THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT PERKINS K-8 SCHOOL

2022-23

37-68338-6039929
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: Hernandez, Fernando
Contact Person: Hernandez, Fernando
Position: Principal
Telephone Number: 619/344-5300;
Address: 1770 Main St, Perkins K-8, San Diego, CA, 92113-1026,
E-mail Address: fhernandez@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: *October 25, 2022*

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Perkins K-8 School   PHONE: 619 344 5300   FAX: 619 344 5349

SITE CONTACT PERSON: Fernando J Hernandez   E-MAIL ADDRESS: fhernandez@sandi.net

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

☒ Title I Schoolwide Programs (SWP)   ☒ CSI School   ☐ ATSI School

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

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

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

☒	English Learner Advisory Committee (ELAC)	Date of presentation: 10/7/2022
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☐	Site Governance Team (SGT)	Date of presentation: _____
☐	Other (list): _____	Date of presentation: _____

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

2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/2022

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

Fernando J Hernandez	Fernando Hernandez 10/5/2022
Type/Print Name of School Principal	Signature of School Principal / Date
Carly Bresee	Carly Miller 10/5/2022
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Rafael Gonzalez	
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Mitzi Menno	10/7/22
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of Title I Schoolwide Program and Comprehensive Support and Improvement. The staff and parents at Perkins K-8 strive for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide strong academic programs, everyone at Perkins works in unison to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high-quality education that includes rigorous, standards-based lessons. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

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.
1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Safe School Environment
6. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Perkins, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In the 2021-2022 school year, members of the Perkins community were involved in the 2021-2022 budget development process. There were several meetings with stakeholders to inform and solicit input. These included the SSC, SGT, ELAC, parent meetings, and staff meetings.
-February 16, 2022 Staff meeting to analyze data and provide recommendations on budget expenditures
-February 23, 2022 SSC meeting to discuss budget, analyze recommendations and evaluations, and needs of subgroups including homeless and English Learners. School Parent Compact and Parent Involvement Policy were updated.
-February 23, 2022 SSC meeting where 2020-2021 budget was approved.
-October 5, 2022 SSC developed and approved the 2022-2023 Perkins SPSA.
-October 07, 2022 Met with ELAC
-October 13, 2022 Annual Title 1 Parent Meeting held.
-October 05, 2022 SSC reviewed and approved 2022-23 SPSA

RESOURCE INEQUITIES

Perkins' root cause analysis involved examining data from CAASPP, the California Dashboard, the California Healthy Kids Survey, the California Parent Survey, site data, and a review of the school's 2022-2023 SPSA.

An analysis of the student groups (3rd-8th) CAASPP results indicate overall growth in both ELA and Math. In June 2017, 23.8% of students met or exceeded grade-level standards on the ELA portion of the CAASPP. In June 2018, the number of students who met or exceeded grade-level standards grew to 27%. In June 2017 14% of students met or exceeded grade-level standards in Math. In June 2018, the number of students who met or exceeded grade-level standards grew to 16%.

The school's overall data for the 2018 school year indicates that there was a gain of 4.2% in ELA for students in grades 3rd - 8th and a gain of 2.0% in Math for students in grades 3rd - 8th. Based on the data, Perkins will continue to focus on improving student achievement and closing the achievement gap specifically with our socioeconomically disadvantaged students. At Perkins, 95.4% of students are socioeconomically disadvantaged. However, it must be noted that the demographics at Perkins have changed in the past six years. In 2013, about 3% of students were classified as homeless. In June 2019 that number had risen to 37% of students at Perkins while the percentage of socioeconomically disadvantaged students hasn't changed much. As of September 2021, the percentage of students suffering from homelessness dropped to 29%.

As a result of this focus, Perkins is addressing several areas of inequity. 1. Perkins has been implementing several strategies to address social-emotional learning. Teachers have previously introduced the "Zones of Regulation" to teach students how to identify their moods and also to teach them strategies to get themselves into the desired state of mind. This strategy has increased time on academic tasks. This is continuing. Perkins has purchased in 2021-2022 the "Movement BE" program which is optimized for the current distance learning environment. It is a series of social/emotional lessons that complement and expand n the work that the school has undertaken during the previous years. Perkins has also hired a teacher to run a classroom that is modeled on "Action Based Learning" for the third year in a row. In the 2019-2020 school year 3.9% of students at Perkins were suspended at least once. There were no suspensions during online instruction from March 2020 until we returned to full instruction on campus in September 2021. The implications are enormous. Students spend time outside of the classroom and thus are excluded from the learning program. Other students on campus were also affected as a result of some of the actions that led to suspensions. The intention of this classroom is to proactively maximize learning for students in classrooms. This will be done by following the work and the research of "Action Based Learning." All students, especially students that need support with behavioral and emotional challenges will continue to benefit from the combination of physical and academic tasks. The Perkins community refers to this room as the 'Eagle's Nest.'

For 2020-2021 we transitioned to the Amplify curriculum for our middle school students in grades 6th - 8th for both ELA and Science.
The needs of Perkins English Learners are addressed through the purchase of Benchmark Advantage. This curriculum has explicit lessons for English Learners. In the middle school grades, English Learners are enrolled in an ELD/ALD course where the English Learner curriculum "English 3D" was used last year and where a new curriculum called "Amplify" is now in use across the district beginning this school year.

Special Education is a major subgroup at Perkins. 21% of students from grades Kinder - 8th have an IEP. During 2019-2020, we shifted the structure of instruction to make it much more inclusive. Teachers will have a series of staff development trainings to implement team teaching approaches that maximize learning opportunities for students with IEPs in general ed classrooms. Very careful scheduling will occur where staff will avoid taking students from their general ed classrooms for pull-out sessions during core instructional times.

During the time that students were on zoom from March 2020 to September 2021, not all of our students made timely progress. This is especially evident in our primary grades in the area of reading. In the 2019-2020, 82% of our kinder students were on track to meet their reading goals by the end of the school year when we assessed mid-year. In the 2020-2021 school year, when our instruction was primarily online through Zoom, only 42% of our kinder students were on track to meet reading goals. This trend is repeated in the 1st and 2nd grades. These grades are the foundation for learning in later grades. It is for this reason that Perkins is participating in the district's Accelerated Learning Reading program. Perkins has hired an additional Literacy Support Teacher whose sole role is to accelerate the reading abilities of students in grades K - 2 at Perkins through daily small group instruction.

During 2021-2022, the LAP (Literacy Acceleration Program) teacher pushed into all 2nd and 1st-grade classrooms to conduct small group instruction. The success of this program was enormous. Ten students grew two years in reading during this one academic year. Twenty-four students made more than one year's growth during the academic year in reading. More work still needs to be done. In spite of the fact that thirty-four students made more than one year's growth in reading we still need to continue accelerating to ensure that students reach grade level.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Fernando J Hernandez	Principal
2. Carly Bresee	Classroom Teacher
3. Magda Salazar-Kuncz	Classroom Teacher
4. Dolores Gongora	Classroom Teacher
5. Robyn Davis	Other
6. Janmari Hueso	Parent
7. Matrena Titova	Parent
8. Kori Vazquez	Parent
9. Scott Gallegos	Parent
10. Bethel Moreno	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

According to the CA Dashboard Perkins had a red indicator in the area of Chronic Absenteeism. The suspension rate had an orange indicator in the last year for which data is available. Perkins has been implementing a series of school-wide strategies that positively impact these two indicators. School-wide Zones of Regulation, Monday morning positive character assemblies, focus on positive scholarly behaviors, rewards system for students displaying kindness, cleanliness, helpfulness, and other positive behaviors that have been emphasized. During 2022-2023 we will continue to address these areas. The pandemic negatively affected chronic absenteeism during the 2021-2022 school year. Many students were quarantined by the nursing department and this increased the level of chronic absenteeism.

*Major Differences

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

Thus far there have been no major differences. This year we are implementing further strategies to address Chronic Absenteeism and the Suspension Rate. This is a combined staff effort from everyone. We believe that our rate of absenteeism will decrease in part because the number of students testing positive for covid has decreased.

*Changes

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

We will have a major positive impact on the absentee rate. Our Counselor, Resource Teacher, Classroom teachers, and office staff will all work in collaboration to ensure that the rate drops.

