THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PERRY ELEMENTARY SCHOOL

2018-19

37-68338-6040067
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: Morales, Micheline
Contact Person: Morales, Micheline
Position: Principal
Telephone Number: 619-479-4040
Address: 6290 Oriskany Rd, Perry Elementary, San Diego, CA, 92139-1181,
E-mail Address: mmorales2@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: *Perry Elementary*

SITE CONTACT PERSON: *Micheline Morales*

PHONE: (619) 4794040 FAX: (619) 2676172 E-MAIL ADDRESS: *perrelm @ sandi.net*

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

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

☒ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

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

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

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

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 3/21/18

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☒ Site Governance Team (SGT)   Date of presentation: 4/5/18

☐ Other (list): _____   Date of presentation: _____

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

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 4-5-18

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

Micheline Morales	Michm Morales	4-6-18
Type/Print Name of School Principal	Signature of School Principal	Date
Erica Clark	erica clark	4/10/18
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Lamont Jackson		4.11.18
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Revised 03.08.18 mj

TABLE OF CONTENTS

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Perry's mission is that all students will become actively literate, contributing members of a global society who make a positive difference in the world. Our SPSA considers our current reality in comparison to our mission statement and our ideal state for our school. Perry Elementary mainly serves a military community along with a small percentage of non-military families. Our population is wonderfully diverse. We have approximately 25% Filipino, 24% Hispanic, 18% White, 15% African American, 14% Multi-ethnic and 4% other races. According to our data, we see that, overall, our students achieved slightly higher in English Language Arts than in Mathematics. Data also reveals that the sub-groups we need to better support are our Students with Disabilities and our English Learners, in both ELA and Mathematics. Differentiated instruction, purposefully designed lessons that focus on student engagement, monitoring student progress, and being responsive at point of need are key actions/strategies that will be implemented to address closing the achievement gap. At Perry, we are committed to academic excellence, equity, and achievement for all. Our teachers and staff are committed to meeting the individual needs of all students on a daily basis with an emphasis on our students who are performing outside the sphere of success. Our family involvement is increasing. We understand the importance of home/school communication and actively engage parents in working in partnership to support our students. We are confident that our teamwork, dedication, and thoughtful reflection will result in continuous improvement as reflected by the academic growth of our students. Our collaborative, focused efforts will strengthen our learning community. We are also working with our military community to bring in parent education classes and involving the community with Family Friday. We are also promoting wellness with an active committee that means once a month to promote wellness. Safety has also become a priority at our school and in 2018-2019 we will be bringing together a safety patrol team of 5th grade students. Together, we can and will make a difference!

SCHOOL VISION AND REALITY

Our vision is that all students will receive an education that prepares them both academically and socially to be successful, participating, and contributing members in a global community, allowing them to reach their highest potential.

Perry Elementary strives to be a place where:

- All students have universal access to a strong core instructional program (Tier 1)

- All teachers will use critical concepts in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

- All teachers will be using the critical concepts to have viable and high quality curriculum in all areas.

- Every English Learner will receive 20 minutes or more of Designated ELD instruction four times a week based upon language proficiency level and will receive integrated language development in all curricular areas throughout the day.

- Teachers will provide balanced literacy instruction including daily guided reading, and a Writer's Workshop approach will be utilized daily.

- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interims, teacher created assessments) to monitor progress and adjust instruction based upon the needs of students.

- Staff will analyze On Demand and other student writing using grade level writing rubrics and will provide students with specific, constructive feedback and direction as it relates to grade level writing standards.

- Teachers will use graphic organizers, such as Thinking Maps, to support student understanding.

- All English learners will be assessed using the state mandated assessment tool.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers, and principal will monitor and follow up with student attendance needs.
- Community field trips relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will work collaboratively to identify grade level proficiency using the results of multiple assessments. This data will be used to plan instruction, monitor student progress, and adjust instruction accordingly.
- Teachers will participate in on-site and district provided professional development to strengthen instructional practice.
- Extended learning opportunities (as funding permits) will be provided to address specific student needs as identified through teacher, grade level, and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics.
- Educational specialists will provide push-in supplemental small group instruction for targeted students in need.
- Focused intensive small group instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers will monitor and address a small group of focus students to provide additional targeted support in order to strengthen and clarify understanding prior to sending students off to work independently.
- The site will incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- The School Psychologist will observe students and collaborate with classroom teachers and educational specialists to assist with differentiating instruction based on student need.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

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

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

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

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

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

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students to take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into 3 learning cycles. Each cycle building student capacity around this school.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

The school is also working with other schools in the area to develop best practices. Working as a community, teachers, and administrators will work together to find out what is working in other schools to bring about positive changes in all classrooms and for students to be pushed to academic rigor.

