THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PERRY ELEMENTARY SCHOOL

2014-16

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: Mooney, Karen
Contact Person: Mooney, Karen
Position: Principal
Telephone Number: 619/479-4040;
Address: 6290 Oriskany Rd, Perry Elementary, San Diego, CA, 92139-1181,
E-mail Address: kmooney@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

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

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

SCHOOL NAME: Perry Elementary

SITE CONTACT PERSON: Karen Mooney

DUE March 13, 2015

PHONE: 619-479-4040 **FAX:** 619-267-6172 **E-MAIL ADDRESS:** kmooney@sandi.net

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

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

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

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

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

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

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

   ☒ English Learner Advisory Committee (ELAC)   Date of presentation:_____

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

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

   ☒ Site Governance Team (SGT)   Date of presentation: 3/12/15

   ☒ Other (list): PTA_____   Date of presentation: 3/10/15

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

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

6. The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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

Karen Mooney
Type/Print Name of School Principal   Signature of School Principal   3/12/15   Date

Christine Rivera
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   3/12/15   Date

Lamont Jackson
Type/Print Name of Area Superintendent   Signature of Area Superintendent   3·16·15   Date

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.
The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY
Our vision is for all students receive an education that prepares them both academically and socially to be successful in a four year university and the world of work and allows them to reach their highest potential.

Perry Elementary strives to be a place where:

- every child, teacher, staff and parent wants to come to school every day
- every person, little and big, feels our school is the best
- every adult puts children first and everyone cares for and supports all
- everyone who steps onto our school feels welcome and special

Perry belongs to all of us, our students, our families and our community. It is our home when we are away from home.

We are working towards insuring that:

- Everything we do has a reason and a purpose.
- Every adult feels that their own learning and growth is essential and crucial to the success of our kids.
- Everyone, big and small, strives for continuous improvement.
- Everyone believes that every child can learn and every teacher is capable of teaching all students.
- We all can and will do whatever it takes to ensure success for every student.
- Every student has the right to expert instruction and has the right to receive instruction centered on meaning making and rigorous expectations.
- Each adult gets to know our students better each and every day.

- Teachers and administrators become better at analyzing student behaviors and instruction by working with knowledgeable others, rather than in isolation.
- Our work is approached with a sense of urgency that accelerates the learning of both students and adults. **Every minute counts!**
- Everyone contributes to our learning by actively participating in, and seeking out learning opportunities.

CORE AND SUPPLEMENTAL SUPPORTS
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
Grades K-3:   1:24
Grades K-3 with CSR: 1:22
Grade 4-5:   1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592   =   1 day per week
593-1,185   =   2 days per week
1,186-1,774   =   3 days per week

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

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

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.
Enrollment   Days Per Week

1-374	1
375-1511	2
1512-2267	3

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and

action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Karen Mooney	Principal
Allyson Frasure	Classroom Teacher
Ann Howard	Classroom Teacher
Janya Schlottman	Classroom Teacher
Tami Threet	Other School Personnel
Tiffany Davis	Parent
Rachel Wohnhaas	Parent
Rikki Dee Flora	Parent
Chris Rivera	Parent
Roger Schlottman	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 07/21/2016, 40 % of Perry Elementary Students will meet Common Core grade level standards in SBAC

Closing the Gap SMART Goal:
* By 07/21/2016, 35 % of Perry Elementary Hispanic or Latino, Students will meet Common Core grade level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
* By 07/21/2016, 35 % of Perry Elementary Students will meet Common Core grade level standards in SBAC

Closing the Gap SMART Goal:
* By 07/21/2016, 30 % of Perry Elementary Hispanic or Latino, Students will meet Common Core grade level standards in SBAC

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner

English Learner SMART Goal:
* By 07/21/2016, 50 % of Perry Elementary English Learner, Students will grow at least one proficiency band from previous year or reach proficient/advanced in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 07/19/2016, 75 % of Perry Elementary Grade 03, Students will achieve a be at Level 38 in DRA
Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?
☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☒ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):
DRA (Developmental Reading Assessment)

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are: **Cycle 1**(August-November) - How do we develop an academic, social and physical environment worthy of our children?   **Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?   **Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?   **Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?   Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 07/21/2016, 100 % of Perry Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

Targeted Population:

