

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT EUCLID ELEMENTARY SCHOOL

**2014-16**

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:** Biffle, Ana

**Contact Person:** Biffle, Ana

**Position:** Principal

**Telephone Number:** 619/725-7093;

**Address:** 4166 Euclid Ave, Euclid Elementary, San Diego, CA, 92105-1910,

**E-mail Address:** abiffle@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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.*



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



2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: EUCLID ELEMENTARY SCHOOL

DUE March 13, 2015

SITE CONTACT PERSON: ANA LUISA BIFFLE, PRINCIPAL

PHONE: 619-344-5600

FAX: 619-344-5649

E-MAIL ADDRESS: abiffle@sandi.net

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

- Quality Education Investment Act (QEIA)
  - Title 1 Schoolwide Programs (SWP)
  - Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 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: \_\_\_\_\_
- Other (list): Staff Meeting & Parent Meeting Date of presentation: 3/4/15

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/5/15

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.

ANA LUISA BIFFLE  
Type/Print Name of School Principal

Signature of School Principal

March 13, 2015  
Date

HILDA RODRIGUEZ-BABICK  
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

March 13, 2015  
Date

FABI BAGULA  
Type/Print Name of Area Superintendent

Signature of Area Superintendent

March 13, 2015  
Date

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

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

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.

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 74% Hispanic, 10.9% Indochinese, 8.6% African American and 6.6% Asian, Pacific Islander, Filipino, and White. Our English Learner population is expected to continue at the 80% 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. In addition, we have a full-time ELST for added support for teachers and students in the teaching and learning of English. This need is so significant, we will expand these services as additional funds become available. An over-arching proven strength of our students is their love and performance in Math. We remain pretty consistent in the upper 60% proficiency rate in the computation element of Math. The strength of this indicator lets us know that our students most certainly have the ability to soar once their language understanding is solved. So with language being the key to success in all subject matter, our focus remains to provide as much support possible in English language development so that all our 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.

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

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the

community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

#### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

During the 2013-2014 school year Euclid's PI-4 Committee met and thru a consensus model proposed that the focus of our Restructuring Plan would be the following 3 of the 12 Indicators of a Quality Neighborhood School plus the goals.

- Indicator #1 - Access to a broad and challenging curriculum

Goal #1: All Teachers will have a comprehensive knowledge of the Common Core Anchor Standards across grade levels K-5, focusing on skill and knowledge progression through all grades.

Goal #2: All grade levels will produce three types of writing at key points throughout the year that demonstrate the standard continuum for the Writing Anchor Standards.

- Indicator #2 - Quality Teaching

Goal #1: Based on evidence collected by each PLC and submitted to the ILT and Principal, all PLC's will achieve a level of "Collaboration and Consistency among grade levels."

- Indicator #5 - Closing the achievement gap with high expectations for all

Goal #1: By the end of the First Trimester all students will have a personalized literacy profile based on common qualitative and quantitative assessments selected by each PLC, and by the end of the academic year will again be evaluated using those same assessments to determine progress toward grade level achievement.

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Ana Luisa Biffle	Principal
Hilda Rodriguez-Babick	Classroom Teacher, Chairperson/DAC
Karen Ellsworth	Classroom Teacher, Secretary
Carrie Wang	Classroom Teacher
Susan Hughes	Classroom Teacher
Marco Montiel	Parent
Erika Lopez	Parent
America Acosta	Parent
Jean Binombe	Parent
Mariam Ali	Parent



**SINGLE PLAN FOR STUDENT ACHIEVEMENT****Area 1: English/Language Arts****English/Language Arts SMART Goal:**

\* By 06/30/2016, 48.9 % of Euclid Elementary Students will meet Common Core grade-level standards in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 44.2 % of Euclid Elementary Hispanic or Latino, Students will achieve a meet Common Core grade-level standards in English/Language Arts

\* By 06/30/2016, 64.4 % of Euclid Elementary Black or African American, Students will achieve a meet Common Core grade-level standards in English/Language Arts

\* By 06/30/2016, 47.9 % of Euclid Elementary English Learner, Students will achieve a meet Common Core grade-level standards in English/Language Arts

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

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

**Other Assessments (Please Specify):**

Literacy determined through DRA performance and site interim assessments.