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page. By analyzing data the SSC will develop goals to meet the needs of all learners at Perry Elementary.

LCFF COMMUNITY AND STAFF ENGAGEMENT

In order to be able to make informed decisions, all budgets, including those for categorical and non-categorical, are shared. Budget surveys are distributed to all families and staff members asking them to indicate the level of importance by listing funded items in order of priority. The survey also includes a section for parents and staff to list ideas not included on the survey. These results are posted and shared at various meetings.

The SPSA Assessment and Evaluation Survey is given to all SSC/SGT members and staff. The results are summarized and added to our plan. This information also assists us in determining our budget.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Micheline Morales	Principal
Meagan Hayley	Classroom Teacher
Nora Rubio	Classroom Teacher
Mackenzie Levine	Classroom Teacher
Noorita Molden	Other School Personnel
Erica Clark	Parent
Carmen Doamekpo	Parent
Shanika Jones	Parent
Lani Nord	Parent
Paige Podgorski	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 60___% (approx. 43- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, _60__% (approx. 23- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 16% (approx. 2- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 16% (approx. 2- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 26% (approx. 4- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 2- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 22% (approx. 4- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 2-5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 16% (approx.2 -3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 14% (approx. 1-5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Teachers will also use DRA, common assessments created in PLC meetings, and will meet with administration to monitor goals on a bi-monthly basis. SBAC data from previous 3 years.

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

Teachers will meet by grade level/department to analyze DRA and SRI achievement three times per year. Analysis will inform subsequent instruction. Teachers and principal will also develop common assessments to help meet the goals of all students.

Area 2: Mathematics
Mathematics SMART Goal:
By June 2019, 50% (approx. 36- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
By June 2019, 50% (approx. 19- 5th graders) will meet or exceed standards in Math on the SBAC exam.
Closing the Gap SMART Goal:
Subgroup: African American students
By June 2019,-15% (approx. 2-3rd graders) will meet or exceed standards in Math on the SBAC exam.
By June 2019,16% (approx. 2- 5th graders) will meet or exceed standards in Math on the SBAC exam.
Subgroup: English Learners students
By June 2019, 20% (approx. 4-3rd graders) will meet or exceed standards in Math on the SBAC exam.
By June 2019, 12% (approx. 2-5th graders) will meet or exceed standards in Math on the SBAC exam.
Subgroup: Hispanic/Latino students
By June 2019, 25% (approx. 4- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
By June 2019, 18% (approx. 2-5th graders) will meet or exceed standards in Math on the SBAC exam.
Subgroup: Students with Disabilities
By June 2019, 15% (approx. 2- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
By June 2019, 18% (approx. 1-5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):
The assessments used to form these goals was the current SBAC data, end of chapter tests, common assessments created when teachers met in Professional Learning Communities..
Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
Teachers will meet by grade level/department to analyze end of unit assessments 4 times per year. Analysis will inform subsequent instruction. Teachers will meet with principal at least 3 times per year to discuss progress towards goals.

Area 3: English Learner

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

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
Teachers will work in guided reading groups to monitor systematic English language instruction. ELPAC will be given twice a year. Staff will monitor student English language acquisition progress for reclassification purposes. ELAC will meet yearly with community and staff to assure that English language learners are met.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 70% (approx. 50- 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 70% (approx. 27-5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

Teachers and counselor will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI _3__ times per year. Analysis will inform subsequent instruction. In grade level PLC teams will discuss best practices to achieve grade level goals in DRAs.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, 90% (approx. 321 families) will receive information regarding academic and citizenship progress of their children. By June 2019, at least 50% (approx. 179 families) will attend training on Parenting and/or how to use Power School to increase the milestones necessary for meaningful graduation.
Targeted Population: **What data did you use to form these goals?** Parent Sign-In sheets PTA Sign in Sheets
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal? Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are contacted weekly by the principal and as needed by the teachers based on progress. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

· All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

· Every English Learner will receive 20 minutes of differentiated ELD instruction four times a week based upon language proficiency level and will receive integrated language support in all curricular areas throughout the instructional day. t

· Teachers will provide balanced literacy instruction including daily guided reading.

· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

· Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.

· Teachers will use graphic organizers, such as Thinking Maps to support student understanding.

· All English learners will be assessed using state mandated assessment tool.

· Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

· Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

· Community field trips relevant to grade level standards will be provided to broaden experiences and build schema.

· Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interims and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

· Teachers will participate in on site and district professional development to strengthen literacy instruction.

Strategic Support (Tier 2)

· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

· Targeted additional small flexible group instruction will be used to address specific needs in literacy.

· Educational specialist will provide push in supplemental small group instruction for targeted students in need.

· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

· Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

· Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

· Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

· Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

At Perry our teachers work on strengthening our instruction.

- Supplemental instructional supplies to support instruction

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$13,723.00	$13,723.00	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Classroom and curriculum materials
Interprogram Svcs/Paper		$5,000.00	$5,000.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Copy paper for materials for students

How will you monitor these strategies/activities?

- Administrator observing use of supplies to support instruction

- Student work posted in class and around campus

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

- Push-in/Pull out supports for struggling students

- Supplemental supplies to support instruction

- Planning utilizing lesson design

- Planning for collaborative conversations

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- Assuring sufficient materials

- Administrative observations

- Analyzing student work

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

- Bi-weekly PLC sessions using the continuous learning cycle

- Lesson design focus and planning for collaborative conversations

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

Prof&Curriclm Dev Vist Tchr	$6,293.00	$7,576.15	0237-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Professional development for teachers in math, English and EL

How will you monitor these strategies/activities?
- Administrator participation
- Classroom observation
- Improved student achievement (work samples etc.)
- Agendas and notes

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
- Counseling support for social-emotional well being
- Supports instruction in classroom
- Counselor provides lessons and small group instruction to assist with social skills
- Facilitates SST and 504 meetings to build parent-school communication and support students

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	$15,886.20	$22,808.76	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Provide social and emotional support for students
Guidance Asst	0.4000	$11,391.20	$14,659.91	0237-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04, 05	Social and emotional support as well as promotion and retention support.

How will you monitor these strategies/activities?
- Incident Behavior Reports
- Attendance
- DRA/CELDT Scores
- Interim Assessments

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
- Open House, Boo Hoo Breakfast, Fall Festival, Open House, Title 1 Parent Meeting, Monthly Principal Coffees, Book Fairs, End of Year Extravaganza
- Supplies to support successful meetings, PTA meetings, etc.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$1,614.00	$1,614.00	0237-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Parent supplies for meetings and events

How will you monitor these strategies/activities?
- Sign in sheets
- Participation rates
- Agendas
- Parent feedback

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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

Intervention Support Goal::

We will utilize our funds to provide teachers time to collaborate, analyze student work and plan for targeted small group Tier 2 instruction during literacy block, focusing on word study, fluency and comprehension in literacy and fluency in math in grades TK - 5th grade. Educational Specialists provide small group instruction with students who need Tier 3 support. School counselor will collaborate with staff to identify and provide support for social/emotional needs that impact academic success.

Identified Need::

Students who are receiving this targeted intervention are below grade level in literacy and/or mathematics.

Target Group::

Students who are considered below grade level by our district DRA/ARI, other assessments and report card grades.

Monitoring::

- Interim Assessments
- DRA/ARI
- Exit Slips
- Student Work
- Other Assessments

Personnel Responsible::

Administrator, school counselor, and teachers

Goal 2: Classroom Supports

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

Classroom Support Goal::

We will utilize our funds to provide teachers release time and resources to collaborate around data analysis and to strategically plan differentiated instruction to support the academic achievement for all students and to collaborate with the school counselor to address social/emotional needs of students that impact academic success.

Identified Need::

Site-wide, we need additional instructional resources, including digital resources that are aligned to and support Common Core State Standards and resources to support student social/emotional needs.

Target Group::

TK-5th grade classrooms, counseling office, and teachers

Monitoring::
- Interim Assessments
- DRA/ARI
- Exit Slips
- Student Work
- Other Assessments

Personnel Responsible::
Administrator, counselor, and teachers

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
We will utilize our funds to provide Professional Development (cluster-wide, site-based whole staff, and within the PLC collaborative model). This will provide time for staff to analyze data, plan for and strengthen the instructional core, and reflect on their current practice in order to continually improve. Teachers will collaboratively plan core subject lesson studies with mindfulness on ensuring access and engagement for focus students.

