



Joseph R. Perry Elementary School

19231 Harding Lane • Huntington Beach, CA 92646 • (714) 962-3348 • Grades K-5

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<http://perry-huntington-ca.schoolloop.com>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Huntington Beach City School District

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District Governing Board

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District Administration

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Superintendent

Cynthia Guerrero, Ed.D.
Assistant Superintendent
Educational Services

Patricia Hager
Assistant Superintendent
Human Resources

School Description

Welcome to Perry Elementary School! This report will provide parents and community members with information regarding achievement, resources, interventions, students and staff. We strive to ensure Perry is a welcome environment made only stronger by parent contributions. Collaboration with parents is a key to student success.

PERRY ELEMENTARY SCHOOL MISSION STATEMENT:

Perry School will be an inspirational catalyst for the community unifying parents, teachers, and students to share, develop, and grow as life long learners. Perry School will promote individuality, the acceptance of diversity, and the formation of discipline, responsibility, courage, and commitment. Parents will be an integral part of their student's academic success. Students will maintain high academic and moral standards, be critical thinkers, and problem solvers; thus enabling them to be confident, productive citizens.

PERRY ELEMENTARY SCHOOL VISION STATEMENT:

We envision Perry Elementary School as a place where staff:

- Work together in collaborative teams
- Implement strategies to monitor and improve student achievement with on-going, research based strategies
- Demonstrate a personal commitment to the academic success and general well-being of all students
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, and respect
- Work together to develop a strong partnership with families.
- Provide a safe and nurturing environment

Joseph R. Perry Elementary has a long-standing tradition of excellence. Test scores continue to increase due to the dedication of all staff members and their ability to reach all students. The staff at Perry School is highly qualified and engages in on-going learning of the best interventions and research-based programs available to increase student achievement. Reading success has been the main focus for students and teachers. Teachers are skilled at assessing, diagnosing, and delivering instruction in the five areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Direct Interactive Instruction (DII) is also used as an instructional technique to support the implementation of the Common Core State Standards. ST Math (Jiji), Number talks, and Cognitively-Guided Instruction (CGI) are being used to support the core math instruction. Social Studies and Science uses hands-on, inquiry-based techniques to make the curriculum come alive. All of the subject areas are supported by the use of technology. The staff carefully reviews intervention programs and teaching strategies so they can increase their repertoire of skills to meet the individual needs of students.

In addition, staff, students, families, and community members at Perry Elementary have responded to the needs of our diverse student population by implementing a school-wide Science, Technology, Engineering, and Mathematics (STEM) program. The Perry K-5 STEM program is also coupled with model practices of interdisciplinary integration of the Next Generation Science Standards (NGSS). In alignment with our district's LCAP and the state of California's initiative to advance students' understanding of Science, Technology, Engineering, and Mathematics. Perry Elementary students are continuing to learn to become problem solvers, innovators, creators, and collaborators. STEM is being used as a vehicle to engage, motivate, and to create meaning for students. Professional Learning Communities (PLC) and data driven instructional practices are on-going practices that support student-learning objectives. Fifth grade science CST scores, benchmark data, and qualitative data reveal promising evidence that supports the school's STEM and NGSS implementation.

All students are accepted and welcomed at Perry School. Perry School is proud of the diversity in ethnicity, economics, and learning styles. Perry Elementary School offers a program for the Gifted and Talented Education (GATE), English Learners (EL), Title 1 students, and Special Education. Offerings in special education are combined creatively for the best possible Individual Education Plan (IEP) using speech, specialized academic instruction, mainstreaming into regular education classes, full inclusion, social skills groups, occupational therapy, and/or adaptive P.E. to meet each child's unique needs. We work with the entire student population using the 40 Developmental Assets Programs and our Perry Positive Behavior Intervention Systems (PBIS). We teach students that it is their right to be safe and happy at school and the need to respect other's rights to have the same.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	159
Grade 1	52
Grade 2	47
Grade 3	44
Grade 4	37
Grade 5	43
Total Enrollment	382

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	5
Filipino	1
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	0.5
White	47.1
Two or More Races	5.2
Socioeconomically Disadvantaged	48.2
English Learners	17.8
Students with Disabilities	14.4
Foster Youth	1.8
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Joseph R. Perry	17-18	18-19	19-20
With Full Credential	17.5	19.4	16.9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

Teacher Misassignments and Vacant Teacher Positions at Joseph R. Perry Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2019-20 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year: 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year: 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Perry School, constructed in 1964, consists of six separate buildings including an administration building with office and library, a multipurpose room, four classroom buildings, with 28 total classrooms, two computer labs, and a new media/technology room that is adjacent to the library. The site also has 4 portable classrooms added in the 1990's and a YMCA portable building used for before and after school child care.

This site has a solar array on the field at the edge of the playground area providing shade for students. This site has been retrofit with energy efficient interior and LED exterior lighting.

