

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **BOONE ELEMENTARY** SCHOOL

2022-23

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: 619/344-6000;

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 Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Boone Elementary PHONE: 619 344-6000 FAX: 619 344-6049
 SITE CONTACT PERSON: Liza Lugo E-MAIL ADDRESS: laragon@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>09/12/22</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>09/22/22</u> |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>09/22/22</u> |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>09/13/22</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 09/15/2022

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.

Cheryl Pham
Type/Print Name of School Principal

[Signature] 10/3/22
Signature of School Principal / Date

Dana Benevento
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson / Date

Liza Lugo
Type/Print Name of ELAC Representative

[Signature] 10/3/22
Signature of ELAC Representative / Date

[Signature]
Type/Print Name of Area Superintendent

[Signature] 10/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

On February 10, 2022 the SSC met to evaluate the LCFF and Title I Activities for the 2021-2022 school year and to review and approve the SBB for 2022-2023.

On September 12, 2022, the Principal met with ELAC to provide input on the SPSA.

On September 13, 2022, the Principal met with SGT to provide input on the SPSA.

On September 22, 2022, SSC received the 2022-23 SPSA and reviewed, discussed, and approved the 2022-2023 SPSA.

RESOURCE INEQUITIES

Resource inequities exist in four areas: curriculum, early intervention, family academic engagement and professional learning.

Guaranteed and Viable Curriculum & Intervention:

While we are a District Focus School with students increasing in reading levels in Grades K-2, students are still not meeting state and district benchmarks for reading. CAASP proficiency scores show minimal growth in ELA for grades 3-5. Student learning loss as a result of school closures and online learning is still a current reality. School wide alignment and consistency Tier 1 in ELA with a guaranteed and viable curriculum and a system for responding to students needing additional support is an area we are intentionally designing for the 2022-23 school year. This will include a strategic plan for students who need additional support or multi-tiered interventions using foundational skills data, reading level data and FAST data with progress monitoring.

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/learning is necessary and a high leverage strategy. The amount of professional learning time at the school site is insufficient given the many needs of responding to students needs. High performing schools data suggests prioritizing time for teachers to collaborate with purpose and data. Some professional learning takes place during PLC time with VAPA release. PLCs are spent on data analysis, instructional planning, discussing specific student needs and reflecting on teacher practice. Setting funds aside for visiting teachers and non-classroom hourly due to sub shortages for collaboration is a priority.

Family Academic Engagement

As a result of school closures, we limited visitors on campus due to Health and Safety Guidelines, therefore family academic engagement is a priority.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Cheryl Pham	Principal
Dana Benevento	Classroom Teacher
Lorianna Santacruz	Classroom Teacher
Silvia Gongora	Classroom Teacher
Liza Lugo	Other School Personnel
Veronica Jacome	Parent
Marilin Levitan	Parent
Lisa Christopher	Parent
Malaysia Yancey	Parent
Maruja Webb-Kaignavongsa	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Based on 2021-2022 data for suspension and chronic absenteeism from Hoonuit, 54.18% of students were chronically absent and 8.36% were trending chronic. Students with Disabilities: 73% chronic, EL 57% chronic, and Black Youth 60% (12 students). Absenteeism and chronic absences affect creating a safe, collaborative and inclusive culture.

In 2021-22 2% were suspended for physical injury and assault based on Hoonuit. For this school year we want to decrease this by implementing strategies for this goal.

Here is the suspension breakdown by student groups:

- Black Youth: 1 student
- EL 1 student
- SPED 3 students

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. We will focus on using our Site Equity and Recess Committee teams to support these goals.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Being a District Focus School for the 2022-23 will include a focus on literacy acceleration and professional learning for Grades UTK-2. A district funded Reading Support Teacher will provide push-in additional small group guided reading to accelerate students reading, self-esteem and confidence. We will continue to create systems of 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.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Being a District Focus School for the 2022-23 will include a focus on literacy acceleration, release time for collaboration and instructional planning, and professional learning for Grades UTK-2. A district funded Reading Support Teacher will provide push-in additional small group guided reading to accelerate students reading. We noticed that reading is an indicator for students confidence and feeling safe, collaborative and included. The school will provide students with ongoing social-emotional support. 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. We will leverage our Site Equity team to support our goals with creating a safe, collaborative and inclusive culture. Our Library Asst. will include culturally responsive texts as read alouds. Instructional supplies will be purchased to support our equity goals. Teachers will be released for planning time using VAPA, visiting teacher and non-classroom teacher hourly to support these goals. We will also receive support from our District Funded Family Service Assistant and our District Funded Mental Health Counselor who will work with our Counselor to support families.

***Identified Need**

Student attendance

According to Hoonuit, cumulative attendance data from Hoonuit Data from over the last 3 years (2019-Present) shows an increasing trend of student absences due to COVID-19 and the ongoing pandemic. Hoonuit Data from the 2021-22 school year showed the following chronic absenteeism rates:

- Chronically absent (Red): 175 (54.18%)
- Nearly Chronic (Orange): 27 (8.36%)
- Trending Chronic (Yellow) : 50 (15.48%)
- OK: (Green): 71 (21.98%)

For subgroups (Hoonuit Data):

Chronically absent RED:

- African American - 25 (60%)
- Asian: 2 (29%)
- Filipino: 10 (29%)

- Hispanic: 116 (61%)
- Multi: 9 (30%)
- Native American 2 (50%)
- Pacific Islander 1 (100%)
- White 5 (33%)
- Multi: 14 (48%)

Nearly Chronic Orange:

- African American - 5 (12%)
- Filipino: 3 (9%)
- Hispanic: 15 (8%)
- Native American: 1 (25%)
- White: 1 (7%)
- Multi: 2 (7%)

Student suspension

According to Hoonuit, data for suspensions have increased from 0 to 5%. In an effort to increase student daily attendance and decrease suspensions, a leadership goal was created in an effort to support students feeling connected to school thus wanting to be at school every day and promote a positive school climate.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease suspension	4 students	Less than 2 students	Suspension	Monthly
June 2023	UTK-5	Decrease chronic absences	55	Less than 45	Chronic Absenteeism	Monthly
June 2023	UTK-5	increase monthly attendance	87	More than 90	Attendance	Monthly
June 2023	4-5	increase SEL competencies (Culture/Climate) using the CORE SEL survey	40	More than 50	Other (Describe in Objective)	Annually

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Black or African American	To decrease suspensions	1 student	0	Suspension	Monthly
June 2023	TK-5	English Learner	To decrease suspensions	1 student	0	Suspension	Monthly
June 2023	TK-5	Students with Disabilities	To decrease suspensions	3 students	0	Suspension	Monthly
June 2023	TK-5	Homeless/Foster	To decrease suspensions	1 student	0	Suspension	Monthly
June 2023	TK-5	Black or African American	To decrease chronic absences	60	20	Chronic Absenteeism	Monthly
June 2023	TK-5	Hispanic or Latino	To decrease chronic absences	61	20	Chronic Absenteeism	Monthly
June 2023	TK-5	Students with Disabilities	To decrease chronic absences	73	20	Chronic Absenteeism	Monthly
June 2023	TK-5	Filipino	To decrease chronic absences	29	19	Attendance	Monthly
June 2023	TK-5	Two or More Races	To decrease chronic absences	50	20	Chronic Absenteeism	Monthly
June 2023	TK-5	English Learner	To decrease chronic absences	57	20	Chronic Absenteeism	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Boone's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Boone is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Boone's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Boone will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Boone will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Boone's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Boone will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Boone will increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Boone will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Counselor
*Students to be served by this Strategy/Activity
All students
*Strategy/Activity - Description
<p>Boone understands the importance of the services we provide to most of our students that support both their academic success and their social-emotional wellbeing. As a site, we have decided to fund a 0.6 FTE of a Counselor. This will move our two 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:</p> <ul style="list-style-type: none"> - Support restorative practices implementation and recognition efforts - Teach Second Step/Mind Up lessons - Part of Attendance Review Team - Support our Site Equity Team - Support our positive recess climate - Small group Social/Emotional - Individual Counseling Support - Run RTI/SST/504 meetings - Lead Leader In Me district initiative - Resources to Families <ul style="list-style-type: none"> - Home visits - Outside counseling support - UPAC - Youth and Transition Support - Parent Engagement Meetings - Collaborate with newly funded District Family Service's Assistant and District Funded Mental Health Counselor

