# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT EUCLID ELEMENTARY SCHOOL

## 2018-19

37-68338-6039523
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:** Valdez, Jose
**Contact Person:** Valdez, Jose
**Position:** Principal
**Telephone Number:** 619-344-5600
**Address:** 4166 Euclid Ave, Euclid Elementary, San Diego, CA, 92105-1910,
**E-mail Address:** jvaldez2@sandi.net

**The following items are included:**
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Title I Parent Involvement Policy
- ☒ Home/School Compact

## Board Approval:    *Tuesday, June 26, 2018*

### SAN DIEGO UNIFIED SCHOOL DISTRICT

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

**San Diego Unified**
SCHOOL DISTRICT

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

## 2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
### RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: *Euclid Elementary*

SITE CONTACT PERSON: *Jose Valdez*

| | |
|---|---|
| | **DUE: May 15, 2018 (Year Round)** |

PHONE: *619-344-5600*  FAX: *(619)*     E-MAIL ADDRESS: *Jvaldez2@sandi.net*

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

☒ **Title 1 Schoolwide Programs (SWP)**

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

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

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

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.
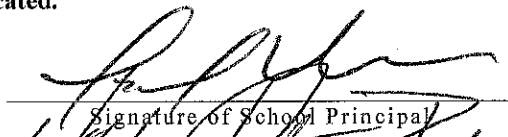
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

| | | |
|---|---|---|
| | English Learner Advisory Committee (ELAC) | Date of presentation: |
| ☐ | 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: *4/9* |
| ☐ | Other (list): _____ | Date of presentation: _____ |

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

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

6. The site plan or revisions to the site plan were adopted by the SSC on: *4/9/18*
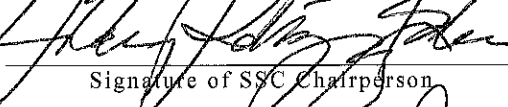
**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

| *Jose Valdez* | | *6/5/18* |
|---|---|---|
| Type/Print Name of School Principal | Signature of School Principal | Date |
| *Hilda Rodriguez-Babik* | | *6/5/18* |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson | Date |
| *Monika Hazel* | | *6/5/18* |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent | Date |
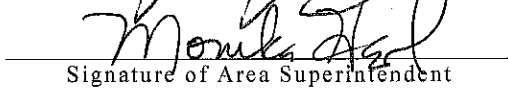
**Submit Document With Original Signatures To:**
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

**INTRODUCTION**
Update
The mission of Euclid Elementary School is to establish a learning community where everyone takes responsibility for student achievement, academic proficiency, social awareness and emotional stability, as we embrace the diversity and values of our community, and work together to ensure that our students become successful leaders and life-long learners. Our Single Plan for Student Achievement (SPSA) fulfills this goal by providing a culturally-relevant environment that emphasizes a rigorous curriculum and high expectations for all students.

**SCHOOL VISION AND REALITY**
Our vision is for Euclid to be a school where all children become readers, writers, listeners and speakers of social and academic English; where children are valued; where achievement is celebrated; where all cultures are respected; where staff members and students work cooperatively to set and meet high expectations; where each child experiences the excitement of learning and the pride of performance; and where the school staff, parents, and the community unite to provide a comfortable and safe environment in which students may take risks and reach their highest potential.

Our enrollment reflects our diversity with 65% Hispanic, 16 % Asian, 12% African American with the rest of the student population being of Pacific Islander, Filipino, White, African, and multi-ethnic decent. Our English Learner population is expected to continue at the 67% level of all of our enrollment with Spanish-speakers being the largest language group. Our primary focus is to strengthen Tier I experiences and supports within the classroom to help our students achieve their highest potential. We use site dollars to reduce classroom size in grades K-3, have a district ELST team for added support for teachers and students in the teaching and learning of English and we will expand these services through the purchase of a resource teacher that will support reading instruction as additional funds become available. Our over-arching proven strength until Common Core was our students love and performance in Math. We had remained pretty consistent in the upper 60% in Math until Common Core. The raising of the rigor and the increase in academic reading to access content are certain factors of our lowest performance to date in SBAC. Nonetheless, the strength of this indicator lets us know that our students most certainly have the ability to soar once their language understanding and reading skills increased. So with language development and reading skills being the key to success in all subject matters, our focus remains to provide as much support possible in English language development and reading so that all our students attain high levels of proficiency in the mastery of English.

**CORE AND SUPPLEMENTAL SUPPORTS**
TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size. Euclid Elementary has been allocated 18 classroom teachers for the 2018-2019 school year.
Grades K-3:                          1:24
Grade 4-5:                           1:32.13

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract. Euclid elementary has been allocated .4 (2 days) school nurse for the 2018-2019 school year.

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. Euclid Elementary will be participating in the Crawford Cluster Counseling Pilot and will be allocated 1.0 FTE (5 days) counselor.

| 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 into four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data through common assessments in order to monitor and provide a guaranteed and viable curriculum that is a standards based, monitor and strengthen best instructional practices, monitor student progress toward goals, and monitor and develop interventions for struggling students. 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 proficiency 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.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**
Upon receipt of the budget information we scheduled three preliminary meetings: one was with the SSC, all of Euclid staff and the third was a Coffee with the Principal for parents. At the first meeting of SSC they did a first read of all changes and allocations. Areas of focus were identified for applying the funding. After this preliminary meeting SSC members then spoke with their constituencies to determine priorities for fund expenditure. A final meeting of SSC was scheduled to determine the final spending. Decisions. At this final meeting, SSC members decided and approved the choices expressed in this SPSA. The budget was turned in first and then the SPSA followed. At the SPSA review meeting, SSC members transformed the budget decisions into action plans that supports the teaching and learning of all of our students. Once again, there was discussion with the SSC constituents regarding the goals and objectives crafted before the final approval vote was conducted.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Jose Valdez | Principal |
| Hilda Rodriguez-Babick | Classroom Teacher, Chairperson/DAC |
| Maria Vargas | Classroom Teacher |
| Suzanne Hughes | Classroom Teacher |
| Rosa Perez | Other |
| Zulema Gonzalez | Parent |
| Erika Lopez | Parent |
| Anabel Vaca | Parent |
| Maria Araujo | Parent |
| Maria Castillo | Parent |