*Identified Need

On the 2019 CA Dashboard, Perkins is in the Orange Performance Level for the indicator of Suspension Rate for all students. We also have 3 student groups in the Red (African American, Homeless, Students with Disabilities) and 4 student groups in the Orange (English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged). For the indicator of Chronic Absenteeism, Perkins is in the Red Performance level for all students with 4 groups in the Red (African American, Hispanic, Homeless, Socioeconomically Disadvantaged) and 2 groups in the Orange (Students with Disabilities, English Learners). The chronic absentee data presented below of 66% was from the 2021-2022 school year and it includes absences attributed to isolation due to COVID.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 8th	Decrease the overall school-wide suspension rate	5.8	3	Suspension	Annually
June 2023	TK - 8th	Decrease the overall school-wide chronic absenteeism rate.	66	30	Chronic Absenteeism	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 8th	English Learner	Decrease the overall school-wide chronic absenteeism rate.	72	30	Chronic Absenteeism	Annually
June 2023	TK - 8th	Students with Disabilities	Decrease the overall school-wide chronic absenteeism rate.	76	30	Chronic Absenteeism	Annually

June 2023	TK - 8th	Black or African American	Decrease the overall suspension rate	12	10	Suspension	Annually
June 2023	TK - 8th	Students with Disabilities	Decrease the overall suspension rate.	48	30	Suspension	Annually
June 2023	TK - 8th	Black or African American	Decrease the overall school-wide chronic absenteeism rate.	56	30	Chronic Absenteeism	Annually
June 2023	TK - 8th	Hispanic or Latino	Decrease the overall school-wide chronic absenteeism rate.	68	30	Chronic Absenteeism	Annually
June 2023	TK - 8th	Homeless/Foster	Decrease the overall school-wide chronic absenteeism rate.	50.8	25	Chronic Absenteeism	Annually
June 2023	TK - 8th	Socioeconomically Disadvantaged	Decrease the overall school-wide chronic absenteeism rate.	35.7	20	Chronic Absenteeism	Annually
June 2023	TK - 8th	Two or More Races	Decrease the overall suspension rate.	0	0	Suspension	Annually
June 2023	TK - 8th	Homeless/Foster	Decrease the overall suspension rate.	0	0	Suspension	Annually
June 2023	TK - 8th	English Learner	Decrease the overall suspension rate.	52	40	Suspension	Annually
June 2023	TK - 8th	Socioeconomically Disadvantaged	Decrease the overall suspension rate.	0	0	Suspension	Annually

Supporting Black Youth - Additional Goals

✓ 1. Perkins K-8 School's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
✓ 2. The staff diversity goal at Perkins K-8 is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Perkins K-8's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
✓ 3. In the 2022-23 school year, Perkins K-8 School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Perkins K-8 School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Perkins K-8 School's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive, and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Perkins K-8 School will intentionally engage parents, staff, and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Perkins K-8 School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: Students with Disabilities, English Learners, Hispanics, and Socioeconomically disadvantaged. The condition that will have a negative impact on this indicator is students that are quarantined from school due to COVID-like symptoms.

All students at the school will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: African American, Students with Disabilities, Homeless, and Socioeconomically disadvantaged.

Note: 100% of Perkins' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students. Also, with current COVID protocols in place, this will skew the overall indicators, so Perkins will have to filter out absences related to students following COVID quarantine procedures in order to get a more accurate indicator of chronic absenteeism.

*Strategy/Activity - Description

The Resource Teacher will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Resource Teacher conducts assemblies with students and works with the principal, counselor, parents, and support staff to implement strategies that will decrease suspension rates and chronic absenteeism. The "Movement BE" program will also be implemented to address these goals. This program is optimized for the online learning environment.

The Resource Teacher assigned to the Action Learning Lab will also support students' social and emotional well-being. The students will be exposed to an environment based on "Action Based Learning" in which physical activity and grade-level appropriate academic tasks are performed in order to proactively address behavioral and attention deficit-based issues.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F018524	Inschool Resource Tchr	0.45000	$44,512.20	$64,120.83	0185-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		This is the third year that Perkins implements the "Action Learning Lab." This lab teaches students academics while they are in motion. It also reduces stress in students and improves transitions back into the classroom.
F018525	Inschool Resource Tchr	0.55000	$54,403.80	$78,369.91	0185-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		This is the third year that Perkins implements the "Action Learning Lab." This lab teaches students academics while they are in motion. It also reduces stress in students and improves transitions back into the classroom.

*Additional Supports for this Strategy/Activity

Students in 7th and 8th grades will receive additional instruction in anti-bullying and anti-hate initiatives that will culminate in a trip to the Museum of Tolerance to learn about the effects that intolerance, hatred, and bullying have had in the past. "Boys to Men" and "Detour/Fancy" programs will address these goals with groups of boys and girls every week.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Resources were allocated to fund the following:
- Two Resource Teachers to support classroom teachers with social/emotional learning, and Tier 1 instruction, support professional development, assessments, PLC lesson studies, and grade level planning time.
- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration to design lessons, analyze student work/data, monitor reading progress, assess instruction, and improve instructional strategies.
- Purchase of leveled book sets for guided reading and small group instruction.

*Major Differences

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

The biggest change is in acquiring the services of a private company named "ELEVO" to allow us to conduct PLC meetings during the school day with groups of teachers. Recently, we have had the challenge of not having enough substitute teachers to allow us to conduct PLCs. With ELEVO we are now able to conduct PLCs since they are taking classrooms for half-day periods allowing classroom teachers to participate in onsite learning.

*Changes

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

No changes for this year.

*Identified Need - English Language Arts

Perkins' overall data for the 2018 school year indicates that 27% of 3rd - 8th-grade students met or exceeded standards in ELA. There was a gain of 4.2% from the previous year. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our Students with Disabilities and socioeconomically disadvantaged students. ELA was in the Orange Category for the whole school, 56.9 points below standard. Students with Disabilities were in the Red Category, while English Learners and Hispanic students were in the Orange Category.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	13%	30%	Other (Describe in Objective)	Annual
June 2023	4th	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	25%	35%	Other (Describe in Objective)	Annual
June 2023	5th	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	20%	30%	Other (Describe in Objective)	Annual
June 2023	6th	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	25%	35%	Other (Describe in Objective)	Annual
June 2023	7th	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	17%	30%	Other (Describe in Objective)	Annual
June 2023	8th	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	13%	25%	Other (Describe in Objective)	Annual
June 2023	2nd	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	baseline	70%	Fountas and Pinnell	Annual
June 2023	1st	% of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP.	baseline	80%	Fountas and Pinnell	Annual

| June 2023 | Kinder | % of students meeting and exceeding grade-level standards using 'iReady' summative assessments in English Language Arts. This assessment has a very close correlation to the CAASSP. | baseline | 90% | Fountas and Pinnel | Annual |

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd - 8th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in ELA. This assessment very closely correlates to the CAASSP.	6%	15%	Other (Describe in Objective)	Annually
June 2023	3rd - 8th	Black or African American	Improve Proficiency in CAASPP	15%	20%	CAASPP ELA	Annually

*Identified Need - Math

The school's data for the 2019 school year shows that 16% of students in grade 3rd - 8th grades met or exceeded standards in Math. The previous year that number was 14%. There was an increase of 2%. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. Over 94% of Perkins' students are considered socioeconomically disadvantaged.   Math was an Orange Category on the California Dashboard with the whole school 86.3 points below standard. Students with Disabilities were in the Red Category, and English Learners and Hispanics were in the Orange category. This group is addressed in the goal for all students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	17%	30%	Other (Describe in Objective)	Annual

June 2023	4th	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	30%	40%	Other (Describe in Objective)	Annual
June 2023	5th	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	9%	35%	Other (Describe in Objective)	Annual
June 2023	6th	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	18%	25%	Other (Describe in Objective)	Annual
June 2023	7th	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	5%	25%	Other (Describe in Objective)	Annual
June 2023	8th	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in math. This assessment very closely correlates to the CAASSP.	2%	25%	Other (Describe in Objective)	Annual
June 2023	3-8	meet or exceed standard	14%	30%	CAASPP Math	Annual

*Annual Measurable Outcomes (Closing the Equity Gap) - Math						
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3rd - 8th	English Learner	Increase the percentage of students meeting and exceeding grade-level standards using "iReady" summative assessments in ELA. This assessment very closely correlates to the CAASSP.	7.1%	20%	Other (Describe in Objective)	Annually
June 2023	3rd - 8th	Students with Disabilities	Increase the percentage of students meeting and	4.4%	20%	Other (Describe in Objective)	Annually

			exceeding grade-level standards using "iReady" summative assessments in ELA. This assessment very closely correlates to the CAASSP.				
June 2023	3rd - 8th	Black or African American	Meet or exceed standards.	5.6%	25%	CAASPP Math	Annually

*Identified Need - English Learners

English Learners make up 42% of the student population. According to the California Dashboard, English Learner students are performing 68 points below standard in ELA (Orange Category) and 122 points below standard in Math (Orange Category).

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-8th	English Learner	Increase the percentage of English Learners that meet or exceed English Language Arts standards on CAASSP.	4.5%	20%	Other (Describe in Objective)	Annually

*Identified Need - Graduation/Promotion Rate

Chronic absenteeism impacts promotion. If students are not at school, they can't learn. This is also an area of concern for our site. On the California Dashboard, our overall school is in the Red Category with 66% of our students chronically absent. This includes students isolated due to covid. This is one of the reasons our school is in CSI status.