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
F00331F	School Counselor	0.40000	\$35,817.20	\$52,336.53	0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	Will be monitoring chronic absenteeism, social emotional needs and suspensions. Will provide whole group Tier 1 social emotional lessons. Will provide small group or 1:1 interventions for students with 5 or more referrals or to support SST intervention goals. Will meet regularly with District funded Family Services assistant to monitor absenteeism and provide family resources.
F00331G	School Counselor	0.20000	\$17,908.60	\$26,168.25	0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Will be monitoring chronic absenteeism, social emotional needs and suspensions. Will provide whole group Tier 1 social emotional lessons. Will provide small group or 1:1 interventions for students with 5 or more referrals or to support SST intervention goals. Will meet regularly with District funded Family Services assistant to monitor absenteeism and provide family resources.
N003351	Counselor Hrly		\$4,423.00	\$5,476.11	0033-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Will be monitoring chronic absenteeism, social emotional needs and suspensions.
N00337I	Counselor Hrly		\$8,764.00	\$10,850.71	0033-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	Will be monitoring chronic absenteeism, social emotional needs and suspensions.
N00339Y	Non Clsrn Tchr Hrly		\$16,154.00	\$20,000.26	0033-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	Will be monitoring chronic absenteeism, social emotional needs and suspensions.

PLCs- Student Monitoring

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

Unduplicated students/all students

***Strategy/Activity - Description**

VAPA AEP/Visiting teachers and non classroom teacher hourly 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 and social emotional needs of students so that they can provide responsive and differentiated learning opportunities. Teachers will plan instruction, reflect on teacher practice 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N003342	Prof&Curriclm Dev Vist Tchr		\$11,308.00	\$14,000.44	0033-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
N003380	Interprogram Svcs/VAPA		\$6,684.00	\$6,684.00	0033-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
N0033BS	Non Clsrm Tchr Hrly		\$16,935.00	\$20,967.24	0033-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	To provide an opportunity so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.

Library Assistant

*Students to be served by this Strategy/Activity

Unduplicated students/all students

*Strategy/Activity - Description

To support culturally responsive learning environments, our Library Assistant provides additional literacy support by:

- additional read alouds
- assisting students with selecting appropriate reading level books
- immersing students to different reading genres
- selecting books to increase our book catalog in our library, including adding more culturally responsive literature
- provide small group literacy and language support for students

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
F00331H	Library Asst	0.43750	\$13,180.56	\$28,304.58	0033-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	Will provide additional read alouds, assist students with selecting appropriate reading level books, immerse students to different reading genres select, books to increase our book catalog in our library, including adding more culturally responsive literature, provide small group literacy and language support for students

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

Unduplicated students/all students

***Strategy/Activity - Description**

Supplemental instructional supplies to support students' social emotional needs to support learning.

Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate. Focusing on accelerating literacy will increase students' self-esteem and confidence thus supporting students social emotional needs to support learning.

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N003324	Supplies	\$9,433.00	\$9,433.00	0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials for the Benchmark Language Arts curricular resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate.
N003330	Supplies	\$14,480.00	\$14,480.00	0033-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials for the Benchmark Language Arts curricular resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate.
N003347	Interprogram Svcs/Paper	\$2,500.00	\$2,500.00	0033-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials for the Benchmark Language Arts curricular resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate.
N00337V	Interprogram Svcs/Paper	\$2,500.00	\$2,500.00	0033-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials for the Benchmark Language Arts curricular resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate.
N0033BM	Supplies	\$6,443.00	\$6,443.00	0033-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials for the Benchmark Language Arts curricular resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate..

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Last year's **Implementation - Effectiveness**

- Teachers supported students' literacy acceleration using RAZ Kids.
- As a District Focus School with a Literacy Acceleration Plan, teachers will continue to use Fountas and Pinnell Benchmark Assessment 3 times a year for TK-5 which will create a common site-based metric for more timely and consistent data collection.
- Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards our goals. Findings were shared with Educational Partners such as ELAC and School Site Council (SSC). Teacher feedback supported the need to prioritize PLCs to support student and teacher learning.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

As a Focus School, our Literacy Acceleration plan will support students in meeting or exceeding the District June 2023 goal of every child reading at grade level. Priorities will include: Literacy Professional development for educators, release days for Lesson Study, demonstration lessons, and planning. We will focus on multiple assessment opportunities embedded throughout the year to allow teachers to assess and provide feedback and intervention to support students as they move toward mastery. Visiting teacher shortages may still be a challenge so we will use non-classroom hourly as a strategy to provide opportunities to release teachers for PLCs.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Being a District Focus School for the 2022-23 will include a focus on literacy acceleration, release time for collaboration and instructional planning, and professional learning for Grades UTK-2. A district funded Reading Support Teacher will provide push-in additional small group guided reading to accelerate students reading.

We we will strengthen our systems for using data and responding to student needs by:

- Collecting common data on reading levels and making it public to analyze strengths, inform our instruction and areas of need
- Implementing a process for analyzing data and planning
- Increasing all student success through a Multi-Tiered System of Support/RTI
- 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

*Identified Need - English Language Arts							
Based on preliminary CAASP Data, 32.7% of students in Grades 3-5 met or exceeded standards in ELA.							
We will continue to respond to student needs by:							
- Collecting common data on reading levels and making it public to analyze strengths, inform our instruction and areas of need							
- Implementing a process for analyzing data and planning							
- Increasing all student success through a Multi-Tiered System of Support/RTI							
- 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 2023	3-5	will meet or exceed standards	32.7	37	CAASPP ELA	Annually	
June 2023	3	will meet or exceed standards	63	73	FAST aReading	Quarterly	
June 2023	4	will meet or exceed standards	50	60	FAST aReading	Quarterly	
June 2022	5	will meet or exceed standards	34	44	FAST aReading	Quarterly	
June 2023	UTK-2	will meet or exceed standards	36	41	Fountas and Pinnell	Quarterly	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	will meet or exceed standards	25	35	CAASPP ELA	Annually
June 2023	3	Black or African American	will meet or exceed standards	33	43	CAASPP ELA	Annually
June 2023	4	English Learner	will meet or exceed standards	13	23	CAASPP ELA	Annually
June 2023	4	Black or African American	will meet or exceed standards	25	35	CAASPP ELA	Annually
June 2023	5	English Learner	will meet or exceed standards	38	48	CAASPP ELA	Annually
June 2023	5	Black or African American	will meet or exceed standards	13	23	CAASPP ELA	Annually

***Identified Need - Math**

The following data demonstrates the basis for our goals:

2021-22 DEMI results showed 66% demonstrated evidence in Knowledge, 54% in Application, and 37% in Communication.

English Learners: 61% demonstrated evidence in Knowledge, 41% in Application, and 44% in Communication.

Black Youth: 63% demonstrated evidence in Knowledge, 56% in Application, and 31% in Communication.

SPED: 38% demonstrated evidence in Knowledge, 19% in Application, and 13% in Communication.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	To meet or exceed standards	27	32	CAASPP Math	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	To meet or exceed standards in Knowledge	32	42	DEMI	Quarterly
June 2023	3-5	English Learner	To meet or exceed standards in Knowledge	60	70	DEMI	Quarterly
June 2023	3-5	Black or African American	To meet or exceed standards in Knowledge	69	79	DEMI	Quarterly

***Identified Need - English Learners**

The following data shows the percentage of students who performed at the expected level of proficiency on the 2021-22 summative ELPAC:

In Grade K, 0 ELs tested at Level 4 or above.

In Grade 1, 0 ELs tested at Level 4 or above.

In Grade 2, 2 ELs tested at Level 4 or above.

In Grade 3, 2 ELs tested at Level 4 or above.

In Grade 4, 2 ELs tested at Level 4 or above.

In Grade 5, 0 ELs tested at Level 4 or above.