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

| Area 1: English/Language Arts |
|---|

**English/Language Arts SMART Goal**:

By June 2019, 42% (approx. 29, 3rd graders) will meet or exceed standards in ELA on the SBAC exam. (From 32% to 42% target for incoming 3rd grade students 10% increase from last year)

By June 2019, 42% (approx. 34, 4th graders) will meet or exceed standards in ELA on the SBAC exam. (From 32% to 42% for the same cohort - 10% increase)

By June 2019, 40% (approx. 30, 5th graders) will meet or exceed standards in ELA on the SBAC exam. (From 29% to 40% for the same cohort - 11% increase)

**Closing the Gap SMART Goal**:

Subgroup:  African American students (all students - total 25)

By June 2019, 47% (approx. 12 students) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Asian

By June 2019, 51% (approx. 6, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 51% (approx. 6, 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 71% (approx. 9, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students


By June 2019, 38% (approx. 16, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 38% (approx. 16, 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 32% (approx. 19, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 32% (approx. 16, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 32% (approx. 18, 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Socioeconomically Disadvantaged

By June 2019, 42% (approx. 29, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 42% (approx. 29, 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 37% (approx. 32, 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities (20 students total)

By June 2019, 40% (approx. 8 students) will meet or exceed standards in ELA on the SBAC exam.

| |
|---|
| **WHAT DATA DID YOU USE TO FORM THESE GOALS?**<br><br>☐ CELDT  ☐ Interim Assessments  ☒ End-Of-Course Exams  ☒ SBAC  ☒ DRA2  ☐ SMI  ☐ SRI  ☐ KDS  ☒ ELPAC  ☐ ARI  ☐ MDTP  ☐ Report Cards  ☐ End-Of-Unit Assessments  ☐ PowerSchool  ☐ Sign In Sheets  ☐ Other |

| |
|---|
| **Other Assessments (Please Specify)**: |
| **Progress and Growth Monitoring**: How and when will you monitor progress towards your ELA goal?<br>Teachers will meet by grade level/department to analyze DRA, SBAC, End of Course Exam achievement levels 6 times per year through PLC.  The Instructional Leadership Team will meet every month to analyze DRA and End of Unit exams.  Analysis will inform subsequent curricular, instructional, and intervention adjustments to meet student needs and site goals. |

| Area 2: Mathematics |
|---|

**Mathematics SMART Goal**:

By June 2019, 42% (approx. 28, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 42% (approx. 34, 4th graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 38% (approx. 28, 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal**:

*Add/delete appropriate subgroups for your school.  (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup:  African American students (25 total students)

By June 2019, 51% (approx. 13 total students) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Asian Students (41 total students)

By June 2019, 51% (approx. 6, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 51% (approx. 6, 4th graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 71% (approx. 9, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic (164 total students)

By June 2019, 38% (approx. 16, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 38% (approx. 16, 4th graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 31% (approx. 19, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 38% (approx. 19, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 38% (approx. 19, 4th graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 30% (approx. 17, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities (20 total students)

By June 2019, 31 % (approx. 6 total students) will meet or exceed standards in Math on the SBAC exam.

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

☐ CELDT  ☐ Interim Assessments  ☒ End-Of-Course Exams  ☒ SBAC  ☐ DRA2  ☐ SMI  ☐ SRI  ☐ KDS  ☐ ELPAC  ☐ ARI  ☐ MDTP  ☐ Report Cards  ☒ End-Of-Unit Assessments  ☐ PowerSchool  ☐ Sign In Sheets  ☐ Other

**Other Assessments (Please Specify)**:

**Progress and Growth Monitoring**: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze SBAC, End of Unit Exam achievement levels 6 times per year through PLC.  The Instructional Leadership Team will meet every month to analyze End of Unit exams.  Analysis will inform subsequent curricular, instructional, and intervention adjustments to meet student needs and site goals.

| Area 3: English Learner |
| --- |

**English Learner SMART Goal**:
By June 2019, a minimum of 80% of Euclid's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal**:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☐ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☒ Other

**Other Assessments (Please Specify)**:
Assessments Developed by the Office of Language Acquisition.

**Progress and Growth Monitoring**: How and when will you monitor progress towards your English Learner goal?
Progress will be monitored through review of CELDT/ELPAC, DRA scores SBAC scores and other assessments (OLA).

| Area 4: Graduation/Promotion Rate |
|---|

**Graduation Rate SMART Goal**:

By June 2019, at least 48% (approx. 33, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 48% (approx. 35, 5th graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools)**:

Subgroup: African American students

By June 2019, at least 50% (approx. 5, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 50% (approx. 4, 3rd graders) will meet or exceed level 40 in DRA.

By June 2019, at least 50% (approx. 6, 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 48% (approx. 24, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 48% (approx.25, 4th graders) will meet or exceed level 40 in DRA.

By June 2019, at least 48% (approx.27, 4th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 48% (approx. 22, 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 48% (approx. 30, 4th graders) will meet or exceed level 38 in DRA.

By June 2019, at least 48% (approx. 22, 5th graders) will meet or exceed level 44 in DRA.

