THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT PERRY ELEMENTARY SCHOOL

2020-21

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: 619/497-4040;
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 Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

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

Attachment 2 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name: Perry Elementary

DUE: October 5, 2020

Site Contact Person: Micheline Morales

Phone: 619-301-5393 **Fax:** 619-267-6172 **E-mail Address:** mmorales2@sandi.net

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

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10/2/2020
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: 10/30/2020
☒ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: 10/30/2020
☒ Site Governance Team (SGT)	Date of presentation: 10/30/2020
☐ Other (list): _____	Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/2/2020

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

Micheline Morales Type/Print Name of School Principal	Micheline Morales 10-5-20 Signature of School Principal / Date
Erica Clark Type/Print Name of SSC Chairperson	erica clark 10-5-20 Signature of SSC Chairperson / Date
~~Mackenzie Levine~~ Type/Print Name of ELAC Chairperson	M. Levine 10/5/20 Signature of ELAC Chairperson / Date
Lamont Jackson Type/Print Name of Area Superintendent	10/7/20 Signature of Area Superintendent / Date

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

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a schoolwide Title I Program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)
Principal involved School Site Council, School Governance Team, grade level Professional Learning Communities and monthly Family Fridays monthly by looking at data and areas of need throughout 2019-20 school year. The Principal sent out a survey to stakeholders for feedback on budget priorities in January 2020. The principal also met with Parent Teacher Association monthly in 2019-20. In January and February of 2020, a focus on the school site needs based on data and budget development was the focus of the meetings with various stakeholder groups. The 2020-21 budget was approved in February 2020. The SSC reviewed and approved the SPSA in October 2020.

RESOURCE INEQUITIES
Funded an additional .2 counselor
-Decline in office referrals
-Increase in attendance percentages
Funded guided assistance .4
-Will work in small-groups to implement Second Step (intervention curriculum)
-Works with parents and families to improve student attendance

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Micheline Morales	Principal
Cassidy MCIntyre	Classroom Teacher
Michelle Howell	Classroom Teacher
Tailynn Tran	Classroom Teacher
Noorita Molden	Other School Rep
Justine Bibbs	Parent
Shanika Jones	Parent
Crystal York	Parent
Erica Clark	Parent
Nichole Ramos	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

In 2019-2020 Perry created a Systems Task Force committee to help monitor our Goal for a Safe, Collaborative, and Inclusive Culture. The task force consisted of teachers, classified staff, and administration who received training and implemented a day where we could collect data related to this goal and discuss the data. Collectively we analyzed the data and identified site needs around safety, supervision, and culture. Our plan going forward in the coming year is to continue to create systems that support this goal and provide opportunities to collaborate with our families and our community.

***Major Differences**

Online learning will present challenges to implement our goal. We see challenges ahead due to virtual settings and not being able to analyze the data we had before since we are not on site. We are going to continue with implementing the No Place for Hate program on line and our Wellness committee will continue to meet virtually. We hope to be able to analyze the data again in January and implement some of the needs we had around safety, supervision, and culture.

***Changes**

In 2020 due to Online Learning, the school will provide students with virtual social emotional lessons. In addition, our district counselor will support our students by implementing lessons from the 2nd Step Program with the help and support of our guidance assistant. Our district counselor will also support students by implementing lessons around social emotional needs and mindfulness strategies in whole group, small group and individual settings. In addition, Perry has a full time military counselor to support our students with social and emotional needs for our military families.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	decrease chronic absenteeism	13.6*	10.5	Chronic Absenteeism	Annual
June 2021	TK-5	decrease suspension rate	3.5*	1	Suspension	Annual

***Identified Need**

Upon a review of the 2019 CA Dashboard, Perry is in the Yellow Performance Level for the Suspension Rate indicator and the Orange Performance Level for the Chronic Absenteeism indicator. For Suspension Rate, we have no students in the Red and two student groups in the Orange: Two or More Races and Students with Disabilities. For Chronic Absenteeism, we have three student groups in the red (Students with Disabilities, English Learners, and Filipino) and three student groups in the orange (Hispanic, Socioeconomically Disadvantaged, and Two or More Races). In order for students to be successful, they need to come to school every day ready to learn.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	maintain suspension rate	0*	0	Suspension	Annually
June 2021	TK-5	Students with Disabilities	decrease suspension rate	7.3*	4	Suspension	Annually
June 2021	TK-5	Students with Disabilities	decrease chronic absenteeism	20.3*	14	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	decrease suspension rate	4.4*	1	Suspension	Annually
June 2021	TK-5	Black or African American	decrease chronic absenteeism	7.1*	2	Chronic Absenteeism	Annually

June 2021	TK-5**	Two or More Races	decrease suspension rate	6.2	4	Suspension	Annually
June 2021	TK-5**	English Learner	decrease chronic absenteeism	21.6	14	Chronic Absenteeism	Annually
June 2021	TK-5**	Filipino	decrease chronic absenteeism	20.6	10	Chronic Absenteeism	Annually
June 2021	TK-5**	Hispanic or Latino	decrease chronic absenteeism	19.6	13	Chronic Absenteeism	Annually
June 2021	TK-5**	Socioeconomically Disadvantaged	decrease chronic absenteeism	15.5	12	Chronic Absenteeism	Annually
June 2021	TK-5**	Two or More Races	decrease chronic absenteeism	13.3	8	Chronic Absenteeism	Annually

Counselor

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

All Students/Unduplicated Students will benefit from the Counselor at Perry.

***Strategy/Activity - Description**

At the beginning of 2020, the counselor will be used to work with families that are having problems with attendance and attending online learning. The counselor will maintain a contact log to work with families who are having problems connecting and will reach out to these families through various methods. When the students return to campus, the counselor will continue to monitor students for attendance and work with all families to reach the goal of improving attendance. The counselor will also be part of the committee to monitor attendance and safety on site.

The Counselor will work in small groups with students to implement the Second Step, an intervention curriculum, and work with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The Counselor will be working once a week with each 3-5 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role-playing to help reinforce learning.

For attendance issues, the Counselor will develop incentives for 3-5 students across the campus such as awards for students who have perfect attendance, classrooms that have improved their attendance and classroom with the best attendance. When students are absent, the Counselor will be able to call home to offer support to families and encourage attendance. For students who are chronically absent the Counselor will be sending notifications home and following up with families to help guide them as needed. Additionally, the Counselor will focus on mitigating absences through a proactive approach with an emphasis on Perry's unduplicated students who oftentimes suffer from chronic absenteeism at a greater rate.

The district is able to fund one day of our Counselor and the staff at Perry agreed to use vital Title I funds to pay for them to come to our site another three days to help us meet the needs of our students and families. Additional funds will be provided from our LCFF to support the site-wide interventions that will be for the primary service of our unduplicated students but will benefit all students across campus. We serve many military families and the staff felt that this extra support would offer additional support to help with the special needs of these families.

For online learning, the counselor is working with various resources to help students be able to join their classmates by helping with devices and providing guidance with technology.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02371P	School Counselor	0.20000	$17,414.40	$26,037.29	0237-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor salary
F02371L	School Counselor	0.20000	$17,414.40	$26,037.29	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor Salary
F02371Q	School Counselor	0.20000	$17,414.40	$26,037.29	0237-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor salary
N023753	Supplies		$231.00	$231.00	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Second Step Intervention Curriculum Materials

Guidance Assistant

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

Unduplicated Students/All Students/will benefit from the Guidance Assistant.

***Strategy/Activity - Description**

In addition to the district counselor, Perry has also been able to add two days of support with a guidance assistant. The guidance assistant works directly with the counselor and is able to support students on the days that the counselor is not on site.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02371I	Guidance Asst	0.16000	$5,202.56	$6,933.45	0237-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		GA to support students
N0237AF	Supplies		$0.00	$0.00	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Second Step Intervention Curriculum Materials
N0237AU	Interprogram Svcs/Paper		$500.00	$500.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		paper for printed materials

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Before Perry went to online learning, teachers used the DRA and common assessments created in PLC meetings, as well as ongoing meetings with administration to monitor schools twice a month student progress. Teachers met by grade level/department to analyze DRA achievement and student work samples three times per year in order to inform their instruction. Within these teams, the teachers developed the common assessments used to help meet the needs of all students. Perry teachers also participated in an ELA Coaching Cycle in 3rd grade and 2nd grade teachers were coached by district resource teachers to improve ELA instruction.

In addition Professional Learning Communities (PLCs) and Instructional Leader Team (ILT) analyzed student data to monitor student progress towards these goals.

Due to school going on line at the end of the year, we were not able to continue with coaching cycles. We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

***Major Differences**

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

***Changes**

In 2020-2021 we are going to use a common curriculum, Benchmark Advance to ensure a Guaranteed Viable Curriculum
Our goals will be to implement a school wide assessment system with the following goals:

-Collect data and make it available for staff to analyze areas of strengths and areas of need
-Implementation of a process to analyze data
-Use data to inform our instruction
-Implement school wide grade level common assessments
-Use data for students brought to SST
-Monitor data so that it can be passed on to next teacher in a monitoring sheet
-Select focus students to monitor and collect data on by grade level to help guide instruction

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	increase percentage of students meeting or exceeding standard	53.4	60	CAASPP ELA	Annually
June 2021	3	increase percentage of students meeting or exceeding standard	62	70	CAASPP ELA	Annually
June 2021	4	increase percentage of students meeting or exceeding standard	43.9	50	CAASPP ELA	Annually
June 2021	5	increase percentage of students meeting or exceeding standard	52.5	55	CAASPP ELA	Annually

***Identified Need**

After a review of the 2018-2019 SPSA and a review of the 2018-2019 Smarter Balanced Summative Test Results, we saw that overall all students and our significant subgroups of students improved their performance on the state assessment. In the 2019 CA Dashboard, Perry is at the Green Performance Level for Academic Performance: ELA at 8.8 points above standard. This is an increase of 17.9 points from 2018. We have no student groups in the red or orange.