Identified Need::
Our professional learning is designed to address student and adult need in order to strengthen teacher practice to ensure all students have access to and are engaged in a strong instructional core program. Our PDs and PLC's are designed to strengthen the teachers' knowledge in analyzing data, designing lessons to support student engagement in a rigorous, standards based curriculum, and with being responsive to student at point of need.

Target Group::
Administrator, counselor, and teachers

Monitoring::
PLC agendas, SST data, DRA scores, and staff reflection on collaborative lessons, along with on-going classroom observations and timely, responsive feedback.

Personnel Responsible::
Administrator, counselor, and teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	$15,886.20	$22,808.76	0237-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	04, LCFF 1, LCFF 2	Provide social and emotional support for students
Retired NonClsrm Tchr Hrly		$2,800.00	$3,370.92	0237-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC Testing

Supplies		$3,963.00	$3,963.00	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2, LCFF 3	Classroom Materials for support
Prof&Curriclm Dev Vist Tchr		$6,000.00	$7,223.40	0237-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	PLC and PD and district workshops

APPENDICES

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

    A. Data Reports

    B. Title I Parent Involvement Policy

    C. Home/School Compact

    D. Title I/MPP Budget Allocations Summary Grid

    E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	173	45.1	168	51.2	147	45.6	0.5	-5.6	169	38.5	167	46.1	147	36.1	-2.4	-10.0
Female	83	51.8	84	63.1	82	48.8	-3.0	-14.3	79	43.0	85	44.7	82	41.5	-1.5	-3.2
Male	90	38.9	84	39.3	65	41.5	2.6	2.2	90	34.4	82	47.6	65	29.2	-5.2	-18.4
African American	36	33.3	28	35.7	20	35.0	1.7	-0.7	35	25.7	27	40.7	20	35.0	9.3	-5.7
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	41	61.0	38	73.7	35	74.3	13.3	0.6	41	56.1	38	71.1	35	60.0	3.9	-11.1
Hispanic	41	39.0	43	32.6	47	23.4	-15.6	-9.2	40	27.5	44	29.5	47	21.3	-6.2	-8.2
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	3	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Pacific Islander	5	-	3	-	1	-	-	-	5	-	3	-	1	-	-	-
White	23	47.8	27	55.6	21	57.1	9.3	1.5	22	50.0	26	46.2	21	38.1	-11.9	-8.1
Multiracial	23	34.8	27	59.3	22	45.5	10.7	-13.8	23	34.8	27	40.7	22	27.3	-7.5	-13.4
English Learner	19	15.8	17	17.6	18	11.1	-4.7	-6.5	20	15.0	17	17.6	18	11.1	-3.9	-6.5
English-Speaking	154	48.7	151	55.0	129	50.4	1.7	-4.6	149	41.6	150	49.3	129	39.5	-2.1	-9.8
Reclassified†	14	78.6	15	73.3	10	60.0	-18.6	-13.3	14	50.0	15	46.7	10	40.0	-10.0	-6.7
Initially Eng. Speaking	140	45.7	136	52.9	119	49.6	3.9	-3.3	135	40.7	135	49.6	119	39.5	-1.2	-10.1
Econ. Disadv.*	119	41.2	96	41.7	93	39.8	-1.4	-1.9	117	35.0	95	40.0	93	31.2	-3.8	-8.8
Non-Econ. Disadv.	54	53.7	72	63.9	54	55.6	1.9	-8.3	52	46.2	72	54.2	54	44.4	-1.8	-9.8
Gifted	41	68.3	39	71.8	33	78.8	10.5	7.0	41	65.9	38	71.1	33	72.7	6.8	1.6
Not Gifted	132	37.9	129	45.0	114	36.0	-1.9	-9.0	128	29.7	129	38.8	114	25.4	-4.3	-13.4
With Disabilities	21	4.8	25	8.0	24	12.5	7.7	4.5	20	5.0	23	13.0	24	8.3	3.3	-4.7
WO Disabilities	152	50.7	143	58.7	123	52.0	1.3	-6.7	149	43.0	144	51.4	123	41.5	-1.5	-9.9
Homeless	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	130	45.4	122	52.5	101	47.5	2.1	-5.0	127	40.9	122	47.5	101	36.6	-4.3	-10.9

