









## Perry Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Our work is approached with a sense of urgency that accelerates the learning of both students and adults. **Every minute counts!**
- Everyone contributes to our learning by actively participating in, and seeking out learning opportunities.

### **CORE AND SUPPLEMENTAL SUPPORTS**

#### TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
Grade 4-5:	1:32.13

#### NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

#### COUNSELOR

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

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

#### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

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

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Karen Mooney	Principal
Allyson Frasure	Classroom Teacher
Ann Howard	Classroom Teacher
Janya Schlottman	Classroom Teacher
Tami Threet	Other School Personnel
Liz Connor	Parent
Rachel Wohnhaas	Parent
Melissa Evick	Parent
Amber Tamapong	Parent
Roger Schlottman	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/14/2017, 50 % of Perry Elementary Students will meet/exceed Common Core grade level standards in SBAC, increasing from 45 % to 50 %, a gain of 5.00 % points

**Closing the Gap SMART Goal:**

\* By 06/14/2017, 45 % of Perry Elementary English Learner, Students will meet/exceed Common Core grade level standards in SBAC, increasing from 40 % to 45 %, a gain of 5.00 % points

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

Teachers will also use DRA, Interim and end of unit assessments to progress monitor students achievements toward grade level standards.

**Progress and Growth Monitoring:**

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

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

**Title 1 Arts Grant (Award Sites ONLY):**



**Area 2: Mathematics****Mathematics SMART Goal:**

\* By 06/14/2017, 44 % of Perry Elementary Students will meet/exceed Common Core grade level standards in SBAC, increasing from 39 % to 44 %, a gain of 5.00 % points

**Closing the Gap SMART Goal:**

\* By 06/14/2017, 24 % of Perry Elementary English Learner, Students will meet/exceed Common Core grade level standards in SBAC, increasing from 19 % to 24 %, a gain of 5.00 % points

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):**

Teachers will also use Interim and end of unit assessments to progress monitor students achievements toward grade level standards.

**Progress and Growth Monitoring:**

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

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

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 3: English Learner****English Learner SMART Goal:**

\* By 06/14/2016, 52 % of Perry Elementary English Learner, Students will achieve a growth of at least one proficiency band from previous year or reach proficient/advanced in California English Language Development Test, increasing from 47 % to 52 %, a gain of 5.00 % points

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

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

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

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

\* By 06/14/2017, 75 % of Perry Elementary Grade 03, Students will score at level 38 or above in DRA

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams  SBAC  DRA2

**Other Assessments (Please Specify):****Progress and Growth Monitoring:**

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

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

**Title 1 Arts Grant (Award Sites ONLY):**

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

\* By 06/14/2017, 100 % of Perry Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

**Targeted Population:**

Parents of English Learners and students in grades who are least represented at school events as indicated by event monitoring and event sign-in sheets.

**What data did you use to form these goals?:**

Parent Sign-In sheets

**Progress and Growth Monitoring:****Title 1 Arts Grant (Award Sites ONLY):**

**BUDGET: Resources Aligned to Area Goals****Core Program**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers, such as Thinking Maps to support student understanding.
- All English learners will be assessed using CELDT.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interims and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction.

**Strategic Support (Tier 2)**

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):**  
 At Perry our teachers work on strengthening our instruction.  
 - Supplemental instructional supplies to support instruction

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$2,337.81	0237-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	These instructional materials will support Common Core Standards-Based instruction.