As always, there is still room for improvement and there are some student groups of particular interest that Perry will be focusing on this year.
Due to the lack of data from the 2019-2020 school year, we are unable to narrow in on our area of need but we realize that we have room for growth and improvement.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	increase percentage of students meeting or exceeding standard	26.7	32	CAASPP ELA	Annually
June 2021	3-5	English Learner	increase percentage of students meeting or exceeding standard	7.7	12	CAASPP ELA	Annually
June 2021	3-5	Black or African American	increase percentage of students meeting or exceeding standard on the DRA	Baseline*	80%	Other (Describe in Objective)	Tri-annually
June 2021	3-5	Hispanic or Latino	increase percentage of students meeting or exceeding standard on the DRA	Baseline*	80%	Other (Describe in Objective)	Tri-annually

Tier I Instruction and Reading Strategies

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

All students/Unduplicated students at Perry

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze the data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment. As teachers master Benchmark Advance there may be a use for some funds to buy updated guided reading material. This will be determined by grade level teams.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0237AP	Prof&Curriclm Dev Vist Tchr		$1,134.00	$1,386.77	0237-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Salary for visiting teachers

Tier I Instruction and Guaranteed and Viable Curriculum

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

Unduplicated students/All students

***Strategy/Activity - Description**

Students identified as English Learners and students with Disabilities who performed below standard will receive intensive support during guided reading and small group instruction using Time for Kids, USA Weekly and California Weekly subscriptions, Scholastic News and StoryWorks subscriptions, purchase of class rugs, book bags, Raz-Kids, and Spelling City. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting, discussion of focus students in PLCs, and recognition opportunities through award assemblies. Our goal is to strengthen classroom libraries and resources in all classrooms so that we can meet the needs of all students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0237AQ	Software License		$1,000.00	$1,000.00	0237-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Raz-Kids subscription to support Tier I instruction and reading strategies in the classroom and at home
N0237AR	Supplies		$1,134.00	$1,134.00	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Updating classroom libraries, purchase of a variety of periodicals for different grade levels, and additional non-fiction reading resources.
N0237AS	Interprogram Svcs/Paper		$500.00	$500.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		paper for printing activities

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Teachers collaborated to discuss best practices, monitor student data, and adjust instructional goals. In addition, teachers spent time identifying instructional learning activities and strategies. Teachers were provided access to a guaranteed-viable curriculum to closely monitor student growth, strategically pull small groups, identify Tier 1 strategies for student growth, and monitor goals set by students.

***Major Differences**

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

***Changes**

PLCs will track student data through monitoring forms and use that data to identify target students, determine areas of need, and develop a comprehensive plan to meet learning goals of identified students. Teachers will continue to work with and monitor focus students that will guide them in their instruction of all students.

In addition, the counselor and guidance counselor will provide teachers with Tier 1 and Tier 2 supports and strategies in math. The Counselor will help support teachers through observation and student discussions to ensure that students are receiving Tier 1 instruction.

As a staff, we will analyze student data in math and look at strengths and areas of needs and growth.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	increase percentage of students meeting or exceeding standard	46.6	53	CAASPP Math	Annually

***Identified Need**

Only 46.6% of 3rd-5th grade students at Perry Elementary have met or exceeded standard for their identified grade level. As a collective team, teachers, students, and parents will work to ensure that at least 53% of 3rd-5th grade students at Perry, including English Learners and Students with Disabilities are "meeting standard" on the CAASPP Math by June of 2020.

On the 2019 CA Dashboard, Perry is in the Green Performance Level for Academic Performance: Mathematics at 2.2 points below standard, which is an increase of 12.3 points from 2018. We have no student groups in the red or orange.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase percentage of students meeting or exceeding standard	7.7	12	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	increase percentage of students meeting or exceeding standard	6.7	9	CAASPP Math	Annually
June 2021	3-5	Black or African American	increase percentage of student meeting or exceeding standards	Baseline*	80%	End of Course Exams	Annually

Guaranteed and Viable Curriculum: Math

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

Unduplicated students/All Students

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), access to Splash Math software, IEP goal monitoring, goal setting and

recognition opportunities. Classroom teachers alongside our Education Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during math instruction.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. In addition, Education Specialists work closely with general education teachers to ensure that students with disabilities have equitable access to math curriculum.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0237AG	Software License		$4,580.00	$4,580.00	0237-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Splash Math & Learning Upgrade Software
N0237AH	Supplies		$1,379.00	$1,379.00	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Various supplies
N0237AI	Interprogram Svcs/Paper		$500.00	$500.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		paper for printed material
N0237AX	Supplies		$1,000.00	$1,000.00	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		chart paper, double sided magnetic boards.

Guidance Assistant Support

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

All students

***Strategy/Activity - Description**

Supports from the guidance assistant to assist with additional math supports if needed by reaching out to families.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02371N	Guidance Asst	0.12000	$3,901.92	$5,200.10	0237-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Salary for Guidance Assistant

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings were shared with parents and community via advisory groups and the School Site Council (SSC).

We continue to collect data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

***Major Differences**

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

***Changes**

Unpacking the new ELD standards and district provided curriculum to support teachers with research based instructional strategies.

***Integrated English Language Development**

Our EL students will be served in an Integrated English class. Teachers will be trained to support our students in order to accelerate their language acquisition. All our teachers have the credential to support English Learners. ELD strategies in all content areas will be embedded in all content subjects. The Benchmark programs contain a comprehensive designated ELD component which meets the State Standard as well as ELD standards.

***Designated English Language Development**

Teachers will be trained to provide specific ELD instruction with students. Administrators will conduct focused observations to ensure our English Learners are being supported. Focused observations will be used using the district's Designated ELD observation tool/form.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	increase percentage of students meeting or exceeding standard	7.7	12	CAASPP ELA	Annually
June 2021	3-5	English Learner	increase percentage of students meeting or exceeding standard	7.7	12	CAASPP Math	Annually

***Identified Need**

Students in 3rd-5th grade on the CAASPP ELA and Math scored at a baseline of 7.7%. We plan to target and provide additional support in order to increase the percentage up by 4.3%. Our plan is to focus on our Tier 1 instruction and the use of Guaranteed-Viable Curriculum in all classrooms.

On the 2019 CA Dashboard, our English Learners have no performance color for ELA or Math but they do have data. In ELA, they are 17.5 points below standard, which maintained (-2.5 points) from 2018, and in math, they are 34.8 points below standard, which declined 4.1 points. The Data Comparisons provided by the CA Dashboard show that our Current English Learners are 60.5 points below standard in ELA (maintained -2.1 points) and 89.2 points below standard in math (declined 18.1 points). The English Learner Progress Indicator for 2019 shows that 51.9% of our English Learners are making progress towards English language proficiency, a Medium Performance Level. 51.8% of ELs progressed at least one ELPI level, 33.3% maintained ELPI levels 1, 2L, 2H, 3L, and 3H and 14.8% of ELs decreased at least one ELPI level in 2019. English Learners are also in the Red Performance Level for Chronic Absenteeism (21.6% chronically absent, increased 7.1%) and in the Blue Performance Level for Suspension Rate (0% suspended at least once, declined 7%).

Due to the lack of new data due to online learning, there is no new data to report for the 2019-2020 school year.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	reclassification	100	100	Summative ELPAC	Annually

Tier I Instruction and Professional Development

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

All English Learners, as well as Reclassified students

***Strategy/Activity - Description**

The guided reading books are additional classroom supports intended for the primary benefit of Perry's unduplicated students and will be able to benefit all students in each classroom. We will also be using Spelling City and Raz-Kids because of the visuals, auditory accommodations, and engagement in online tasks.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02378M	Software License		$2,920.00	$2,920.00	0237-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software Raz kids and spelling city
N0237AO	Prof&Curriclm Dev Vist Tchr		$1,134.00	$1,386.77	0237-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Cost of visiting teachers
N0237AT	Interprogram Svcs/Paper		$500.00	$500.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		paper for printed materials

ELPAC Testing Support

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

Perry's Unduplicated Students, specifically their English learner population

***Strategy/Activity - Description**

The staff feels that the time needed to effectively administer the ELPAC in the fall and the spring takes away vital instructional minutes so they have decided to use some of our LCFF money to support a retired classroom teacher to do this work. They will do all test administration and provide student data to the teachers and administrator so that student progress can be monitored throughout the year. This classroom support is for the primary benefit of Perry's EL students (UPP).

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02372O	Retired NonClsrm Tchr Hrly		$3,000.00	$3,668.70	0237-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Classroom support for English Learner assessment data collection

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

The school is in the process of establishing a system of Tiered Interventions with a focus on goals and progress monitoring. Professional Learning Communities (PLCs) and Instructional Leadership Team (ILT) analyzed student data to monitor student progress towards these goals. Findings will be shared with parents and community via advisory groups and the School Site Council (SSC).

We are still collecting data on the effectiveness of the implementation of the strategies and activities that were implemented last year.

***Major Differences**

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

***Changes**

In 2020-21, we are going to implement a process for responding to students' needs with a focus on data and progress monitoring.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	make progress on their IEP goals	varies	100	Progress Reports on IEP Goals	Annually

***Identified Need**

Only 26.7% of students in grades 3-5 with disabilities met or exceeded standards on ELA SBAC, and only 6.7% met or exceeded standards on the math SBAC. As a collective team, teachers, education specialists, support providers, and parents will work to ensure that at least 32% are meeting or exceeding standards in ELA, and 9% are meeting or exceeding standards in Math.

On the 2019 CA Dashboard, Students with Disabilities were in the Orange Performance Level for Suspension rate (7.3% suspended at least once, declined 3.8%), the red Performance Level for Chronic Absenteeism (20.3% chronically absent, increased 1.4%), and with no performance color for ELA or math. For ELA, Students with Disabilities were 58.2 points below standard (increased 30 points from 2018) and for math, they were 84 points below standard (maintained 1.2 points from 2018).

Due to online learning, we have no new data to share for 2019-2020 school year.

