

SCHOOL ACCOUNTABILITY REPORT CARD

DANIEL BOONE ELEMENTARY SCHOOL

Ms. Barbara Bethel
Principal

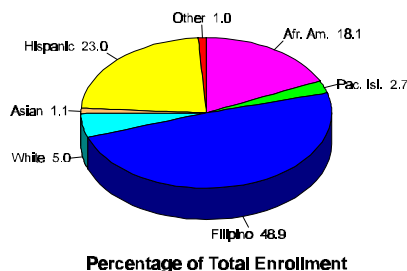
7330 Brookhaven Road
San Diego, CA 92114
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MARCH 2000
San Diego City Schools

SCHOOL PROFILE

Daniel Boone Elementary School is a K-6 school with a multiethnic population. It is on a single-track, year-round schedule. It serves the regular neighborhood school population, nine Gifted and Talented Education (GATE) classes, and a seminar class. Sixty-two percent of Boone children receive Aid to Families with Dependent Children or are on the free and reduced-price lunch and breakfast program. About 40 percent of our students are from military families.

**Student Racial/Ethnic Composition
1999-2000**



Total enrollment in September 1999 was 912. Over 89 percent of students enrolled at the start of the 1999-2000 school year remained through the end of the year, providing a stable learning environment. About 118 students are in primary language and English as a Second Language (ESL) program.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Boone Elementary strives toward academic excellence and the development of literate and thinking young people. Our staff continues to enhance the curriculum to make learning more meaningful. Par-

MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematics proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

In July 1989, Boone's staff, community members, and district resource personnel cooperatively composed a mission statement:

REPORT CARD MEETING, INFORMATION

Date: June 7, 2000

Time: 6:30 p.m.

Place: Boone Auditorium

All public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Daniel Boone Elementary's policies, programs, and progress. At a PTA meeting on June 7 at 6:30 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Daniel Boone Elementary School. We invite parents to come to Daniel Boone Elementary to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

We believe that by working together, Boone staff, families, students, and community members will educate, challenge, and nurture all students.

Preparing children educationally, socially, raising self-esteem, respecting and valuing diverse cultures, accepting responsibility, and attempting new challenges are goals of the Boone community.

ents are encouraged to participate in the process through regular communication with the teacher and participation in school activities.

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic

skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of

Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Boone’s staff and governance team are working diligently to implement and support a reading program. We hope to see improvement in this academic area.

We are also utilizing school portfolios and the Developmental Reading Assessment as additional indicators of student performance.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Boone students learn to actively contribute to society by participating in service learning projects that include peer partners, community outreach to the elderly, and used book collection for the public library.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attitudes about responsible school attendance are developed in the early school years. Boone continues to work with families to establish regular attendance patterns.

At Boone we consider dropout prevention to be paramount. We also feel it is of

utmost importance to begin to take action in the elementary grades for students who show signs of being potential school dropouts. Weekly student study team meetings provide regular opportunities for teachers, parents, and support personnel to share information about a student’s progress and/or to plan support services needed to help the student academically.

Attendance		
Year	Number of Absences	% Actual Attendance
1994–95	5,593	96.4
1995–96	6,485	95.9
1996–97	5,832	96.4
1997–98	5,795	96.6
1998–99	5,358	96.7

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

The discipline program at Boone is a collaborative effort between students, parents, and staff. The Boone Home School Compact and the Boone Big Ten represent schoolwide policy promoting individual responsibility for behavior. Rules are sent home for students and parents to review, sign, and return.

We established a positive school climate by recognizing good things students

do. Each trimester we recognize students for outstanding citizenship, academic achievement, and community service. Programs encourage and acknowledge attitudes and behaviors that foster peace and service to others. Our Boone Intersession Reading Program provides a free book to students who read at home with parents, reinforcing the importance of reading.

Last year the staff launched the Boone Gold Readers Club. The club’s purpose is to enhance the love of reading, increase student reading achievement, and to raise funds for book scholarships for Boone alumni attending college. The third grade after-school reading program continues to provide opportunities for students to increase reading skills.