Reclassification

With our 2021-2022 ELPAC data, we had 11 ELs eligible for reclassification.

This data supports our need to continue to focus on and monitor growth of our Reclassified and English Language Learners and focusing on dELD and targeted small group instruction.

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-5	English Learner	Increase the Reclassification rate	11 students	11 students	Reclassification Rates	Annually
*Identified Need - Graduation/Promotion Rate							
Based on preliminary 2021-22 CAASP Data, 33% of 3rd grade students met or exceeded standards in ELA and 39% of 5th grade students met or exceeded standards.							
We will continue to respond to student needs by:							
<ul style="list-style-type: none"> - Collecting common data on reading levels and making it public to analyze strengths, inform our instruction and areas of need - Implementing a process for analyzing data and planning - Increasing all student success through a Multi-Tiered System of Support/RTI - 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 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	To meet and exceed standards	33	38	CAASPP ELA	Annually	
June 2023	5	To meet and exceed standards	39	44	CAASPP ELA	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	will meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	will meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	3	Black or African American	will meet or exceed standards	25	35	CAASPP ELA	Annually
June 2023	3	Hispanic or Latino	will meet or exceed standards	61	71	CAASPP ELA	Annually
June 2023	5	English Learner	will meet or exceed standards	25	35	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	will meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	5	Black or African American	will meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	5	Hispanic or Latino	will meet or exceed standards	29	39	CAASPP ELA	Annually

PLCs - Student Monitoring									
*Students to be served by this Strategy/Activity									
Unduplicated students /All students									
*Strategy/Activity - Description									
VAPA AEP/Visiting teachers and non classroom teacher hourly 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 responsive and differentiated learning opportunities. Teachers will plan instruction, reflect on teacher practice and discuss ways to support students who are in need of intervention and enrichment.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0033-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00338O	To provide release time so teachers may participate in PLCs for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00339Y	To provide an opportunity so teachers may participate in PLCs for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0033BS	To provide an opportunity so teachers may participate in PLCs for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Prof&Currielm Dev Vist Tchr				0033-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003342	To provide release time so teachers may participate in PLCs for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.

ELA Intervention Support

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

All students.

***Strategy/Activity - Description**

Software programs such as 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.

Classified staff will support small group instruction to accelerate literacy and language. This will also include using classified staff to support ELPAC testing and using data to support literacy and language for our multilingual learners/English Learners.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N003320	Software License		\$2,000.00	\$2,000.00	0033-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		To support students independent reading levels, vocabulary, fluency and comprehension in order to accelerate students' literacy.
N003378	Other Nonclsrn PARAS Hrly		\$6,001.00	\$8,221.98	0033-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support students' literacy acceleration by providing targeted small group instruction.
N0033BU	Classroom PARAS Hrly		\$3,650.00	\$5,000.87	0033-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support students' literacy and language acceleration by providing targeted small group instruction.

Library Assistant

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

All students

***Strategy/Activity - Description**

Our Library Assistant provides additional literacy support by:

- additional read alouds
- assisting students with selecting appropriate reading level books
- immersing students to different reading genres
- selecting books to increase our book catalog in our library, including adding more culturally responsive literature
- provide small group literacy and language support for students

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Library Asst				0033-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00331H	To support literacy and culturally responsive learning environments.

Instructional Supplies

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

All students.

***Strategy/Activity - Description**

Supplemental instructional supplies to support students' academic acceleration. Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark Language Arts curriculum resource and reading intervention materials and supplemental resources for students social emotional needs to support a safe, collaborative and inclusive culture and positive school climate. Focusing on accelerating literacy will increase students' self-esteem and confidence thus supporting students social emotional needs to support learning.

*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies			0033-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003324	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark Language Arts curricular resource and reading intervention materials.
	Supplies			0033-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003330	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark Language Arts curricular resource and reading intervention materials.
	Supplies			0033-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0033BM	Instructional supplies include classroom needs such as leveled reading books, writing utensils, paper and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark Language Arts curricular resource and reading intervention materials.

PLCs - Student Monitoring and Targeted small group support

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

English Learners

***Strategy/Activity - Description**

VAPA AEP/Visiting teachers and non classroom teacher hourly 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 and social emotional needs of students so that they can provide responsive and differentiated learning opportunities. Teachers will plan instruction, reflect on teacher practice and discuss ways to support students who are in need of intervention and enrichment. Students will be identified for targeted small group instruction.

Monitoring:

- Summative ELPAC data and planning for instruction
- Reclassification rates
- Differentiate for EL students dually identified 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0033-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00338O	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00339Y	To provide opportunities so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0033BS	To provide opportunities so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Prof&Curriclm Dev Vist Tchr				0033-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003342	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Classroom PARAS Hrly				0033-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0033BU	To provide targeted small group instruction to support English Learners, including ELPAC testing.
	Other Nonclsrn PARAS Hrly				0033-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N003378	To provide targeted small group instruction to support English Learners.

PLCs - Student Monitoring***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

VAPA AEP/Visiting teachers and non classroom teacher hourly 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 and social emotional needs of students so that they can provide responsive and differentiated learning opportunities. Teachers will plan instruction, reflect on teacher practice and discuss ways to support students who are in need of intervention and enrichment.

Monitoring:

- Collaborate in IEP Meetings
- Review IEP Progress Reports
- Seek additional support from central office
- Differentiate for EL students dually identified 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0033-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00338O	To provide release time so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00339Y	To provide opportunities so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tchr Hrly				0033-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0033BS	To provide opportunities so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Prof&Curriclm Dev Vist Tchr				0033-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003342	To provide release time so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.

Counselor

*Students to be served by this Strategy/Activity

Black/African American students in grades TK-5.

*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 0.6 FTE of a Counselor. This will move our two 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 and recognition efforts
 - Teach Second Step/Mind Up lessons
 - Part of Attendance Review Team
 - Support our Site Equity Team

- Support our positive recess climate
- Small group Social/Emotional
- Individual Counseling Support
- Run RTI/SST/504 meetings
- Lead Leader In Me district initiative
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Parent Engagement Meetings
 - Collaborate with newly funded District Family Service's Assistant and District Funded Mental Health Counselor

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00331F	Will be monitoring chronic absenteeism, social emotional needs and suspensions. Will provide whole group Tier 1 social emotional lessons. Will provide small group or 1:1 interventions in order to reduce suspension rates and referrals. Will provide support with SST intervention goals. Will meet regularly with District funded Family Services assistant to monitor absenteeism and provide family resources.
	School Counselor				0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00331G	Will be monitoring chronic absenteeism, social emotional needs and suspensions. Will provide whole group Tier 1 social emotional lessons. Will provide small group or 1:1 interventions in order to reduce suspension rates and referrals. Will provide support with SST intervention goals. Will meet regularly with District funded Family Services assistant to monitor absenteeism and provide family resources.

PLCs - Student Monitoring									
*Students to be served by this Strategy/Activity									
Grade 3 and Grade 5 Students									
*Strategy/Activity - Description									
VAPA AEP/Visiting teachers and non classroom teacher hourly 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 and social emotional needs of students so that they can provide responsive and differentiated learning opportunities. Teachers will plan instruction, reflect on teacher practice and discuss ways to support students who are in need of intervention and enrichment.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0033-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00338O	To provide release time so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tch Hrly				0033-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00339Y	To provide opportunities so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Non Clsrn Tch Hrly				0033-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0033BS	To provide opportunities so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.
	Prof&Curriclm Dev Vist Tch				0033-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003342	To provide release time so teachers may participate in PLCS for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Last year's Implementation - Effectiveness

- Virtual Principal/Coffee with the Counselor were limited due to less than 10% of parents attending
- Childcare/Translation for parents for events if needed
- Virtual Teacher/Parent Meetings - increase in parent participation based on Zoom attendance
- In person meetings were held if requested by families for student study team and IEPs

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

With new guidelines for parents on campus, we will design more in-person events to increase parent engagement.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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. Principal Parent Meetings throughout the year, as well as Coffee with the Counselor to support students and families will be in person and virtual. In addition to providing opportunities for diverse cultures to feel welcomed and valued.