Chronic Absenteeism (Subgroups)

Students with Disabilities = 76%

English Learners = 72%%

Hispanic = 68%

African American = 56%

*Goal 5- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**		**Baseline Percentage**	**Target Percentage**	**Measure of Success** Frequency
June 2023	1st - 8th	The percentage of chronically absent students will be reduced.		66%	30%	Absenteeism Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-8	English Learner	Decrease Overall chronic absenteeism	72%	30%	Absenteeism	Annually
June 2023	TK-8	Students with Disabilities	Decrease Overall chronic absenteeism	76%	30%	Absenteeism	Annually
June 2023	TK-8	Black or African American	Decrease Overall chronic absenteeism	56%	25%	Absenteeism	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at Perkins will benefit from this strategy/activity in the area of English Language Arts. 100% of students are considered socioeconomically disadvantaged.

*Strategy/Activity - Description

Our In-school Resource Teacher will support and collaborate with classroom teachers to impact teacher effectiveness. He will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students, and also plan professional development.
PLCs will be conducted monthly to, plan instruction, design and administer assessments and participate in lesson studies.
PLCs will also be conducted during the school day for staff in grade UTK - 2nd to participate in lesson studies, and accelerate student reading.
The Benchmark Advance curriculum has been implemented in grades TK - 5th. Amplify has been implemented in grades 6th - 8th.
The Literacy Support Teacher will support accelerating reading in grades UTK - 2nd by providing daily small group instruction with no less than 8 small groups per day on a four-week cycle.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F018526	Inschool Resource Tchr	0.25000	$24,729.00	$35,622.68	0185-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		This position is responsible for demonstrating lessons during PLCs, and modeling specific instructional practices. Also, meets with students to assist in reducing anxiety, reducing absenteeism, etc.
F018527	Inschool Resource Tchr	0.75000	$74,187.00	$106,868.05	0185-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		This position is responsible for demonstrating lessons during PLCs, and modeling specific instructional practices. Also, meets with students to assist in reducing anxiety, reducing absenteeism, etc.
N0185L	Supplies		$582.82	$582.82	0185-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Students will be provided with all necessary instructional materials such as notebooks, pencils, and colored markers for daily needs. Also, we will continue to purchase sets of guided reading materials at all grade levels to ensure that students at all reading levels have appropriate materials in their classrooms.
N01851H	Interprogram Svcs/Field Trip		$14,000.00	$14,000.00	0185-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Students will be given learning opportunities outside the school that is directly linked to learning in the classroom and to grade-level standards.
N01853Q	Supplies		$24,064.00	$24,064.00	0185-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		We will continue to purchase sets of guided reading materials at all grade levels to ensure that students at all reading levels have appropriate materials in their classrooms. Students will also be provided with all necessary instructional materials such as notebooks, pencils, and colored markers for daily needs.
N01855F	Prof&Curriclm Dev Vist Tchr		$25,000.00	$30,952.50	0185-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Classroom teachers will be provided with substitute teachers at least once per month to allow for participation in PLCs to plan for instruction and lesson studies.
N0185A4	Supplies		$6,469.00	$6,469.00	0185-30106-00-4301-	Title I Supplmnt	[no data]		Students will be provided with all necessary instructional materials such as notebooks, pencils, and colored markers for daily needs.

					1000-1110-01000-0000	Prog Imprvmnt			Also, we will continue to purchase sets of guided reading materials at all grade levels to ensure that students at all reading levels have appropriate materials in their classrooms.
N0185BL	Contracted Svcs > $25K		$36,000.00	$36,000.00	0185-31820-23-5100-3900-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		We are acquiring the services of ELEVO, a private company that will allow teachers to have PLCs every month to conduct LESSON STUDIES in both ELA and Math.

Strategy/Activity 2 -Professional Learning Communities

*Students to be served by this Strategy/Activity

All students at Perkins will benefit from this activity in the area of Math, including the following subgroups: Hispanic, English Learners, Students with Disabilities, and students who are considered socioeconomically disadvantaged. All students at Perkins are considered disadvantaged.

*Strategy/Activity - Description

Teachers have monthly PLC's where they meet to review data and plan accordingly. They bring latest assessment data to PLC, plan reteaching sessions with colleagues, create new assessments, create a common lesson study, observe one another teach, and strengthen math instruction by repeating the learning cycle in each PLC. This will benefits ALL students at Perkins.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0185BN	Non Clsrm Tchr Hrly		$8,077.00	$10,000.15	0185-31820-23-1957-2100-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Classroom teachers will be provided opportunities after school to plan instruction with colleagues addressing critical grade level standards.
N0185BO	Prof&Curriclm Dev Vist Tchr		$4,100.00	$5,076.21	0185-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Classroom teachers will be provided with substitute teachers at least once per month in order to allow in participation in PLCs to plan for instruction and lesson studies.

Prof&Curriclm Dev Vist Tchr				0185-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N01855F	Classroom teachers will be provided with substitute teachers at least once per month in order to allow in participation in PLCs to plan for instruction and lesson studies.

Strategy/Activity 3 -iReady Reading/Math

*Students to be served by this Strategy/Activity

All students at Perkins will benefit from this strategy/activity, specifically students with disabilities.

*Strategy/Activity - Description

Classroom teachers will assess students using the iReady assessments. These assessments very closely match the state tests. Teachers will use assessment results to create reading and math lessons based on student needs that meet standards. Also, iReady has customizable built-in modules that tutor students and help fill in gaps in their understanding. iReady also strengthens skills

Strategy/Activity 4 -Chronic Absenteeism

*Students to be served by this Strategy/Activity

Students in grades 5th - 8th will benefit from the services provided by "Boys to Men" for boys and "Detour/Fancy" for girls. Students who participated will learn about leadership skills, goal setting, and social/emotional awareness, all skills that will improve self-well-being and increase school participation that results in increased participation.

*Strategy/Activity - Description

With a Chronic Absenteeism rate of 66%, Perkins will also partner with the SDSU Center for Excellence to design a custom program that will provide resources, services, and interventions to students and families with the goal of reducing the rate of absenteeism.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0185BM	Contracted Svcs Less Than $25K		$5,000.00	$5,000.00	0185-31820-23-5853-3900-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		"Boys to Men" will provide workshops to 7th and 8th grade students to strengthen their social/emotional resilience.
N0185BP	Contracted Svcs > $25K		$70,000.00	$70,000.00	0185-31820-23-5100-3900-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		SDSU "HEY" services will provide clinical therapy to our most vulnerable students who suffer from chronic absenteeism.

*Additional Supports for this Strategy/Activity

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

During the previous three years, there have been a series of parent meetings. 1. Family Tuesdays in which the principal met with parents, gave instructional strategies, and then allowed parents time to visit classrooms and read with children. 2. Meetings with the principal to discuss school issues. During the previous school year, Perkins also provided weekly "Parent Academy" sessions that were coordinated with SAY San Diego. These sessions covered topics ranging from health & nutrition, to social/emotional parenting skills, to preparing for middle & high school, etc. During the previous school year meetings were provided in person and also online through zoom, in our distance learning environment.

Learning materials that focused on helping children with schoolwork were handed out to parents. These supports are ongoing and continuing for our school community.

*Major Differences

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

At the beginning of 2020-2021 and throughout the school year we offered a series of "Parent Academy" sessions exclusively through the online environment. These sessions will continue to focus on showing parents how to advocate for their children, health & nutrition, and information on resources available to families in the community. We will continue to offer these sessions through our "Parent Academy" meetings with parents throughout this school year but we are now doing them in person in the Perkins auditorium.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. As soon as it becomes safe to hold meetings on campus we will provide child care in order to facilitate parent attendance at meetings.

*Identified Need
Only 14% of our parents attended regularly scheduled Parent-Teacher conferences, and only 33% strongly agree with the statement that the school allows input and welcomes parents' contributions. Perkins needs to strengthen these numbers. Now that we are in person with a year removed from the pandemic we are fully welcoming our parents in person to Perkins. At our first parent meeting on September 6th, 2022 we had about 70 parents in attendance out of 360 families in our community. This far exceeded the number of parents attending meetings on Zoom. We will continue to grow parent participation as this is directly related to the academic success of students.

*Goal 6- Family Engagement

By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	Other (Describe in Objective)	To increase participation in Parent Teacher conferences	14%	60%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	To increase the feeling among parents that they strongly agree that the school welcomes parents' contributions and input.	33%	60%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	SSC	Attendance	70%	80%	Committee Attendance

Parent Academy

*Families to be served by this Strategy/Activity
All families at Perkins can participate in our weekly Parent Academy sessions.