**How will you monitor these strategies/activities?:**  
 - Administrator observing use of supplies to support instruction  
 - Student work posted in class and around campus

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):**  
 - Push-in/Pull out supports for struggling students  
 - Supplemental supplies to support instruction  
 - Planning utilizing lesson design  
 - Planning for collaborative conversations

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

**How will you monitor these strategies/activities?:**  
 - Assuring sufficient materials  
 - Administrative observations  
 - Analyzing student work

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017):**  
 - Bi-weekly PLC sessions using the continuous learning cycle  
 - Lesson design focus and planning for collaborative conversations

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev	-	\$23,626.58	0237-30100-00-1192-	Title I Basic	01, 02, 03	This funding will be used to allow teachers to participate in PLC sessions where they

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Vist Tchr			1000-1110-01000-0000	Program		collaborate, analyze student work, plan and reflect on instruction using real-time data. They can also attend workshops and training sessions
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**How will you monitor these strategies/activities?:**

- Administrator participation
- Classroom observation
- Improved student achievement (work samples etc.)
- Agendas and notes

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017):**

- Counseling support for social-emotional well being
- Supports instruction in classroom
- Counselor provides lessons and small group instruction to assist with social skills
- Facilitates SST and 504 meetings to build parent-school communication and support students

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.1850	\$14,426.49	0237-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	The counselor will be able to support our students' social and emotional health as well as provide education in the areas of anti-bullying, friendship etc. in large and small groups. Counselor will also help with implementing our attendance policy.

**How will you monitor these strategies/activities?:**

- Incident Behavior Reports
- Attendance
- DRA/CELDT Scores
- Interim Assessments

**5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):**

- Open House, Boo Hoo Breakfast, Fall Festival, Open House, Title 1 Parent Meeting, Monthly Principal Coffees, Book Fairs, End of Year Extravaganza
- Supplies to support successful meetings, PTA meetings, etc.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$1,539.00	0237-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	These instructional supplies and materials will allow us to provide ongoing communication and supports for parents.

**How will you monitor these strategies/activities?:**

- Sign in sheets

- Participation rates
- Agendas
- Parent feedback



**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**

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

**Intervention Support Goal::**

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

**Identified Need::**

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

**Target Group::**

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

**Monitoring::**

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

**Personnel Responsible::**

Administrator and teachers

**Goal 2: Classroom Supports**

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

**Classroom Support Goal::**

We will utilize our funds to provide teachers time to collaborate and plan for strategic use of supplemental instructional materials and online supports to enhance student achievement.

**Identified Need::**

Classrooms need additional materials that are aligned to Common Core State Standards. Teachers need time to explore different materials and online supports.

**Target Group::**

TK-5th grade classrooms and teachers

**Monitoring::**

- Interim Assessments
- DRA/ARI

- Exit Slips  
 - Student Work  
 - Other Assessments  
**Personnel Responsible::**  
 Administrator and teachers

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

**Professional Development Goal:**  
 We will utilize our funds to provide Professional Development within the PLC collaborative model. This will provide time for teachers to analyze student work, strengthen their understanding around the Common Core State Standards and reflect on their instructional practice. Teachers will collaboratively plan core subject lesson studies with focus on the districts cycle expectations.

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

**Target Group::**  
 Administrator and teachers

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

**Personnel Responsible::**  
 Administrator and teachers

**90% Unduplicated Count Schools Only (1.0 FTE):** Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.2150	\$16,765.92	0237-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	The counselor will be able to support our students' social and emotional health as well as provide education in the areas of anti-bullying, friendship etc. in large and small groups. Counselor will also help with implementing our attendance policy.
Supplies	-	\$12,776.68	0237-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	These instructional materials will support Common Core Standards-Based instruction.
Interprogram Svcs/Paper	-	\$5,000.00	0237-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	place holder for actual cost of counselor

## **APPENDICES**

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

- A. Data Reports
- B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. Categorical Budget Allocations Summary Grid
- E. 2016-17 SPSA Assessment and Evaluation
- F. Professional Development Expenditures for Program Improvement and Watch List Schools Only
- G. WASC Recommendations (WASC Schools Only)