**Progress and Growth Monitoring:**

Progress will be monitored using district Interim Assessments and DRA testing.

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

\* By 06/30/2016, 65.8 % of Euclid Elementary Students will achieve a meet Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 60.7 % of Euclid Elementary Black or African American, Students will achieve a meet Common Core grade-level standards in Mathematics

\* By 06/30/2016, 62.8 % of Euclid Elementary Hispanic or Latino, Students will achieve a meet Common Core grade-level standards in Mathematics

\* By 06/30/2016, 66.5 % of Euclid Elementary English Learner, Students will achieve a meet Common Core grade-level standards in Mathematics

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

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

**Other Assessments (Please Specify):**

Interim Assessments and site end-of-unit assessment.

**Progress and Growth Monitoring:**

Progress will be monitored using Interim Assessments and site end-of-unit assessment.

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

\* By 06/30/2016, 47.9 % of Euclid Elementary English Learner, Students will perform at Proficiency level in learning English , increasing from 43.6 % to 47.9 % , a gain of 4.30 %

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

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

**Other Assessments (Please Specify):**

CELDT and DRA testing.

**Progress and Growth Monitoring:**

Progress will be monitored through review of CELDT and DRA scores.

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

\* By 06/30/2016, 50 % of Euclid Elementary Grade 03, Students will perform at 3.9 reading comprehension grade level equivalent as measured by 38 level in DRA

**Closing the Gap SMART Goal:**

\* By 06/30/2016, 50 % of Euclid Elementary Grade 03, Students, English Learners Enrolled in School 3 years or More will perform at 3.9 reading comprehension grade level equivalent as measured by 38 level in DRA

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

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

**Other Assessments (Please Specify):**

CELDT and DRA scores.

**Progress and Growth Monitoring:**

Progress will be monitored comparing year over year performance in CELDT and DRA testing done throughout the year.

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

\* By 06/30/2016, 100 % of Euclid Elementary Parents/Guardians will achieve a attend 2 meetings related to their childs educational growth and development, increasing in Parent and Community Engagement

**Targeted Population:**

Parent trainings are focused on increasing the knowledge of parents of primary age students on ways they can help their child develop more vocabulary through conversations at home. Additionally, meetings and other parent training sessions provided will focus on ways parents can assist their child with homework by developing a location for doing homework, and by sharing information about the types of assignments students may be asked to complete. 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. The parents of intermediate students will be targeted to ensure that these parents maintain involvement in their child's academic progress, and continue to attend trainings and meetings so they can support their children's progress in school.

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

CELDT, DRA and Interim Assessment data.

**Progress and Growth Monitoring:**

Areas of training focus will be determined by student progress in CELDT, DRA and Interim Assessments.

**BUDGET: Resources Aligned to Area Goals****Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, 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 ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

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

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips 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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

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

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

**Intensive Intervention (Tier 3)**

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers  
ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

Counselor and support mentors will provide monthly check in with at risk students

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Teacher-Bilingual Education,	0.7000	\$53,903.50	0095-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	03	Class size reduction teacher to provide more personalized attention and time to struggling students who are not achieving at grade-level proficiency.
Position Regular Teacher,	1.0000	\$74,403.00	0095-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Class size reduction teacher to provide more personalized attention and time to struggling students who are not achieving at grade-level proficiency.
Position School Counselor,	0.0400	\$3,019.76	0095-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Push/In – Social & Emotional support for learning by teaching the Second Steps Program in every classroom.
Prof&Curriclm Dev Vist Tchr	-	\$7,000.00	0095-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers will provide release time for grade-level PLCs. Focus will be Common-Core training and grade-level planning.
Supplies	-	\$381.76	0095-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Journals, chart paper, professional development books, etc.. to support students in meeting grade level standards.
Supplies	-	\$2,404.00	0095-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Journals, chart paper, professional development books, etc.. to support students in meeting grade level standards.
Other Support Prsnl PARAS Hrly	-	\$2,000.00	0095-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Provide child care for parent events.
Supplies	-	\$366.00	0095-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Inservice supplies for parent events and meetings.
Prof&Curriclm Dev Vist Tchr	-	\$10,581.00	0095-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Visiting teachers will provide release time for grade-level PLCs. Focus will be Common-Core training and grade-level planning.

