of the PLC time is focused on ELA with the new Benchmark that there is little time to talk about math	Would like more time for PLC and maybe have grade spans meet to share grade level expectations with each other We need to develop a system for monitoring what's working focusing on How do we know that this is making a difference

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>Develop an assessment system</p> <p>We need to communicate to parents assessment results.</p> <p>We would like more opportunities to participate in Math Coaching cycles</p>
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity – Description**

Visting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for English Learners.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	Frequency of PLCs is challenging with meeting monthly Benchmark has an ELD component but we need more time to get to know the curriculum	We need to focus on English Learners, with a focus on Reclassification We need to allocate funding for ELPAC testing, coordination We need to develop a system for monitoring what's working focusing on How do we know that

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							<p>this is making a difference</p> <p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>
Supplies	--	--	30106-4301	Supplemental instructional supplies to support EL Learners.	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity – Description**

- Monitoring:
- Weekly Special Ed. Meeting
 - Attend IEP Meetings
 - Review Progress Reports
 - Seek additional support from central office (CORT)
 - Differentiate for EL students with special needs during PLCs
 - Waiver for EL students with special needs as an alternative to reclassification

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for students with disabilities.	Teachers get the chance to look at curriculum Shared/common knowledge base has led to increased alignment	Frequency of PLCs is challenging with meeting monthly Benchmark has intervention but we need more time to get to know the curriculum	We need to focus on English Learners, with a focus on Students with Disabilities We need to develop a system for monitoring what's working focusing on How do we know that

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							<p>this is making a difference</p> <p>Develop an assessment system</p> <p>We need to communicate to parents assessment results</p>
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Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity – Description**

To promote parent involvement, we are funding supplies and light refreshments in order to facilitate the following activities:

- Create a welcoming environment where families are heard and feel safe to get involved.
- The school will seek out opportunities for parent workshops through the district and community.
- Childcare/Translation services will be provided if needed.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results."
- School site has monthly Principal Chat events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented may include:
 - Title I Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Culture and Climate/PBIS
 - Research-based instructional strategies to support student achievement
 - Health and Wellness

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Tech Professional OTBS Hrly		\$130.79	30103-2455	Cost for child care or translation services.	We haven't used child care or translation services this year. PTA has also supported with child care during	We haven't used child care or translation services this year.	We haven't used child care or translation services this year. We will continue to work in parent

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					our evening workshop by providing activities for students. This helps with parent attendance		involvement and participation.
Inservice supplies		\$1,829.00	30103-4304	Costs for flyers, workshop handouts. Light refreshments.	We haven't used this funding for this year	We haven't used this funding for this year	We haven't used this funding for this year.
Postage Expense		\$250.00	30103-5920	To promote parent communication.	We haven't used this funding for this year	We haven't used this funding for this year	We haven't used this funding for this year

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity – Description**

Visting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Provide release time so teachers may participate in PLC to look at student data and make adjustments to Tier 1 and Tier 2 instruction for English Learners.	Teachers get the chance to look at curriculum. Shared/common knowledge base has led to increased alignment	Frequency of PLCs is challenging with meeting monthly Benchmark has intervention but we need more time to get to know the curriculum.	We need to develop a system for monitoring what’s working focusing on How do we know that this is making a difference. Develop an assessment system. We need to communicate to parents

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							assessment results.
Supplies	--	--	30106-4301	Supplemental instructional supplies to support students.	For those who have requested, we have been able to purchase instructional supplies to support literacy.	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction.	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?