Our commitment to a humanistic, caring environment affects staff and students in positive ways, and is supportive of children and adults. It provides an environment making learning—in all dimensions—the primary focus of Boone.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1994–95	0.0	0
1995–96	1.0	0
1996–97	0.5	0
1997–98	0.2	0
1998–99	0.2	0

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

This year Boone has 48 teachers. The average teaching experience of members on our staff is 11 years. Every teacher at Boone is properly credentialed to teach at the appropriate grade level and specialty area.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principal formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher’s performance is not effective, the principal identifies areas requiring improvement and develops a plan for improvement with the teacher.

The principal and vice principal are also evaluated every year in a similar manner:

the principal by a central office supervisor and the vice principal by the principal.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

We have our own pool of good substitute teachers. We find that substitutes who are familiar with our site and our students’ specific needs are more effective.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

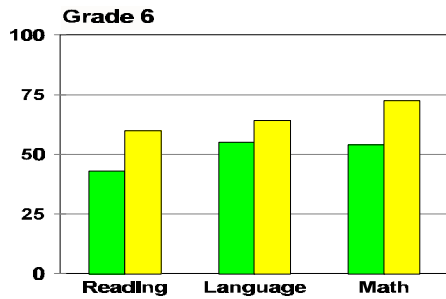
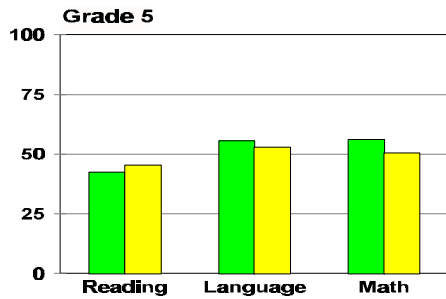
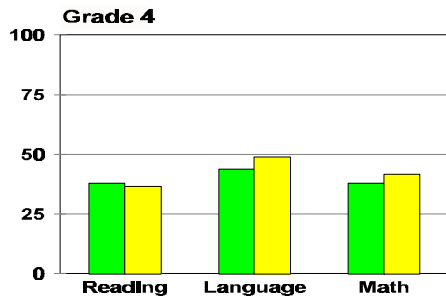
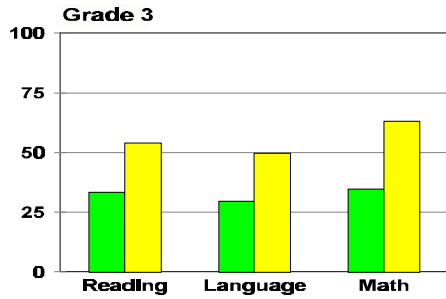
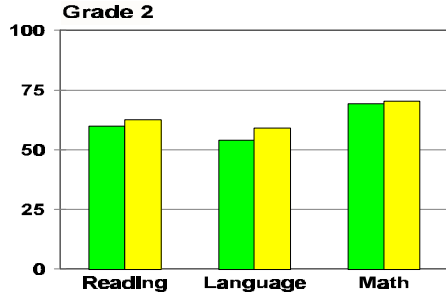
Boone Elementary offers a balanced curriculum to a diverse student population. The curriculum is aligned with state-adopted frameworks and guidelines.

The general school atmosphere developed by the administration promotes high standards for students at all levels. Collaborative planning and delegation of authority are clearly evident.

Our staff takes pride in collaborative decision-making and shared responsibility. Through restructuring, staff, parents, and students plan to ensure the readiness to meet educational challenges of the 21st century.