***Online Learning Implications**

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

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	increase percentage of students meeting or exceeding standard on the ELA CAASPP	26.7	32	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	increase percentage of students meeting or exceeding standard on the Math CAASPP	6.7	9	Other (Describe in Objective)	Annually

Visiting Teachers/PD's

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

Unduplicated students/all students also identified as SWD

***Strategy/Activity - Description**

Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.
- Monitoring
-Weekly Special Ed. Meeting
-Attend IEP Meetings
-Review Progress Reports
-Seek additional support from central office

Staff will work together to identify the specific academic needs of their Students with Disabilities including their strengths, areas of growth, and progress towards IEP goals. This will allow classroom teachers, Education Specialists, and Support Providers to work on targeted skills during push-in or small group instruction. Our call to action is to move lower-performing Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA and Mathematics.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02371O	Guidance Asst	0.12000	$3,901.92	$5,200.10	0237-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		salary for guidance assistant to support small groups
N023794	Supplies		$1,567.00	$1,567.00	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		various supplies for students (adapted for student with disabilities)
N0237AV	Prof&Curriclm Dev Vist Tchr		$2,500.00	$3,057.25	0237-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teacher cost for PD

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth*	Meeting or exceeding grade level expectations	Baseline	85%	Grades	Quarterly

***Goal 6 Supporting Black Youth - Additional Goals**

✓ 1. Beginning in the Fall of 2020, Perry site selection/hiring panel will complete anti-bias training before conducting any interviews.

✓ 2. In the 2020-21 school year, Perry will develop and implement a site-specific system for tracking classroom referrals.

✓ 3. Perry will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

✓ 4.Perry will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.

✓ 5. In the 2020-21 school year, Perry will develop and implement a site-specific system for tracking school police detainments.

✓ 6. The staff diversity goal at Perry is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

The African American or Black student group at Perry is relatively small. We are realizing too that not all of our students identify with demographic. We are considering better ways to identify all of our Black Youth so that we are better able to monitor how we are serving these students and the services they are in need of to be successful while at Perry.

The 2019 CA Dashboard shows the African American student group is in the Yellow Performance level at 4.4% suspended at least once. This was a decline of 3.1% from 2018. They were also in the Green Performance Level for Chronic Absenteeism at 7.1% chronically absent, which declined 7% from 2018. Our African American group does not have a performance color for ELA or Math but they do have data. For ELA, they were 8.8 points below standard, which increased 21.4 points from 2018. In math, they were 15 points below standard, which increased by 28.8 points from 2018.

***Online Learning Implications**

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

Support restorative practices - Monitor and collect data on referrals/suspensions

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

Black/African American students in grades TK-5.

***Strategy/Activity - Description**

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

Continue to work with counselor to work with all groups on the No Place for Hate Program
-Second Step Program in grades 2-5.
-Counselor to conduct home visits when it is safe to do so.
-Introduce multicultural libraries.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02371P	School Counselor	0.20000	$17,414.40	$26,037.29	0237-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counselor salary
F02371L	School Counselor	0.20000	$17,414.40	$26,037.29	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor Salary
F02371Q	School Counselor	0.20000	$17,414.40	$26,037.29	0237-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Counselor salary
N0237AW	Supplies		$2,000.00	$2,000.00	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		various supplies for students

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

Last year Perry planned to increase parent communication around academic and citizenship progress. We also had the FACE Office come out to offer our parents training around how to use PowerSchool as well as how to help their children read and be successful in school. We had monthly Family Fridays where parents would attend a short presentation around reading strategies and academic progress and then they would visit classrooms to see the strategies in action and confer with teachers as needed We also did monthly Coffee with the Principal as well as monthly stakeholder meetings for SSC, SGT, ELAC and PTA.

***Major Differences**

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

***Changes**

The Perry Wellness Committee will continue to design the Family Friday events with a whole-child lens fostering collaboration between the school and the families and how we can all work together to support all the needs of our students.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase percentage of parents reporting that they feel that the school actively seeks their input before making important decisions.	32	50	CAL - SCHLS (CSPS)

***Identified Need**

We reviewed the Parent Involvement section of the CA Healthy Kids Parent Survey and noticed a slight difference in the reporting of "strongly agree" in the three categories. Both School allows input and welcomes parents' contributions and School encourages me to be an active partner with the school in

educating my child was close to 50% but School actively seeks the input of parents before making important decisions was only 32%. We have many stakeholder groups on our campus that are active and have parent involvement so we want to improve our communication with parents about the goals and purpose of these groups so that they know they have a say in the important work that we do at Perry.

At this time, we have no new data from the 2019-2020 school year.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	GATE	establish a GATE Parent Committee	0	100	Committee Attendance

Parent Committees

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

All families at Perry will benefit from these activities.

***Strategy/Activity - Description**

We will continue to support the opportunities parents have to engage at Perry including our SSC, ELAC, PTA, and SGT committees. We also are continuing our monthly Coffee with Principal meetings over zoom. The principal is sending out weekly messages to all families every Sunday to provide them information about what is happening at Perry and how they can participate.

New this year, we will establish a GATE Parent Committee to educate parents about GATE, what it means to be a GATE student, strategies that we use to support GATE students, and what GATE will look like in middle school and high school. Parents have requested establishing this committee so that they can have a better understanding of how their child thinks and learns and they can develop a better understanding of how our school meets the specific needs of their child.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02374D	Postage Expense		$100.00	$100.00	0237-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage to mail parents information.
N023790	Supplies		$1,565.00	$1,565.00	0237-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Printed materials and other supplies for parent meetings.
N0237AC	Interprogram Svcs/Paper		$500.00	$500.00	0237-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		To support the costs of printing materials to send home to parents and for parent meetings on campus

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

In the 2019-2020 school year teachers and the counselor meet by grade level/department to analyze end of unit assessments. The DRA was given 3 times in the year and the analysis of this data informed instruction. Then, in grade level/department PLCs, teachers discussed best practices to achieve grade-level goals in DRA for all students.

***Major Differences**

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

***Changes**

Continued collaboration will occur in PLCs and grade level meetings. Education Specialists and teachers will continue to collaborate to ensure students with disabilities success.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	meet or exceed grade level expectation	varies	80	Grade 5 ELA Reading	Annually
June 2021	3	meet or exceed grade level expectation	varies	80	Grade 3 ELA Reading	Annually

***Identified Need**

All students will be instructed with Guaranteed-Viable Curriculum. All students will be instructed with Tier 1 instruction and effective reading strategies will be continuously implemented into classroom instruction. Our plan is to increase our overall student DRA scores.
No new data this year due to online instruction.

***Online Learning Implications**

- The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm.
- Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet or exceed grade level reading as measured by the DRA	varies	70	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	meet IEP ELA goals	varies	100	Other (Describe in Objective)	Annually

Visiting Teachers/Monitoring DRA

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

All 3-5th Grade students will benefit from this activity.

***Strategy/Activity - Description**

We will collect and analyze DRA data for all Students with Disabilities, Black Youth, and English Learners. This will allow classroom teachers and Education Specialist to work on targeted skills during push in or small group instruction to move lower performing students into the meets and exceeds band of learners. Visiting teachers are funded so that teachers can meet with grade levels throughout the year. During this time, teachers will analyze data in order to identify instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction, identify instructional practices and discuss ways to support students who are in need of intervention and enrichment.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0237AL	Prof&Curriclm Dev Vist Tchr		$3,900.00	$4,769.31	0237-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Cost of visiting teachers
N0237AN	Supplies		$184.00	$184.00	0237-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supplies to create DRA cards

N0237AY	Supplies		$2,000.00	$2,000.00	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Various supplies for students

Counselor

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

Unduplicated students/all students

***Strategy/Activity - Description**

At the beginning of 2020, the counselor will be used to work with families that are having problems with attendance and attending online learning. The counselor will maintain a contact log to work with families who are having problems connecting and will reach out to these families through various methods.

The Counselor will work in small groups with students to implement the Second Step, an intervention curriculum, and work with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The Counselor will be working once a week with each 3-5 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role-playing to help reinforce learning.

The district is able to fund one day of our Counselor and the staff at Perry agreed to use vital Title I funds to pay for them to come to our site another three days to help us meet the needs of our students and families. Additional funds will be provided from our LCFF to support the site-wide interventions that will be for the primary service of our unduplicated students but will benefit all students across campus. We serve many military families and the staff felt that this extra support would offer additional support to help with the special needs of these families.

For online learning, the counselor is working with various resources to help students be able to join their classmates by helping with devices and providing guidance with technology.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor	0237-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F02371P	Additional funding for the counselor - classroom and intervention support.
	School Counselor	0237-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F02371Q	Additional funding for the counselor - classroom and intervention support.
	School Counselor	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 6 - Supporting Black Youth | Ref Id : F02371L	Additional funding for the counselor - classroom and intervention support.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

Leadership Actions:

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

Online Learning Leadership Actions:

- Principal will form a site-based team to regularly monitor student attendance and participation, as well as provide needed support to re-engage students with their class.
- Staff will engage in professional development focused on building positive relationships to foster a positive, equitable, school environment to align to district's call to action for anti-racist culture and climate.
- Staff will collaborate and share best practices for Online Learning environments.
- School will use multiple means of communication to keep parents and community informed about district, school information and events and resources.
-Principal will review SPSA goal with all stakeholders during Online Learning to make sure that progress is being made toward the goals through Zoom meetings with staff, SSC, SGT, PTA and monthly Coffee with the Principal.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Perry Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 63,496.05
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 131,874.32

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$33,154.74
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $33,154.74

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$35,223.53
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 35,223.53

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 131,874.32

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Perry Elementary	**09800 LCFF Intervention Support**	School Counselor	**1210**	Counselor	0.2000	$ 17,414.40
		School Counselor	**3000**			$ 8,622.89
			1192	Prof&Curriclm Dev Vist Tchr		$ 2,268.00
			1986	Retired NonClsrm Tchr Hrly		$ 3,000.00
			3000			$ 1,174.24
			4301	Supplies		$ 2,744.00
	09800 LCFF Intervention Support Total				**0.2000**	**$ 35,223.53**
	30100 Title I Basic Program	Guidance Asst	**2404**	Guidance/Attendance Asst	0.2400	$ 7,803.84
		Guidance Asst	**3000**			$ 2,596.36
		School Counselor	**1210**	Counselor	0.2000	$ 17,414.40
		School Counselor	**3000**			$ 8,622.89
			1192	Prof&Curriclm Dev Vist Tchr		$ 6,400.00
			3000			$ 1,426.56
			4301	Supplies		$ 6,567.00
			5733	Interprogram Svcs/Paper		$ 2,500.00
			5841	Software License		$ 8,500.00
	30100 Title I Basic Program Total				**0.4400**	**$ 61,831.05**
	30103 Title I Parent Involvement		**4301**	Supplies		$ 1,565.00
			5920	Postage Expense		$ 100.00
	30103 Title I Parent Involvement Total					**$ 1,665.00**
	30106 Title I Supplmnt Prog Imprvmnt	Guidance Asst	**2404**	Guidance/Attendance Asst	0.1600	$ 5,202.56
		Guidance Asst	**3000**			$ 1,730.89
		School Counselor	**1210**	Counselor	0.2000	$ 17,414.40
		School Counselor	**3000**			$ 8,622.89
			4301	Supplies		$ 184.00
	30106 Title I Supplmnt Prog Imprvmnt Total				**0.3600**	**$ 33,154.74**
Grand Total					**1.0000**	**$ 131,874.32**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

Perry Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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 parent & family engagement 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.