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

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

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	67	32.8	63	42.9	58	55.2	22.4	12.3		64	48.4	63	55.6	58	50.0	1.6	-5.6
Female	34	35.3	25	56.0	35	51.4	16.1	-4.6		32	53.1	26	53.8	35	51.4	-1.7	-2.4
Male	33	30.3	38	34.2	23	60.9	30.6	26.7		32	43.8	37	56.8	23	47.8	4.0	-9.0
African American	11	27.3	16	18.8	7	-	-	-		10	50.0	15	46.7	7	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	15	53.3	12	75.0	17	82.4	29.1	7.4		15	66.7	12	83.3	17	76.5	9.8	-6.8
Hispanic	14	14.3	14	21.4	18	27.8	13.5	6.4		13	38.5	15	33.3	18	33.3	-5.2	0.0
Indochinese	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Native American	3	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	0	-	-	-		2	-	2	-	0	-	-	-
White	12	33.3	9	-	8	-	-	-		12	50.0	9	-	8	-	-	-
Multiracial	10	20.0	10	60.0	8	-	-	-		10	40.0	10	60.0	8	-	-	-
English Learner	9	-	6	-	8	-	-	-		9	-	6	-	8	-	-	-
English-Speaking	58	36.2	57	45.6	50	60.0	23.8	14.4		55	54.5	57	56.1	50	54.0	-0.5	-2.1
Reclassified†	0	-	4	-	2	-	-	-		0	-	4	-	2	-	-	-
Initially Eng. Speaking	58	36.2	53	43.4	48	58.3	22.1	14.9		55	54.5	53	52.8	48	54.2	-0.3	1.4
Econ. Disadv.*	44	29.5	41	41.5	36	52.8	23.3	11.3		42	45.2	41	51.2	36	44.4	-0.8	-6.8
Non-Econ. Disadv.	23	39.1	22	45.5	22	59.1	20.0	13.6		22	54.5	22	63.6	22	59.1	4.6	-4.5
Gifted	15	46.7	13	53.8	13	92.3	45.6	38.5		15	66.7	12	91.7	13	100.0	33.3	8.3
Not Gifted	52	28.8	50	40.0	45	44.4	15.6	4.4		49	42.9	51	47.1	45	35.6	-7.3	-11.5
With Disabilities	10	0.0	11	18.2	5	-	-	-		9	-	10	30.0	5	-	-	-
WO Disabilities	57	38.6	52	48.1	53	58.5	19.9	10.4		55	54.5	53	60.4	53	52.8	-1.7	-7.6
Homeless	1	-	1	-	1	-	-	-		1	-	1	-	1	-	-	-
Foster	2	-	0	-	0	-	-	-		2	-	0	-	0	-	-	-
Military	52	32.7	47	44.7	44	59.1	26.4	14.4		51	52.9	48	58.3	44	47.7	-5.2	-10.6

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

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

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

Student Group		English Language Arts						Chg From			Mathematics						Chg From	
		2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
		N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total		62	58.1	58	50.0	40	40.0	-18.1	-10.0		62	37.1	58	41.4	40	22.5	-14.6	-18.9
Female		27	74.1	35	57.1	17	52.9	-21.2	-4.2		26	42.3	35	40.0	17	23.5	-18.8	-16.5
Male		35	45.7	23	39.1	23	30.4	-15.3	-8.7		36	33.3	23	43.5	23	21.7	-11.6	-21.8
African American		11	54.5	5	-	9	-	-	-		11	27.3	5	-	9	-	-	-
Asian		0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino		15	53.3	14	64.3	6	-	-	-		15	46.7	14	57.1	6	-	-	-
Hispanic		21	61.9	15	20.0	16	31.3	-30.6	11.3		21	28.6	15	26.7	16	12.5	-16.1	-14.2
Indochinese		0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Native American		0	-	2	-	0	-	-	-		0	-	2	-	0	-	-	-
Pacific Islander		1	-	0	-	1	-	-	-		1	-	0	-	1	-	-	-
White		6	-	11	63.6	4	-	-	-		6	-	11	36.4	4	-	-	-
Multiracial		8	-	11	54.5	4	-	-	-		8	-	11	36.4	4	-	-	-
English Learner		6	-	9	-	5	-	-	-		7	-	9	-	5	-	-	-
English-Speaking		56	60.7	49	55.1	35	45.7	-15.0	-9.4		55	38.2	49	49.0	35	25.7	-12.5	-23.3
Reclassified†		8	-	1	-	3	-	-	-		8	-	0	-	3	-	-	-
Initially Eng. Speaking		48	58.3	48	54.2	32	43.8	-14.5	-10.4		47	36.2	48	50.0	32	25.0	-11.2	-25.0
Econ. Disadv.*		43	53.5	34	35.3	26	34.6	-18.9	-0.7		44	34.1	34	35.3	26	19.2	-14.9	-16.1
Non-Econ. Disadv.		19	68.4	24	70.8	14	50.0	-18.4	-20.8		18	44.4	24	50.0	14	28.6	-15.8	-21.4
Gifted		14	64.3	12	75.0	8	-	-	-		14	57.1	12	58.3	8	-	-	-
Not Gifted		48	56.3	46	43.5	32	37.5	-18.8	-6.0		48	31.3	46	37.0	32	18.8	-12.5	-18.2
With Disabilities		5	-	25	8.0	8	-	-	-		5	-	23	13.0	8	-	-	-
WO Disabilities		57	61.4	49	59.2	32	46.9	-14.5	-12.3		57	40.4	49	49.0	32	25.0	-15.4	-24.0
Homeless		1	-	2	-	1	-	-	-		1	-	2	-	3	-	-	-
Foster		1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military		46	56.5	43	51.2	27	40.7	-15.8	-10.5		45	35.6	43	46.5	27	22.2	-13.4	-24.3