SAT 9 Results

Pct. Scoring at or above 50th Percentile

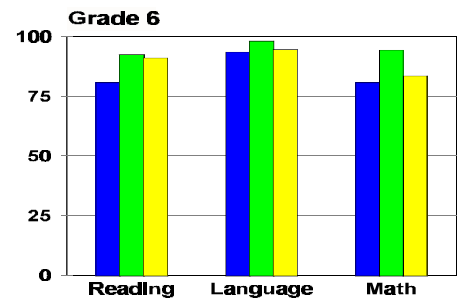
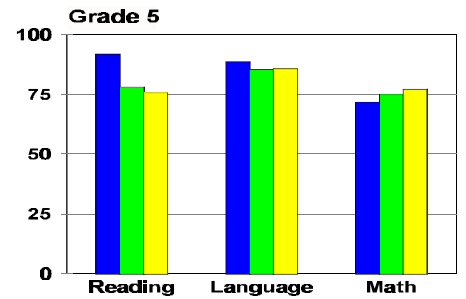
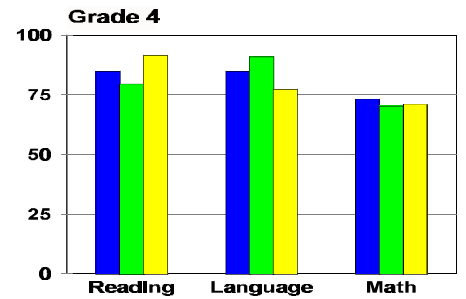
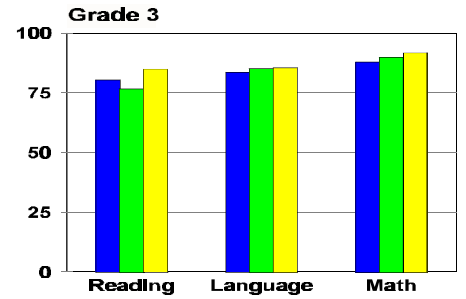


* N < 10 1998 1999

Grade Results

Pct. Achieving at or above Satisfactory

Grade 2 Grade Data Not Available



* N < 10 1997 1998 1999

Class Size Distribution, 1997–98						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K	1	5				
1		6				
1–2, 2		8				
3					4	
4					4	
5, 5–6					5	
6					4	

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K	1	5				
1		5				
2		7				
2–3, 3		7				
4				3	1	
5, 5–6				3	2	
6				2	2	
Other Comb.		1				
Special Ed.	1					

Class Size Distribution, 1999–2000						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K			6			
1			6			
2		2	3			
3		6	1			
4, 4–5				4	1	
5, 5–6				4		
6					4	
Other Comb.			1			
Special Ed.	1					

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1996–97	100.0*
1997–98	75.7
1998–99	100.0

* State program included only grades 1 and 2.

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1997–98	45	45	0	0	0
1998–99	44	44	0	0	0
1999–00	45	45	0	0	0

The gifted and talented program at Boone was developed to meet district guidelines and the special needs of a segment of our school population. Boone offers cluster classes and a seminar class, all featuring a differential curriculum within our standards-based curriculum. Students are challenged to stretch their thinking with critical thinking skills.

Special needs services include the GATE program, special education including resource specialist, non-severe special day teacher, language, speech, and hearing therapy, adaptive physical education, primary language instruction, and English for Limited English-Proficient Students (ELEPS). Communication and collaboration exist between the special needs teachers and regular teachers, to promote total inclusion.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Boone Elementary will have 41 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent consultation, and teacher planning and coordination.

Instructional Minutes, 1999–2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	57,875	36,000
1–5	55,175	54,000

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Boone. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

Boone teachers have professional growth opportunities to attend confer-

ences, workshops and demonstrations related to technology, life skills, race human relations, and curriculum areas. Boone has developed on-site “teacher experts” in technology, portfolio assessment, developmental learning and academic areas to provide site training and networking. Being on the cutting edge of current research findings allows our staff to teach each student in the most effective, efficient way possible.

Boone has a comprehensive technology program. A full-time teacher provides computer instruction to all students and staff.

Boone opened an upgraded school library last year. The library has a great atmosphere that is inviting and comfortable.

Two years ago Boone held eight staff development days. The last two years two staff development days were held on reading and literacy before the school year began.

COUNSELING AND SUPPORT SERVICES

What support do we offer students?

Boone’s full-time counseling program is dedicated to increasing student achievement, development of self-esteem and the interpersonal skills that are vital to future success. A variety of student services and resources are offered in our student center.