**Local Control Funding Formula Goals****Goal 1: Intervention Supports****Intervention Support Goal:**

All grade levels will meet the ELA goal of 48.9% 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 and Interim Benchmarks

**Personnel Responsible:**

Classroom Teacher/ELST Pull Out Support

**Goal 2: Classroom Supports****Classroom Support Goal:**

To “double doze” identified students in Guided Reading

**Identified Need:**

Reading Proficiency

**Target Group:**

All students two or more years behind in Reading

**Monitoring:**

DRA testing, CELDT and Interim Benchmarks

**Personnel Responsible:**

Classroom Teacher



**Goal 3: Professional Development**

**Professional Development Goal:**

Small Group Instruction, Guided Reading techniques, Running Record and Analysis training, Lucy Caulkins materials

**Identified Need::**

51.10% of our students are not Proficient in Reading

**Target Group::**

All students two or more years behind in Reading

**Monitoring::**

DRA testing, CELDT, Running Records, Interim Benchmarks

**Personnel Responsible::**

Classroom Teacher/ELST Pull Out Support

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor,	0.5400	\$40,766.76	0095-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Social/emotional support above district allocation.
Position Teacher-Bilingual Education,	0.2000	\$15,401.00	0095-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Class size reduction teacher to provide more personalized attention and time to struggling students who are not achieving at grade-level proficiency.
Supplies	-	\$504.33	0095-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Journals, chart paper, professional development books, etc.. to support students in meeting grade level standards.

## 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*

# **SAN DIEGO UNIFIED SCHOOL DISTRICT**

## **Euclid Elementary School**

### **TITLE I PARENT INVOLVEMENT POLICY**

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

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.)

### **INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM**

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 B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



# San Diego Unified School District

EUGENE BRUCKER EDUCATION CENTER  
4100 Normal Street, San Diego, CA 92103-2682

(619) 344-5600  
Fax: (619) 344-5649

Euclid Elementary School  
4166 Euclid Avenue  
San Diego, CA 92105

## EUCLID ELEMENTARY SCHOOL HOME/SCHOOL COMPACT ACUERDO ESCUELA/HOGAR

*Through this Compact, I agree to fulfill my roles and responsibilities in the learning process and commit to achieve district academic and citizenship standards.*

*We have discussed this compact and understand it will be placed in the child's file/cumulative folder:*

*Por medio de este Acuerdo, me comprometo a cumplir mis obligaciones y responsabilidades en el proceso de aprendizaje y me responsabilizo a lograr los estándares académicos y cívicos.*

*Hemos leído y hablado sobre este acuerdo y entendido que esta hoja será conservada en el archivo de mi hijo(a):*

Parent/Guardian's  
Signature \_\_\_\_\_ Date/Fecha \_\_\_\_\_  
Firma de  
Padre(s)/Tutor(es)

Student's Signature \_\_\_\_\_ Date/ Fecha \_\_\_\_\_  
Firma del Alumno(a)

Teacher's Signature / \_\_\_\_\_ Date/Fecha \_\_\_\_\_  
Firma del Maestro

Principal Signature/ \_\_\_\_\_ Date/Fecha \_\_\_\_\_  
Firma de la Directora

# SAN DIEGO UNIFIED SCHOOL DISTRICT

## 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.

San Diego City Schools (adapted from the California State PTA Parent Education Manual, *Parents Empowering Parents (Section I, Exhibit H)*); includes school-parent compact requirements as stated in Title I of Improving America's Schools Act, Section 1118 (d), and district accountability requirements.