It has distributed the policy to parents of Title I students. The Policy was explained and distributed at our first SSC meeting held on October 2st, 2020.

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

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

At Perry Elementary School we pride ourselves on how we communicate with our parents and family members. We send home a written Parent and Family Engagement Policy at the beginning of the school year to all of our students. In addition we post this on the Principal's Sunday Message. At our Back to School event in the fall we also have a public meeting where we distribute and discuss the Parent and Family Engagement Policy. The Principal explains the policy in an understandable and uniform format at Back to School in the fall and on the Principal's Sunday Message. The Family Engagement Policy is also posted in the front office for the local community to view. The policy is updated periodically with various stakeholders given the opportunity to view and make amendments. The Policy is then reviewed yearly by the SSC and amendments are discussed and voted upon.

To involve parents in the Title I, Part A programs, the following practices have been established:

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

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, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Meetings are held before, during or after school and occasionally evening meetings are held. Meeting days and times are based on parent input.

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

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

The school provides parents of Title I students with timely information about Title I programs. The school bulletin, 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 Center Parent Center, Parent University and throughout the district.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure students' progress, and the proficiency levels students are expected to meet, and how the curriculum is aligned to California Common Core Standards. 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 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, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

If required by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate decision relating to the education of their children. These parents 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 next scheduled meeting.

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

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

Back-to-School night, Parent/Teacher conferences and report cards are a few of 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, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

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

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, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Perry has a very large military population so working together with the military and other programs has allowed Perry to provide many resources for Title 1students. Perry has a PTA room for parents, a PE classroom where parents can volunteer, and a library that has been changed to a Maker Space room that invites parents to meet and work with teachers on STEAM activities. In addition, Perry is in the process of adding a regulation room for all students to access, as well as allowing parents to become more educated on the resources in this room. Lastly, Perry offers a resource fair in the spring for all parents to attend offering resources in the community and surrounding area.

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

The school bulletin boards, flyers, phone calls, social media sites and websites are used to advertise parent meeting and training sessions offered at our school the District Advisory Council's Harold J. Ballard Parent Center, Parent University, and through our district.

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

Perry staff and parent organizations are open to all suggestions.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Perry Elementary provides opportunities for all parents including limited English proficiency parents, students with disabilities, or migratory students to participate in Title 1 programs. Information is sent home in various languages to accommodate all stakeholders in a format and language that is understood by all parent subgroups.

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

The plan is made available to all parents and the community. If the plan is not satisfactory to parents of participating students, the plan will be discussed and reviewed at an SSC meeting and amended if necessary with any parent comments on the plan documented on the plan when the school makes the plan available to the local education agency

This policy was adopted by Perry Elementary on October 2st, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 2st, 2020

Micheline Morales.

Signature of authorized official here

October 2st, 2020

APPENDIX C

SCHOOL PARENT COMPACT

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

PERRY ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Perry Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

How does the school address this?

· The school engages Title 1 parents and family members to improve the achievement of their children in many meaningful and thoughtful interactions with the school and the entire community. This Compact helps support a true partnership among the staff, parents, family members, and the entire community. The Compact helps us to work together to improve student academic achievement and provide input to all stakeholders. To help reach these goals the school has established the following practice and guidelines listed in this document.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Parent Conferences in the fall of 2020 and the spring of 2021. These conferences are offered to all parents. Teachers make schedules to accommodate all parents that need special times to meet and discuss student academic content standards, assessments and how to help their child improve academically.
- The Principal communicates weekly with a Sunday Message to provide information to all stakeholders and provides information on events that parents and family members should attend.
- Staff is available via email, text, DOJO, and/or by phone, in person before and after school, during parent/teacher conferences, and by mutually agreed upon appointments.
- Staff members walk students out each day and will communicate with parents if needed, during on line instruction teacher offer daily office hours.
- All students have equitable access to a Common Core Standards based curriculum. This curriculum is explained to parents and family members
- Curriculum delivered is district approved and Board adopted so that parent and family will have an understanding of the curriculum being offered at the school.
- Staff members communicate to parents and family members that the instruction will be grounded in "best practices'' and staff will differentiate based on student need.

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

- Training is offered the at Back to School Night meeting and during on line learning it will be send out virtually to all families.
- Materials are provided to all families at school events and Family Fridays that are offered once a month
- Family Engagement is a part of the vision of the school and many resources and trainings are offered to help support and improve achievement for Title 1 students through parent support groups and parent support programs offered at the school.

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

- Monthly Professional Development is mandatory for staff members and staff members are coached on the value of parent and family member contributions with various methods and guest speakers.
- Family Friday is offered monthly to all parents and staff members work together to provide lessons that make parent and family members equal partners in academic lessons
- Once a parent has completed the Volunteer Application, the office works to clear the parent as soon as possible. After they are cleared parents are welcome to volunteer in the classrooms, with notice, mutually agreed upon times.

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

The School has developed relationships with resources for parents through the San Diego Public Library and through Fleet Science Center.

With the addition of becoming a STEAM school Perry has utilized parents to help with the labs where students and parents work together to work on creating and science and engineering goals.

Principal conducts meeting with parents and invites a staff member monthly to encourage and support family members in participating in the education of their children

Family reading and tips on working with children at home are offered on Family Fridays on a monthly basis with a different speaker each month for parents and family members.

Parents are notified annually of individual assessment results by Data Analysis and Assessment Services Department. An explanation of the information is available in several languages for parents and family members.

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

Email, phone calls, Principal Sunday Message, and flyers are all used to communicate to parents meeting and other activities to Title 1 parents and family members.

The school offers all of the above communication in a language that the parents and family members can understand.

Events are posted on the marque in front of the school and on the school website.

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

- Support is offered to parent and family members if requested by the District Counselor, the Guidance Assistance, and the Military Family Counselor for military families.
- Social Advocates for Youth, (SAY), has developed a partnership with the school. The programs from SAY provides extra support for Title 1 parents and families members. SAY provides them with resources for different academic programs that will support academic growth for the students.
- The Principal provides a weekly message that is sent to all parent and family members. This message provides Title 1 families with different community resources to support their child.

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

- A Title 1 Meeting is offered to all parent and community members annually
- Principals have created a video link that provides information to all parents and family members including those with limited English proficiency, disabilities and migratory students
- Information sent home via flyers or emails is offered in a formation and language parents and family members can understand.

This Compact was adopted by the Perry Elementary on 10/2/2020, and will be in effect for the period of 2020-2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: 10/5/2020.

Micheline Morales

Signature of authorized Official here

10/2/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

Reclassification data results can be requested from the school site.

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

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

SCHOOL PERFORMANCE OVERVIEW

Perry Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Yellow

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Green

School Details

NAME
Perry Elementary

ADDRESS
6290 Oriskany Road
San Diego, CA 92139-1142

WEBSITE
http://www.sandi.net/pe...

GRADES SERVED
K-5

PERRY ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

367

Socioeconomically Disadvantaged

68.1%

English Learners

13.9%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

8.8 points above standard

Increased 17.9 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics

Green

2.2 points below standard

Increased 12.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

English Learner Progress

51.9% making progress towards English language proficiency

Number of EL Students: 27

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

PERRY ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

13.6% chronically absent

Increased 1.7% ▲

EQUITY REPORT

Number of Student Groups in Each Color

3 Red	3 Orange	0 Yellow
2 Green	0 Blue	

PERRY ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Yellow

3.5% suspended at least once

Declined 2.3% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	4
Red	Orange	Yellow

1	1
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Green

8.8 points above standard

Increased 17.9 Points ▲

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

8.8 points below standard

Increased 21.4 Points ▲

Number of Students: 22

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

17.5 points below standard

Maintained -2.5 Points

Number of Students: 20

Filipino

No Performance Color

44.5 points above standard

Increased 4.6 Points ▲

Number of Students: 28

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

10.8 points below standard

Increased 27.4 Points ▲

Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

58.2 points below standard

Increased 30 Points ▲

Number of Students: 18

White

No Performance Color

20.9 points above standard

Increased 36.4 Points ▲

Number of Students: 20

Hispanic

Green

3.9 points below standard

Increased 17.1 Points ▲

Number of Students: 35

Socioeconomically Disadvantaged

Green

6.6 points above standard

Increased 21.7 Points ▲

Number of Students: 85

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	20.6 points below standard	9.1 points below standard	8.8 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
60.5 points below standard	No Data	9.4 points above standard
Maintained -2.1 Points	No Data	Increased 21.2 Points ▲
Number of Students: 11	Number of Students: 9	Number of Students: 96

Mathematics

All Students

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

All Students

Green

2.2 points below standard

Increased 12.3 Points ▲

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Socioeconomically Disadvantaged

Blue

No Students

No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American

No Performance Color

15 points below standard

Increased 28.8 Points ▲

Number of Students: 22

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

34.8 points below standard

Declined 4.1 Points ▼

Number of Students: 20

Filipino

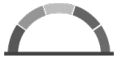
No Performance Color

30.6 points above standard

Increased 8 Points ▲

Number of Students: 28

Homeless

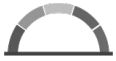


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



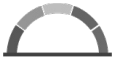
No Performance Color

26.2 points below standard

Declined 3.6 Points ▼

Number of Students: 13

Pacific Islander

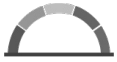


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



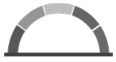
No Performance Color

84 points below standard

Maintained 1.2 Points

Number of Students: 18

White



No Performance Color

10.2 points above standard

Increased 27.1 Points ▲

Number of Students: 20

Hispanic

Green

9.8 points below standard

Increased 11.9 Points ▲

Number of Students: 35

Socioeconomically Disadvantaged

Green

3.5 points below standard

Increased 11.2 Points ▲

Number of Students: 85

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	19.1 points below standard	14.5 points below standard	2.2 points below standard