Improvements completed during the year included concrete and asphalt repairs made to several areas, re-slurry of blacktop area with repairs to playground matting, repair and replacement of classroom ceiling fan controls/switches, replacement roof ventilation to admin area, new water heater installation in kitchen and other necessary repairs to existing facilities.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed to address any concerns.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 29, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	58	55	75	75	50	50
Math	48	56	69	69	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.6	25.6	4.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	124	99.20	54.84
Male	71	70	98.59	55.71
Female	54	54	100.00	53.70
Asian	--	--	--	--
Hispanic or Latino	69	68	98.55	45.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.00	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	86	98.85	51.16
English Learners	42	41	97.62	43.90
Students with Disabilities	24	24	100.00	37.50
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	124	99.20	55.65
Male	71	70	98.59	65.71
Female	54	54	100.00	42.59
Asian	--	--	--	--
Hispanic or Latino	69	68	98.55	47.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.00	61.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	86	98.85	51.16
English Learners	42	41	97.62	39.02
Students with Disabilities	24	24	100.00	29.17
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are always welcome to visit Perry school and encouraged to assist in the classroom. Collaboration between home and school is necessary for students to succeed. Parents are also encouraged to attend parent/teacher conferences held annually (this year in October). We hope families will find Perry a welcome environment made only stronger by everyone's contributions. Perry invites parents to be a part of the School Site Council (SSC), the Parent Teacher Association (PTA), Title I, District English Learner Advisory Committee (DELAC) / District Advisory Committee (DAC) and/or volunteer in the classroom.

Additionally, Perry has events designed to encourage parent participation. For the 2010-20 school year we have the following family events planned:

- First Day of School Coffee/Doughnuts with the Principal
- Welcome Back Family Breakfast
- PTA Family Dine Out Fundraisers (monthly)
- Trunk or Treat/Fall Festival (families and community members are all encouraged to attend)
- Moms and Muffins/Book Fair Kick Off
- Open House
- Dads and Doughnuts/Book Fair Kick Off
- Perry Family Science Night
- Jog-A-Thon

Information about other opportunities for parents to be involved at Perry are communicated through the school's website and through an "e-news" sent out weekly by the school principal.

Please contact the school principal, Dr. Renee Polk Johnson, 714-962-3348, to find out more about how to be involved in your child's education.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. Permanent campus perimeter fencing was completed during 2019-2020 school year to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	2.2	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.7

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		6		25	1	5		24	1	6	
1	26		1		29		1		23		2	
2	31		2		28		2		32		1	
3	25		2		28		1		30		2	
4	26		2		29		2		24		1	
5	31		2		25		2		28		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

The teaching/learning interaction is the cornerstone of a good instructional program leading to student academic success. To improve the quality of the program, Perry School staff engage in staff development. Teaching is an on-going combination of art and skill and requires teachers to continually update their craft with the best teaching practices based on research. All training and curriculum development at Perry School revolves around the Common Core State Standards. Just as we hope for Perry students, Perry teachers are lifelong learners.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the Every Student Succeeds Act (ESSA) Improving Teacher Quality Expectations. district and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. District-level training activities and professional development are based both on school site needs and district needs. Currently, Cognitively Guided Instruction (CGI), Direct Interactive Instruction (DII), Number Talks, Spatial Temporal (ST) Math, and the implementation of the Common Core State Standards, the implementation of McGraw Hill "My Math," and the implementation of Houghton Mifflin Harcourt "Journeys" are focus areas for staff development.

On a weekly basis, the Perry school staff looks at the district and state assessment data, classroom portfolios, and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Teachers align classroom curriculum to ensure that all students either meet or exceed the Common Core State Standards objectives. Articulation between grade levels helps to give consistency to the school program. Currently, the topics for staff development at Perry School include: Science Works, Technology, Research-based Title I Strategies, Cognitively Guided Instruction (CGI), Guided Language Acquisition Development (GLAD), Number Talks, ST Math, Factwise, Strategies for Reading and Writing by Nancy Fetzner, Response to Intervention (RTI), Thinking Maps, Write From the Beginning, Path to Proficiency, Direct Interactive Instruction (DII), and Houghton Mifflin Harcourt "Journeys." Joseph R. Perry Elementary is also continuing to work on best practices with the implementation of the Common Core State Standards and the Next Generation Science Standards (NGSS).

A portion of school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSa) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$45,741
Mid-Range Teacher Salary	\$91,223	\$81,840
Highest Teacher Salary	\$111,275	\$102,065
Average Principal Salary (ES)	\$136,839	\$129,221
Average Principal Salary (MS)	\$125,857	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students, and other designated students with special needs. Perry School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education content standards. Information regarding Title I designation assists parents and the school community to understand the impact ESSA (Every Student Succeeds Act) will have on Perry School. ESSA requires evaluation of student performance both school wide and by specific subgroups within the student population. A Title 1 support teacher, Imagine Learning, Accelerated Reader, 6 minute solution, Read Naturally, Thinking Maps, Nancy Fetzter reading and writing strategies, Corrective Reading, Reading Mastery, McGraw Hill: "My Math" ancillary materials, and Houghton Mifflin Harcourt "Journeys" ancillary materials are being implemented.

Perry School also receives Local Control Funding Formula (LCFF) funding to support those students who are designated as an English Language Learner as determined by the English Language Proficiency Assessment of California (ELPAC). This funding is used for a certificated teacher to assist our English Language learners and other students at risk of failing. This funding also supports programs such as Language for Learning, Thinking and Writing, Houghton Mifflin Harcourt "Journeys", and Path to Proficiency.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 7,547.19	\$ 1,885.13	\$ 5,662.06	\$ 80,164
District	N/A	N/A	\$2,179.48	\$ 91,912
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-16.4	-200.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.