*Strategy/Activity - Description
Through a partnership with "SAY San Diego" parents at Perkins will be able to attend monthly sessions that cover a wide range of topics that directly impact the well-being of families, especially children. Another partnership with the San Diego Harbor Police Foundation and "Teachers RUL" will enhance the offerings to parents as we also explore mental health issues and resources during our parent meetings.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01856E	Supplies		$3,172.00	$3,172.00	0185-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parents will have all the necessary materials to fully participate in all activities during parents' workshops as parents practice some of the same assignments their children are doing in class.

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

Perkins K-8 Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 198,225
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 126,076
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 490,298

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)	$ 84,839
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 84,839

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)	$ 81,158
[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): $ 81,158

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 490,298

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Perkins K-8	**09800 LCFF Intervention Support**	Inschool Resource Tchr	**1109 Pull/Out Push In**	Pull/Out Push In	0.25	$24,729.00
Perkins K-8			**3000 Benefits**		0	$10,893.68
Perkins K-8		**Inschool Resource Tchr Total**			**0.25**	**$35,622.68**
Perkins K-8		(blank)	**1192 Prof&Curriclm Dev Vist Tchr**	Prof&Curriclm Dev Vist Tchr	0	$25,000.00
Perkins K-8			**3000 Benefits**		0	$5,952.50
Perkins K-8			**4301 Supplies**	Supplies	0	$582.82
Perkins K-8			**5735 Interprogram Svcs/Field Trip**	Interprogram Svcs/Field Trip	0	$14,000.00
Perkins K-8		**(blank) Total**			**0**	**$45,535.32**
Perkins K-8	**09800 LCFF Intervention Support Total**				**0.25**	**$81,158.00**
Perkins K-8	**30100 Title I Basic Program**	Inschool Resource Tchr	**1109 Pull/Out Push In**	Pull/Out Push In	1.2	$118,699.20
Perkins K-8			**3000 Benefits**		0	$52,289.68
Perkins K-8		**Inschool Resource Tchr Total**			**1.2**	**$170,988.88**
Perkins K-8		(blank)	**4301 Supplies**	Supplies	0	$24,064.00
Perkins K-8		**(blank) Total**			**0**	**$24,064.00**
Perkins K-8	**30100 Title I Basic Program Total**				**1.2**	**$195,052.88**
Perkins K-8	**30103 Title I Parent Involvement**	(blank)	**4301 Supplies**	Supplies	0	$3,172.00
Perkins K-8		**(blank) Total**			**0**	**$3,172.00**
Perkins K-8	**30103 Title I Parent Involvement Total**				**0**	**$3,172.00**
Perkins K-8	**30106 Title I Supplmnt Prog Imprvmnt**	Inschool Resource Tchr	**1109 Pull/Out Push In**	Pull/Out Push In	0.55	$54,403.80
Perkins K-8			**3000 Benefits**		0	$23,966.11
Perkins K-8		**Inschool Resource Tchr Total**			**0.55**	**$78,369.91**
Perkins K-8		(blank)	**4301 Supplies**	Supplies	0	$6,469.00
Perkins K-8		**(blank) Total**			**0**	**$6,469.00**
Perkins K-8	**30106 Title I Supplmnt Prog Imprvmnt Total**				**0.55**	**$84,838.91**
Perkins K-8	**31820 ESSA Schl Imp (CSI) Funding**	(blank)	**1192 Prof&Curriclm Dev Vist Tchr**	Prof&Curriclm Dev Vist Tchr	0	$4,100.00
Perkins K-8			**1957 Non Clsrm Tchr Hrly**	Non Clsrm Tchr Hrly	0	$8,077.00
Perkins K-8			**3000 Benefits**		0	$2,899.36
Perkins K-8			**5100 Contracted Svcs > $25K**	Contracted Svcs > $25K	0	$106,000.00
Perkins K-8			**5853 Contracted Svcs Less Than $25K**	Contracted Svcs Less Than $25K	0	$5,000.00
Perkins K-8		**(blank) Total**			**0**	**$126,076.36**
Perkins K-8	**31820 ESSA Schl Imp (CSI) Funding Total**				**0**	**$126,076.36**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Perkins K-8 School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)

Perkins K-8 School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

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

Parents have attending meetings with principal, meetings with the School Governance Team, and meetings with the School Site Council. Parents have asked numerous questions regarding the operations of the school and the expenditures of the school budget. They have been involved in all important decisions that have been made at Perkins regarding facilities, operation, curriculum, and school budget.

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

Parents are invited to monthly meetings with the school principal. They ask pertinent questions regarding all areas of the school. Any changes to policy are discussed openly and any changes are brought to the School Site Council for a vote.

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

San Diego Unified School District has a department called the "Children and Youth in Transition" department

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

Parents are directly to file all complaints with the district's Quality Assurance Office. This office will support parents in ensuring that their complaints are addressed.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and

encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Perkins will hold the Title 1 meeting with parents during the Fall Open House on October 13, 2022.

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

All parents at Perkins have the principal's direct cell phone number. Parent meetings are usually scheduled at 9 am and at 3:30 pm to allow parents the flexibility to attend meetings at school. Child care is provided by the school. Home visits are also conducted by the school upon request by both staff members and by parents when they are unable to come to school. Furthermore, during the current school year parents will also continue to have the option to attend meetings by zoom.

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

Parents have attending meetings with principal, meetings with the School Governance Team, and meetings with the School Site Council. Parents have asked numerous questions regarding the operations of the school and the expenditures of the school budget. They have been involved in all important decisions that have been made at Perkins regarding facilities, operation, curriculum, and school budget. The discussions always include Title 1 programs at Perkins but are not limited to Title 1 and always involve all aspects of the school operation, but do point out the Title 1 programs.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

Perkins has monthly principal meetings with parents. All important topics are brought up that are discussed at SSC meetings. Parents are invited to attend SSC meetings where important Title 1 decision are made.
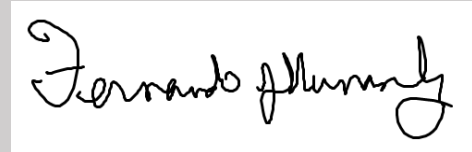
Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

No complaints have been submitted.

Perkins K-8 School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on October 5, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before October 13, 2022.

Signature Page

Fernando J Hernandez – School Principal

[signature: Fernando Hernandez]

October 5, 2022

California Department of Education

April 2020

APPENDIX C

SCHOOL PARENT COMPACT

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

The Perkins K-8 School and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

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

- Perkins will be monitoring continuous academic progress of students using iReady online software and sharing this information with parents.
- Parents will be shown DRA and F&P levels of students, yearly goals, and continuous progress.
- Parents will be asked to bring students to tutoring sessions after school upon recommendation to accelerate reading ability.
- Parents will be shown progress in the area of math, strengths of their children, and needs that need to be addressed in tutoring sessions.
- Parents will be shown how to use iReady at home to further support their children's progress in reading and in math.

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

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
(B) frequent reports to parents on their children's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.
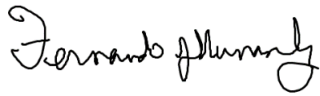
(E) *The school will provide continuous communication to all parents on all issues regarding their children's performance in school.
(F) Staff will be available continuously to respond to parent concerns.
(G) Two formal parent/teacher conferences will be scheduled during the school year.

(H) *Parents are asked to be aware of student's reading goals and to monitor current reading levels using the DRA/F&P and iReady reading assessments in the online distance learning environment as mentioned above.

(I) Parents and students are aware of behavior policies, noting that "Kindness" is the social skill covered at assemblies every Monday morning.

This Compact was established by Perkins K-8 School on October 5, 2022, and will be in effect for the period of one school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 13, 2022.