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

☐ CELDT ☐ Interim Assessments ☐ End-Of-Course
Exams ☐ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☒ ARI ☐ MDTP ☐ Report Cards ☐ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

**Other Assessments (Please Specify)**:

**Progress and Growth Monitoring**: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers, support staff and Administrator will meet by grade level/department to analyze end of unit assessments, DRA/ARI, 7 times per year. Analysis will inform subsequent instruction.

| **Area 5: Parent Involvement and Community Engagement** |
|---|
| **Parent Involvement and Community Engagement SMART Goal**:<br>By June 2019, 90% (approx. 460 families) will receive information regarding academic and citizenship progress of their children through parent conferences and/or parent communications.<br>By June 2019, Euclid will provide no less than 7 family engagement opportunities for families to receive information about school programs and events, parent trainings, and opportunities to provide input in the sites based decision-making process.  (Coffee with the Principal, Family Fridays, FACE Department Visits, Open House, SSC, SGT, and other family engagement activities.) |
| **Targeted Population**:<br>Parent trainings are focused on increasing the knowledge of parents of primary age students in ways they can become active participants and partners in their student's social and academic development, including how to increase communications/interactions with the school, how to help their child develop more vocabulary through conversations at home, ways parents can assist their child with homework, and how to monitor student progress.  Monthly parent meetings are scheduled to keep parents informed and involved in the work of the school and meeting the learning needs of their child.  Teachers also hold parent education classes focused Literacy, Math, and supporting academic skills at home.<br>**What data did you use to form these goals?**<br>CELDT, ELPAC, DRA, and SBAC Scores. |
| **Progress and Growth Monitoring**: How and when will you monitor progress towards your Parent Involvement and Community goal?<br>Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria.  Families are contacted 3 times per year to discuss Progress Report Cards, and teachers make contact with families as needed to address student progress towards grade level expectations.  Administration will identify specific audience and track attendance/participation rates during Parent Conferences and family engagement events and activities. |

| 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, Houghton Mifflin Adoption, Critical Concepts/Proficiency Indicators, ELA Framework and California grade level standards to designing a guaranteed and viable curriculum, and guide instructional practices.

- Every English Learner will receive 30 minutes of ELD 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 four times a week.

- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments and 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 to support student understanding.

- ELST will assist with ELPAC testing, ELD Standards PD for staff, ELD instruction support, Monitor LTEL's progress and help lead Reclassification plans and discussions with students, staff and parents.

- All English learners will be assessed using CELDT and ELPAC per State guidelines.

- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

- Counselor, Attendance Clerk, teachers and principal will monitor and follow up with student attendance needs.

- Community field trips and assemblies 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 End of Unit assessments, DRA and Exit Slips to plan instruction, monitor student progress, and adjust instruction.

- Teachers will participate in on site and district professional development to strengthen instruction in core subjects including the use of classroom technology.

 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 group instruction will be used to address specific needs in literacy.

- Teachers will make home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk students.

- ELST will consult with teachers to provide supports for targeted English Learners such as LTEL's.

- Focused, small group instruction will be provided to students at their point of need, across content areas by classroom teacher.

- Teachers or support staff, as funding allows, will provide extra sessions of guided reading for targeted students.

- Teachers will keep targeted students after Shared Reading and Math Launch extra time to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support with their teachers
- Literacy Resource Teacher (when funds are available), will provide supplemental small group Literacy instruction to targeted students that are behind in Reading.
- Counselor and support mentors will provide a check in process with at risk student.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist observes and collaborates with classroom teacher to assist with differentiating instruction or behavior support plans based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time)** (7/1/2018 - 6/30/2019):

Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support maximizing instructional time so teachers can focus on planning and executing effective instruction to support ELA, math and ELD.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|---|
| Regular Teacher - | 0.6500 | $53,365.65 | $76,236.67 | 0095-30100-00-1107-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Classroom Size Reduction to provide direct support to students in the regular classroom setting. Potential to provide additional intervention. |
| Regular Teacher - | 1.0000 | $82,101.00 | $117,287.19 | 0095-30100-00-1107-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03 | Classroom Size Reduction to provide direct support to students in the regular classroom setting. Potential to provide additional intervention. |

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

Monitoring of these activities will include, but are not limited to: sign in sheets, PLC Agendas/Notes, monthly monitoring meeting notes and data sheets.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap)** (7/1/2018 - 6/30/2019):

Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support maximizing instructional time so teachers can focus on planning and executing effective instruction to support ELA, math and ELD.

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

Monitoring of these activities will include, but are not limited to: sign in sheets, monthly monitoring meeting notes and data sheets.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development)** (7/1/2018 - 6/30/2019):

Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support professional development so support teachers in focusing on planning and executing effective instruction to support the core content areas.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | | $4,993.89 | $6,012.15 | 0095-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Teacher release time for Professional Development/PLC/Collaboration, to review student data and plan curriculum and instruction. |

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

Monitoring of these activities will include, but are not limited to: sign in sheets, monthly monitoring meeting notes and data sheets.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports)** (7/1/2018 - 6/30/2019):

Field trips that connect classroom instruction to real world experiences

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

Exit slips

**5. Strategies to meet parent engagement goals** (7/1/2018 - 6/30/2019):

Parent involvement activities will occur throughout the year via meetings (including coffee with the principal, SSC/SGT meetings, whole school assemblies, Open House, etc...). Communication for these events will include fliers that are sent home. During these meetings, childcare will be offered and paraprofessionals will be compensated for their time. Additionally, light refreshments will be served.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|---|
| Other Nonclsrm PARAS Hrly | | $1,000.00 | $1,284.10 | 0095-30103-00-2955-2495-1110-01000-0000 | Title I Parent Involvement | 05 | Childcare for parent engagement activities. |
| Supplies | | $576.80 | $576.80 | 0095-30103-00-4301-2495-1110-01000-0000 | Title I Parent Involvement | 05 | Materials for parent/community activities. |
| Other Support Prsnl OTBS Hrly | | $1,000.00 | $1,284.10 | 0095-30103-00-2282-2495-1110-01000-0000 | Title I Parent Involvement | 05 | Translation for parent engagement activities. |

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

Sign in sheets and feedback forms.

| **Local Control Funding Formula Goals and Budget** |
|---|

**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:**:

All grade levels will meet the ELA goal of 48% of all students will be Proficient or Advanced

**Identified Need:**:

Reading Proficiency

**Target Group:**:

All students two or more behind in Reading

**Monitoring:**:

DRA testing, CELDT/ELPAC.

**Personnel Responsible:**:

Classroom Teacher (Resource teacher if one becomes available)

**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:**:

To provide additional instruction to identified students through guided reading and or specific reading instruction.