* 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.

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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	44	45.5	47	63.8	49	38.8	-6.7	-25.0		43	25.6	46	39.1	49	30.6	5.0	-8.5
Female	22	50.0	24	79.2	30	43.3	-6.7	-35.9		21	28.6	24	41.7	30	40.0	11.4	-1.7
Male	22	40.9	23	47.8	19	31.6	-9.3	-16.2		22	22.7	22	36.4	19	15.8	-6.9	-20.6
African American	14	21.4	7	-	4	-	-	-		14	7.1	7	-	4	-	-	-
Asian	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Filipino	11	81.8	12	83.3	12	66.7	-15.1	-16.6		11	54.5	12	75.0	12	33.3	-21.2	-41.7
Hispanic	6	-	14	57.1	13	7.7	-	-49.4		6	-	14	28.6	13	15.4	-	-13.2
Indochinese	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-		0	-	0	-	1	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-		2	-	1	-	0	-	-	-
White	5	-	7	-	9	-	-	-		4	-	6	-	9	-	-	-
Multiracial	5	-	6	-	10	40.0	-	-		5	-	6	-	10	30.0	-	-
English Learner	4	-	2	-	5	-	-	-		4	-	2	-	5	-	-	-
English-Speaking	40	50.0	45	66.7	44	43.2	-6.8	-23.5		39	28.2	44	40.9	44	34.1	5.9	-6.8
Reclassified†	6	-	10	70.0	5	-	-	-		6	-	10	30.0	5	-	-	-
Initially Eng. Speaking	34	44.1	35	65.7	39	43.6	-0.5	-22.1		33	24.2	34	44.1	39	33.3	9.1	-10.8
Econ. Disadv.*	32	40.6	21	52.4	31	29.0	-11.6	-23.4		31	22.6	20	25.0	31	25.8	3.2	0.8
Non-Econ. Disadv.	12	58.3	26	73.1	18	55.6	-2.7	-17.5		12	33.3	26	50.0	18	38.9	5.6	-11.1
Gifted	12	100.0	14	85.7	12	83.3	-16.7	-2.4		12	75.0	14	64.3	12	66.7	-8.3	2.4
Not Gifted	32	25.0	33	54.5	37	24.3	-0.7	-30.2		31	6.5	32	28.1	37	18.9	12.4	-9.2
With Disabilities	6	-	25	8.0	11	9.1	-	1.1		6	-	23	13.0	24	8.3	-	-4.7
WO Disabilities	38	52.6	42	71.4	38	47.4	-5.2	-24.0		37	29.7	42	42.9	38	39.5	9.8	-3.4
Homeless	0	-	2	-	3	-	-	-		0	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	32	50.0	32	65.6	30	36.7	-13.3	-28.9		31	29.0	31	32.3	30	33.3	4.3	1.0

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

TITLE I PARENT INVOLVEMENT POLICY
2018 – 2019

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

Perry Elementary has developed a i\written Title I parental involvement policy with input from Title I parents. Parental input from various parent meetings including but not limited to Parent/Teacher Association (PTA) meetings and monthly Parent Coffees are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the development of this policy.