*Identified Need					
The basis for establishing our goal is driven from 2021-22 site attendance data from virtual meetings held last year (Coffee with the Principal/Counselor): less than 10%.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	This school encourages parents to be active partners in educating their child.	50	60	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Based on CSPS, Parents feel welcome to participate at this school.	29	34	Other - Describe in Objective
Strategy/Activity 1					
*Families to be served by this Strategy/Activity					
All families.					
*Strategy/Activity - Description					
<p>To promote parent involvement and to create a welcoming environment where families are heard and feel safe to get involved. We are funding supplies and light refreshments in order to facilitate the following engagement activities:</p> <ul style="list-style-type: none"> - 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 parent meeting events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented may include: <ul style="list-style-type: none"> - Title I Presentation - Attendance - Schoolwide Academic Performance - Culture and Climate/PBIS - Research-based instructional strategies to support student achievement and social emotional well being - Health and Wellness 					

Boone Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Rationale
N00335K	Supplies		\$1,319.00	\$1,319.00	0033-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	School site will give workshops on the topics such as: Title I Presentation Attendance Schoolwide Academic Performance Culture and Climate/PBIS Research-based instructional strategies to support student achievement and social emotional well being Health and Wellness
N003379	Postage Expense		\$100.00	\$100.00	0033-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	To support family engagement with a focus on communication. by sending flyers, letters, announcements.
N00338G	Inservice supplies		\$1,000.00	\$1,000.00	0033-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	School site will give workshops on the topics such as: Title I Presentation Attendance Schoolwide Academic Performance Culture and Climate/PBIS Research-based instructional strategies to support student achievement and social emotional well being Health and Wellness

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.								
*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/ Non Salary cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	School Counselor				0033-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00331F	Will be monitoring chronic absenteeism, social emotional needs and suspensions. In addition to support family engagement.
	School Counselor				0033-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00331G	Will be monitoring chronic absenteeism, social emotional needs and suspensions. In addition to support family engagement.
	Counselor Hrly				0033-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N003351	Will be monitoring chronic absenteeism, social emotional needs and suspensions. In addition to support family engagement.
	Counselor Hrly				0033-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N00337I	Will be monitoring chronic absenteeism, social emotional needs and suspensions. In addition to support family engagement.

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 132,528
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)	\$ 237,786

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)	\$ 54,088
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 54,088

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)	\$ 51,170
[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): \$ 51,170

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 237,786

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Boone Elementary	09800 LCFF Intervention Support	(blank)	1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	16,935.00	0	\$16,935.00
Boone Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	3,650.00	0	\$3,650.00
Boone Elementary			2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	6,001.00	0	\$6,001.00
Boone Elementary			3000 Benefits			0	\$7,604.09
Boone Elementary			4301 Supplies	Supplies	14,480.00	0	\$14,480.00
Boone Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	2,500.00	0	\$2,500.00
Boone Elementary		(blank) Total				0	\$51,170.09
Boone Elementary	09800 LCFF Intervention Support Total					0	\$51,170.09
Boone Elementary	30100 Title I Basic Program	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	13,180.56	0.4375	\$13,180.56
Boone Elementary			3000 Benefits			0	\$15,124.02
Boone Elementary		Library Asst Total				0.4375	\$28,304.58
Boone Elementary		School Counselor	1210 Counselor	Counselor	35,817.20	0.4	\$35,817.20
Boone Elementary			3000 Benefits			0	\$16,519.33
Boone Elementary		School Counselor Total				0.4	\$52,336.53
Boone Elementary		(blank)	1260 Counselor Hrly	Counselor Hrly	8,764.00	0	\$8,764.00
Boone Elementary			1957 Non Clsm Tchr Hrly	Non Clsm Tchr Hrly	16,154.00	0	\$16,154.00
Boone Elementary			3000 Benefits			0	\$5,932.97
Boone Elementary			4301 Supplies	Supplies	9,433.00	0	\$9,433.00
Boone Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	2,500.00	0	\$2,500.00
Boone Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	6,684.00	0	\$6,684.00
Boone Elementary		(blank) Total				0	\$49,467.97
Boone Elementary	30100 Title I Basic Program Total					0.8375	\$130,109.08
Boone Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,319.00	0	\$1,319.00
Boone Elementary			4304 Inservice supplies	Inservice supplies	1,000.00	0	\$1,000.00
Boone Elementary			6920 Postage Expense	Postage Expense	100	0	\$100.00
Boone Elementary		(blank) Total				0	\$2,419.00
Boone Elementary	30103 Title I Parent Involvement Total					0	\$2,419.00
Boone Elementary	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Boone Elementary			3000 Benefits			0	\$8,259.65
Boone Elementary		School Counselor Total				0.2	\$26,168.25
Boone Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	11,308.00	0	\$11,308.00
Boone Elementary			1260 Counselor Hrly	Counselor Hrly	4,423.00	0	\$4,423.00
Boone Elementary			3000 Benefits			0	\$3,745.55
Boone Elementary			4301 Supplies	Supplies	6,443.00	0	\$6,443.00
Boone Elementary			6841 Software License	Software License	2,000.00	0	\$2,000.00
Boone Elementary		(blank) Total				0	\$27,919.55
Boone Elementary	30106 Title I Supplmnt Prog Imprvmt Total					0.2	\$54,087.80

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Daniel Boone Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

Daniel Boone Elementary, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- The school convenes an annual meeting to inform parents of Title I students about Title 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 are given an opportunity to review it. Directions for feedback are communicated to parents.
- Voice messages to all homes through School Messenger alerting parents that a document will be sent home.
- Email message sent home through School Messenger alerting parents that the document will be sent home.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The school uses a continuous cycle of improvement needs assessment model to engage Educational Partners including: SSC, DAC, ELAC, SGT, ILT, PLC, Site Equity Team and Attendance Team.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

The district uses a continuous cycle of improvement needs assessment model to engage Educational Partners including: SSC, DAC, ELAC, SGT, ILT, PLC, Site Equity Team and Attendance Team.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

The school uses a continuous cycle of improvement needs assessment model to engage Educational Partners including: SSC, DAC, ELAC, SGT, ILT, PLC, Site Equity Team and Attendance Team.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

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 meeting are scheduled to accommodate parent schedules.
- Principal Meetings
- School Messenger calls and emails with meeting announcements and information.
- Online learning implications will be considered to provide virtual opportunities.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Boone Elementary 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 and virtual. Meeting times and days are based on parent input.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The school provides opportunities for parents to be a part of various advisory groups such as School Site Council Meetings, District Advisory Council, Site Governance Team meetings, English Learner Advisory Committee, PTA meetings. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting of 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.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to

measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

The school provides parents with timely information through the school bulletin boards, school newsletters, flyers, phone calls, marquee and website to advertise parent meetings.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

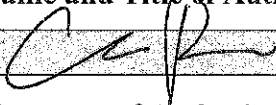
The School Principal maintains a policy for all parents. Parents can schedule appointments, stop by the office to schedule an appointment, or call.

Daniel Boone Elementary Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 09/15/2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 09/30/2022

Signature Page

Dr. Cheryl Pham, School Principal

Name and Title of Authorized Official



Signature of Authorized Official

Enter Date 9/28/22

Date 9/28/22

California Department of Education

April 2020

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Boone Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

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 READING LEVELS. 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 Principal meetings. Back to School Night and Parent Teacher Conferences and report cards are a few ways in which our school informs our parents.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

During Back to School Night and 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

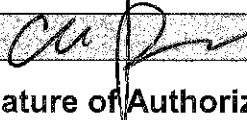
the year to discuss student progress. All students will receive a district issued device to ensure access to curriculum.

This Compact was established by Boone Elementary on 09/15/2022, and will be in effect for the period of 2022-23. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: 09/30/2022.

