



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **EUCLID ELEMENTARY** SCHOOL

2022-23

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
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME **EUCLID ELEMENTARY** PHONE: **(19) 344-5600** FAX: **(619) 269-7373**

SITE CONTACT PERSON: **JOSE VALDEZ** E-MAIL ADDRESS: **JVALDEZ2@SANDI.NET**

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

XXX Title I Schoolwide Programs (SWP) **XXX CSI School** **ATSI School**

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

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

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

English Learner Advisory Committee (ELAC) **Date of presentation: 9/15/22**

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): INSTRUCTIONAL LEADERSHIP TEAM (ILT) **Date of presentation: 9/29/22**

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: **10/5/22**

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
Type/Print Name of School Principal

Staci Urquiza
Type/Print Name of SSC Chairperson

Thalia Vaca
Type/Print Name of ELAC Representative

Monika Hazel
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

Staci Urquiza 10/7/22
Signature of SSC Chairperson / Date

[Signature] 10/11/22
Signature of ELAC Representative / Date

Monika Hazel 10/11/22
Signature of Area Superintendent / Date

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

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

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

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At Euclid, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. Educational partners were involved in the budget development process for the year 2022-2023 via multiple meeting opportunities to dialogue and to provide input. These included school based committees; SGT, SSC, ELAC. And multiple staff meetings held throughout the year to provide updates on the budget, strategic allocations, and Goal attainment.

- January 27, 2022- SGT met to analyze data and provided budget recommendations.
- February 7, 2022- Staff met to analyze data and provided budget recommendations.
- ILT Meetings held:
 - 8/23/21
 - 10/14/21
 - 1/20/22
 - 2/10/22 (Provide Recommendations to SSC)

ELAC Meetings:

- 9/8/21
- 10/6/21
- 12/1/21
- 2/9/22 (Met to Provide Recommendations to SSC)
- 3/9/22
- 4/14/22
- 5/18.22

SSC Meetings:

- 9/10/21
- 10/7/21
- 11/8/21
- 12/2/21
- 2/10/22
- 2/17/22 (Approved SBB)
- 3/10/22
- 4/14/22
- 5/19/22
- 10/5/22 (SSC reviewed, gave input and approved SPSA)

RESOURCE INEQUITIES

Euclid's root cause analysis involved examining data from prior years CAASPP results, prior years California Dashboard, prior years California Healthy Kids Survey, California Parent Survey, and review of the 2020-21 SPSA. Analysis of the student groups (3rd-5th) results indicates significant decrease in students meeting grade level standards in the area of ELA and Math. This analysis took into consideration the significant impact school the reopening plans due to the global pandemic caused by COVID 19 and Safety Protocols that impacted student attendance.

ELA Analysis:

- 2018 school year indicates 36.3% of 3rd-5th grade students met or exceeded grade level standards in ELA
 - 2019 school year indicates 36.9% of 3rd-5th grade students met or exceeded grade level standards in ELA
 - 2022 school year indicates 29% of 3rd-5th grade students met or exceeded grade level standards in ELA
- Additional DATA sources have identified an overall decline in the number of students meeting or exceeding grade level standards.

3rd Grade:

- 3rd grade has shown a decrease of 8.4% over the past 3 years from 28.4% to 20%

4th Grade:

- 4th grade has shown a decrease of 8.4% over the past 3 years from 31.2 % to 27%

5th Grade:

- 5th grade has shown a decrease of 9.7% over the past 3 years from 50.7 % to 41%

English Language Arts: subgroups

ELLs: Our English Learners have shown a decreased of 13.6% over the 3 years.

SWD: Our Students with Disabilities have an increase of 6% over the 3 years.

Hispanic: Hispanic student population (our largest subgroup) have shown a decreased of 8.5% over the 3 years

African American: A.A. Student population has had the most significant change with a decrease of 14.1% over the 3 years.

Econ. Disadv.: This student population have shown a decreased of 3.4% over the 3 years

MATH Analysis:

- 2018 school year indicates 33.5% of 3rd-5th grade students met or exceeded grade level standards in MATH.

- 2019 school year indicates 27.8% of 3rd-5th grade students met or exceeded grade level standards in MATH.

- 2022 school year indicates 23% of 3rd-5th grade students met or exceeded grade level standards in MATH.

3rd Grade:

- 3rd grade has shown an increase of 2% over the past 3 years from 20% to 22.0%

4th Grade:

- 4th grade has shown a decrease of 14% the past 3 years from 30% to 16%.

5th Grade:

- 5th grade has shown a decrease of 1.9% over the past 3 years.