**APPENDIX A**

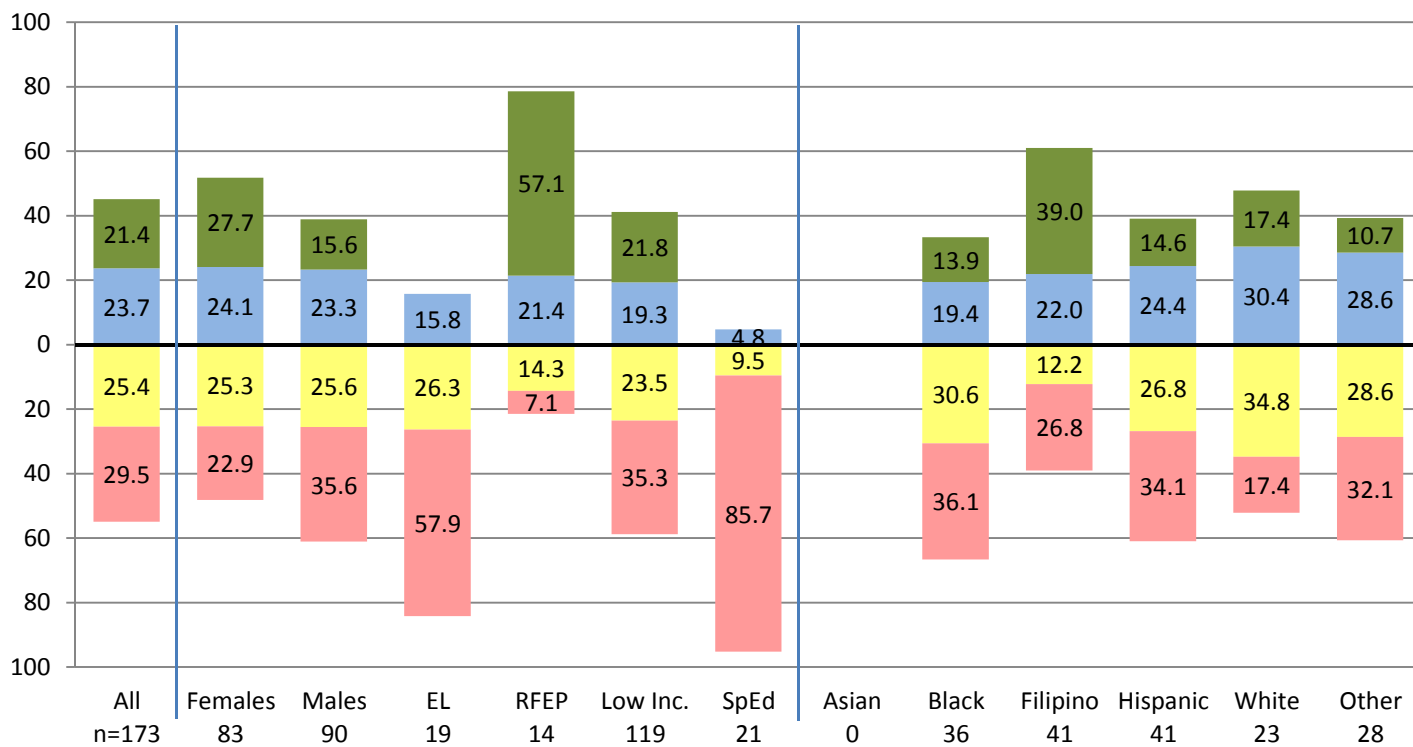
**DATA REPORTS**



**PERFORMANCE LEVELS BY GRADE REPORT**  
 Perry - All Grades  
 Smarter Balanced Summative Assessments 2015

**ENGLISH LANGUAGE ARTS**

Percent of Students at Each Achievement Level



**MATHEMATICS**

Percent of Students at Each Achievement Level



■ Not Met    
 ■ Nearly Met    
 ■ Met    
 ■ Exceeded

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**



San Diego Unified School District  
**Perry Elementary**

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## **TITLE I PARENT INVOLVEMENT POLICY**

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

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

This policy has been distributed to parents of Title I students. The policy was explained and distributed at our fall Back-to-School night. It was sent home the following day to those families who were not in attendance.