**Identified Need:**:

Reading Proficiency

**Target Group:**:

All students two or more years behind in Reading

**Monitoring:**:

DRA testing, CELDT

**Personnel Responsible:**:

Classroom Teacher

**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**:

Increase knowledge and proficiency/capacity in he following areas:

Balanced Literacy,  small group instruction, Guided Reading techniques, Running Record and Analysis training, Reading strategies, and incorporating the Critical Concepts/Proficiency Indicators during curriculum development and instructional plans.

**Identified Need:**:

62% of our students are not Proficient in Reading (per DRA reporting)

**Target Group:**:

All students two or more years behind in Reading

**Monitoring:**:

DRA testing, CELDT, Running Records

**Personnel Responsible:**:

Classroom Teacher (Resource teacher if one becomes available)

**LCFF Intervention Supports**

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|---|---|---|---|---|---|---|---|
| Regular Teacher - | 0.3500 | $28,735.35 | $41,050.52 | 0095-09800-00-1107-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, LCFF 1, LCFF 2 | Classroom Size Reduction to provide direct support to students in the regular classroom setting. Potential to provide additional intervention. |
| Supplies | | $30,821.08 | $30,821.08 | 0095-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, LCFF 1, LCFF 2 | Support the instructional and intervention program by having adequate supplies for implementation. |
| Classroom Teacher Hrly | | $1,000.00 | $1,203.90 | 0095-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | 01, LCFF 1, LCFF 2 | Provide additional support to struggling readers. |
| Prof&Curriclm Dev Vist Tchr | | $25,000.00 | $30,097.50 | 0095-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1, LCFF 2, LCFF 3 | Teacher release time for Professional Development/PLC/Collaboration, to review student data and plan curriculum, instruction, and interventions for struggling students. |

# 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

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

# APPENDIX A

# DATA REPORTS

Data Reports:  Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

> \* 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.

# 2015-2017 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
### Euclid
### All Grades Combined

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | | N | % | N | % | N | % | % | % |
| Total | 258 | 28.7 | 258 | 33.3 | 243 | 34.2 | 5.5 | 0.9 | | 261 | 23.8 | 264 | 25.0 | 244 | 33.2 | 9.4 | 8.2 |
| Female | 123 | 27.6 | 119 | 36.1 | 107 | 38.3 | 10.7 | 2.2 | | 125 | 17.6 | 121 | 19.8 | 108 | 28.7 | 11.1 | 8.9 |
| Male | 135 | 29.6 | 139 | 30.9 | 136 | 30.9 | 1.3 | 0.0 | | 136 | 29.4 | 143 | 29.4 | 136 | 36.8 | 7.4 | 7.4 |
| African American | 17 | 29.4 | 18 | 22.2 | 24 | 37.5 | 8.1 | 15.3 | | 17 | 11.8 | 19 | 21.1 | 24 | 41.7 | 29.9 | 20.6 |
| Asian | 6 | - | 8 | - | 7 | - | - | - | | 6 | - | 8 | - | 7 | - | - | - |
| Filipino | 0 | - | 1 | - | 1 | - | - | - | | 0 | - | 1 | - | 1 | - | - | - |
| Hispanic | 206 | 27.2 | 192 | 30.2 | 164 | 29.9 | 2.7 | -0.3 | | 207 | 22.2 | 194 | 22.2 | 166 | 25.9 | 3.7 | 3.7 |
| Indochinese | 23 | 47.8 | 34 | 55.9 | 33 | 57.6 | 9.8 | 1.7 | | 25 | 48.0 | 34 | 50.0 | 33 | 72.7 | 24.7 | 22.7 |
| Native American | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 2 | - | - | - | | 0 | - | 0 | - | 1 | - | - | - |
| White | 0 | - | 1 | - | 3 | - | - | - | | 0 | - | 1 | - | 3 | - | - | - |
| Multiracial | 6 | - | 4 | - | 9 | - | - | - | | 6 | - | 7 | - | 9 | - | - | - |
| English Learner | 159 | 11.9 | 140 | 9.3 | 115 | 5.2 | -6.7 | -4.1 | | 162 | 9.3 | 147 | 12.9 | 116 | 12.1 | 2.8 | -0.8 |
| English-Speaking | 99 | 55.6 | 118 | 61.9 | 128 | 60.2 | 4.6 | -1.7 | | 99 | 47.5 | 117 | 40.2 | 128 | 52.3 | 4.8 | 12.1 |
| Reclassified† | 66 | 59.1 | 35 | 88.6 | 87 | 73.6 | 14.5 | -15.0 | | 66 | 60.6 | 35 | 71.4 | 87 | 63.2 | 2.6 | -8.2 |
| Initially Eng. Speaking | 33 | 48.5 | 83 | 50.6 | 41 | 31.7 | -16.8 | -18.9 | | 33 | 21.2 | 82 | 26.8 | 41 | 29.3 | 8.1 | 2.5 |
| Econ. Disadv.* | 258 | 28.7 | 252 | 32.1 | 237 | 34.6 | 5.9 | 2.5 | | 261 | 23.8 | 257 | 24.1 | 238 | 32.8 | 9.0 | 8.7 |
| Non-Econ. Disadv. | 0 | - | 6 | - | 6 | - | - | - | | 0 | - | 7 | - | 6 | - | - | - |
| Gifted | 66 | 48.5 | 55 | 70.9 | 45 | 71.1 | 22.6 | 0.2 | | 66 | 45.5 | 55 | 63.6 | 45 | 66.7 | 21.2 | 3.1 |
| Not Gifted | 192 | 21.9 | 203 | 23.2 | 198 | 25.8 | 3.9 | 2.6 | | 195 | 16.4 | 209 | 14.8 | 199 | 25.6 | 9.2 | 10.8 |
| With Disabilities | 23 | 0.0 | 25 | 4.0 | 18 | 5.6 | 5.6 | 1.6 | | 24 | 4.2 | 24 | 4.2 | 0 | - | - | - |
| WO Disabilities | 235 | 31.5 | 233 | 36.5 | 225 | 36.4 | 4.9 | -0.1 | | 237 | 25.7 | 240 | 27.1 | 226 | 35.8 | 10.1 | 8.7 |
| Homeless | 15 | 26.7 | 16 | 31.3 | 14 | 35.7 | 9.0 | 4.4 | | 16 | 12.5 | 16 | 12.5 | 13 | 23.1 | 10.6 | 10.6 |
| Foster | 1 | - | 0 | - | 0 | - | - | - | | 1 | - | 0 | - | 0 | - | - | - |
| Military | 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.