MATH: subgroups

ELLs: Our English Learners have shown a decrease of 12.4% the past 3 years from 15.4% to 3%

SWD: Our Students With Disabilities have an increase of 5.2% over the 3 years from 4.8% to 10%

Hispanic: Hispanic student population (our largest subgroup) have a decrease of 6.5% over the 3 years from 24.5% to 18%

African American: A.A. Student population has had the most significant change with a decrease of 11% over the 3 years from 16.1% to 5%.

Econ. Disadv.: This student population have a decrease of 6.8% over the 3 year from 27.8% to 21%.

Over 95% of Euclid's student population is considered socioeconomically disadvantaged. As of 2022, 68% of students at Euclid are considered Language Learners.

SPSA FOCUS: To support student progress in both ELA and Math, school structures will be put in place to support our school community:

- Professional Development will focus on studying and gaining an in-depth understanding of common core standards and strengthening Tier 1 instruction:

- Developing common understandings of 'best practice,' integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists
- Participation in District Professional Learning plan to support Literacy Acceleration.
- Strengthening Professional Learning Communities by engaging in continuous "Collaborative Team Cycle" to quickly identifying 1) Knowledge and Skills that determine levels of proficiency, 2) Design Common Assessments, 3) Design Effective Instruction, 4) Analyze Data, 5) Remediate or Enrich Student Learning 6) Teacher Reflection on Instructional Practice.

Implementation of "IReady" assessment system school-wide to support monitoring of academic progress, identify struggling students, and implement Tier 1 and Tier 2 supports.

Provide continuous intervention support by LAP Resource Teacher, Euclid Resource teacher and Vice Principal, through small group instruction.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates (Red Indicators in CA Dashboard). The school community has done extensive work in IMTSS and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates.

- The school will participate in the ICAN program to help reduce Chronic Absenteeism.
- The will create an attendance committee that will work with principal, school counselor, and certificated staff to monitor attendance and social emotional needs.
- There will be consistent weekly home visits and communication with families to ensure that students attend school.
- Increase parent engagement and strengthen the home-school relationships with families.
- Partner with service provider to support students with social and emotional needs and referrals to wrap-around services and community partners. Students will have a venue to practice and apply coping and executive functioning skills.
- In addition, the counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home.

The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement Leader in Me and IMTSS school wide to cultivate a positive school culture for all stakeholders.

- All Euclid Staff will participate in the "Leader in Me" program to support and promote a safe and collaborative school culture.

Data Analysis: Instructional Leadership Team (ILT): Our ILT meets monthly to analyze real time data from our SMART goals and Monthly Monitoring, and reviews result of our school wide assessments (iReady) to make instructional decisions.

- Professional Learning Communities (PLC):
 - Weekly grade level collaboration for common formative assessments, data analysis and instructional planning
 - Twice monthly half days for planning while students engage in VAPA with visiting art teachers
 - SSC - Trimester review of real time data
 - SGT - Trimester review of real time data
 - ELAC - Trimester review of real time data

Community Involvement:

- -SSC - monthly
- SGT - monthly
- ELAC- minimum 4 times a year
- SDSU Tutors - partnership with SDUSD to provide tutors during school day.
- Family Engagement Workshops: monthly Teacher Coaching Principal Coaching
- Coffee with the principal 4 times a year (morning and evenings) to provide school updates and important information
- Monthly Family Fridays: Provides opportunities for parents to engage in workshops to promote literacy at home.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jose Valdez	Principal
Staci Urquizo	Classroom Teacher, Chairperson/DAC
Diana Galvan	Classroom Teacher
Reyna Rodriguez	Classroom Teacher
Rosa Perez	Other
Zulema Gonzalez	Parent
Thalia Vaca	Parent
Maria Luisa Carrillo	Parent
Rosa Valdivia	Parent
Tuong C. Nguyen	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

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

The following actions were taken during the 2021-22 school year to support LCAP Goal #1 to decrease chronic absenteeism and suspension rates:

- Associate Principal (AP)

- Collaborated with school counselor to help support student and families' social emotional well-being and additional needs to assure students attend school.
- As a member of the ICAN team (to reduce chronic absenteeism), helped coordinate multiple support staff (office staff) teachers, nurse, to help implement strategies to increase attendance (perfect attendance recognition assemblies, celebrations, home visits, referrals to District and out of district organizations)
- Participated in home visits to help families assure students attend school.
- Membership in the School Improvement Team (ILT) to address chronic absenteeism.
- Coordinated and participate in Professional Development for staff (restorative Practices, positive school culture)
- Collaborated with counselor to coordinate wrap-around services for students/families needing support (community partners such as Family Health Centers)
- Member of the High Reliability School Task Force.
- Member of the Leader in Me - Lighthouse Team, to help the implementation of Leader in Me program.