Mathematics Data Comparisons: English Learners

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

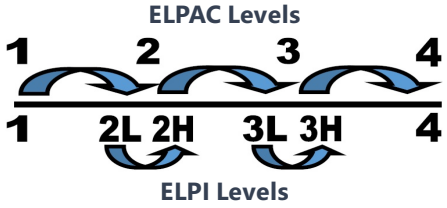
Current English Learners	Reclassified English Learners	English Only
89.2 points below standard	No Data	1.7 points above standard
Declined 18.1 Points ▼	No Data	Increased 16 Points ▲
Number of Students: 11	Number of Students: 9	Number of Students: 96

English Learner Progress Indicator

All English Learner Students

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

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



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

LEARN MORE

English Learner Progress

51.9% making progress towards English language proficiency

Number of EL Students: 27

Performance Level

Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	14.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	51.8%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Orange

13.6% chronically absent

Increased 1.7% ▲

Number of Students: 404

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

- Students with Disabilities
- English Learners
- Filipino

Orange

- Hispanic
- Socioeconomically Disadvantaged
- Two or More Races

Yellow

- No Students

Green

- African American
- White

Blue

- No Students

No Performance Color

- American Indian
- Asian
- Foster Youth
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Students with Disabilities

Red

20.3% chronically absent

Increased 1.4% ▲

Number of Students: 79

English Learners

Red

21.6% chronically absent

Increased 7.1% ▲

Number of Students: 51

Filipino

Red

20.6% chronically absent

Increased 10.3% ▲

Number of Students: 68

Hispanic

Orange

19.6% chronically absent

Increased 6.4% ▲

Number of Students: 107

Socioeconomically Disadvantaged

Orange

15.5% chronically absent

Increased 2.3% ▲

Number of Students: 283

Two or More Races

Orange

13.3% chronically absent

Increased 5.6% ▲

Number of Students: 60

African American

Green

7.1% chronically absent

Declined 7% ▼

Number of Students: 84

White

Green

5.4% chronically absent

Declined 4.7% ▼

Number of Students: 74

Conditions and Climate

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

Suspension Rate

All Students

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

All Students

Yellow

3.5% suspended at least once

Declined 2.3% ▼

Number of Students: 434

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups

Red

No Students

Orange

Two or More Races

Students with Disabilities

Yellow

African American

Filipino

Hispanic

White

Green

Socioeconomically Disadvantaged

Blue

English Learners

No Performance Color

American Indian

Asian

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 15

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Two or More Races

Orange

6.2% suspended at least once

Declined 2.8% ▼

Number of Students: 65

Students with Disabilities

Orange

7.3% suspended at least once

Declined 3.8% ▼

Number of Students: 82

African American

Yellow

4.4% suspended at least once

Declined 3.1% ▼

Number of Students: 90

Filipino

Yellow

1.4% suspended at least once

Maintained -0.1%

Number of Students: 71

Hispanic

Yellow

3.4% suspended at least once

Declined 3.6% ▼

Number of Students: 118

White

Yellow

2.5% suspended at least once

Maintained -0.2%

Number of Students: 79

Socioeconomically Disadvantaged

Green

2.3% suspended at least once

Declined 3.9% ▼

Number of Students: 302

English Learners

Blue

0% suspended at least once

Declined 7% ▼

Number of Students: 59

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perry
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	173	45.1	168	51.2	147	45.6	128	46.9	131	53.4	8.3	6.5	169	38.5	167	46.1	147	36.1	128	45.3	131	46.6	8.1	1.3
Female	83	51.8	84	63.1	82	48.8	67	49.3	69	58.0	6.2	8.7	79	43.0	85	44.7	82	41.5	67	44.8	69	47.8	4.8	3.0
Male	90	38.9	84	39.3	65	41.5	61	44.3	62	48.4	9.5	4.1	90	34.4	82	47.6	65	29.2	61	45.9	62	45.2	10.8	-0.7
African American	36	33.3	28	35.7	20	35.0	25	44.0	25	48.0	14.7	4.0	35	25.7	27	40.7	20	35.0	25	36.0	25	40.0	14.3	4.0
Asian**	0	-	0	-	0	-	2	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Filipino	41	61.0	38	73.7	35	74.3	32	59.4	29	72.4	11.4	13.0	41	56.1	38	71.1	35	60.0	32	59.4	29	62.1	6.0	2.7
Hispanic	41	39.0	43	32.6	47	23.4	38	42.1	38	39.5	0.5	-2.6	40	27.5	44	29.5	47	21.3	38	36.8	38	47.4	19.9	10.6
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	3	-	2	-	1	-	0	-	0	-	-	-	2	-	2	-	1	-	0	-	0	-	-	-
Pacific Islander	5	-	3	-	1	-	3	-	2	-	-	-	5	-	3	-	1	-	3	-	2	-	-	-
White	23	47.8	27	55.6	21	57.1	15	40.0	20	65.0	17.2	25.0	22	50.0	26	46.2	21	38.1	15	53.3	20	40.0	-10.0	-13.3
Multiracial	23	34.8	27	59.3	22	45.5	13	38.5	16	50.0	15.2	11.5	23	34.8	27	40.7	22	27.3	13	53.8	16	43.8	9.0	-10.0
English Learner	19	15.8	17	17.6	18	11.1	17	0.0	13	7.7	-8.1	7.7	20	15.0	17	17.6	18	11.1	17	11.8	13	7.7	-7.3	-4.1
English-Speaking	154	48.7	151	55.0	129	50.4	111	54.1	118	58.5	9.8	4.4	149	41.6	150	49.3	129	39.5	111	50.5	118	50.8	9.2	0.3
Reclassified†	14	78.6	15	73.3	10	60.0	11	72.7	9	-	-	-	14	50.0	15	46.7	10	40.0	11	63.6	9	-	-	-
Initially Eng. Speaking	140	45.7	136	52.9	119	49.6	100	52.0	109	56.9	11.2	4.9	135	40.7	135	49.6	119	39.5	100	49.0	109	50.5	9.8	1.5
Econ. Disadv.*	119	41.2	96	41.7	93	39.8	80	40.0	93	53.8	12.6	13.8	117	35.0	95	40.0	93	31.2	80	47.5	93	44.1	9.1	-3.4
Non-Econ. Disadv.	54	53.7	72	63.9	54	55.6	48	58.3	38	52.6	-1.1	-5.7	52	46.2	72	54.2	54	44.4	48	41.7	38	52.6	6.4	10.9
Gifted	41	68.3	39	71.8	33	78.8	18	72.2	17	82.4	14.1	10.2	41	65.9	38	71.1	33	72.7	18	83.3	17	100.0	34.1	16.7
Not Gifted	132	37.9	129	45.0	114	36.0	110	42.7	114	49.1	11.2	6.4	128	29.7	129	38.8	114	25.4	110	39.1	114	38.6	8.9	-0.5
With Disabilities	21	4.8	25	8.0	24	12.5	14	7.1	8	-	-	-	20	5.0	23	13.0	24	8.3	14	7.1	8	-	-	-
WO Disabilities	152	50.7	143	58.7	123	52.0	114	51.8	123	55.3	4.6	3.5	149	43.0	144	51.4	123	41.5	114	50.0	123	49.6	6.6	-0.4
Homeless	2	-	2	-	3	-	3	-	4	-	-	-	2	-	2	-	3	-	3	-	4	-	-	-
Foster	3	-	0	-	0	-	1	-	0	-	-	-	3	-	1	-	0	-	1	-	0	-	-	-
Military	130	45.4	122	52.5	101	47.5	83	47.0	76	56.6	11.2	9.6	127	40.9	122	47.5	101	36.6	83	48.2	76	48.7	7.8	0.5

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perry
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	32.8	63	42.9	58	55.2	43	51.2	50	62.0	29.2	10.8	64	48.4	63	55.6	58	50.0	43	53.5	50	64.0	15.6	10.5
Female	34	35.3	25	56.0	35	51.4	21	66.7	25	80.0	44.7	13.3	32	53.1	26	53.8	35	51.4	21	66.7	25	76.0	22.9	9.3
Male	33	30.3	38	34.2	23	60.9	22	36.4	25	44.0	13.7	7.6	32	43.8	37	56.8	23	47.8	22	40.9	25	52.0	8.2	11.1
African American	11	27.3	16	18.8	7	-	10	50.0	10	60.0	32.7	10.0	10	50.0	15	46.7	7	-	10	30.0	10	50.0	0.0	20.0
Asian**	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	15	53.3	12	75.0	17	82.4	11	45.5	8	-	-	-	15	66.7	12	83.3	17	76.5	11	63.6	8	-	-	-
Hispanic	14	14.3	14	21.4	18	27.8	13	53.8	16	50.0	35.7	-3.8	13	38.5	15	33.3	18	33.3	13	53.8	16	68.8	30.3	15.0
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	3	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	0	-	2	-	0	-	-	-	2	-	2	-	0	-	2	-	0	-	-	-
White	12	33.3	9	-	8	-	4	-	10	70.0	36.7	-	12	50.0	9	-	8	-	4	-	10	70.0	20.0	-
Multiracial	10	20.0	10	60.0	8	-	3	-	6	-	-	-	10	40.0	10	60.0	8	-	3	-	6	-	-	-
English Learner	9	-	6	-	8	-	6	-	3	-	-	-	9	-	6	-	8	-	6	-	3	-	-	-
English-Speaking	58	36.2	57	45.6	50	60.0	37	59.5	47	66.0	29.8	6.5	55	54.5	57	56.1	50	54.0	37	59.5	47	68.1	13.6	8.6
Reclassified†	0	-	4	-	2	-	3	-	2	-	-	-	0	-	4	-	2	-	3	-	2	-	-	-
Initially Eng. Speaking	58	36.2	53	43.4	48	58.3	34	58.8	45	64.4	28.2	5.6	55	54.5	53	52.8	48	54.2	34	58.8	45	66.7	12.2	7.9
Econ. Disadv.*	44	29.5	41	41.5	36	52.8	25	40.0	35	68.6	39.1	28.6	42	45.2	41	51.2	36	44.4	25	52.0	35	65.7	20.5	13.7
Non-Econ. Disadv.	23	39.1	22	45.5	22	59.1	18	66.7	15	46.7	7.6	-20.0	22	54.5	22	63.6	22	59.1	18	55.6	15	60.0	5.5	4.4
Gifted	15	46.7	13	53.8	13	92.3	1	-	9	-	-	-	15	66.7	12	91.7	13	100.0	1	-	9	-	-	-
Not Gifted	52	28.8	50	40.0	45	44.4	42	50.0	41	56.1	27.3	6.1	49	42.9	51	47.1	45	35.6	42	52.4	41	56.1	13.2	3.7
With Disabilities	10	0.0	11	18.2	5	-	6	-	2	-	-	-	9	-	10	30.0	5	-	6	-	2	-	-	-
WO Disabilities	57	38.6	52	48.1	53	58.5	37	59.5	48	64.6	26.0	5.1	55	54.5	53	60.4	53	52.8	37	62.2	48	66.7	12.2	4.5
Homeless	1	-	1	-	1	-	1	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	52	32.7	47	44.7	44	59.1	23	52.2	35	57.1	24.4	4.9	51	52.9	48	58.3	44	47.7	23	52.2	35	62.9	10.0	10.7