Signature Page

Fernando J Hernandez

Fernando J Hernandez

October 5, 2022

California Department of Education
April 2020

APPENDIX D

DATA REPORTS

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

- Illuminate
- California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	266	27.4	263	26.2	272	22.4	294	26.5	254	20.1	-7.3	-6.4	247	21.5	263	13.3	271	14.8	296	16.9	243	14.0	-7.5	-2.9
Female	131	29.8	123	25.2	127	22.8	136	30.1	117	23.1	-6.7	-7.0	124	20.2	120	11.7	126	13.5	136	19.1	112	14.3	-5.9	-4.8
Male	135	25.2	140	27.1	145	22.1	158	23.4	137	17.5	-7.7	-5.9	123	22.8	143	14.7	145	15.9	160	15.0	131	13.7	-9.1	-1.3
African American	10	10.0	9	-	19	10.5	17	11.8	20	15.0	5.0	3.2	8	-	9	-	17	11.8	17	11.8	18	5.6	-	-6.2
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Filipino	2	-	4	-	6	-	8	-	7	-	-	-	2	-	4	-	6	-	8	-	7	-	-	-
Hispanic	243	27.6	238	26.5	235	23.4	251	27.9	215	19.1	-8.5	-8.8	227	21.6	238	13.0	234	14.5	252	16.7	207	13.5	-8.1	-3.2
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	2	-	1	-	-	-	1	-	1	-	1	-	2	-	1	-	-	-
White	3	-	3	-	3	-	5	-	6	-	-	-	3	-	3	-	3	-	5	-	6	-	-	-
Multiracial	7	-	8	-	8	-	10	0.0	4	-	-	-	6	-	8	-	9	-	11	0.0	3	-	-	-
English Learner	95	4.2	90	1.1	94	3.2	113	3.5	89	4.5	0.3	1.0	89	4.5	90	1.1	97	2.1	117	7.7	85	7.1	2.6	-0.6
English-Speaking	171	40.4	173	39.3	178	32.6	181	40.9	164	28.7	-11.7	-12.2	158	31.0	173	19.7	174	21.8	179	22.9	157	17.8	-13.2	-5.1
Reclassified†	87	48.3	90	45.6	85	40.0	81	50.6	64	26.6	-21.7	-24.0	77	40.3	89	20.2	85	23.5	81	32.1	63	12.7	-27.6	-19.4
Initially Eng. Speaking	84	32.1	83	32.5	93	25.8	100	33.0	100	30.0	-2.1	-3.0	81	22.2	84	19.0	89	20.2	98	15.3	94	21.3	-0.9	6.0
Econ. Disadv.*	258	27.5	254	26.4	256	23.0	287	26.5	236	19.1	-8.4	-7.4	240	21.3	252	13.5	255	15.3	289	17.3	225	12.9	-8.4	-4.4
Non-Econ. Disadv.	8	-	9	-	16	12.5	7	-	18	33.3	-	-	7	-	11	9.1	16	6.3	7	-	18	27.8	-	-
Gifted	70	48.6	64	54.7	45	44.4	37	62.2	5	-	-	-	66	43.9	63	31.7	45	28.9	37	27.0	5	-	-	-
Not Gifted	196	19.9	199	17.1	227	18.1	257	21.4	249	19.7	-0.2	-1.7	181	13.3	200	7.5	226	11.9	259	15.4	238	13.4	0.1	-2.0
With Disabilities	0	-	35	0.0	43	0.0	46	0.0	53	5.7	-	5.7	33	0.0	36	0.0	43	0.0	47	0.0	45	4.4	4.4	4.4
WO Disabilities	230	31.7	228	30.3	229	26.6	248	31.5	201	23.9	-7.8	-7.6	214	24.8	227	15.4	228	17.5	249	20.1	198	16.2	-8.6	-3.9
Homeless	61	13.1	63	17.5	69	20.3	114	21.9	90	23.3	10.2	1.4	56	16.1	62	11.3	67	16.4	115	15.7	65	15.4	-0.7	-0.3
Foster	7	-	3	-	4	-	0	-	1	-	-	-	7	-	3	-	4	-	0	-	3	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	48	18.8	47	8.5	53	15.1	0	-	27	14.8	-4.0	-	48	20.8	49	8.2	54	16.7	45	33.3	24	20.8	0.0	-12.5
Female	24	8.3	20	10.0	28	17.9	0	-	11	9.1	0.8	-	23	21.7	21	9.5	28	17.9	27	40.7	11	36.4	14.7	-4.3
Male	24	29.2	27	7.4	25	12.0	0	-	16	18.8	-10.4	-	25	20.0	28	7.1	26	15.4	18	22.2	13	7.7	-12.3	-14.5
African American	2	-	1	-	4	-	0	-	2	-	-	-	1	-	1	-	4	-	5	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	1	-	3	-	0	-	0	-	-	-	0	-	1	-	3	-	1	-	0	-	-	-
Hispanic	43	18.6	44	9.1	43	14.0	0	-	22	13.6	-5.0	-	44	20.5	46	8.7	43	14.0	34	32.4	19	26.3	5.8	-6.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	2	-	0	-	-	-
Multiracial	2	-	1	-	2	-	0	-	2	-	-	-	2	-	1	-	2	-	2	-	2	-	-	-
English Learner	26	7.7	30	0.0	24	0.0	0	-	10	0.0	-7.7	-	27	7.4	30	3.3	25	0.0	19	26.3	10	10.0	2.6	-16.3
English-Speaking	22	31.8	17	23.5	29	27.6	0	-	17	23.5	-8.3	-	21	38.1	19	15.8	29	31.0	26	38.5	14	28.6	-9.5	-9.9
Reclassified†	4	-	3	-	11	45.5	0	-	3	-	-	-	4	-	3	-	11	54.5	10	50.0	3	-	-	-
Initially Eng. Speaking	18	22.2	14	14.3	18	16.7	0	-	14	14.3	-7.9	-	17	35.3	16	12.5	18	16.7	16	31.3	11	27.3	-8.0	-4.0
Econ. Disadv.*	47	19.1	45	8.9	50	16.0	0	-	25	8.0	-11.1	-	47	21.3	47	8.5	51	17.6	44	34.1	22	18.2	-3.1	-15.9
Non-Econ. Disadv.	8	-	2	-	3	-	0	-	2	-	-	-	1	-	2	-	3	-	1	-	2	-	-	-
Gifted	5	-	5	-	45	44.4	0	-	5	-	-	-	5	-	5	-	45	28.9	37	27.0	5	-	-	-
Not Gifted	43	11.6	42	7.1	53	15.1	0	-	27	14.8	3.2	-	43	16.3	44	4.5	54	16.7	45	33.3	24	20.8	4.5	-12.5
With Disabilities	0	-	8	-	11	0.0	0	-	8	-	-	-	5	-	9	-	11	0.0	4	-	5	-	-	-
WO Disabilities	43	20.9	39	10.3	42	19.0	0	-	19	10.5	-10.4	-	43	23.3	40	10.0	43	20.9	41	36.6	19	21.1	-2.2	-15.5
Homeless	13	7.7	13	15.4	16	6.3	0	-	8	-	-	-	14	21.4	14	7.1	16	25.0	23	39.1	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 4

Student Group	English Language Arts														Chg From		Mathematics														Chg From	
	2016		2017		2018		2019		2022		2016	2019					2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%					N	%	N	%	N	%	N	%	N	%	%	%
Total	47	31.9	48	25.0	46	21.7	0	-	45	26.7	-5.2	-					49	26.5	46	23.9	46	19.6	53	22.6	42	33.3	6.8	10.7
Female	27	40.7	23	13.0	16	31.3	0	-	23	26.1	-14.6	-					29	27.6	21	19.0	16	31.3	27	25.9	21	28.6	1.0	2.7
Male	20	20.0	25	36.0	30	16.7	0	-	22	27.3	7.3	-					20	25.0	25	28.0	30	13.3	26	19.2	21	38.1	13.1	18.9
African American	1	-	2	-	2	-	0	-	1	-	-	-					1	-	2	-	1	-	2	-	1	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-					0	-	0	-	1	-	3	-	0	-	-	-
Hispanic	43	32.6	44	22.7	41	22.0	0	-	41	26.8	-5.8	-					45	26.7	42	21.4	42	19.0	46	19.6	38	36.8	10.1	17.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	0	-	3	-	-	-					0	-	0	-	0	-	1	-	3	-	-	-
Multiracial	3	-	2	-	2	-	0	-	0	-	-	-					3	-	2	-	2	-	1	-	0	-	-	-
English Learner	19	5.3	23	4.3	25	8.0	0	-	18	11.1	5.8	-					20	10.0	23	0.0	26	7.7	26	11.5	16	25.0	15.0	13.5
English-Speaking	28	50.0	25	44.0	21	38.1	0	-	26	38.5	-11.5	-					29	37.9	23	47.8	20	35.0	27	33.3	25	40.0	2.1	6.7
Reclassified†	9	-	7	-	7	-	0	-	7	-	-	-					9	-	7	-	7	-	12	58.3	7	-	-	-
Initially Eng. Speaking	19	42.1	18	27.8	14	35.7	0	-	19	36.8	-5.3	-					20	25.0	16	37.5	13	30.8	15	13.3	18	38.9	13.9	25.6
Econ. Disadv.*	45	31.1	47	23.4	45	22.2	0	-	42	23.8	-7.3	-					47	25.5	45	22.2	45	17.8	51	23.5	39	30.8	5.3	7.3
Non-Econ. Disadv.	2	-	1	-	1	-	0	-	3	-	-	-					2	-	1	-	1	-	2	-	3	-	-	-
Gifted	18	33.3	6	-	5	-	0	-	5	-	-	-					18	38.9	5	-	5	-	37	27.0	5	-	-	-
Not Gifted	29	31.0	42	16.7	41	22.0	0	-	45	26.7	-4.3	-					31	19.4	41	19.5	41	17.1	53	22.6	42	33.3	13.9	10.7
With Disabilities	0	-	3	-	10	0.0	0	-	5	-	-	-					5	-	3	-	10	0.0	8	-	3	-	-	-
WO Disabilities	42	35.7	45	26.7	36	27.8	0	-	40	30.0	-5.7	-					44	29.5	43	25.6	36	25.0	45	26.7	39	35.9	6.4	9.2
Homeless	12	33.3	15	6.7	11	36.4	0	-	10	20.0	-13.3	-					13	30.8	14	14.3	11	18.2	21	19.0	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 5