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

### **Involvement of Parents in the Title I Program**

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This is usually done in connection with our fall Back-to-School night parent meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings at Perry Elementary are held on various days of the week. Some meetings are held before, during or after school. Occasionally evening meetings are held. Meeting days and times are based on parent input.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Topics that are appropriate for School Site Council (SSC) review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. All parents are notified and encouraged to participate and provide input at SSC meetings. However, only members of the SSC are allowed to vote.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, flyers, phone calls, social media sites and website are used to advertise parent meetings and training sessions offered at our school the District Advisory Council's Harold J. Ballard Parent Center, parent University and throughout our district.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Back-to-School night, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. These parent meetings will be offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

## **Home-School Compact**

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

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

## **Building Capacity for Involvement**

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

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



**APPENDIX C**

**HOME/SCHOOL COMPACT**

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

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

**School Responsibilities**

**Perry Elementary will:**

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

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

**2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

Parent-Teacher conferences are scheduled to be held during November and in March.

**3. Provide parents with frequent reports on their child's progress.**

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

**4. Provide parents reasonable access to staff.**

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

(over)

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

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

**Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee or other school advisory groups.
- Contacting the teacher for daily assignments in case of extended absences.
- Making sure that my child arrives at school on time.

**Student Responsibilities**

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

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school well rested and prepared to learn.

**APPENDIX D**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

San Diego Unified School District				
Site: 0237 Perry Elementary				
As of Date 05-05-2016				
Extended Summary				
	<b>30100 Title I Basic Program</b>		<b>30103 Title I Parent Involvement</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>50,030.00</b>		<b>1,539.00</b>
		<b>50,029.98</b>		<b>1,539.00</b>
		<b>0.02</b>		<b>-</b>
<b>Certificated Salaries / Monthly</b>	<b>0.19</b>	<b>14,426.49</b>	<b>-</b>	<b>-</b>
2605 School Counselor	0.19	14,426.49	-	-
<b>Certificated Salaries</b>		<b>23,626.58</b>		<b>-</b>
1192 Prof&Curriclm Dev Vist Tchr		23,626.58		-
<b>Employee Benefits</b>		<b>9,639.10</b>		<b>-</b>
<b>Books and Supplies</b>		<b>2,337.81</b>		<b>1,539.00</b>
4301 Supplies		2,337.81		1,539.00

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Perry Elementary

*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We had a range of responses from Not at All to Fully Implemented. However, the majority of the responses fell under the SUBSTANTIALLY category. The next strongest implementation category was FULLY. Staff listed fewer responses of UNKNOWN than parents. It is obvious that we must do a better job of communicating our Focus Area in Maximizing Instructional Time.
CLOSING THE ACHIEVEMENT GAP	We had a range of responses from Not at All to Fully Implemented. However, the majority of the responses fell under the PARTIALLY category. The next strongest implementation category was SUBSTANTIALLY. The responses indicated that our English Learners need to be targeted for improvement.
PROFESSIONAL DEVELOPMENT	We had a range of responses from Not at All to Fully Implemented. However, the majority of the responses fell under the PARTIALLY category. The next strongest implementation category was SUBSTANTIALLY. The responses indicated that there is a need to increase the types of professional development but that the impact/effect of our professional development was an increase of our understanding.
GRADUATION/PROMOTION	We had a range of responses from Minimally to Fully Implemented. However, the majority of the responses fell under the SUBSTANTIALLY category. The next strongest implementation category was PARTIALLY. The responses indicated that we use an variety of assessments to monitor and evaluate the needs of our learners.
PARENT ENGAGEMENT	We had a range of responses from Not at All to Fully Implemented. However, the majority of the responses fell under the PARTIALLY category. The next strongest implementation category was SUBSTANTIALLY. The responses indicated that Perry has very involved parents, a strong and effective PTA and support from our community.