# 2015-2017 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
### Euclid
### Grade 3

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 95 | 31.6 | 84 | 34.5 | 71 | 32.4 | 0.8 | -2.1 | 96 | 19.8 | 85 | 31.8 | 71 | 35.2 | 15.4 | 3.4 |
| Female | 39 | 33.3 | 39 | 38.5 | 29 | 37.9 | 4.6 | -0.6 | 40 | 10.0 | 40 | 30.0 | 29 | 34.5 | 24.5 | 4.5 |
| Male | 56 | 30.4 | 45 | 31.1 | 42 | 28.6 | -1.8 | -2.5 | 56 | 26.8 | 45 | 33.3 | 42 | 35.7 | 8.9 | 2.4 |
| African American | 4 | - | 9 | - | 9 | - | - | - | 4 | - | 9 | - | 9 | - | - | - |
| Asian | 2 | - | 2 | - | 3 | - | - | - | 2 | - | 2 | - | 3 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 78 | 29.5 | 58 | 25.9 | 42 | 28.6 | -0.9 | 2.7 | 78 | 16.7 | 58 | 27.6 | 42 | 26.2 | 9.5 | -1.4 |
| Indochinese | 9 | - | 12 | 75.0 | 9 | - | - | - | 10 | 60.0 | 12 | 66.7 | 9 | - | - | - |
| Native American | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| White | 0 | - | 1 | - | 2 | - | - | - | 0 | - | 1 | - | 2 | - | - | - |
| Multiracial | 2 | - | 1 | - | 5 | - | - | - | 2 | - | 2 | - | 5 | - | - | - |
| English Learner | 77 | 22.1 | 54 | 22.2 | 41 | 9.8 | -12.3 | -12.4 | 78 | 14.1 | 56 | 23.2 | 41 | 14.6 | 0.5 | -8.6 |
| English-Speaking | 18 | 72.2 | 30 | 56.7 | 30 | 63.3 | -8.9 | 6.6 | 18 | 44.4 | 29 | 48.3 | 30 | 63.3 | 18.9 | 15.0 |
| Reclassified† | 9 | - | 6 | - | 13 | 84.6 | - | - | 9 | - | 6 | - | 13 | 84.6 | - | - |
| Initially Eng. Speaking | 9 | - | 24 | 50.0 | 17 | 47.1 | - | -2.9 | 9 | - | 23 | 43.5 | 17 | 47.1 | - | 3.6 |
| Econ. Disadv.* | 95 | 31.6 | 83 | 33.7 | 69 | 33.3 | 1.7 | -0.4 | 96 | 19.8 | 84 | 31.0 | 69 | 34.8 | 15.0 | 3.8 |
| Non-Econ. Disadv. | 0 | - | 1 | - | 6 | - | - | - | 0 | - | 1 | - | 2 | - | - | - |
| Gifted | 25 | 52.0 | 11 | 90.9 | 11 | 54.5 | 2.5 | -36.4 | 25 | 44.0 | 11 | 72.7 | 11 | 72.7 | 28.7 | 0.0 |
| Not Gifted | 70 | 24.3 | 73 | 26.0 | 60 | 28.3 | 4.0 | 2.3 | 71 | 11.3 | 74 | 25.7 | 60 | 28.3 | 17.0 | 2.6 |
| With Disabilities | 6 | - | 10 | 10.0 | 18 | 5.6 | - | -4.4 | 6 | - | 24 | 4.2 | 0 | - | - | - |
| WO Disabilities | 89 | 33.7 | 74 | 37.8 | 68 | 33.8 | 0.1 | -4.0 | 90 | 21.1 | 76 | 35.5 | 68 | 36.8 | 15.7 | 1.3 |
| Homeless | 8 | - | 16 | 31.3 | 8 | - | - | - | 8 | - | 16 | 12.5 | 8 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 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.