Signature Page

Principal, Dr. Cheryl Pham

Name and Title of Authorized Official



Signature of Authorized Official

Enter Date 9/28/22

Date 9/28/22

California Department of Education
April 2020

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	239	43.5	249	30.9	224	37.5	199	39.7	175	32.6	-10.9	-7.1	239	29.7	250	28.4	224	30.8	199	33.7	177	22.6	-7.1	-11.1
Female	128	48.4	132	36.4	116	44.0	96	45.8	85	31.8	-16.6	-14.0	128	32.8	132	34.8	115	33.9	96	30.2	86	14.0	-18.8	-16.2
Male	111	37.8	117	24.8	108	30.6	103	34.0	90	33.3	-4.5	-0.7	111	26.1	118	21.2	109	27.5	103	36.9	91	30.8	4.7	-6.1
African American	29	17.2	30	6.7	30	23.3	26	15.4	20	25.0	7.8	9.6	29	13.8	30	10.0	30	16.7	26	11.5	20	15.0	1.2	3.5
Asian	2	-	2	-	3	-	3	-	1	-	-	-	2	-	2	-	3	-	3	-	3	-	-	-
Filipino	66	68.2	55	58.2	36	50.0	39	48.7	22	54.5	-13.7	5.8	66	47.0	56	44.6	36	44.4	39	41.0	22	36.4	-10.6	-4.6
Hispanic	95	34.7	120	23.3	108	31.5	101	42.6	102	27.5	-7.2	-15.1	95	23.2	120	20.8	108	25.9	101	37.6	102	17.6	-5.6	-20.0
Native American	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Pacific Islander	4	-	3	-	3	-	1	-	1	-	-	-	4	-	3	-	3	-	1	-	1	-	-	-
White	18	33.3	13	23.1	19	47.4	12	25.0	7	-	-	-	18	22.2	13	30.8	19	57.9	12	16.7	7	-	-	-
Multiracial	21	52.4	23	43.5	23	52.2	17	52.9	19	42.1	-10.3	-10.8	21	28.6	23	43.5	23	30.4	17	47.1	19	31.6	3.0	-15.5
English Learner	63	14.3	54	5.6	60	16.7	54	24.1	41	26.8	12.5	2.7	63	7.9	55	1.8	60	20.0	54	18.5	43	4.7	-3.2	-13.8
English-Speaking	176	54.0	195	37.9	164	45.1	145	45.5	134	34.3	-19.7	-11.2	176	37.5	195	35.9	164	34.8	145	39.3	134	28.4	-9.1	-10.9
Reclassified†	24	83.3	54	55.6	34	76.5	20	70.0	17	52.9	-30.4	-17.1	24	54.2	54	50.0	33	45.5	20	60.0	17	35.3	-18.9	-24.7
Initially Eng. Speaking	152	49.3	141	31.2	130	36.9	125	41.6	117	31.6	-17.7	-10.0	152	34.9	141	30.5	131	32.1	125	36.0	117	27.4	-7.5	-8.6
Econ. Disadv.*	200	38.5	205	25.4	181	33.1	149	32.9	137	27.7	-10.8	-5.2	200	25.0	206	24.3	181	26.0	149	26.2	139	18.7	-6.3	-7.5
Non-Econ. Disadv.	39	69.2	44	56.8	43	55.8	50	60.0	38	50.0	-19.2	-10.0	39	53.8	44	47.7	43	51.2	50	56.0	38	36.8	-17.0	-19.2
Gifted	72	63.9	60	55.0	35	57.1	17	82.4	3	-	-	-	72	54.2	60	48.3	34	52.9	17	58.8	3	-	-	-
Not Gifted	167	34.7	189	23.3	189	33.9	182	35.7	172	31.4	-3.3	-4.3	167	19.2	190	22.1	190	26.8	182	31.3	174	22.4	3.2	-8.9
With Disabilities	0	-	33	0.0	36	5.6	32	0.0	23	8.7	-	8.7	25	4.0	33	0.0	36	8.3	32	9.4	23	13.0	9.0	3.6
WO Disabilities	214	48.6	216	35.6	188	43.6	167	47.3	152	36.2	-12.4	-11.1	214	32.7	217	32.7	188	35.1	167	38.3	154	24.0	-8.7	-14.3
Homeless	3	-	18	22.2	13	7.7	22	31.8	31	22.6	-	-9.2	3	-	19	21.1	14	0.0	22	22.7	20	25.0	-	2.3
Foster	0	-	3	-	2	-	2	-	0	-	-	-	2	-	3	-	2	-	2	-	0	-	-	-
Military	17	70.6	11	54.5	8	-	12	50.0	14	35.7	-34.9	-14.3	17	52.9	11	45.5	8	-	12	50.0	7	-	-	-

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

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	75	36.0	80	30.0	64	37.5	0	-	74	32.4	-3.6	-	75	32.0	80	28.7	64	42.2	64	51.6	74	25.7	-6.3	-25.9
Female	39	38.5	40	32.5	31	45.2	0	-	34	35.3	-3.2	-	39	38.5	40	35.0	31	41.9	28	46.4	34	17.6	-20.9	-28.8
Male	36	33.3	40	27.5	33	30.3	0	-	40	30.0	-3.3	-	36	25.0	40	22.5	33	42.4	36	55.6	40	32.5	7.5	-23.1
African American	13	23.1	9	-	7	-	0	-	6	-	-	-	13	15.4	9	-	7	-	12	16.7	6	-	-	-
Asian	0	-	2	-	1	-	0	-	1	-	-	-	0	-	2	-	1	-	1	-	1	-	-	-
Filipino	11	63.6	15	46.7	8	-	0	-	9	-	-	-	11	54.5	15	40.0	8	-	10	70.0	9	-	-	-
Hispanic	33	33.3	42	28.6	32	34.4	0	-	46	28.3	-5.0	-	33	27.3	42	23.8	32	40.6	33	63.6	46	17.4	-9.9	-46.2
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	0	-	1	-	-	-
White	10	30.0	3	-	7	-	0	-	2	-	-	-	10	40.0	3	-	7	-	4	-	2	-	-	-
Multiracial	4	-	9	-	8	-	0	-	7	-	-	-	4	-	9	-	8	-	4	-	7	-	-	-
English Learner	22	13.6	23	8.7	24	16.7	0	-	20	25.0	11.4	-	22	18.2	23	4.3	24	37.5	9	-	20	10.0	-8.2	-
English-Speaking	53	45.3	57	38.6	40	50.0	0	-	54	35.2	-10.1	-	53	37.7	57	38.6	40	45.0	55	58.2	54	31.5	-6.2	-26.7
Reclassified†	0	-	9	-	3	-	0	-	4	-	-	-	0	-	9	-	3	-	6	-	4	-	-	-
Initially Eng. Speaking	53	45.3	48	33.3	37	48.6	0	-	50	32.0	-13.3	-	53	37.7	48	31.3	37	43.2	49	55.1	50	28.0	-9.7	-27.1
Econ. Disadv.*	64	29.7	66	24.2	49	32.7	0	-	57	24.6	-5.1	-	64	25.0	66	24.2	49	38.8	45	37.8	57	21.1	-3.9	-16.7
Non-Econ. Disadv.	11	72.7	14	57.1	15	53.3	0	-	17	58.8	-13.9	-	11	72.7	14	50.0	15	53.3	19	84.2	17	41.2	-31.5	-43.0
Gifted	21	47.6	13	38.5	3	-	0	-	3	-	-	-	21	57.1	13	46.2	3	-	6	-	3	-	-	-
Not Gifted	54	31.5	67	28.4	61	34.4	0	-	74	32.4	0.9	-	54	22.2	67	25.4	61	39.3	58	48.3	74	25.7	3.5	-22.6
With Disabilities	0	-	12	0.0	10	0.0	0	-	11	9.1	-	-	9	-	12	0.0	10	10.0	14	14.3	11	9.1	-	-5.2
WO Disabilities	66	40.9	68	35.3	54	44.4	0	-	63	36.5	-4.4	-	66	34.8	68	33.8	54	48.1	50	62.0	63	28.6	-6.2	-33.4
Homeless	3	-	7	-	4	-	0	-	17	23.5	-	-	1	-	7	-	4	-	5	-	12	25.0	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	4	-	2	-	0	-	5	-	-	-	3	-	4	-	2	-	4	-	3	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	47.3	79	26.6	79	36.7	0	-	44	25.0	-22.3	-	91	36.3	79	32.9	80	27.5	64	28.1	44	29.5	-6.8	1.4
Female	48	56.3	45	31.1	38	44.7	0	-	19	26.3	-30.0	-	48	43.8	45	37.8	37	32.4	33	27.3	19	15.8	-28.0	-11.5
Male	43	37.2	34	20.6	41	29.3	0	-	25	24.0	-13.2	-	43	27.9	34	26.5	43	23.3	31	29.0	25	40.0	12.1	11.0
African American	7	-	16	6.3	10	20.0	0	-	4	-	-	-	7	-	16	12.5	10	20.0	6	-	4	-	-	-
Asian	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Filipino	29	72.4	11	72.7	15	46.7	0	-	1	-	-	-	29	58.6	11	63.6	16	37.5	11	45.5	1	-	-	-
Hispanic	40	32.5	37	18.9	39	33.3	0	-	29	17.2	-15.3	-	40	25.0	37	27.0	39	20.5	33	30.3	29	24.1	-0.9	-6.2
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
White	3	-	7	-	4	-	0	-	3	-	-	-	3	-	7	-	4	-	5	-	3	-	-	-
Multiracial	10	50.0	4	-	10	50.0	0	-	6	-	-	-	10	30.0	4	-	10	30.0	7	-	6	-	-	-
English Learner	29	17.2	15	6.7	20	15.0	0	-	8	-	-	-	29	3.4	15	0.0	20	10.0	25	28.0	8	-	-	-
English-Speaking	62	61.3	64	31.3	59	44.1	0	-	36	27.8	-33.5	-	62	51.6	64	40.6	60	33.3	39	28.2	36	36.1	-15.5	7.9
Reclassified†	7	-	15	53.3	12	83.3	0	-	4	-	-	-	7	-	15	66.7	12	50.0	2	-	4	-	-	-
Initially Eng. Speaking	55	60.0	49	24.5	47	34.0	0	-	32	25.0	-35.0	-	55	49.1	49	32.7	48	29.2	37	24.3	32	34.4	-14.7	10.1
Econ. Disadv.*	77	45.5	66	21.2	64	32.8	0	-	36	25.0	-20.5	-	77	33.8	66	25.8	65	23.1	52	25.0	36	25.0	-8.8	0.0
Non-Econ. Disadv.	14	57.1	13	53.8	15	53.3	0	-	8	-	-	-	14	50.0	13	69.2	15	46.7	12	41.7	8	-	-	-
Gifted	28	67.9	19	52.6	13	46.2	0	-	1	-	-	-	28	64.3	19	57.9	13	46.2	1	-	1	-	-	-
Not Gifted	63	38.1	60	18.3	66	34.8	0	-	43	23.3	-14.8	-	63	23.8	60	25.0	67	23.9	63	27.0	43	30.2	6.4	3.2
With Disabilities	0	-	12	0.0	14	7.1	0	-	6	-	-	-	10	0.0	12	0.0	14	7.1	9	-	6	-	-	-
WO Disabilities	81	53.1	67	31.3	65	43.1	0	-	38	26.3	-26.8	-	81	40.7	67	38.8	66	31.8	55	32.7	38	28.9	-11.8	-3.8
Homeless	2	-	6	-	3	-	0	-	8	-	-	-	2	-	6	-	4	-	10	10.0	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	0	-	5	-	0	-	5	-	-	-	6	-	0	-	5	-	2	-	3	-	-	-