Resource Teacher:

- Collaborated with school counselor and VP to help support student and families' social emotional well-being and additional needs to assure students attend school.
- Is a member of the support staff that monitors attendance and connects with families to identify supports.
- Participated in home visits to help families assure students attend school.
- Member of the School Improvement Team (ILT) to address chronic absenteeism.
- Coordinated and participate in Professional Development for staff (restorative Practices, positive school culture).
- Member of the High Reliability School Task Force
- Member of the Leader in Me - Lighthouse Team, to help the implementation of Leader in Me program

Due to COVID implications including close quarantine and illness chronic absenteeism rates dramatically increased at Euclid from 20.5% in 2019 to 59% in 2020. Suspensions decreased school wide from 2.9% to 2.1%

***Major Differences**

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

- Associate Principal/Resource Teacher: Both staff implemented the plan as much as possible. However there were two major circumstances identified that had significant impact on strategy implementation:
 - Due to COVID protocols related to quarantining due to illness and exposure, Euclid experienced a larger number of students who were considered chronically absent. This required a more intense strategy (expertise) and numerous additional 'attendance' staff assisted with home phone calls, visits and interventions including Principal, Attendance Assistant, Counselor and Office Staff.

***Changes**

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

- Associate Principal/Resource Teacher:
 - Both staff will continue to play an active role in the Chronic Absenteeism 'strategy and implementation' team - ICAN
 - Euclid will partner with the County Office of Education to implement the ICAN program." This program focuses in reducing Chronic Absenteeism in schools. It offers expert guidance to the site, staff trainings, student/family support. This program can support the school in our efforts to reduce Chronic Absenteeism.
 - Euclid will participate in "Leader In Me" program. This program will support the school in the implementations of a 'growth mindset' and 'leadership' to include teacher trainings, student voice, school/family relations. School participation will help ensure a 'Safe, Collaborative and Inclusive Culture' at school, and improve student attendance.
 - Additional funding will be used to pay clerical/paraprofessionals "hourly rate" to help monitor attendance, call families, and provide clerical organization to identify students/families in need of Tier 2 and Tier 3 interventions.

***Identified Need**

On the California Dashboard (2019) Euclid's scores in the orange/red in the following indicators: Chronic Absenteeism and Suspension Rates. The overall school chronic absenteeism rate for the 2021-22 school year is 59% according to SD County Office of Education data.

- Chronic Absenteeism Rates (subgroups):

- African American students=68%
- Hispanic students= 55%

According to the California Dashboard (2019), Euclid's suspension rate was at 2.9% (students were suspended at least one time).

According to local district data for the 2021-2022 school year:

- Suspension Rates (subgroups):

- Hispanic students=1.7%
- English Learners=2.4%
- Students with Disabilities=2.6%
- African American=1.6%

According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 45.5% (with the response of “strongly agree” each of the indicators (see below).

- Parent Involvement (indicators):

- School allows input and welcomes parents’ contributions=45%
- School encourages me to be an active partner with the school in educating my child=43%
- School actively seeks the input of parents before making important decisions=40%
- School staff takes parent concerns seriously=46%

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK - 5	Decrease Overall Chronic Absenteeism	59%	20%	Attendance	Weekly
June 2023	TK - 5	Decrease Overall Suspension Rate	2.9 %	1.5	Suspension	Monthly/Trimester
June 2023	TK -5	Increase the average parent involvement rate "strongly agree" in each of the 4 indicators	49.5%	55%	CAL-SCHLS (CHKS)	Annually

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease Chronic Absenteeism	55%	20%	Chronic Absenteeism	Bi-Weekly
June 2023	TK-5	Black or African American	Decrease Chronic Absenteeism	68%	20	Chronic Absenteeism	Bi-Weekly
June 2023	TK-5	English Learner	Reduce Suspension Rate	2.4	1.5	Suspension	Monthly/Annually
June 2023	TK-5	Students with Disabilities	Reduce Suspension Rate	2.6	1.5	Suspension	Monthly/Annually
June 2023	TK-5	Hispanic or Latino	Reduce Suspension Rate	1.7	1.5	Suspension	Monthly/Annually
June 2023	TK-5	Black or African American	Reduce Suspension Rate	1.6	1.5%	Suspension	Monthly/Annually

Supporting Black Youth - Additional Goals

- ✓ 1. Euclid Elementary's Site Equity Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Euclid Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Euclid Elementary's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Euclid Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Euclid Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Euclid Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Euclid Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Euclid Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Support School Wide Programs

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Suspension Rate, including the following subgroups: Students With Disabilities, Language Learners, African American Students, Hispanic Students, and Students Identified as Homeless, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

The Associate Principal and Resource Teacher:

Suspension Rate:

The Associate Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Associate Principal, Resource Teacher and Counselor will collaborate in the implementation of the Leader in Me program to cultivate a safe and inclusive school culture. This will allow students to maximize their learning time and academic progress in class.