# 2015-2017 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
## Euclid
## Grade 4

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | | N | % | N | % | N | % | % | % |
| Total | 81 | 17.3 | 91 | 25.3 | 87 | 28.7 | 11.4 | 3.4 | | 82 | 18.3 | 90 | 17.8 | 88 | 23.9 | 5.6 | 6.1 |
| Female | 41 | 14.6 | 36 | 25.0 | 41 | 36.6 | 22.0 | 11.6 | | 41 | 12.2 | 36 | 8.3 | 42 | 28.6 | 16.4 | 20.3 |
| Male | 40 | 20.0 | 55 | 25.5 | 46 | 21.7 | 1.7 | -3.8 | | 41 | 24.4 | 54 | 24.1 | 46 | 19.6 | -4.8 | -4.5 |
| African American | 5 | - | 5 | - | 9 | - | - | - | | 5 | - | 5 | - | 9 | - | - | - |
| Asian | 3 | - | 2 | - | 2 | - | - | - | | 3 | - | 2 | - | 2 | - | - | - |
| Filipino | 0 | - | 0 | - | 1 | - | - | - | | 0 | - | 0 | - | 1 | - | - | - |
| Hispanic | 65 | 16.9 | 68 | 23.5 | 60 | 21.7 | 4.8 | -1.8 | | 65 | 16.9 | 67 | 16.4 | 62 | 16.1 | -0.8 | -0.3 |
| Indochinese | 7 | - | 14 | 42.9 | 11 | 72.7 | - | 29.8 | | 8 | - | 14 | 35.7 | 11 | 72.7 | - | 37.0 |
| Native American | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 1 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| White | 0 | - | 0 | - | 1 | - | - | - | | 0 | - | 0 | - | 1 | - | - | - |
| Multiracial | 1 | - | 2 | - | 2 | - | - | - | | 1 | - | 2 | - | 2 | - | - | - |
| English Learner | 50 | 2.0 | 57 | 1.8 | 40 | 2.5 | 0.5 | 0.7 | | 51 | 3.9 | 56 | 8.9 | 41 | 7.3 | 3.4 | -1.6 |
| English-Speaking | 31 | 41.9 | 34 | 64.7 | 47 | 51.1 | 9.2 | -13.6 | | 31 | 41.9 | 34 | 32.4 | 47 | 38.3 | -3.6 | 5.9 |
| Reclassified† | 21 | 42.9 | 9 | - | 31 | 71.0 | 28.1 | - | | 21 | 52.4 | 9 | - | 31 | 51.6 | -0.8 | - |
| Initially Eng. Speaking | 10 | 40.0 | 25 | 56.0 | 16 | 12.5 | -27.5 | -43.5 | | 10 | 20.0 | 25 | 16.0 | 16 | 12.5 | -7.5 | -3.5 |
| Econ. Disadv.* | 81 | 17.3 | 89 | 24.7 | 85 | 28.2 | 10.9 | 3.5 | | 82 | 18.3 | 88 | 17.0 | 86 | 23.3 | 5.0 | 6.3 |
| Non-Econ. Disadv. | 0 | - | 2 | - | 2 | - | - | - | | 0 | - | 2 | - | 2 | - | - | - |
| Gifted | 17 | 47.1 | 22 | 45.5 | 11 | 81.8 | 34.7 | 36.3 | | 17 | 47.1 | 22 | 50.0 | 11 | 54.5 | 7.4 | 4.5 |
| Not Gifted | 64 | 9.4 | 69 | 18.8 | 76 | 21.1 | 11.7 | 2.3 | | 65 | 10.8 | 68 | 7.4 | 77 | 19.5 | 8.7 | 12.1 |
| With Disabilities | 9 | - | 25 | 4.0 | 11 | 9.1 | - | 5.1 | | 10 | 0.0 | 24 | 4.2 | 0 | - | - | - |
| WO Disabilities | 72 | 19.4 | 86 | 26.7 | 76 | 31.6 | 12.2 | 4.9 | | 72 | 20.8 | 85 | 18.8 | 77 | 27.3 | 6.5 | 8.5 |
| Homeless | 4 | - | 5 | - | 14 | 35.7 | - | - | | 4 | - | 16 | 12.5 | 13 | 23.1 | - | 10.6 |
| Foster | 1 | - | 0 | - | 0 | - | - | - | | 1 | - | 0 | - | 0 | - | - | - |
| Military | 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.

## 2015-2017 California Smarter Balanced Summative Test Results
## Percentage of Students Meeting or Exceeding Standard by Grade Level
## Euclid
## Grade 5

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | | N | % | N | % | N | % | % | % |
| Total | 82 | 36.6 | 83 | 41.0 | 85 | 41.2 | 4.6 | 0.2 | | 83 | 33.7 | 89 | 25.8 | 85 | 41.2 | 7.5 | 15.4 |
| | | | | | | | | | | | | | | | | | |
| Female | 43 | 34.9 | 44 | 43.2 | 37 | 40.5 | 5.6 | -2.7 | | 44 | 29.5 | 45 | 20.0 | 37 | 24.3 | -5.2 | 4.3 |
| Male | 39 | 38.5 | 39 | 38.5 | 48 | 41.7 | 3.2 | 3.2 | | 39 | 38.5 | 44 | 31.8 | 48 | 54.2 | 15.7 | 22.4 |
| | | | | | | | | | | | | | | | | | |
| African American | 8 | - | 4 | - | 6 | - | - | - | | 8 | - | 5 | - | 6 | - | - | - |
| Asian | 1 | - | 4 | - | 2 | - | - | - | | 1 | - | 4 | - | 2 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 63 | 34.9 | 66 | 40.9 | 62 | 38.7 | 3.8 | -2.2 | | 64 | 34.4 | 69 | 23.2 | 62 | 35.5 | 1.1 | 12.3 |
| Indochinese | 7 | - | 8 | - | 13 | 53.8 | - | - | | 7 | - | 8 | - | 13 | 76.9 | - | - |
| Native American | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| White | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Multiracial | 3 | - | 1 | - | 2 | - | - | - | | 3 | - | 3 | - | 2 | - | - | - |
| | | | | | | | | | | | | | | | | | |
| English Learner | 32 | 3.1 | 29 | 0.0 | 34 | 2.9 | -0.2 | 2.9 | | 33 | 6.1 | 35 | 2.9 | 34 | 14.7 | 8.6 | 11.8 |
| English-Speaking | 50 | 58.0 | 54 | 63.0 | 51 | 66.7 | 8.7 | 3.7 | | 50 | 52.0 | 54 | 40.7 | 51 | 58.8 | 6.8 | 18.1 |
| Reclassified† | 36 | 58.3 | 20 | 90.0 | 43 | 72.1 | 13.8 | -17.9 | | 36 | 61.1 | 20 | 70.0 | 43 | 65.1 | 4.0 | -4.9 |
| Initially Eng. Speaking | 14 | 57.1 | 34 | 47.1 | 8 | - | - | - | | 14 | 28.6 | 34 | 23.5 | 8 | - | - | - |
| | | | | | | | | | | | | | | | | | |
| Econ. Disadv.* | 82 | 36.6 | 80 | 38.8 | 83 | 42.2 | 5.6 | 3.4 | | 83 | 33.7 | 85 | 24.7 | 83 | 41.0 | 7.3 | 16.3 |
| Non-Econ. Disadv. | 0 | - | 3 | - | 6 | - | - | - | | 0 | - | 4 | - | 2 | - | - | - |
| | | | | | | | | | | | | | | | | | |
| Gifted | 24 | 45.8 | 22 | 86.4 | 23 | 73.9 | 28.1 | -12.5 | | 24 | 45.8 | 22 | 72.7 | 23 | 69.6 | 23.8 | -3.1 |
| Not Gifted | 58 | 32.8 | 61 | 24.6 | 62 | 29.0 | -3.8 | 4.4 | | 59 | 28.8 | 67 | 10.4 | 62 | 30.6 | 1.8 | 20.2 |
| | | | | | | | | | | | | | | | | | |
| With Disabilities | 8 | - | 25 | 4.0 | 18 | 5.6 | - | 1.6 | | 8 | - | 10 | 10.0 | 0 | - | - | - |
| WO Disabilities | 74 | 40.5 | 73 | 46.6 | 81 | 43.2 | 2.7 | -3.4 | | 75 | 36.0 | 79 | 27.8 | 81 | 43.2 | 7.2 | 15.4 |
| | | | | | | | | | | | | | | | | | |
| Homeless | 3 | - | 6 | - | 3 | - | - | - | | 4 | - | 6 | - | 3 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | | 0 | - | 0 | - | 0 | - | - | - |
| Military | 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.