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perry
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	62	58.1	58	50.0	40	40.0	48	37.5	41	43.9	-14.2	6.4	62	37.1	58	41.4	40	22.5	48	39.6	41	39.0	1.9	-0.6
Female	27	74.1	35	57.1	17	52.9	28	32.1	23	52.2	-21.9	20.1	26	42.3	35	40.0	17	23.5	28	35.7	23	43.5	1.2	7.8
Male	35	45.7	23	39.1	23	30.4	20	45.0	18	33.3	-12.4	-11.7	36	33.3	23	43.5	23	21.7	20	45.0	18	33.3	0.0	-11.7
African American	11	54.5	5	-	9	-	7	-	9	-	-	-	11	27.3	5	-	9	-	7	-	9	-	-	-
Asian**	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	15	53.3	14	64.3	6	-	15	53.3	10	40.0	-13.3	-13.3	15	46.7	14	57.1	6	-	15	46.7	10	40.0	-6.7	-6.7
Hispanic	21	61.9	15	20.0	16	31.3	13	15.4	10	50.0	-11.9	34.6	21	28.6	15	26.7	16	12.5	13	23.1	10	50.0	21.4	26.9
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	0	-	2	-	-	-
White	6	-	11	63.6	4	-	5	-	6	-	-	-	6	-	11	36.4	4	-	5	-	6	-	-	-
Multiracial	8	-	11	54.5	4	-	7	-	4	-	-	-	8	-	11	36.4	4	-	7	-	4	-	-	-
English Learner	6	-	9	-	5	-	7	-	5	-	-	-	7	-	9	-	5	-	7	-	5	-	-	-
English-Speaking	56	60.7	49	55.1	35	45.7	41	43.9	36	47.2	-13.5	3.3	55	38.2	49	49.0	35	25.7	41	43.9	36	41.7	3.5	-2.2
Reclassified†	8	-	1	-	3	-	4	-	3	-	-	-	8	-	1	-	3	-	4	-	3	-	-	-
Initially Eng. Speaking	48	58.3	48	54.2	32	43.8	37	43.2	33	45.5	-12.8	2.3	47	36.2	48	50.0	32	25.0	37	45.9	33	39.4	3.2	-6.5
Econ. Disadv.*	43	53.5	34	35.3	26	34.6	37	35.1	28	39.3	-14.2	4.2	44	34.1	34	35.3	26	19.2	37	43.2	28	32.1	-2.0	-11.1
Non-Econ. Disadv.	19	68.4	24	70.8	14	50.0	11	45.5	13	53.8	-14.6	8.3	18	44.4	24	50.0	14	28.6	11	27.3	13	53.8	9.4	26.5
Gifted	14	64.3	12	75.0	8	-	11	63.6	1	-	-	-	14	57.1	12	58.3	8	-	11	90.9	1	-	-	-
Not Gifted	48	56.3	46	43.5	32	37.5	37	29.7	40	45.0	-11.3	15.3	48	31.3	46	37.0	32	18.8	37	24.3	40	37.5	6.2	13.2
With Disabilities	5	-	25	8.0	8	-	5	-	2	-	-	-	5	-	9	-	8	-	5	-	2	-	-	-
WO Disabilities	57	61.4	49	59.2	32	46.9	43	39.5	39	46.2	-15.2	6.7	57	40.4	49	49.0	32	25.0	43	41.9	39	41.0	0.6	-0.9
Homeless	1	-	2	-	1	-	1	-	1	-	-	-	1	-	0	-	3	-	1	-	1	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	46	56.5	43	51.2	27	40.7	34	38.2	18	50.0	-6.5	11.8	45	35.6	43	46.5	27	22.2	34	47.1	18	33.3	-2.3	-13.8

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

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

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

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perry
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	44	45.5	47	63.8	49	38.8	37	54.1	40	52.5	7.0	-1.6	43	25.6	46	39.1	49	30.6	37	43.2	40	32.5	6.9	-10.7
Female	22	50.0	24	79.2	30	43.3	18	55.6	21	38.1	-11.9	-17.5	21	28.6	24	41.7	30	40.0	18	33.3	21	19.0	-9.6	-14.3
Male	22	40.9	23	47.8	19	31.6	19	52.6	19	68.4	27.5	15.8	22	22.7	22	36.4	19	15.8	19	52.6	19	47.4	24.7	-5.2
African American	14	21.4	7	-	4	-	8	-	6	-	-	-	14	7.1	7	-	4	-	8	-	6	-	-	-
Asian**	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Filipino	11	81.8	12	83.3	12	66.7	6	-	11	81.8	0.0	-	11	54.5	12	75.0	12	33.3	6	-	11	54.5	0.0	-
Hispanic	6	-	14	57.1	13	7.7	12	58.3	12	16.7	-	-41.6	6	-	14	28.6	13	15.4	12	33.3	12	16.7	-	-16.6
Indochinese**	1	-	0	-	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	1	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
White	5	-	7	-	9	-	6	-	4	-	-	-	4	-	6	-	9	-	6	-	4	-	-	-
Multiracial	5	-	6	-	10	40.0	3	-	6	-	-	-	5	-	6	-	10	30.0	3	-	6	-	-	-
English Learner	4	-	2	-	5	-	4	-	5	-	-	-	4	-	2	-	5	-	4	-	5	-	-	-
English-Speaking	40	50.0	45	66.7	44	43.2	33	60.6	35	60.0	10.0	-0.6	39	28.2	44	40.9	44	34.1	33	48.5	35	37.1	8.9	-11.4
Reclassified†	6	-	10	70.0	5	-	4	-	4	-	-	-	6	-	10	30.0	5	-	4	-	4	-	-	-
Initially Eng. Speaking	34	44.1	35	65.7	39	43.6	29	55.2	31	58.1	14.0	2.9	33	24.2	34	44.1	39	33.3	29	41.4	31	38.7	14.5	-2.7
Econ. Disadv.*	32	40.6	21	52.4	31	29.0	18	50.0	30	50.0	9.4	0.0	31	22.6	20	25.0	31	25.8	18	50.0	30	30.0	7.4	-20.0
Non-Econ. Disadv.	12	58.3	26	73.1	18	55.6	19	57.9	10	60.0	1.7	2.1	12	33.3	26	50.0	18	38.9	19	36.8	10	40.0	6.7	3.2
Gifted	12	100.0	14	85.7	12	83.3	6	-	7	-	-	-	12	75.0	14	64.3	12	66.7	6	-	7	-	-	-
Not Gifted	32	25.0	33	54.5	37	24.3	31	48.4	33	45.5	20.5	-2.9	31	6.5	32	28.1	37	18.9	31	38.7	33	18.2	11.7	-20.5
With Disabilities	6	-	25	8.0	11	9.1	3	-	4	-	-	-	6	-	4	-	24	8.3	3	-	4	-	-	-
WO Disabilities	38	52.6	42	71.4	38	47.4	34	58.8	36	52.8	0.2	-6.0	37	29.7	42	42.9	38	39.5	34	47.1	36	36.1	6.4	-11.0
Homeless	0	-	2	-	3	-	1	-	2	-	-	-	0	-	1	-	3	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	32	50.0	32	65.6	30	36.7	26	53.8	23	60.9	10.9	7.1	31	29.0	31	32.3	30	33.3	26	46.2	23	39.1	10.1	-7.1

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

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

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

APPENDIX E

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

SCHOOL NAME: PERRY ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this intervention and classroom support for their primary benefit while knowing that all students can benefit from this strategy.

The Counselor will work in small groups with students to implement Second Step, an intervention curriculum, and works with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The Counselor will be working once a week with each 3-5 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role-playing to help reinforce learning.

For attendance issues, the Counselor will develop incentives for 3-5 students across the campus such as awards for students who have perfect attendance, classrooms that have improved their attendance and classroom with the best attendance. When students are absent, the Counselor will be able to call home to offer support to families and encourage attendance. For students who are chronically absent the Counselor will be sending notifications home and following up with families to help guide them as needed. Additionally, the Counselor will focus on mitigating absences through a proactive approach with an emphasis on Perry's unduplicated students who oftentimes suffer from chronic absenteeism at a greater rate.

The district is able to fund one day of our Counselor and the staff at Perry agreed to use vital Title I funds to pay for them to come to our site another three days to help us meet the needs of our students and families. Additional funds will be provided from our LCFF to support the site-wide interventions that will be for the primary service of our unduplicated students but will benefit all students across campus. We serve many military families and the staff felt that this extra support would offer additional support to help with the special needs of these families.