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022			2016	2019	2016		2017		2018		2019		2022			2016	2019
	N	%	N	%	N	%	N	%	N	%		%	%	N	%	N	%	N	%	N	%	N	%		%	%
Total	58	34.5	38	39.5	44	31.8	0	-	43	20.9		-13.6	-	56	12.5	38	15.8	44	22.7	51	5.9	42	9.5		-3.0	3.6
Female	26	34.6	21	38.1	16	12.5	0	-	15	33.3		-1.3	-	25	8.0	21	14.3	16	12.5	18	5.6	15	6.7		-1.3	1.1
Male	32	34.4	17	41.2	28	42.9	0	-	28	14.3		-20.1	-	31	16.1	17	17.6	28	28.6	33	6.1	27	11.1		-5.0	5.0
African American	3	-	0	-	3	-	0	-	6	-		-	-	3	-	0	-	3	-	2	-	6	-		-	-
Asian	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Filipino	1	-	0	-	0	-	0	-	3	-		-	-	1	-	0	-	0	-	1	-	3	-		-	-
Hispanic	51	33.3	38	39.5	39	33.3	0	-	32	25.0		-8.3	-	49	12.2	38	15.8	39	23.1	47	6.4	32	9.4		-2.8	3.0
Native American	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-		-	-	1	-	0	-	0	-	0	-	0	-		-	-
White	1	-	0	-	1	-	0	-	0	-		-	-	1	-	0	-	1	-	0	-	0	-		-	-
Multiracial	1	-	0	-	1	-	0	-	2	-		-	-	1	-	0	-	1	-	1	-	1	-		-	-
English Learner	19	5.3	9	-	18	5.6	0	-	17	5.9		0.6	-	18	0.0	9	-	18	0.0	30	0.0	17	0.0		0.0	0.0
English-Speaking	39	48.7	29	51.7	26	50.0	0	-	26	30.8		-17.9	-	38	18.4	29	20.7	26	38.5	21	14.3	25	16.0		-2.4	1.7
Reclassified†	18	61.1	13	46.2	10	70.0	0	-	7	-		-	-	18	33.3	13	7.7	10	40.0	8	-	7	-		-	-
Initially Eng. Speaking	21	38.1	16	56.3	16	37.5	0	-	19	26.3		-11.8	-	20	5.0	16	31.3	16	37.5	13	7.7	18	22.2		17.2	14.5
Econ. Disadv.*	56	35.7	37	40.5	43	30.2	0	-	41	19.5		-16.2	-	54	13.0	37	16.2	43	23.3	50	6.0	40	5.0		-8.0	-1.0
Non-Econ. Disadv.	8	-	1	-	1	-	0	-	2	-		-	-	2	-	1	-	1	-	1	-	2	-		-	-
Gifted	20	55.0	16	56.3	5	-	0	-	5	-		-	-	20	25.0	16	25.0	5	-	5	-	5	-		-	-
Not Gifted	38	23.7	22	27.3	39	28.2	0	-	43	20.9		-2.8	-	36	5.6	22	9.1	39	17.9	46	2.2	42	9.5		3.9	7.3
With Disabilities	0	-	6	-	4	-	0	-	9	-		-	-	10	0.0	6	-	4	-	14	0.0	8	-		-	-
WO Disabilities	47	42.6	32	46.9	40	35.0	0	-	34	26.5		-16.1	-	46	15.2	32	18.8	40	25.0	37	8.1	34	8.8		-6.4	0.7
Homeless	16	12.5	8	-	13	23.1	0	-	18	22.2		9.7	-	14	7.1	8	-	13	23.1	16	0.0	11	18.2		11.1	18.2
Foster	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Military	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 6

Student Group	English Language Arts														Chg From		Mathematics														Chg From	
	2016		2017		2018		2019		2022		2016	2019					2016		2017		2018		2019		2022		2016	2019				
	N	%	N	%	N	%	N	%	N	%	%	%					N	%	N	%	N	%	N	%	N	%	%	%				
Total	28	50.0	56	37.5	43	27.9	0	-	36	27.8	-22.2	-					28	25.0	56	16.1	42	14.3	54	13.0	35	20.0	-5.0	7.0				
Female	15	60.0	25	36.0	23	30.4	0	-	23	30.4	-29.6	-					15	33.3	24	12.5	23	13.0	19	5.3	22	22.7	-10.6	17.4				
Male	13	38.5	31	38.7	20	25.0	0	-	13	23.1	-15.4	-					13	15.4	32	18.8	19	15.8	35	17.1	13	15.4	0.0	-1.7				
African American	1	-	4	-	4	-	0	-	4	-	-	-					1	-	4	-	4	-	2	-	4	-	-	-				
Asian	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-				
Filipino	0	-	2	-	0	-	0	-	1	-	-	-					0	-	2	-	0	-	1	-	1	-	-	-				
Hispanic	27	51.9	46	39.1	39	30.8	0	-	30	23.3	-28.6	-					27	25.9	45	15.6	37	16.2	46	15.2	29	13.8	-12.1	-1.4				
Native American	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	1	-	0	-	-	-				
Pacific Islander	0	-	1	-	0	-	0	-	1	-	-	-					0	-	1	-	0	-	0	-	1	-	-	-				
White	0	-	1	-	0	-	0	-	0	-	-	-					0	-	1	-	0	-	2	-	0	-	-	-				
Multiracial	0	-	2	-	0	-	0	-	0	-	-	-					0	-	3	-	1	-	2	-	0	-	-	-				
English Learner	9	-	14	0.0	8	-	0	-	9	-	-	-					9	-	13	0.0	9	-	17	0.0	8	-	-	-				
English-Speaking	19	73.7	42	50.0	35	34.3	0	-	27	33.3	-40.4	-					19	36.8	43	20.9	33	18.2	37	18.9	27	22.2	-14.6	3.3				
Reclassified†	13	84.6	23	56.5	16	37.5	0	-	10	10.0	-74.6	-					13	46.2	23	30.4	16	12.5	15	20.0	10	10.0	-36.2	-10.0				
Initially Eng. Speaking	6	-	19	42.1	19	31.6	0	-	17	47.1	-	-					6	-	20	10.0	17	23.5	22	18.2	17	29.4	-	11.2				
Econ. Disadv.*	27	48.1	55	38.2	41	26.8	0	-	33	27.3	-20.8	-					27	22.2	54	16.7	40	15.0	54	13.0	32	21.9	-0.3	8.9				
Non-Econ. Disadv.	1	-	1	-	2	-	0	-	3	-	-	-					1	-	2	-	2	-	7	-	3	-	-	-				
Gifted	8	-	19	73.7	12	58.3	0	-	5	-	-	-					8	-	19	31.6	12	25.0	6	-	5	-	-	-				
Not Gifted	20	35.0	37	18.9	31	16.1	0	-	36	27.8	-7.2	-					20	10.0	37	8.1	30	10.0	48	12.5	35	20.0	10.0	7.5				
With Disabilities	0	-	11	0.0	6	-	0	-	7	-	-	-					3	-	11	0.0	6	-	4	-	7	-	-	-				
WO Disabilities	25	56.0	45	46.7	37	32.4	0	-	29	34.5	-21.5	-					25	28.0	45	20.0	36	16.7	50	14.0	28	25.0	-3.0	11.0				
Homeless	5	-	13	15.4	10	30.0	0	-	15	33.3	-	-					5	-	13	7.7	9	-	22	4.5	10	30.0	-	25.5				
Foster	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-				
Military	0	-	0	-	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-				