# APPENDIX B

# TITLE I PARENT INVOLVEMENT POLICY

# Euclid Elementary School
## SAN DIEGO UNIFIED SCHOOL DISTRICT

### <u>TITLE I PARENT INVOLVEMENT POLICY</u>

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

Euclid Elementary School has developed a written Title I parental involvement policy with input from Title I parents at our monthly School Site Council meetings.

It has distributed the policy to parents of Title I students at the start of the year in the registration packets in September.

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

### <u>INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM</u>

To involve parents in the Title I program at Euclid Elementary School, the following practices have been established:
- The school convenes an annual meeting to inform parents of Title I student about Title I requirements and about the right of parents to be involved in the Title I program. This is done through an Open House at each grade level in September.
- The school offers a flexible number of meetings for Title I parents.
- 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 through monthly School Site Council meetings and in bi-monthly Coffee with the Principal sessions with parents.
- The school provides parents of Title I students with timely information about Title I programs. All programs and activities are shared with parents in a monthly newsletter.
- 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. This is done at the start of the year grade level Open House, monthly Family Fridays and a minimum of two parent conferences each year.
- 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. Our regular School Site Council meetings are posted and all parents invited to participate in the decision-making.

## SCHOOL-PARENT COMPACT

Euclid Elementary School distributes to parents of Title I students a school-parent 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.

Input is gathered through monthly meetings of the School Site Council and meetings with the principal. The policy is distributed annually at the start of the school year.

## BUILDING CAPACITY FOR INVOLVEMENT

Euclid Elementary School 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. We schedule extra days than required for parent conferences so that the teachers can meet with the parents of their students and go over this information outlined in the report card.
- The school provides Title I parents with material and training to help them work with their children to improve their children's achievement. The focus of monthly Family Fridays is to provide parents materials and training to help their children at home.
- 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.
- 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.
- 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. At Euclid Elementary School information is disseminated in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. When appropriate, child care is provided so that parents can engage fully in the learning.

## ACCESSIBILITY

Euclid Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- Information and school reports are provided in a format and language that parents understand. The predominant second language is Spanish so all of our communication is provided in English and Spanish.

# APPENDIX C

# HOME/SCHOOL COMPACT

# EUCLID ELEMENTARY
## HOME/SCHOOL COMPACT

*Euclid Elementary School 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.*

## Student Responsibilities

**Academic**:
1.  I will attend school daily, on time, prepared, and ready to work and learn.
2.  I will understand what I am expected to learn, complete all assignments to the best of my ability and get help when I need it.

**Citizenship**:
3.  I will follow school rules (including the site discipline code) and cooperate with adults and other students.
4.  I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5.  I will follow teacher instructions and not be disruptive in class.
6.  I will not use profanity or make derogatory statements ("put-downs").
7.  I will respect the property of the school, the community, and others.

**Home**:
8.  Every day, I will spend time reading (including reading for fun), studying, and completing homework.

## Parent/Guardian Responsibilities

**School Support**:
1.  I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2.  I will hold high expectations for my child and regularly monitor my child's progress.
3.  I will know and support school/classroom rules, and the site discipline and attendance plan.
4.  I will advocate for my child by understanding student/parent rights and responsibilities.
5.  I will participate in decisions, as appropriate, related to the education of my child.
6.  I will plan family vacations for times when school is not in session.

**School Communication and Involvement**:
7.  I will contact teachers/counselors about concerns or problems in a timely manner.
8.  I will attend a minimum of one parent-teacher conference a year.
9.  I will be available to teachers and will return teacher calls in a timely manner.
10. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

**Home Learning**:
11. I will provide a regular time, place, and supervision for homework completion.
12. I will read to my child or ensure that my child reads daily just for pleasure.
13. I will limit my child's television viewing time and encourage positive uses of out-of-school time.

## Teacher Responsibilities

**Teaching and Learning**:
1.  I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2.  I will provide an enriching academic program based on standards.
3.  I will give my student timely feedback on their work.
4.  I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5.  I will seek out additional resources, such as individual instruction, peer coaching/tutoring, etc., to meet my students special academic needs.
6.  I will advocate for my student non-academic needs.

**School**:
7.  I will help to create a welcoming environment for students, families, and community members.
8.  I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9.  I will actively participate in site decision making.

**Home**:
10. I will communicate with the parents of my students through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
11. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
12. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

# School Administrator Responsibilities

**Instructional Leadership**:
1.  I will work to ensure a positive learning climate at the school, and hold high expectations for student achievement.
2.  I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3.  I will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place at our school.
4.  I will effectively utilize site and community resources to improve student achievement.

**School Environment**:
5.  I will foster a safe and positive learning environment with a consistent application of the site discipline plan.
6.  I will create a welcoming environment for students, families, and community members.

**Communication**:
7.  I will provide regular and direct communication regarding school and learning issues to students, families, and the community.

**Stakeholder Involvement**:
8.  I will ensure all stakeholders have the opportunity to be involved/represented in the site decision making process.
9.  I will provide staff parents, and community with ways to participate in planning, reviewing, and implementing the Annual Action Plan.
10. I will provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen parent involvement.