* 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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	46.6	90	35.6	81	38.3	0	-	57	38.6	-8.0	-	73	19.2	91	24.2	80	25.0	71	22.5	59	13.6	-5.6	-8.9
Female	41	48.8	47	44.7	47	42.6	0	-	32	31.3	-17.5	-	41	14.6	47	31.9	47	29.8	35	20.0	33	9.1	-5.5	-10.9
Male	32	43.8	43	25.6	34	32.4	0	-	25	48.0	4.2	-	32	25.0	44	15.9	33	18.2	36	25.0	26	19.2	-5.8	-5.8
African American	9	-	5	-	13	23.1	0	-	10	20.0	-	-	9	-	5	-	13	7.7	8	-	10	10.0	-	-
Asian	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Filipino	26	65.4	29	58.6	13	61.5	0	-	12	66.7	1.3	-	26	30.8	30	40.0	12	50.0	18	22.2	12	33.3	2.5	11.1
Hispanic	22	40.9	41	22.0	37	27.0	0	-	27	37.0	-3.9	-	22	13.6	41	12.2	37	18.9	35	20.0	27	11.1	-2.5	-8.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
White	5	-	3	-	8	-	0	-	2	-	-	-	5	-	3	-	8	-	3	-	2	-	-	-
Multiracial	7	-	10	40.0	5	-	0	-	6	-	-	-	7	-	10	30.0	5	-	6	-	6	-	-	-
English Learner	12	8.3	16	0.0	16	18.8	0	-	13	38.5	30.2	-	12	0.0	17	0.0	16	6.3	20	10.0	15	0.0	0.0	-10.0
English-Speaking	61	54.1	74	43.2	65	43.1	0	-	44	38.6	-15.5	-	61	23.0	74	29.7	64	29.7	51	27.5	44	18.2	-4.8	-9.3
Reclassified†	17	88.2	30	53.3	19	73.7	0	-	9	-	-	-	17	47.1	30	33.3	18	38.9	12	41.7	9	-	-	-
Initially Eng. Speaking	44	40.9	44	36.4	46	30.4	0	-	35	37.1	-3.8	-	44	13.6	44	27.3	46	26.1	39	23.1	35	20.0	6.4	-3.1
Econ. Disadv.*	59	39.0	73	30.1	68	33.8	0	-	44	34.1	-4.9	-	59	13.6	74	23.0	67	19.4	52	17.3	46	10.9	-2.7	-6.4
Non-Econ. Disadv.	14	78.6	17	58.8	13	61.5	0	-	13	53.8	-24.8	-	14	42.9	17	29.4	13	53.8	19	36.8	13	23.1	-19.8	-13.7
Gifted	23	73.9	28	64.3	19	57.9	0	-	2	-	-	-	23	39.1	28	42.9	18	50.0	10	40.0	2	-	-	-
Not Gifted	50	34.0	62	22.6	62	32.3	0	-	55	36.4	2.4	-	50	10.0	63	15.9	62	17.7	61	19.7	57	12.3	2.3	-7.4
With Disabilities	0	-	9	-	12	8.3	0	-	6	-	-	-	6	-	9	-	12	8.3	9	-	6	-	-	-
WO Disabilities	67	50.7	81	39.5	69	43.5	0	-	51	43.1	-7.6	-	67	20.9	82	26.8	68	27.9	62	24.2	53	15.1	-5.8	-9.1
Homeless	3	-	5	-	6	-	0	-	6	-	-	-	0	-	6	-	6	-	7	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	8	-	7	-	1	-	0	-	4	-	-	-	8	-	7	-	1	-	6	-	1	-	-	-

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

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

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: BOONE ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***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 0.6 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
- Lead Leader In Me district initiative
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.40000	\$49,823.90	30100-1210	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	<ul style="list-style-type: none"> -Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources 	<ul style="list-style-type: none"> -Due to the pandemic, home visits were limited. 	<ul style="list-style-type: none"> -Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor	0.20000	\$24,911.97	30106-1210	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	- Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly		\$10,500.15	30100-1260	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent

Boone Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly		\$5,299.19	30106-1260	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.