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 7

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	50	12.0	28	39.3	56	14.3	0	-	56	17.9	5.9	-	31	29.0	28	17.9	55	7.3	41	9.8	56	5.4	-23.6	-4.4
Female	20	15.0	14	50.0	28	14.3	0	-	24	20.8	5.8	-	13	15.4	13	15.4	27	7.4	23	8.7	23	0.0	-15.4	-8.7
Male	30	10.0	14	28.6	28	14.3	0	-	32	15.6	5.6	-	18	38.9	15	20.0	28	7.1	18	11.1	33	9.1	-29.8	-2.0
African American	1	-	1	-	5	-	0	-	3	-	-	-	0	-	1	-	4	-	3	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	2	-	0	-	3	-	-	-	1	-	0	-	2	-	0	-	3	-	-	-
Hispanic	46	10.9	26	42.3	46	15.2	0	-	47	12.8	1.9	-	29	27.6	27	18.5	46	6.5	36	11.1	48	2.1	-25.5	-9.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	1	-	0	-	0	-	0	-	3	-	-	-	1	-	0	-	0	-	0	-	3	-	-	-
Multiracial	1	-	1	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	2	-	0	-	-	-
English Learner	15	0.0	3	-	12	0.0	0	-	17	0.0	0.0	-	8	-	3	-	12	0.0	13	0.0	17	0.0	-	0.0
English-Speaking	35	17.1	25	44.0	44	18.2	0	-	39	25.6	8.5	-	23	39.1	25	20.0	43	9.3	28	14.3	39	7.7	-31.4	-6.6
Reclassified†	22	18.2	18	50.0	25	24.0	0	-	22	22.7	4.5	-	12	41.7	18	22.2	25	12.0	12	16.7	22	9.1	-32.6	-7.6
Initially Eng. Speaking	13	15.4	7	-	19	10.5	0	-	17	29.4	14.0	-	11	36.4	7	-	18	5.6	16	12.5	17	5.9	-30.5	-6.6
Econ. Disadv.*	49	12.2	28	39.3	51	15.7	0	-	51	19.6	7.4	-	31	29.0	28	17.9	50	8.0	39	10.3	51	5.9	-23.1	-4.4
Non-Econ. Disadv.	8	-	9	-	5	-	0	-	5	-	-	-	0	-	11	9.1	5	-	2	-	5	-	-	-
Gifted	11	9.1	8	-	16	37.5	0	-	1	-	-	-	7	-	8	-	16	18.8	9	-	1	-	-	-
Not Gifted	39	12.8	20	35.0	40	5.0	0	-	55	16.4	3.6	-	24	16.7	20	0.0	39	2.6	32	9.4	55	3.6	-13.1	-5.8
With Disabilities	0	-	1	-	10	0.0	0	-	10	0.0	-	-	5	-	1	-	10	0.0	7	-	10	0.0	-	-
WO Disabilities	43	14.0	27	40.7	46	17.4	0	-	46	21.7	7.7	-	26	34.6	27	18.5	45	8.9	34	11.8	46	6.5	-28.1	-5.3
Homeless	61	13.1	5	-	15	13.3	0	-	23	21.7	8.6	-	7	-	4	-	14	7.1	14	7.1	23	8.7	-	1.6
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Perkins
Grade 8

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	35	25.7	46	13.0	30	30.0	0	-	47	12.8	-12.9	-	35	20.0	46	0.0	30	6.7	52	17.3	44	2.3	-17.7	-15.0
Female	19	26.3	20	10.0	16	37.5	0	-	21	14.3	-12.0	-	19	15.8	20	0.0	16	0.0	22	18.2	20	0.0	-15.8	-18.2
Male	16	25.0	26	15.4	14	21.4	0	-	26	11.5	-13.5	-	16	25.0	26	0.0	14	14.3	30	16.7	24	4.2	-20.8	-12.5
African American	2	-	1	-	1	-	0	-	4	-	-	-	2	-	1	-	1	-	3	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
Hispanic	33	27.3	40	12.5	27	29.6	0	-	43	14.0	-13.3	-	33	21.2	40	0.0	27	7.4	43	18.6	41	2.4	-18.8	-16.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Multiracial	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	3	-	0	-	-	-
English Learner	7	-	11	0.0	7	-	0	-	18	0.0	-	-	7	-	12	0.0	7	-	12	8.3	17	0.0	-	-8.3
English-Speaking	28	32.1	35	17.1	23	39.1	0	-	29	20.7	-11.4	-	28	25.0	34	0.0	23	8.7	40	20.0	27	3.7	-21.3	-16.3
Reclassified†	21	33.3	26	19.2	16	43.8	0	-	15	20.0	-13.3	-	21	28.6	25	0.0	16	12.5	24	29.2	14	7.1	-21.5	-22.1
Initially Eng. Speaking	7	-	9	-	7	-	0	-	14	21.4	-	-	7	-	9	-	7	-	16	6.3	13	0.0	-	-6.3
Econ. Disadv.*	34	26.5	42	11.9	26	34.6	0	-	44	13.6	-12.9	-	34	20.6	41	0.0	26	7.7	51	17.6	41	2.4	-18.2	-15.2
Non-Econ. Disadv.	8	-	4	-	4	-	0	-	3	-	-	-	1	-	5	-	4	-	1	-	3	-	-	-
Gifted	8	-	10	20.0	7	-	0	-	4	-	-	-	8	-	10	0.0	7	-	17	35.3	4	-	-	-
Not Gifted	27	14.8	36	11.1	23	26.1	0	-	43	11.6	-3.2	-	27	11.1	36	0.0	23	0.0	35	8.6	40	0.0	-11.1	-8.6
With Disabilities	0	-	6	-	2	-	0	-	14	7.1	-	-	5	-	6	-	2	-	10	0.0	12	0.0	-	0.0
WO Disabilities	30	30.0	40	15.0	28	32.1	0	-	33	15.2	-14.8	-	30	23.3	40	0.0	28	7.1	42	21.4	32	3.1	-20.2	-18.3
Homeless	61	13.1	9	-	4	-	0	-	16	18.8	5.7	-	3	-	9	-	4	-	19	15.8	10	0.0	-	-15.8
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-

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

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

California Department of Education

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Perkins K-8 (San Diego, CA)
San Diego Unified

Return to Search

Reporting Year: 2019 ▾

View other reports for this School

This report displays the performance level (color) for each student group on all the state indicators.

Pivot Data by StudentGroups

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Red	Red	None	None	Orange	Orange
Socioeconomically Disadvantaged	Red	Orange	None	None	Orange	Orange
Students with Disabilities	Orange	Red	None	None	Red	Red
African American	Red	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	Orange	Orange

Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Orange	None	None	None	None

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: PERKINS K-8
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Our Inschool Resource Teacher will support and collaborate with classroom teachers to impact teacher effectiveness. He will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students, and also plan professional development.
PLCs will be conducted weekly after school in order to, plan instruction, design and administer assessments.
PLCs will also be conducted during the school day for staff in grade UTK - 2nd in order to participate in lesson studies, and accelerate student reading.
The Benchmark Advance curriculum has been implemented in grades TK - 5th. Amplify has been implemented in grades 6th - 8th.
The Literacy Support Teacher will support accelerating reading in grades UTK - 2nd by providing daily small group instruction with no less than 8 small groups per day on a four week cycle.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Perkins K-8 SPSA Evaluation of LCFF Funded Actions/Activities

					monitoring results, etc.).	progress monitoring results, etc.).	
Inschool Resource Tchr - Villalpando, Moises	0.25000	$33,684.45	09800-1109	Resource Teacher/Dean of Students to support classroom teachers with social/emotional learning, and Tier 1 instruction, support professional development, assessments, model lessons, lesson studies, PLC planning time.	*Effective modeling and implementation of Zones of Regulation, social/emotional learning. Plans and delivers lessons with classroom teachers. Attends PLCs and assists teachers in planning.		NO modifications made.
Prof&Curriclm Dev Vist Tchr		$27,556.30	09800-1192	Teachers will attend PLCs to plan instruction, create assessments, and monitor student progress.	The time that the teachers have spent on PLCs is extremely valuable. We have been able to plan out: *teach teaching *lesson studies *Benchmark lessons *common assessments	We were unable to use these funds in this specific category due to the pandemic. While we did have PLCs we did not need to call in substitute teachers due to the nature of distance learning. PLCs were held in the afternoons after school.	Funds were spent on guided reading sets from OKAPI.
Software License		$5,000.00	09800-5841	These funds will be used to purchase "Happy	The purchase of Reading A-Z helped enormously in	Students had tutoring sessions with tutors from	We did not have a method to measure the success of

				Numbers" which supplement the math curriculum AND adapt to each student's math ability creating customized online sessions. Also purchase "Reading A-Z" giving access to hundreds of leveled books online to students.	addressing the needs of reading in grades K-2nd. This online program provides multiple titles of books at students' specific reading levels. Happy Numbers was used by students with special needs and it helped address conceptual understanding.	USD. The most amazing thing was that the tutors were able to log in and pull up texts/books at the students specific reading levels and conduct very meaningful and targeted sessions. This greatly complemented classroom instruction.	Happy Numbers among our students with special needs. We were not able to measure the positive effect of this program in an objective manner.

Goal 4- Supporting English Learners

Strategy/Activity 1 Professional Learning Communities

*Strategy/Activity - Description

Teachers will review the Benchmark ELD curriculum, plan out lessons, and plan out assessments to monitor student progress.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$14,377.20	09800-1192	ELPAC testing	English learner students were assessed over the course of the school year to measure progress, inform instruction, and reclassify students	N/A	N/A

					as English Proficient students.	