Parents of students in grades who are least represented at school events as indicated by event monitoring and event sign-in sheets.
What data did you use to form these goals?:

Parent Sign-In sheets

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 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
· 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 CELDT.
· Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
· Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
· Community field trips 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician,	0.1000	$3,344.50	0237-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	This position will support our students while ensuring that they are healthy and present every day at school.
Position School Counselor,	0.2000	$15,098.80	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	The counselor will be able to support our students' social and emotional health as well as provide education in the areas of anti-bullying, friendship etc. in large and small groups. She will also help with implementing our attendance policy.
Prof&Curriclm Dev Vist Tchr	-	$6,000.00	0237-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	This funding will be used to allow teachers to participate in PLC sessions where they collaborate, analyze student work, plan and reflect on instruction using real-time data. They can also attend workshops and training sessions.
Supplies	-	$21,432.48	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	These instructional materials will support Common Core Standards-Based instruction.
Supplies	-	$1,058.00	0237-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	These instructional supplies and materials will allow us to provide ongoing communication and supports for parents.
Interprogram Svcs/Paper	-	$500.00	0237-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	These instructional supplies will allow us to provide ongoing communication and supports for parents.

Local Control Funding Formula Goals

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.
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 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 time to collaborate and plan for strategic use of supplemental instructional materials and online supports to enhance student achievement.
Identified Need:
Classrooms need additional materials that are aligned to Common Core State Standards. Teachers need time to explore different materials and online supports.
Target Group:
TK-5th grade classrooms and teachers
Monitoring:
Interim Assessments

DRA/ARI
Exit Slips
Student Work
Other Assessments
Personnel Responsible:
Administrator 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 within the PLC collaborative model. This will provide time for teachers to analyze student work, strengthen their understanding around the Common Core State Standards and reflect on their instructional practice. Teachers will collaboratively plan core subject lesson studies with focus on the districts cycle expectations.

Identified Need:
Our professional learning is a response to student and adult need. Our PLC's are designed to strengthen the teachers' knowledge in designing lessons to address the instructional shifts involved with Common Core State Standards across all content areas and responding to student needs in a timely manner.

Target Group:
Administrator and teachers

Monitoring:
Weekly PLC Agendas and reflections on collaborative lessons, followed by on-going classroom observations and feedback.

Personnel Responsible:
Administrator and teachers

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	$24,358.80	0237-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Release time for teachers to meet for PLC sessions to improve instruction, review materials, and increase student achievement.
Supplies	-	$0.51	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	This will allow us to purchase instructional materials or transfer money to this line item as necessary.

APPENDICES

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

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning, Monitoring and Accountability Department)*

D. 2014-15 SPSA Addendum

APPENDIX A

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

TITLE I PARENT INVOLVEMENT POLICY

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

Perry Elementary has developed a 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 distributed at our fall Back-to-School night. It was sent home the following day to those families who were not in attendance.

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

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. 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 meetings in the morning or evening. Meetings at Perry Elementary are held on various days of the week. Some meetings are held before, during or after school. Occasionally evening meetings are 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 programs 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 website are used to advertise parent meetings and training sessions offered at our school 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 student progress, and the proficiency levels students are expected to meet. Back-to-School 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 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 parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Home-School Compact

Perry Elementary distributes to parents of Title I students a Home-School Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- The School Site Council (SSC) reviews and modifies the Home-School Compact on a yearly basis. All parents are notified and encouraged to participate and provide input at the meeting when this is done. However, only members of the SSC are allowed to vote.
- This Home-School Compact is distributed to parents of Title I students. The compact is explained and distributed at our fall Back-to-School night. It is sent home the following day to those families who were not in attendance.

Building Capacity for Involvement

Perry Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Back-to-School 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.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Parents are given materials and ideas to help their children during Parent/Teacher conferences. Homework is also designed for parents to assist their children with improving their achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Our parents work closely with our staff through our PTA. This strengthens our staff's understanding of the value of parent contributions.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Perry's Parent Connections Room provides another level of support for our parents. The military provides classes and resources for our military families.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school bulletin boards, flyers, phone calls, social media sites and website are used to advertise parent meetings and training sessions offered at our school the District Advisory Council's Harold J. Ballard Parent Center, parent University and throughout our district.
- The school provides support for parental involvement activities requested by Title I parents. Perry staff and parent organizations are open to all suggestions.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

SAN DIEGO UNIFIED SCHOOL DISTRICT
HOME/SCHOOL COMPACT
PERRY ELEMENTARY
2015-2016

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.