Goal 2 - English Language Arts

PLCs - Student Monitoring

***Strategy/Activity – Description**

VAPA AEP/Visiting teachers and non-classroom hourly 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$10,000.00	30106-5738	To provide release time so teachers may participate in PLC for common planning and analyzing data to	Release time to analyze data and plan for next steps has been impacting	Release time due to visiting teacher shortages excluded Kindergarten from VAPA. Fountas and	Continue with VAPA to include all K-5 teachers/students so teachers

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				make adjustments to tiered instruction and intervention for all students.	students; acceleration based on Fountas and Pinnell Reading levels from Fall 28% proficient to Spring 36% proficient. 1 st grade from 19% Proficient to 41% proficient. FAST Data showed a decrease in Proficiency from Fall to Spring in Grades 3-5.	Pinnell Reading level data from Fall/Winter 39% proficient to 38% Proficient in Spring FAST data showed a decrease in Proficiency from Fall to Spring in Grades 3-5 from 43% to 38%.	may participate in PLCs. Redesign Tier 1 and Tier 2 supports for students not at grade level with RTI and the purchase of research-based programs to target instruction.
Prof&Curriclm Dev Vist Tchr		\$11,981.00	30100-1192	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Release time to analyze data and plan for next steps has been impacting students; acceleration based on Fountas and Pinnell Reading levels from Fall 28% proficient to Spring 36% proficient. 1 st grade from 19%	Release time due to visiting teacher shortages excluded Kindergarten from VAPA. Fountas and Pinnell Reading level data from Fall/Winter 39% proficient to 38% Proficient in Spring FAST data showed a decrease in Proficiency from Fall to Spring in	Continue with VAPA to include all K-5 teachers/students so teachers may participate in PLCs. Redesign Tier 1 and Tier 2 supports for students not at grade level with RTI and the purchase of research-based

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Proficient to 41% proficient. FAST Data showed a decrease in Proficiency from Fall to Spring in Grades 3-5.	Grades 3-5 from 43% to 38%.	programs to target instruction.
Prof&Curriclm Dev Vist Tchr		\$2,396.20	30106-1192	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Due to sub shortages we did not use.	Release time due to visiting teacher shortages excluded Kindergarten from VAPA but we also did not have visiting teachers due to the shortage. Fountas and Pinnell Reading level data from Fall/Winter 39% proficient to 38% Proficient in Spring FAST data showed a decrease in Proficiency from Fall to Spring in Grades 3-5 from 43% to 38%.	Continue with VAPA to include all K-5 teachers/students so teachers may participate in PLCs. Redesign Tier 1 and Tier 2 supports for students not at grade level with RTI and the purchase of research-based programs to target instruction.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

ELA Intervention Support

***Strategy/Activity – Description**

Software programs such as 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$5,000.00	30100-5841	To support reading achievement.	RAZ Kids has been impacting students; acceleration based on Fountas and Pinnell Reading levels. Teachers reported students use RAZ Kids during classroom and recommend for homework.	The site did not monitor classroom or grade level usage.	Monitor RAZ Kids usage by grade level and classroom to see impact and at home usage.

Library Assistant

***Strategy/Activity – Description**

Our Library Assistant provides additional literacy support by:

- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst	0.43750	\$30,247.10	30100-2231	To support literacy and additional library experiences.	More culturally responsive books were purchased that are read to students to support Goal 1.	Continue building the library with more culturally responsive texts.	-Aligning library Read Alouds to core curriculum, scope & sequence to support literacy topics, strands -Small group research project support. -EL small group support, RTI small group support ---Support computer literacy or typing for students

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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 Benchmark Language Arts program and reading intervention materials.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$18,295.00	30106-4301	Supplemental instructional supplies to support literacy instruction.	Supplies were purchased for supplemental instruction and intervention.	Supplies were purchased for supplemental instruction and intervention more for literacy than math.	-Monitor reading level data to see how to support students and what other supplemental materials are needed.
Supplies		\$10,557.00	30100-4301	Supplemental instructional	Supplies were purchased for	Supplies were purchased for supplemental instruction and	-Monitor reading level data to see

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				supplies to support literacy instruction.	supplemental instruction and intervention.	intervention more for literacy than math	how to support students and what other supplemental materials are needed.
Interprogram Svcs/Paper		\$1,500.00	30100-5733	Supplemental instructional supplies to support literacy instruction.	Paper is used to support supplemental instruction in literacy and math.	Paper is used for both literacy and math.	Continue purchasing paper is used to support supplemental instruction in literacy and math.

Strategy/Activity 6

***Strategy/Activity – Description**

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly		\$3,306.75	30100-1957	To support teacher collaboration.	Due to sub shortages, teachers were paid for extra PLCs to support student learning. Release time to analyze data and plan for next steps has been impacting students; acceleration based on Fountas and Pinnell Reading levels from Fall 28% proficient to Spring 36% proficient. 1 st grade from 19% Proficient to 41% proficient. FAST Data showed a decrease in Proficiency from Fall to Spring in Grades 3-5.	Due to sub shortages, teachers were paid for extra PLCs to support student learning. This supported students being released for PLCs.	Continue to allocate monies to non classroom teacher hourly due to sub shortages.
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Strategy/Activity 7

***Strategy/Activity – Description**

Provide access to professional development and training for teachers through local conferences or webinars to support instruction and intervention.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than \$25K		\$1,000.00	30106-5853	To support professional development.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages, we did not use.	Reallocated monies for instructional supplies to support supplemental instruction in literacy and math. Will not use as a strategy for next year.

Goal 3 – Mathematics							
Strategy/Activity 1							
*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. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	To support teacher planning.	Due to sub shortages we could not use. Reallocated monies to	Release time to analyze data and plan for next steps has had a slight increase on	Continue to monitor data from DEMI and put monies into non-

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					instructional supplies and non-classroom teacher hourly for PLCs.	students; students increased by 54% to 66% in Knowledge and 31% to 37% in Comprehension from Fall to Spring DEMI.	classroom teacher hourly for PLCs.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	To support teacher planning.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Release time to analyze data and plan for next steps has had a slight increase on students; students increased by 54% to 66% in Knowledge and 31% to 37% in Comprehension from Fall to Spring DEMI.	Continue to monitor data from DEMI and put monies into non-classroom teacher hourly for PLCs.

Goal 4- Supporting English Learners

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	To support teacher planning.	Release time to analyze data and plan for next steps has been impacting	During PLCs, teachers will review language objectives to support students	During PLCs, teachers will review language objectives to support students

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					students. FAST Grades 3-5 Fall 4% to Spring 5% Spring proficient; in Grades TK-2 to and an increase, 14% to 20% in TK-2 in reading using Fountas and Pinnell	academic language.	academic language. ELPAC Data will be used to support students with small groups in language using District's Benchmark Hello program.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	To support teacher planning.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we will allocate monies into non-classroom teacher hourly for PLCs.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	To support teacher planning.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we will allocate monies into non-classroom teacher hourly for PLCs.

Goal 5 - Supporting Students with Disabilities

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.

Monitoring:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Release time to analyze data and plan for next steps has been impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	Continue with Release time to analyze data and plan for next	Continue monitoring students with disabilities to plan for next steps.
Non Clsrm Tchr Hrly	--	--	30100-1957	To support teacher collaboration.	Release time to analyze data and plan for next steps has been impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	Continue with Release time to analyze data and plan for next	Continue monitoring students with disabilities to plan for next steps and allocate monies into non-classroom teacher hourly due to sub shortages.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we will allocate monies into non-classroom teacher hourly for PLCs.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we will allocate monies into non-classroom teacher hourly for PLCs.