Goal 6 - Supporting Black Youth

Movement BE

*Strategy/Activity - Description

"Movement BE" is an online program that provides interactive social/emotional curriculum for students at grade K - 8th. There are daily lessons throughout the school year that address self-regulation, compassion, empathy, goal-setting, and other positive behavior traits.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Field Trip		$6,244.00	09800-5735	Students in 7th and 8th grades will have the opportunity to travel to the Museum of Tolerance in Los	The trip to the Museum of Tolerance in Los Angeles provides in depth learning opportunities to	We were unable to conduct the field trip due to the Museum's strict covid protocols. All students had to show proof of covid	We have made plans to conduct this trip during the 2022-2022 school year.

				Angeles. This will be the culmination of equity among students and anti-bias awareness.	study the effect of inequality.	vaccinations. We were unable to comply with this mandate.	

What are my leadership strategies in service of the goals?

SCHOOL NAME: PERKINS K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820 SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

The Dean of Students will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Dean of Students conducts assemblies with students, works with principal, counselor, parents, and support staff to implement strategies that will decrease suspension rates and chronic absenteeism. "Movement BE" program will also be implemented to address these goals. This program is optimized for the online learning environment.

The Resource Teacher assigned to the Action Learning Lab will also support students' social and emotional well being. Student will be exposed to an environment based on "Action Based Learning" in which physical activity and grade level appropriate academic tasks are performed in order to proactively address behavioral and attention deficit based issues.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Perkins K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Inschool Resource Tchr - VACANCY, SBB2529485	0.45000	$60,632.02	30100-1109	Resource teacher position will address the social/emotional needs of the school by implementing a research-based "Action Learning Lab." The activities in this lab address anxiety, distractability, self-regulation, self-awareness, focus, and preparedness for learning.	This position was created to help teach students strategies to self-regulate emotions and anxiety. It has worked exceptionally well.	As one of several initiatives implemented school wide the rate of referrals dropped about 40% in one year's time.	N/A
Inschool Resource Tchr - VACANCY, SBB2529485	0.55000	$74,105.80	30106-1109	Resource teacher position will address the social/emotional needs of the school by implementing a research-based "Action Learning Lab." The activities in this lab address anxiety,	This position was created to help teach students strategies to self-regulate emotions and anxiety. It has worked exceptionally well.	As one of several initiatives implemented school wide the rate of referrals dropped about 40% in one year's time.	N/A

				distractability, self-regulation, self-awareness, focus, and preparedness for learning.			
Contracted Svcs > $25K		$66,572.00	31820-5100	SDSU Center for Excellence in Early Development has offered to customize their menu of options to support the needs of the community at Perkins by providing a staff member that can immediately respond to the needs of students and support them as they navigate their personal struggles.	After the pandemic students returned to school with pronounced social and emotional needs. Some students came to school after having experienced trauma and continuing to experience toxic stress outside of school. This program aimed to address the emotional issues facing our most vulnerable students at all age levels.	Excellent services. Students connected remarkably well with therapists under this program. Parents shared with me that it helped them cope with personal issues.	No modifications necessary.
Travel Conference		$1,000.00	31820-5207	Principal will attend "Courageous Principals" PD. This will acquire skills to further improve the environment for staff and students	As Perkins moves forward to qualify for Level Two certification on "High Reliability Schools" criteria this training will further enhance to process.	N/A	Not conducted. Cancelled due to covid protocols.

				and all members of the community.			
Software License		$5,000.00	31820-5841	"Movement BE" provides students with a social-emotional based curriculum. This program is ideal in our current online environment. There are a total of 50 lessons. This is transformative SEL and it is anchored in the notion of justice-oriented citizenship.	After the pandemic student returned to school with pronounced social and emotional needs. This program aimed to address the emotional issues facing our middle school students at Perkins.	Students had a chance to openly discuss issues that they face outside of the school environment.	Movement BE was inconsistent. The organization providing these services had staffing issues that were the result of the pandemic.
Contracted Svcs Less Than $25K		$5,000.00	31820-5853	"Boys to Men" provides students with a social-emotional based curriculum. This program is ideal in our current online environment. There are a total of 50 lessons. This is transformative SEL and it is anchored in the notion of justice-oriented citizenship.	After the pandemic student returned to school with pronounced social and emotional needs. This program aimed to address the emotional issues facing our middle school students at Perkins.	Students had a chance to openly discuss issues that they face outside of the school environment in small groups of no more than eight students.	Boys to Men was excellent. The organization that provided these services did so in a very caring manner. The middle school 7th and 8th grades boys sought out these services. They all said that they gained benefits from participation.

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description
Our Inschool Resource Teacher will support and collaborate with classroom teachers to impact teacher effectiveness. He will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students, and also plan professional development. PLCs will be conducted weekly after school in order to, plan instruction, design and administer assessments. PLCs will also be conducted during the school day for staff in grade UTK - 2nd in order to participate in lesson studies, and accelerate student reading. The Benchmark Advance curriculum has been implemented in grades TK - 5th. Amplify has been implemented in grades 6th - 8th. The Literacy Support Teacher will support accelerating reading in grades UTK - 2nd by providing daily small group instruction with no less than 8 small groups per day on a four week cycle.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.75000	$101,053.37	30100-1109	Resource Teacher/Dean of	*Effective modeling and	N/A	No modifications necessary.

Villalpando, Moises				Students to support classroom teachers with social/emotional learning, and Tier 1 instruction, support professional development, assessments, model lessons, lesson studies, PLC planning time.	**implementation of Zones of Regulation, social/emotional learning. Plans and delivers lessons with classroom teachers. Attends PLCs and assists teachers in planning**.		
Classroom Teacher Hrly		$19,053.38	30100-1157	Classroom teachers will provide extended day learning to students who are in need of accelerating reading.	**In a normal year PLCs (grade level meetings are conducted during the school year.) Because of the pandemic substitute teachers were not available. This money was used to pay teachers to meet after school hours to plan.**	Teachers were meeting after school weekly to plan instruction.	The one thing that we could not do was plan lesson studies. That could only be done during the school day when actual lessons can be observed.
Supplies		$9,821.00	30100-4301	These funds will be used to purchase the following: sets of guided reading books, instructional supplies for our	These additional sets of Guided Reading books from Okapi for small group instruction.	N/A	No modifications necessary. All classrooms at Perkins from grades Kinder – 6th grades have ample collections of guided reading sets

				students which include a very high percentage of homeless students insuring that they have access to all necesary learning tools such as journals, pencils, erasers, etc.				to conduct small group instruction.
Supplies		$22,680.00	30106-4301	These funds will be used to purchase the following: sets of guided reading books, instructional supplies for our students which include a very high percentage of homeless students insuring that they have access to all necesary learning tools such as journals, pencils, erasers, etc.	These additional sets of Guided Reading books from Okapi for small group instruction.	N/A	No modifications necessary. All classrooms at Perkins from grades Kinder – 6th grades have ample collections of guided reading sets to conduct small group instruction.
Prof&Curriclm DevHrlyClsrmTchr		$25,332.62	31820-1170	This money is to be used for PLCs beyond teacher contractual time. Teachers will be meeting on a weekly basis to	In a normal year PLCs (grade level meetings are conducted during the school year.) Because of the pandemic substitute teachers	Teachers were meeting after school weekly to plan instruction.	The one thing that we could not do was plan lesson studies. That could only be done during the school day when actual lessons can be observed.

				plan, and address the social/emotional needs of students at school, address absenteeism, and accelerate literacy at all grades.	**were not available. This money was used to pay teachers to meet after school hours to plan.**		
Software License		$19,863.00	31820-5841	These funds will be used to purchase "iReady" online learning software. iReady is adaptable and customizable to each student in all grade levels from K - 8th in both ELA and Math. We will be using assessments from this program to monitor student progress.	**Adaptable and customizable software in both ELA and math for all grade levels. This enhanced the math program and provided very valuable data on each student to help plan instruction.**	N/A	No modifications necessary.

Goal 3 - Mathematics

Strategy/Activity 1 - Professional Learning Communities

*Strategy/Activity - Description

Teachers have weekly PLC's where they meet to review data and plan accordingly. They bring latest assessment data to PLC, plan reteaching sessions with colleagues, create new assessments, create a common lesson study, observe one another teach, and strengthen math instruction by repeating the learning cycle in each PLC.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	31820-5841	Online software program "iReady" that adapts to the needs of each students and is customizable. This	**Adaptable and customizable software in both ELA and math for all grade levels.**	N/A	No modifications necessary.

				program will support and supplement student progress in mathematics.	**This enhanced the math program and provided very valuable data on each student to help plan instruction.**		

Goal 7 - Family Engagement

Parent Academy

***Strategy/Activity - Description**
Through a partnership with "Say San Diego" parents at Perkins will be able to attend weekly sessions that cover a wide range of topics that directly impact the well being of families especially children.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,969.00	30103-4301	Funds will be used to purchase learning materials for use in parents meetings such as journals, writing utensils, easal	Parents had ample supplies to use during meetings regarding curriculum.	N/A	No modifications necessary.

				pads in order to facilitate homework support, and introduction of instruction that students are participating in.			

What are my leadership strategies in service of the goals?