This policy has been distributed to parents of Title I students. The policy was explained and disturbed at our fall Back-to-School night. It was sent home the following day to all families.

The policy describes the means for carrying out the following Title I parental involvement requirements (20 USC 6418 Section 1118(a) - (f) inclusive).
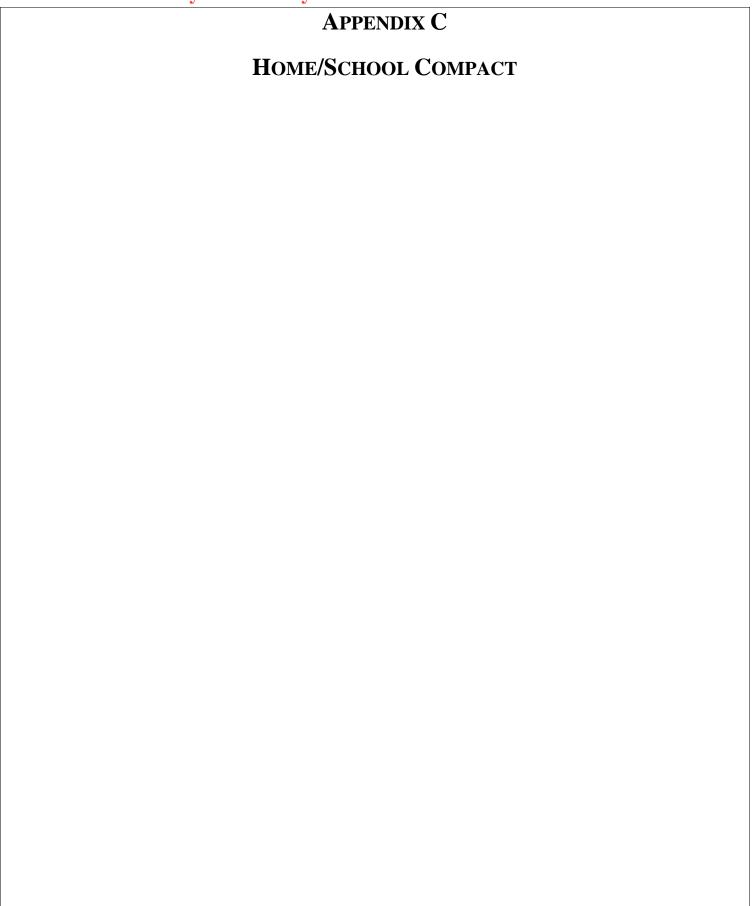
Involvement of Parents in the Title I Program

To involve parents in the Title I program at Perry Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students s\about Title I requirements and about the right of parents to be involved in the Title I program. This is usually done in connection with our fall Back-to-School night parent meeting.
- The school offers a flexible number of meetings for Title I parents, such as meeting in the morning or evening. Meetings at Perry Elementary are held various days of the week. Some meetings are held before, during or after school. Occasionally evening meeting held. Meeting days and times are based on parent input.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning review, and improvement of the school's Title I parents and the Title I parental involvement policy. Topics that are appropriate for School Site Council (SSC) review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. All parents are notified and encouraged to participate and provide input at SSC meetings. However, only members of the SSC are allowed to vote.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, flyers, phone calls, social media sites and websites are used to advertise parent meetings and training sessions offered at our school, within the Morse Cluster, the District Advisory Council's Harold J. Ballard Parent Center, Parent University and throughout our district.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure students' progress, and the proficiency levels students are expected to meet, and how the curriculum is aligned to California Common Core Standards. Back-to-Schoo night, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- If required by parents of Title I students, the school provides opportunities for regular meeting that allow the parents to participate in decision relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

APPENDIX C

HOME/SCHOOL COMPACT

PERRY ELEMENTARY
HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2018-2019.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS
SCHOOL RESPONSIBILITIES
The staff of **Perry Elementary** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
    - **All students will have equitable access to a Common Core Standards based curriculum**
    - **Curriculum delivered is district approved and Board adopted**
    - **Instruction will be grounded in "best practices" and staff will differentiate based on student need**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
    - **Parent Conferences will be held in Fall 2018 and again in Spring 2019**
3. Provide parents with frequent reports on their child's progress.
    - **SBRC will be provided each trimester. Additional progress monitoring reports and learning contracts will be provided on an "as needed" basis**
    - **Parent are notified annually of individual assessment results by the Data Analysis and Assessment Services Department. An explanation of the information is available in several languages**
4. Provide parents reasonable access to staff.
    - **Staff is available via email, Class Dojo app, text, and/or by phone, in person before and after school, during parent/teacher conferences, and by mutually agreed upon appointments**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - **Once a parent has completed the Volunteer Application and has been cleared to volunteer, parents are welcome to volunteer in classrooms, with notice, during mutually agreed upon times**

Parent Responsibilities

We, as parents, will support our child's learning by:

- Monitoring attendance.