# District Responsibilities

**Student Learning**:
1.  We will focus our efforts and provide equitable resources to raise student achievement.
2.  We will connect schools with integrated resources and services consistently across the district. If all stakeholders in the learning process have fulfilled their roles and responsibilities, and the child still does not successfully meet district standards, we will work collaboratively with the school and parent/guardian to identify, implement, and fund appropriate intervention beyond those previously provided by the site (personnel, referrals, and other services, etc.)

**Home**:
3.  We will promote parent involvement and training, and foster a climate of two-way communication between the district and the home.

**Support for the Compact**:
4.  We will consistently investigate, develop, and implement district wide policies relating to issues such as attendance, discipline and tardiness.
5.  We will support the commitments that the home and school make to each other as reflected in the compact.

# APPENDIX D

# TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

| Site: 0095 Euclid Elementary | 09800 LCFF | | 30100 Title I Basic | | 30103 Title I | |
|---|---|---|---|---|---|---|
| | FTE | TOTAL | FTE | TOTAL | FTE | TOTAL |
| | | $ 103,173.00 | | $ 199,536.00 | | $ 3,145.00 |
| **Certificated Salaries / Monthly** | **0.35** | **$ 28,735.35** | **1.65** | **$135,466.65** | **0** | **$ -** |
| 2000 Regular Teacher | 0.35 | $ 28,735.35 | 1.65 | $135,466.65 | 0 | $ - |
| **Certificated Salaries** | | **$ 26,000.00** | | **$ 4,993.89** | | **$ -** |
| 1157 Classroom Teacher Hrly | | $ 1,000.00 | | $ - | | $ - |
| 1192 Prof&Curriclm Dev Vist Tchr | | $ 25,000.00 | | $ 4,993.89 | | $ - |
| **Classified Salaries** | | **$ -** | | **$ -** | | **$2,000.00** |
| 2282 Other Support Prsnl OTBS Hrly | | $ - | | $ - | | $1,000.00 |
| 2955 Other Nonclsrm PARAS Hrly | | $ - | | $ - | | $1,000.00 |
| **Employee Benefits** | | **$ 17,616.57** | | **$ 59,075.47** | | **$ 568.20** |
| **Books and Supplies** | | **$ 30,821.08** | | **$ -** | | **$ 576.80** |
| 4301 Supplies | | $ 30,821.08 | | $ - | | $ 576.80 |

# APPENDIX E

# 2018-19 SPSA ASSESSMENT AND EVALUATION

**San Diego Unified**
SCHOOL DISTRICT

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

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Euclid Elementary School

| ANALYSIS OF SCORES FOCUS AREA | NOTES/ACTION/DECISIONS |
|---|---|
| MAXIMIZING INSTRUCTIONAL TIME | **Substantially to Fully:**<br>-Professional development for all teachers and support staff/PLCS (on going; based on school focus).<br>-Common curriculum for core subjects such as ELA, Math and Science .<br>-School wide assessments (DRA2, Pre & Post Writing, Formative & Summative Assessments).<br><br>**Not at all to Partially:**<br>-Specific strategies for closing the achievement gap (struggling, English Learners, students with disabilities).<br>-Intense interventions, assessments and monitoring of subgroups such as (English Learners, Hispanics, and Special Education).<br><br>**Action/Decisions:**<br>-Increase support for English Learners (specifically to students who are potentially at risk of being classified as Long Term English Learners-LTELs).<br>-Consistent monitoring of all student progress (with an emphasis on the 3 sub-groups: English Learners, Hispanics, and Special Education).<br>-Resource teacher (when funds become available) to provide direct student and teacher supports, build teacher capacity and work directly with struggling readers, and increase parent engagement (how to support students at home). |
| CLOSING THE ACHIEVEMENT GAP | **Substantially to Fully:**<br>-Common curriculum for core subjects such as ELA, Math and Science. |

| | |
|---|---|
| | -School wide assessments are aligned (DRA2, Pre & Post Writing, Formative & Summative Assessments).<br>-Professional development for all teachers and support staff/PLCs (on going; based on school focus).<br><br>**Not at all to Partially:**<br>-Specific strategies for closing the achievement gap (struggling and English Learners).<br>-Intense interventions, assessments and monitoring of subgroups such as (English Learners, Hispanics, and Special Education).<br><br>**Action/Decisions:**<br>-Increase support for English Learners (specifically to students who are potentially at risk of being classified as Long Term English Learners-LTELs).<br>-Consistent monitoring of all student progress (with an emphasis on the 3 sub groups: English Learners, Hispanics and Special Education).<br>-Resource teacher (when funds become available) to provide direct student and teacher supports, build teacher capacity and work directly with struggling readers, and increase parent engagement (how to support students at home). |
| PROFESSIONAL DEVELOPMENT | **Partially to Fully:**<br>-Ongoing professional development for all teachers (PLCs, Site and District PDs.)<br>-Analyze students writing to inform instructional next steps (in all subject areas).<br><br>**Not at all to Minimally:**<br>-Analyze students work intensely to inform instructional next steps (in all subject areas).<br>-Integrating professional reading and research during Professional Learning Communities (PLCs).<br><br>**Action/Decisions:**<br>-Include time/emphasis during PLCs/Professional Development to analyze student work (in all subject areas) to inform instructional next steps.<br>-Continue to include professional reading and current research regarding best practices. |

| GRADUATION/PROMOTION | **Partially to Fully:**<br>-Curriculum is aligned to Common Core State Standards.<br>-Assessments and data are used to inform teaching and learning.<br>-Stakeholders are focused on supporting and challenging all students to meet promotion goals. |
|---|---|
| PARENT ENGAGEMENT | **Partially to Fully:**<br>-Families are involved in school decisions.<br>-School regularly communicates wioth families who speak languages other than English.<br>-Families participate in monthly Family Fridays, Coffee with the Principal, parent classes/trainings, SSC, SGT.<br>-Partnerships with the community.<br><br>**Action/Decisions:**<br>-Increase parent engagement with specific focus on Asian and African American families. |