School Responsibilities
Perry Elementary will:
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Common Core State Standards as follows:

- We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students.
- We will provide an enriching academic program based on standards.
- We will give students timely feedback on their work.
- We will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
- We will seek out additional resources to meet our students' special academic needs.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
Parent-Teacher conferences are scheduled to be held during November and in March.

3. Provide parents with frequent reports on their child's progress.
We will provide regular, ongoing and direct communication regarding student progress in a variety of ways. Methods of communication may include sending home daily work and tests, weekly reports, phone calls, e-mails, report cards, learning contracts, SST meetings, IEP meetings, conferences, and website.

4. Provide parents reasonable access to staff.

- We provide a welcoming environment for students, families, and community members.
- Parents can leave messages for staff members on the answering machine, in their mail box or via e-mail.
- Staff members are available at various times by appointment.
- Staff members are available at all parent functions and site decision making groups.

(over)

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents, families and community members are strongly encouraged to participate and observe at school whenever possible. To ensure a strong academic program, parents are asked to contact their child's teacher to schedule observations in advance.
- PTA functions, general meetings and board meetings
- Back to School Night in the fall
- Field trips and other special class activities
- Special lunch dates

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, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.
- Contacting the teacher for daily assignments in case of extended absences.
- Making sure that my child arrives at school on time.

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.
- 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.
- Come to school well rested and prepared to learn.

APPENDIX C

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

San Diego Unified School District
Site: 0237 Perry Elementary
As of Date 04-13-2015
Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		53,076.00		1,558.00
		53,076.00		1,558.00
		-		-
Certificated Salaries / Monthly	**0.20**	**15,098.80**	**-**	**-**
2605 School Counselor	0.20	15,098.80	-	-
Classified Salaries / Monthly	**0.10**	**3,344.50**	**-**	**-**
6410 Health Technician	0.10	3,344.50	-	-
Certificated Salaries		**6,000.00**		**-**
1192 Prof&Curriclm Dev Vist Tchr		6,000.00		-
Employee Benefits		**7,200.22**		**-**
Books and Supplies		**21,432.48**		**1,058.00**
4301 Supplies		21,432.48		1,058.00
Services and Other Operating		**-**		**500.00**
5733 Interprogram Svcs/Paper		-		500.00

APPENDIX D

2014-15 SPSA ADDENDUM

Perry Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 7/21/15, 70% of Perry Elementary students will meet Common Core grade level standadrs on site-developed/identified common formative assessments.
Mathematics	By 7/21/15, 70% of Perry Elementary students will meet Common Core grade level standards on site-developed/identified common formative assessments.
English Language Development	By 7/21/15, 50% of English Learners will achieve at least one proficiency band from the previous year or reach proficient/advanced in the California English Language Development Test.
Graduation/Promotion Rate	By 7/21/15, 75% of 3rd grade students at Perry Elementary will meet Common Core grade level standards on site-developed/identified common formative assessments (DRA level 38 or above).
Parent Involvement and Community Engagement	By 7/21/2015, 100% of Perry Elementary parents/Guardians will participate in at least 2 school events in Parent and Community Engagement.

Academic Program Description:	**The budget listed below is supplemental to the base program. Please see the base program model on the following pages.**

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		47,211.00		1,298.00	
2040 Inschool Resource Tchr	0.15	12,040.65	-	-	This position will provide small group support for our English learners and our struggling students as well support for our staff by sharing strategies.
2605 School Counselor	0.20	15,422.20	-	-	Supports students' social and emotional health as well as provides educational lessons on anti-bullying, friendship groups etc.
1192 Prof&Curriclm Dev Vist Tchr		3,000.00		-	Release time for teachers to meet for PLC sessions to improve instruction, review materials, and increase student achievement.
Employee Benefits		**10,755.34**		**-**	These benefits are connected to the positions that qualify for them and are listed above.
4301 Supplies		5,992.81		1,298.00	These funds will provide classrooms materials and online supports that are aligned with Common Core State Standards. Materials are also used to support and communicate with parents.

2014-15 Elementary Core

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

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

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

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

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

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

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