**APPENDIX C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District  
 Site: 0095 Euclid Elementary  
 As of Date 04-17-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$189,975.00		\$2,832.00		\$12,193.00
		\$189,974.04		\$2,832.00		\$12,192.48
		\$0.96		\$0.00		\$0.52
<b>Certificated Salaries / Monthly</b>	<b>1.7400</b>	<b>\$131,326.26</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
2000 Regular Teacher	1.0000	\$74,403.00	0.0000	\$0.00	0.0000	\$0.00
2025 Teacher-Bilingual Education	0.7000	\$53,903.50	0.0000	\$0.00	0.0000	\$0.00
2605 School Counselor	0.0400	\$3,019.76	0.0000	\$0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$7,000.00</b>		<b>\$0.00</b>		<b>\$10,581.00</b>
1192 Prof&Curriclm Dev Vist Tchr		\$7,000.00		\$0.00		\$10,581.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$2,000.00</b>		<b>\$0.00</b>
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$2,000.00		\$0.00
<b>Employee Benefits</b>		<b>\$48,862.02</b>		<b>\$466.00</b>		<b>\$1,611.48</b>
<b>Books and Supplies</b>		<b>\$2,785.76</b>		<b>\$366.00</b>		<b>\$0.00</b>
4301 Supplies		\$2,785.76		\$366.00		\$0.00

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Euclid Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 6/30/15, 48.9% of Euclid Elementary Grades 2-5 students will perform proficient or advanced levels in ELA, increasing from 44.5% to 48.9%, a gain of 4.40%
<b>Mathematics</b>	By 6/30/15, 65.8% of Euclid Elementary Grades 2-5 students will perform proficient or advanced levels in Math, increasing from 59.9% to 65.8%, a gain of 5.90%
<b>English Language Development</b>	By 6/30/15, 47.9% of Euclid Elementary Grades 2-5 English Learner students will perform at the Proficiency level in learning English, increasing from 43.6% to 47.9%, a gain of 4.30%
<b>Graduation/Promotion Rate</b>	By 6/30/15, 50% of Euclid Elementary Grade 3 students will perform at a 3.9 reading comprehension level equivalent as measured by 38 level in DRA.
<b>Parent Involvement and Community Engagement</b>	By 6/30/15, 100% of Euclid Elementary Parents/Guardians will achieve and attend a minimum of 2 meetings related to their child's educational growth and development.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I Parent		30106 Title I		
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		<b>212,359.00</b>		<b>2,701.00</b>		<b>13,495.00</b>	
2000 Regular Teacher	1.00	75,406.00	-	-	-	-	CSR teacher
2025 Teacher-Bilingual Education	1.00	76,831.00	-	-	-	-	CSR teacher
1192 Prof&Curriclm Dev Vist Tchr		8,000.00		-		11,985.00	Subs for PLC grade level planning
2281 Other Support Prsnl PARAS Hrly		-		2,000.00		-	Child Care for Parent trainings
<b>Employee Benefits</b>		<b>51,079.27</b>		<b>439.84</b>		<b>1,510.10</b>	
4301 Supplies		1,042.00		261.00		-	Classroom supplies and supplies for parent trainings

**CORE Supports**TEACHER ALLOCATIONS:

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

Grades K-3:		1:24
Grades K-3 with CSR:	1:22	
Grade 4-5:		01:32.1

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

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

COUNSELOR

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

Enrollment	Days	Position Equivalent FTE
1-493		1 0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
1,196-1,429	3	0.6

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

**APPENDIX E**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

School Name: **Euclid Elementary**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$189,974.00
Enter Total Allocation: Resource 30106	\$12,192.00
Sum of Resources 30100 & 30106	\$202,166.00
10% allocation needed for PD	\$20,216.60

**Please check one:**  Watch List  Year 1  Year 2  Year 3  Year 4  Year 5  Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers will provide release time for grade-level PLCS. Focus will be Common-Core training and grade-level planning.	\$7,000.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Visiting teachers will provide release time for grade-level PLCS. Focus will be Common-Core training and grade-level planning.	\$10,581.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106		When including the value of benefits these supports meet the 10% requirement toward PD.	\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$17,581.00
10 % allocation has been met			<b>NO</b>