- Making sure that homework is completed.

- Monitoring amount of television my child watches.

- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my child's education.

- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- ✓ Do my homework every day and ask for help when I need it.

- ✓ Read at least 30 minutes every day outside of school time (or as appropriate give a student's age).

- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

San Diego Unified School District   Financial Planning, Monitoring and Accountability
Financial Planning & Development   School Site Council Handbook

4.37

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Perry Elementary	**09800**	1192	**Prof&Curriclm Dev Vist Tchr**			$ 6,000.00
		1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		1986	**Retired NonClsrm Tchr Hrly**			$ 2,800.00
		3000	**Employee Benefits**			$ 8,716.88
		4301	**Supplies**			$ 3,963.00
	09800 Total				**0.2000**	**$ 37,366.08**
	30100	1192	**Prof&Curriclm Dev Vist Tchr**			$ 6,293.00
		1210	**Counselor**	School Counselor	0.2000	$ 15,886.20
		2404	**Guidance/Attendance Asst**	Guidance Asst	0.4000	$ 11,391.20
		3000	**Employee Benefits**			$ 11,474.42
		4301	**Supplies**			$ 13,723.00
		5733	**Interprogram Svcs/Paper**			$ 5,000.00
	30100 Total				**0.6000**	**$ 63,767.82**
	30103	4301	**Supplies**			$ 1,614.00
	30103 Total					**$ 1,614.00**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: **Perry Elementary**

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Perry has clearly articulate strategies for maximizing instructional time, we continue to need to focus on curriculum mapping prioritizing instruction when developing pacing guides, specifically in ELA. We are introducing the critical concepts in all grades for implement in 2018 – 2019. We are starting to align assessments across grade levels, and continue to work on developing a school-wide comprehensive assessment plan. This work includes strengthening our vertical articulation.
CLOSING THE ACHIEVEMENT GAP	Clearly articulated goals are in place for closing the achievement gap, specifically with our students with disabilities. We are showing improvement toward this goal. We continue to need to strengthen our progress monitoring and strategies on how to better meet the needs (emotional, behavioral and academic) of students outside the sphere of success. General Ed. and Special Ed. Teachers work together to close the improvement gap of special need students.
PROFESSIONAL DEVELOPMENT	The focus of PLCs is being refined and ongoing work is being done to strengthening practice, specifically in the areas of writing, student engagement, and teacher collaboration and planning. PDs that focus on Math has strengthened mathematical practice with supporting students' mathematical reasoning and their ability to explain their thinking. We continue to need to dedicate attention to developing and analyzing meaningful assessments and to work on engagement strategies so that all of our students are engaged in purposeful, collaborative work. We also are growing our understanding of the value of goal-setting and reflection, and how this practice supports student agency. Working with our triad schools teachers are working on best practices throughout the grade levels.

GRADUATION/PROMOTION	Clearly articulated goals for graduation/promotion rates (3rd grade DRA scores) are in place. This data is partially to substantially utilize to inform instruction and to monitor progress in ELA. Parenting classes are being held weekly to help promote student achievement
PARENT ENGAGEMENT	Parent engagement is strongly encouraged and the monitoring of parent involvement includes attendance at school events and conferences. Parry has a very active PTA. Outreach to all families to get involved in ongoing. Through MFLAC program and the district Parent Engagement department, multiple ongoing workshops are offered to parents throughout the year. There is an increase in the number of parents who attend these workshops as documented by sign-in sheets. Parent are also encouraged to attend the monthly Coffee with the Principal, bi-monthly Family Dance Fitness, daily Running Club, and other events throughout the school year. Parent attendance at conferences, specifically in grade 4-5, is an area to target. Parent attendance at SST meetings and IEPs is a strength and most parent take an active stance when participating in these meetings. We have a relatively small population of limited English proficient parents, and providing documentation in their primary language is an area in which we can improve. We meet with our ELAC committee which is part of our SSC agenda.