Goal 7 - 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Inservice supplies		\$1,181.00	30103-4304	To promote parent participation and communication. Cost for workshop, flyers, handouts, light refreshments.	Communication: Digital posters, flyers, purchase of a colored copier for parent flyers	Limited in-person opportunities for families.	Inservice supplies to connect and support the District's acceleration plan in literacy with parents -Banners for school enrollment recruitment
Supplies		\$1,000.00	30103-4301	To promote parent participation and communication. Cost for workshop, flyers, handouts, resources to support reading and math.	Communication: Digital posters, flyers, purchase of a colored copier for parent flyers	Limited opportunities to provide parent engagement for in-person.	Inservice supplies to connect and support the District's acceleration plan in literacy with parents -Banners for school enrollment recruitment
Postage Expense		\$100.00	30103-5920	To promote parent participation and communication. Cost for flyers, stamps.	Promote communication between home and school.	Used very little to promote communication between home and school. Staff relied on Class Dojo.	Promote communication between home and school.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor	--	--	30100-1210	To promote a positive school climate and parent engagement.	<ul style="list-style-type: none"> -Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources 	<ul style="list-style-type: none"> -Due to the pandemic, home visits were limited. 	<ul style="list-style-type: none"> -Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate)
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Boone Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							-SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
School Counselor	--	--	30106-1210	To promote a positive school climate and parent engagement.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies

Boone Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly	--	--	30100-1260	To promote a positive school climate and parent engagement.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior,	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent

Boone Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					providing resources		Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly	--	--	30106-1260	To promote a positive school climate and parent engagement.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings,

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources</p>	<p>monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.</p>
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Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity – Description**

VAPA AEP/Visiting teachers and non-classroom hourly 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tch Hrly	--	--	30100-1957	To support teacher collaboration.	Release time to analyze data and plan for next steps has been	Release time to analyze data and plan for next steps has been	Release time to analyze data and plan for next steps has been

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	impacting students; acceleration based on Fountas and Pinnell Reading levels.	impacting students; acceleration based on Fountas and Pinnell Reading levels.
Interprogram Svcs/VAPA	--	--	30106-5738	PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Release time to analyze data and plan for next steps has been impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	Release time to analyze data and plan for next steps has been impacting students; acceleration based on Fountas and Pinnell Reading levels.	Release time to analyze data and plan for next steps has been impacting students; acceleration based on Fountas and Pinnell Reading levels.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					classroom teacher hourly for PLCs.	classroom teacher hourly for PLCs.	classroom teacher hourly for PLCs.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.	Due to sub shortages we could not use. Reallocated monies to instructional supplies and non-classroom teacher hourly for PLCs.

Strategy/Activity 2

***Strategy/Activity – Description**

RAZ kids will 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Software License	--	--	30100-5841	To support reading achievement.	RAZ Kids has been impacting students; acceleration based on Fountas and Pinnell Reading levels.	No data collected on classroom or grade level usage.	Monitor RAZ kids classroom and grade level usage for impact.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
School Counselor	--	--	30100-1210	Will be monitoring social emotional needs and suspensions.	<ul style="list-style-type: none"> -Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources 	<ul style="list-style-type: none"> -Due to the pandemic, home visits were limited. 	<ul style="list-style-type: none"> -Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent

Boone Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
School Counselor	--	--	30106-1210	Will be monitoring social emotional needs and suspensions.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on

Boone Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							<p>topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.</p>
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What are my leadership strategies in service of the goals?

- 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 new learning.
- Classroom visits with targeted focus and targeted feedback
- Coaching teachers to improve/strengthen practice
- Reflect with Principal Triad to monitor progress towards school focus

SCHOOL NAME: BOONE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***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 0.6 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
- Lead Leader In Me district initiative
- Resources to Families
 - Home visits
 - Outside counseling support - UPAC
 - Youth and Transition Support
 - Coffee with Counselor

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

Directions:

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

Guiding Questions:

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) and why? Include	What is not working (ineffective)	Modifications based on
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Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
School Counselor	0.20000	\$24,911.97	09800-1210	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	- classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement continued -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited. .	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening

Boone Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly		\$5,998.88	09800-1260	Will be monitoring chronic absenteeism, social emotional needs and suspensions.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement Provided individual	-Due to the pandemic, home visits were limited. .	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>counseling and consistent parent contact re: attendance, behavior, providing resources</p>	<p>Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.</p>

Goal 2 - English Language Arts							
PLCs - Student Monitoring							
*Strategy/Activity – Description							
<p>VAPA AEP/Visiting teachers and non-classroom hourly 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.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$12,600.00	09800-5738	To provide release time so teachers may participate in PLC for common planning and	Release time to analyze data and plan for next steps has been	Release time due to visiting teacher shortages excluded	Continue with VAPA to include all K-5 teachers/students

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				analyzing data to make adjustments to tiered instruction and intervention for all students.	impacting students; acceleration based on Fountas and Pinnell Reading levels from Fall 28% proficient to Spring 36% proficient. 1 st grade from 19% Proficient to 41% proficient. FAST Data showed a decrease in Proficiency from Fall to Spring in Grades 3-5.	Kindergarten from VAPA. Fountas and Pinnell Reading level data from Fall/Winter 39% proficient to 38% Proficient in Spring FAST data showed a decrease in Proficiency from Fall to Spring in Grades 3-5 from 43% to 38%.	so teachers may participate in PLCs. Redesign Tier 1 and Tier 2 supports for students not at grade level with RTI and the purchase of research-based programs to target instruction.
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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 Benchmark Language Arts program and reading intervention materials.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$3,281.00	09800-4301	Supplemental instructional supplies to support literacy instruction.	Supplies were purchased for supplemental instruction and intervention.	Supplies were purchased for supplemental instruction and intervention more for literacy than math.	-Monitor reading level data to see how to support students and what other supplemental materials are needed.
Interprogram Svcs/Paper		\$2,500.00	09800-5733	Supplemental instructional supplies to support literacy instruction.	Paper is used to support supplemental instruction in literacy and math.	Paper is used for both literacy and math.	Continue purchasing paper is used to support supplemental instruction in literacy and math.

Goal 4- Supporting English Learners

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	09800-5738	To support teacher planning.	Release time to analyze data and plan for next steps has been impacting	During PLCs, teachers will review language objectives to support students	During PLCs, teachers will review language objectives to support students

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					students. FAST Grades 3-5 Fall 4% to Spring 5% Spring proficient; in Grades TK-2 to and an increase, 14% to 20% in TK- 2 in reading using Fountas and Pinnell	academic language.	academic language. ELPAC Data will be used to support students with small groups in language using District's Benchmark Hello program.
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Strategy/Activity 1

***Strategy/Activity – Description**

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Other Nonclsrn PARAS Hrly		\$7,986.73	09800-2955	Providing support and assessing of English Learners (ELPAC).	To support small group instruction.	No data collected to see if this is not working.	Continue strategic scheduling to support small group instruction.

Goal 5 - Supporting Students with Disabilities

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.

Monitoring:

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

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	09800-5738	To provide release time so teachers may participate in PLC for common planning and analyzing data to make adjustments to tiered instruction and intervention for all students.	Release time to analyze data and plan for next steps has been impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	Continue with Release time to analyze data and plan for next	Continue monitoring students with disabilities to plan for next steps.

Goal 7 - 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	09800-1210	To promote a positive school climate and parent engagement.	-Classroom emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited. .	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional

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							support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
Counselor Hrly	--	--	09800-1260	To promote a positive school climate and parent engagement.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement - Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited.	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							<p>with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.</p>

Goal 8- Graduation/Promotion Rate							
Strategy/Activity 1							
*Strategy/Activity – Description							
VAPA AEP/Visiting teachers and non-classroom hourly 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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	09800-5738	PLC for common planning and analyzing data to make adjustments to tiered	Release time to analyze data and plan for next steps has been	Release time to analyze data and plan for next steps has been	Release time to analyze data and plan for next steps has been

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				instruction and intervention for all students.	impacting students. FAST Grades 3-5 Fall 4% to Spring 5% proficient; in Grades TK-2 to and an increase, 5% to 9% in TK-2 in reading using Fountas and Pinnell	impacting students; acceleration based on Fountas and Pinnell Reading levels.	impacting students; acceleration based on Fountas and Pinnell Reading levels.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Boone Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
School Counselor	--	--	09800-1210	Will be monitoring social emotional needs and suspensions.	-Classroom social emotional support lessons with classes -Virtual and in-person SSTs to support student learning and parent engagement -Provided individual counseling and consistent parent contact re: attendance, behavior, providing resources	-Due to the pandemic, home visits were limited. .	-Average Attendance data 86%. Focus on improving attendance for 2022-23 with attendance meetings, monitoring, incentives. -Increase parent participation with Coffee with the Counselor meetings and District Parent Engagement workshops. -Offer a morning and evening session for coffee with the counselor (on topics related to parent strategies to help support academic learning, parent emotional support, parenting, parent

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SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							incentives to participate) -SEL district survey to use at the beginning of the year, mid and end for monitoring Goal 1.
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What are my leadership strategies in service of the goals?

- 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 new learning.
- Classroom visits with targeted focus and targeted feedback
- Coaching teachers to improve/strengthen practice
- Reflect with Principal Triad to monitor progress towards school focus