Students receive support services from one certificated resource specialist and a non-severe special day teacher, who are funded full time by the district. Boone has a full-time PE teacher and a full-time music teacher. We also receive services from certificated staff who work at Boone on a part-time basis: a nurse, a speech and hearing specialist, a psychologist, and a physical therapist.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in music. History/social science will be implemented next year.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided with textbooks and sufficient support materials. Grade 3–6

students receive a student planner; K–2 students use a take-home folder.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

The district Instructional Media Center houses an 800,000-volume elementary book collection. There is also a film library with approximately 30,000 audiovisual materials, including filmstrips which teachers may use.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The school site is about 30 years old. The main facility is a single-story plant consisting of 14 permanent and 28 portable classrooms.

Students have a positive attitude toward their school and play a major role in keeping our campus clean, safe, and orderly.

To promote student safety, we ensure that procedures for student emergencies are reviewed with the staff, parents, and students. Adult supervision is provided before and after school, during recess, and at noon time. Parent support improves safety at Boone.

CLASS SIZE

Are classes too large?

Boone Elementary’s class sizes for the last three years and its participation in the state’s Class Size Reduction Program are shown on page 4. The program includes participation of grades K–3.

REPORT CARD COMMITTEE

Representatives from groups with a stake in Boone were involved in reviewing and participating in editing and revising this report card.

Mark Adams	Larry Klages
Stacy Addison-Payne	Martha Klages
Barbara Bethel	Dolores Latimer
Margo Bird	Sandy Malone
Janet Evans	Jerry Phinney
Sue Evans	Martha Reed
Keith Grabert	Mary Reed
Nancy Graham	Heidi Rose-Yager
Roger Gross	Glenita Trinidad
	Tim Wing

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS *Do students get along with each other?*

An important factor of students becoming contributing members of a global society is the ability to understand and appreciate the diverse backgrounds of others. Respect for

individuals is a primary concern at Boone. Staff developed an anti-racism policy for the total school community.

Staff reflect our multicultural community. After-school programs are offered for African American, Latino, and Fili-

pino students.

A teacher-leader coordinates our Race/Human Relations program. This includes an effort to ensure our curriculum reflects the student ethnic population of Boone.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT *Does Boone welcome parent and community involvement?*

At Boone, we believe that through teamwork and collaboration we can ensure that all students receive the best education possible. We believe that this collaborative group needs to consist of parents, community members, teachers, support staff, classified staff, and administrators. The role and responsibility is to examine the educational goals and objec-

tives and make decisions to create changes to move the organization forward and maximize the school improvement process.

Through support at home, Boone families show their commitment to making education a number one priority in their homes. We recognize success during our Student Recognition Assemblies. Parent participation in our classrooms is always encouraged. This year, through the city of San Diego, a "6 to 6" program was made available to parents. The "Champions" Staff and Boone Staff have

worked collaboratively to ensure that this program is successful.

Community support is evident through partnerships with local business. Many special projects at Boone have been possible because of involvement from Morse High School and Bell Junior High School.

Parenting support is provided through involvement of the governance team, school site council (SSC), and Bilingual Advisory Committee (BAC).

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjacent budget chart shows the major areas of district funding for Boone Elementary and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Additional funds are allocated to special programs. Some of these special budget allocations are listed below.

- Seven years ago the staff and community decided to begin a School Based Coordinated Program. This program allocated \$102,038 and includes the School Improvement Program (SIP) and Second Language Program. The Title I Program allocates \$149,276 and provides classroom instructional aide support, library books and staffing, instructional supplies, and teacher training.
- Integration funds of \$114,966 provide a computer lab, reading books for students and inservices for teachers

Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,199	2,928
Special Education	171	410
Integration	146	264
Gifted and Talented	58	20
Special Projects	322	385
Total	3,895	4,008

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

- Our Boone School Community Group raises about \$15,000 yearly supporting field trips, assemblies, computers and software, student awards and incentives, and instructional supplies. Our Boone PTA contributes some funds each year to benefit Boone staff and students. Last year the PTA organized a Jog-

Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.1
Teacher	43.2	42.1

† Percentage of general fund expenditures. Does not include benefits.

A-Thon which resulted in raising \$7,000.00forbooks

- Our GATE program is supported by \$6,615, which is used to provide enrichment experiences and materials.

Teachers and members of the SSC and governance team provide input on how to best expend funds to meet the needs of students.