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

Analysis:

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

Description:

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

San Diego Unified SCHOOL DISTRICT

Perry Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512286	0.20000	$24,804.75	09800-1210	Counselor to support students and families	-Providing small targeted groups on social-emotional learning (SEL) has led to students setting SEL goals -Provides SEL counseling for small groups and one-on-one has helped students with problem-solving and conflict resolution strategies -Communicates with families and coordinates parent meetings has supported our focus of building connections with families -Facilitates SST process and supports Response to Intervention plans for students	-Home visit implementation due to time (Counselor allocation is only 4 days a week, time is a challenge) -Counselor is only there 4 days a week so it is hard for him to have a time to meet with parents as a whole group. To help with this the counselor created his own website with resources and support for all students and parents.	We need to strengthen Tier 3 interventions based on student needs Increase counselor communication with families (Sunday Message and webpage) to share strategies used at school Implement Second Step lessons school wide with grade 2-5

					has helped to begin creating systems for SST/RTI -Supports Attendance Review Team/Process has supported our focus on Attendance Support for students that need to an intervention instead of a suspension to help with this goal.		
Supplies		$2,400.00	09800-4301	Second Step Intervention Curriculum Materials	-We were able to have this taught to all our 2nd -5th graders	-We need to make sure that we start teaching this to grades K-2	-We did see that parents and students were using vocabulary from 2nd Step lessons

Note/Reminders (optional):

Guidance Assistant

***Strategy/Activity - Description**

The Guidance Assistant (GA) will work in small groups with students to implement Second Step, an intervention curriculum, and works with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The GA will be working once a week with each K-2 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role playing to help reinforce learning.

For attendance issues, the GA will develop incentives for K-2 students across the campus such as awards for students who have perfect attendance, classrooms that have improved their attendance and classroom with the best attendance. When students are absent the GA will be able to call home to offer support to families and encourage attendance. We are fortunate that the GA is bilingual so they will be able to offer Perry families additional support in their native language when they can.
The staff at Perry felt that the services provivded by the GA are so important to the students and famlilies that we serve, including our military families, so the use of Title I funds to support this cause was paramount. The funds provided from our LCFF to support Perry's Second Step site-wide intervention curriculum will be for the primary service of our unduplicated students but will benefit all students across campus.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Second Step Intervention Curriculum Materials	-Lessons are being taught in 2nd -5th grade and students are learning important lessons from this	-We need to be able to bring this to grades K-1	Stakeholders and community members have commented that they are seeing results from these lessons. -Teachers see that students are learning from these lessons

Note/Reminders (optional):

Goal 2 - English Language Arts

Tier I Instruction and Guaranteed and Viable Curriculum

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this professional development and support the subsequent intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy.

Through various professional learning opportunities during dedicated PLC time, monthly administrator led professional development, and coaching cycles offered by the district, the teachers at Perry will be strengthening their Tier 1 Instruction and use of Guaranteed and Viable Curriculum. All grade levels will participate in the PLCs and the monthly PDs where they will look at student work samples and achievement on common assessments as well as assessments that are more formal from DRA to set student goals and monitor student progress. Grade 2 will also participate in ELLA coaching where they will look at the specific needs of our early learners. This will also support them in all content areas in regards to their English language goals, help identifying learning goals for students and work on developing their skills in pedagogy and content to better inform their instruction and improve their teaching practice. These teachers will also be doing a book study around a professional learning strategy that was recommended by their district coaches to help support their work.

Grade 3 will participate in ELA coaching where they will look at the language needs of all students, collect assessment data and student work samples and identify goals for each of their students related to their ELA needs. The teachers will work on developing their skills in strategies related to ELA and classroom pedagogy to better inform their instruction and improve their teaching practice. Grade 4 and 5 will participate in the ELD coaching where they will focus on developing both designated and integrated English language development skills and be able to review some suggested ELD instructional materials and strategies that can support their ELD students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$2,767.42	09800-1192	release time for teachers to participate in their grade level department PLCs	Teachers get the chance to look at curriculum (Benchmark)	Beginning implementation of Benchmark	Would like more time for PLC and maybe have grade spans meet to share grade level

				and coaching cycle PDs	Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	Frequency of PLCs is challenging with meeting monthly	expectations with each other We need to develop a system for monitoring what's working (with Benchmark) focusing on How do we know that this is making a difference Develop an assessment system We need to communicate to parents assessment results

Note/Reminders (optional):

Tier I Instruction and Reading Strategies
***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this intervention and classroom support for their primary benefit while knowing that all students can benefit from this strategy.
The guided reading books are additional classroom supports to provide students additional access to text that are at their level and interesting for them to read to encourage student reading. The software license for RazzKids for all classrooms provides an intervention support to help our struggling readers both at school and at home.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$2,513.00	09800-4301	Guided reading library for the primary benefit of our UPP that all students can benefit from.	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction
					Instructional supplies have supported literacy with Phonics and Grammar During online learning we were able to get supplies	We realized that some grade levels needed more supplies than other grade levels so we need to work on making it equitable throughout the school	We need to work with our stakeholders in the community so we know what supplies that need and what supplies they are using during on line learning.

					out to our students to use at home		

Note/Reminders (optional):

Goal 4- English Learners

Tier I Instrction and Professional Development

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this professional development and related intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy

Through various professional learning opportunities during dedicated PLC time, monthly administrator led professional development, and coaching cycles offered by the district, the teachers at Perry will be strengthening their Tier 1 Instruction and use of Guaranteed and Viable Curriculum. All grade levels will participate in the PLCs and the monthly PDs where they will look at student work samples and achievement on common assessments as well as assessments that are more formal from DRA to set student goals and monitor student progress. Grade 2 will participate in ELLA coaching where they will look at the specific needs of our early learners and how to support them in all content areas in regards to their English language goals, help identifying learning goals for students and work on developing their skills in pedagogy and content to better inform their instruction and improve their teaching practice. These teachers will also be doing a book study around a professional learning strategy that was recommended by their district coaches to help support their work.

The guided reading books are additional classroom supports intended for the primary benefit of Perry's unduplicated students and will be able to benefit all students in each classroom. We will also be using Spelling City and Razz Kids because of the visuals, auditory accommodations, and engagement in online tasks.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	release time for teachers to participate in their grade level department PLCs and coaching cycle PDs	Teachers get the chance to look at curriculum Shared/common knowledge base has	Frequency of PLCs is challenging with meeting monthly Benchmark has an ELD component but	We need to focus on English Learners, with a focus on Reclassification

					led to increased alignment Teachers get the chance to look at student work to help determine next steps	we need more time to get to know the curriculum	We need to allocate funding for ELPAC testing, coordination We need to develop a system for monitoring what's working focusing on How do we know that this is making a difference Develop an assessment system We need to communicate to parents assessment results
Supplies	--	--	09800-4301	books for teachers as part of their PD			

Note/Reminders (optional):

ELPAC Testing Support

***Strategy/Activity - Description**

The staff feels that the time needed to effectively adminsiter the ELPAC in the fall and the spring takes away vital instructional minutes so they have decided to use some of our LCFF money to support a retired classroom teacher to do this work. They will do all test administration and provide student

data to the teachers and administrator so that student progress can be monitored throughout the year. This classroom support is for the primary benefit of Perry's EL students (UPP).

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClsrm Tchr Hrly		$4,880.80	09800-1986	Classroom support for English Learner assessment data collection	We were able to have the same retired teachers and this teacher became familiar with the students and school. It helped us so that classroom teachers were able to work with this teacher.	This worked for us when we were on site, but when we moved this did not work. Retired teachers were not comfortable with giving the assessment online.	The change to online learning changed the way the assessment was given.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: PERRY ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this intervention and classroom support for their primary benefit while knowing that all students can benefit from this strategy.

The Counselor will work in small groups with students to implement Second Step, an intervention curriculum, and works with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The Counselor will be working once a week with each 3-5 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role-playing to help reinforce learning.

For attendance issues, the Counselor will develop incentives for 3-5 students across the campus such as awards for students who have perfect attendance, classrooms that have improved their attendance and classroom with the best attendance. When students are absent, the Counselor will be able to call home to offer support to families and encourage attendance. For students who are chronically absent the Counselor will be sending notifications home and following up with families to help guide them as needed. Additionally, the Counselor will focus on mitigating absences through a proactive approach with an emphasis on Perry's unduplicated students who oftentimes suffer from chronic absenteeism at a greater rate.

The district is able to fund one day of our Counselor and the staff at Perry agreed to use vital Title I funds to pay for them to come to our site another three days to help us meet the needs of our students and families. Additional funds will be provided from our LCFF to support the site-wide interventions that will be for the primary service of our unduplicated students but will benefit all students across campus. We serve many military families and the staff felt that this extra support would offer additional support to help with the special needs of these families.

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

Analysis:

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

Description:

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

San Diego Unified SCHOOL DISTRICT

Perry Elementary SPSA Evaluation of Title I Funded Actions/Activities

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512286	0.20000	$24,804.75	30100-1210	Counselor to support students and families	Providing small targeted groups on social-emotional learning (SEL) has led to students setting SEL goals -Provides SEL counseling for small groups and one-on-one has helped students with problem-solving and conflict resolution strategies -Communicates with families and coordinates parent meetings has supported our focus of building connections with families -Facilitates SST process and supports Response to Intervention plans for students	Home visit implementation due to time (Counselor allocation is only 4 days a week, time is a challenge) -Counselor is handling a lot of behavior problems and teachers pull him out of SEL small groups for support	We need to strengthen Tier 3 interventions based on student needs Increase counselor communication with families (Sunday Message and counselor website) to share strategies used at school Implement Second Step lessons school wide as Tier 1

					has helped to begin creating systems for SST/RTI -Supports Attendance Review Team/Process has supported our focus on Attendance -Supports with suspensions by intervention strategies		
School Counselor - NEW POSN, SBB2512286	0.20000	$24,804.75	30106-1210	Counselor to support students and families	Providing small targeted groups on social-emotional learning (SEL) has led to students setting SEL goals -Provides SEL counseling for small groups and one-on-one has helped students with problem-solving and conflict resolution strategies -Communicates with families and	Home visit implementation due to time (Counselor allocation is only 4 days a week, time is a challenge) -Counselor is handling a lot of behavior problems and teachers pull him out of SEL small groups for support	We need to strengthen Tier 3 interventions based on student needs Increase counselor communication with families (Sunday Message and counselor website) to share strategies used at school

					coordinates parent meetings has supported our focus of building connections with families -Facilitates SST process and supports Response to Intervention plans for students has helped to begin creating systems for SST/RTI -Supports Attendance Review Team/Process has supported our focus on Attendance -Supports with suspensions by intervention strategies		Implement Second Step lessons school wide as Tier 1

Note/Reminders (optional):

Guidance Assistant

***Strategy/Activity - Description**

The Guidance Assistant (GA) will work in small groups with students to implement Second Step, an intervention curriculum, and works with parents to support families in improving student attendance. The Second Step curriculum's purpose is to teach students how to make better choices in how they interact with their peers and how to handle stressful situations through activities such as counting to 10 before they act and breathing when they feel upset. The goal of this program is to reduce suspension rates as the students are learning how to be better to each other. The staff at Perry also feel that

these lessons will help provide students the skills they need to be successful in the classroom and on the playground so that they will be less likely to be sent to the office and will miss less time from instructional minutes. The GA will be working once a week with each K-2 teacher and their classroom for 40 minutes where all will see the lessons and learn from the curriculum. They will do role playing to help reinforce learning.
For attendance issues, the GA will develop incentives for K-2 students across the campus such as awards for students who have perfect attendance, classrooms that have improved their attendance and classroom with the best attendance. When students are absent the GA will be able to call home to offer support to families and encourage attendance. We are fortunate that the GA is bilingual so they will be able to offer Perry families additional support in their native language when they can.
The staff at Perry felt that the services provivded by the GA are so important to the students and famlilies that we serve, including our military families, so the use of Title I funds to support this cause was paramount. The funds provided from our LCFF to support Perry's Second Step site-wide intervention curriculum will be for the primary service of our unduplicated students but will benefit all students across campus.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - Escobedo, Cynthia	0.23000	$9,234.79	30100-2404	GA to support students.	-Able to work in small groups and help counselor -On site on the day that the counselor off site -Becoming proficient at teaching 2nd Step curriculum	-With the SEL needs of students it would be more practical to have guidance assistant more days a week. -Needs a lot of guidance from the counselor and this takes time for training	-Take time to train guidance assistant during Professional development of teachers
Guidance Asst - Escobedo, Cynthia	0.17000	$6,825.72	30106-2404	Ga to support students.	-Able to work in small groups and help counselor	-With the SEL needs of students it would be more practical to	-Take time to train guidance assistant during Professional

					-On site on the day that the counselor off site -Becoming proficient at teaching 2nd Step curriculum	have guidance assistant more days a week. -Needs a lot of guidance from the counselor and this takes time for training	development of teachers

Note/Reminders (optional):

Goal 2 - English Language Arts

Tier I Instruction and Guaranteed and Viable Curriculum

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this professional development and support the subsequent intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy.

Through various professional learning opportunities during dedicated PLC time, monthly administrator led professional development, and coaching cycles offered by the district, the teachers at Perry will be strengthening their Tier 1 Instruction and use of Guaranteed and Viable Curriculum. All grade levels will participate in the PLCs and the monthly PDs where they will look at student work samples and achievement on common assessments as well as more formal assessments from DRA to set student goals and monitor student progress. Grade 2 will participate in ELLA coaching where they will look at the specific needs of our early learners and how to support them in all content areas in regards to their English language goals, help identifying learning goals for students and work on developing their skills in pedagogy and content to better inform their instruction and improve their teaching practice. These teachers will also be doing a book study around a professional learning strategy that was recommended by their district coaches to help support their work.

Grade 3 will participate in ELA coaching where they will look at the language needs of all students, collect assessment data and student work samples and identify goals for each of their students related to their ELA needs. The teachers will work on developing their skills in strategies related to ELA and classroom pedagogy to better inform their instruction and improve their teaching practice. Grade 4 and 5 will participate in the ELD coaching where they will focus on developing both designated and integrated English language development skills and be able to review some suggested ELD instructional materials and strategies that can support their ELD students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		$7,809.28	30100-1192	release time for teachers to participate in their grade level department PLCs	Teachers get the chance to look at curriculum (Benchmark)	Beginning implementation of Benchmark	Would like more time for PLC and maybe have grade spans meet to share grade level

				and coaching cycle PDs	Shared/common knowledge base has led to increased alignment Teachers get the chance to look at student work to help determine next steps	-Frequency of PLCs is challenging with meetings monthly	expectations with each other We need to develop a system for monitoring what's working (with Benchmark) focusing on How do we know that this is making a difference Develop an assessment system We need to communicate to parents assessment results
Supplies		$170.00	30106-4301	books for teachers as part of their PD	Teachers were able to have a book study during PD which generated professional learning	-PE teacher and SLP teacher had a hard time with the relevance with some of the topics	-We need to have a way to communicate to our stakeholders what we have been learning

Note/Reminders (optional):

Tier I Instruction and Reading Strategies

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this intervention and classroom support for their primary benefit while knowing that all students can benefit from this strategy.
The guided reading books are additional classroom supports to provide students additional access to text that are at their level and interesting for them to read to encourage student reading. The software license for RazzKids for all classrooms provides an intervention support to help our struggling readers both at school and at home.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		$2,000.00	30100-5841	RazzKids subscription to support Tier I instruction and reading strategies in the classroom and at home.	Razz Kids offers engaging reading skills to students RAZ Kids provides access to leveled texts to support reading Fourth and fifth grade teacher reported an increase in Lexile levels for her students.	Inconsistent use of software because technology can be a challenge for when they do not work	We need to develop ways to monitor if students are using this at home and if these are making a difference for students reading achievement Implementation of goal setting with students can be used with RAZ Kids We need a coordinator to

							help support implementation

Note/Reminders (optional):

Guaranted and Viable Curriculum and Materials

***Strategy/Activity - Description**

Students identified as English Learners and students with Disabilities who performed below standard will receive intensive support during guided reading and small group instruction through the use of Time for Kids, USA Weekly and California Weekly subscriptions, Scholastic News and StoryWorks subscriptions, purchase of class rugs, book bags, Raz-Kids, and Spelling City. This support includes small group instruction, SST monitoring (if necessary), IEP goal monitoring, goal setting, discussion of focus students in PLCs, and recognition opportunities through award assesmblies. Our goal is to strengthen classroom libraries and resources in all classrooms so that we can meet the needs of all students.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$11,420.00	30100-4301	Updating classroom libraries, purchase of a variety of periodicals for different grade levels, and additional non-fiction reading resources	For those who have requested, we have been able to purchase instructional supplies to support literacy	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction
Interprogram Svcs/Paper		$2,000.00	30100-5733	Paper for printed materials for classroom use.	Instructional supplies have supported literacy with Phonics and Grammar	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction	We need to be strategic about which supplies can support Tier 1, 2, 3 instruction

Goal 3 - Mathematics

Guaranteed and Viable Curriculum: Math

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive support during the school day. This support includes small group instruction, SST monitoring (if necessary), access to Splash Math software, IEP goal monitoring, goal setting and recognition opportunities. Classroom teachers alongside our Education Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Focused ELD instruction will take place during math instruction.

In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times. In addition, Education Specialists work closely with general education teachers to ensure that students with disabilities have equitable access to math curriculum.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$4,000.00	30100-4301	Manipulatives for math class that support GVC.	Teachers were able to use the manipulatives and students respond well when they use manipulatives.	It is hard to keep track of these items and they tend to be mis-placed so the items have to be replaced often.	Organize things in a central place in the school and have someone in charge of manipulatives.
Software License		$3,580.00	30100-5841	Various math programs to support GVC that students can access at school and at home.	Teachers are able to assign this for independent work and for at home assignments.	Too many different software programs and teachers have different needs.	Review with entire results and come up with assessment of Software programs.

Note/Reminders (optional):

Goal 4- English Learners

Tier I Instrction and Professional Development

***Strategy/Activity - Description**

The Unduplicated Pupil Percentage at Perry is relatively high at 72.8%. knowing that these students traditionally struggle with attendance, suspension, and achieving academic success, the site had developed plans to fund this professional development and related intervention and classroom supports for their primary benefit while knowing that all students can benefit from this strategy

Through various professional learning opportunities during dedicated PLC time, monthly administrator led professional development, and coaching cycles offered by the district, the teachers at Perry will be strengthening their Tier 1 Instruction and use of Guaranteed and Viable Curriculum. All grade levels will participate in the PLCs and the monthly PDs where they will look at student work samples and achievement on common assessments as well as more formal assessments from DRA to set student goals and monitor student progress. Grade 2 will participate in ELLA coaching where they will look at the specific needs of our early learners and how to support them in all content areas in regards to their English language goals, help identifying learning goals for students and work on developing their skills in pedagogy and content to better inform their instruction and improve their teaching practice. These teachers will also be doing a book study around a professional learning strategy that was recommended by their district coaches to help support their work.

The guided reading books are additional classroom supports intended for the primary benefit of Perry's unduplicated students and will be able to benefit all students in each classroom. We will also be using Spelling City and RazzKids because of the visuals, auditory accommodations, and engagement in online tasks.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	release time for teachers to participate in their grade level department PLCs and coaching cycle PDs	Teachers get the chance to look at curriculum Shared/common knowledge base has	Frequency of PLCs is challenging with meeting monthly Benchmark has an ELD component but	We need to focus on English Learners, with a focus on Reclassification

					led to increased alignment Teachers get the chance to look at student work to help determine next steps	we need more time to get to know the curriculum	We need to allocate funding for ELPAC testing, coordination We need to develop a system for monitoring what's working focusing on How do we know that this is making a difference Develop an assessment system We need to communicate to parents assessment results

Note/Reminders (optional):

Goal 6 - Family Engagement

Parent Meetings

***Strategy/Activity - Description**

We will establish a GATE Parent Committee to educate parents about GATE, what it means to be a GATE student, strategies that we use to support GATE students, and what GATE will look like in middle school and high school.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper		$500.00	30100-5733	To support the costs of printing materials to send home to parents and for parent meetings on campus.	Sending out flyer and information to our GATE identified students for parent meeting or GATE strategies	Parent attendance at meetings and lack of interest	Moving forward it will be helpful to work with the entire special education team to engage parents in the same manner/
Supplies		$1,614.00	30103-4301	Printed materials and other supplies for parent meetings.	We are able to get supplies to all of our GATE students for differentiated teaching	Lack of interest on teachers since we have so many other student populations that need to be served	Work with entire staff to find a way to meet the needs of GATE students going forward
In-service supplies		$22.00	30103-4304	Light refreshments for parent meetings.	Parents appreciate the refreshments for parent meetings	Lack of attendance at meetings.	Continue to advertise meetings and promote the GATE program.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?