- The Associate Principal and Resource Teacher will support the reduction of Suspension Rates by implementing the following:
 - Collaborating with school counselor to support struggling students.
 - Conducting home visits to ensure families receive the supports they need.
 - Being an active member of the Leader in Me Lighthouse Team to support positive school wide school culture.
 - Assistant Principal will conduct small group lessons with students to work on: positive play; positive problem solving; conflict resolution'
 - AP and RT will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
 - AP and RT will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, and Parenting Classes

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009521	Vice Principal	0.45000	\$53,373.15	\$75,128.50	0095-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		AP and RT will support classroom w. RPJ through Comm. Circles and Restorative circles. Will also connect with families and students and provide them w. resources. Both will also conduct small group on positive play, positive problem solving and conflict resolution.
F009522	Inschool Resource Tchr	0.70000	\$69,241.20	\$99,743.52	0095-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		AP and RT will support classroom w. RPJ through Comm. Circles and Restorative circles. Will also connect with families and students and provide them w. resources. Both

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									will also conduct small group on positive play, positive problem solving and conflict resolution.
N00953T	Supplies		\$9,257.00	\$9,257.00	0095-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Certificates for students to recognize improved attendance, pencils, stickers, etc. Letters to communicate with parents.
N0095D9	Contracted Svcs Less Than \$25K		\$25,000.00	\$25,000.00	0095-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Students and staff will participate in the "Play works" training to establish a safe, equitable, and inclusive culture at Euclid. The program includes direct services to students and teacher coaching.
N0095DB	License And Fees		\$500.00	\$500.00	0095-31820-23-5842-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Membership Fees for ICAN program. Training and Coaching for the attendance team to improve school attendance.

Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroup: Students identified as Homeless, African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged. All students at the school will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: African American, Hispanic, Asian, and English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

*Strategy/Activity - Description

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development in service of reducing "Chronic Absenteeism" and "Reducing Suspension Rate." Euclid Associate Principal, Euclid Resource Teacher, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

- PD - implementation of "Leader in Me"
- PD - implementation of "ICAN"
- PD - implementation of the Collaborative PLC cycle
- PD - Best Practices (High leverage teaching practices)
- PD-implementation of Playworks Program (Social Emotional support, Conflict Resolution through play)

Hourly pay for Para educators to support the attendance monitoring.

- Attendance Tracking
- Clerical work
- Report Creation

- Calling families by phone.
- Collaboration with Vice Principal, Resource Teacher, Counselor, Attendance Clerk

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0095D7	Prof&Curriclm Dev Vist Tchr		\$28,269.00	\$34,999.85	0095-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		VT release teachers to receive PD in the areas Restorative Practices and Leader in ME. Collaboration time for planning the implementation of RPJ and Leader in Me.

Para Educator Support for Attendance

***Students to be served by this Strategy/Activity**

This strategy is to support all students.

***Strategy/Activity - Description**

Para educator will support the attendance team by providing its operational support, running attendance reports, calling parents, sending out communications to parents. Will be supporting on a daily basis for a couple of hours. Will also be supporting students in small groups for interventions on attendance.

Additional support to help reduce Chronic Absenteeism-

Collaborate with Attendance Clerk and Counselor to identify and communicate with 'at risk' families. Communication and supports included:

- Phone Calls to families (daily)
- Letters to Families
- Translation support for families
- Referrals/Outreach
- Youth in Transition
- Health and Wellness Dept.
- Counseling Department
- Wrap-around services

Member of the ICAN Attendance Team
Direct Services to "At-Risk" students.

Euclid Elementary

 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0095D6	Other Nonclsr PARAS Hrly		\$10,948.00	\$14,999.85	0095-31820-23- 2955-2700- 0000-01000- 0000	ESSA Schl Imp (CSI) Funding	[no data]		Paras are part of the attendance team, they support the team by contacting families, tracking student attendance, and do small group student interventions using the ICAn practices.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22

articulated goal(s).

The following actions were taken during the 2021-22 school year to support LCAP Goal #2 3 to increase student achievement in ELA and Math:

- Associate Principal and Resource Teacher:

- Supported students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Supported struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions

Build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption

Provided Tier 2 intervention to identified struggling readers (all subgroups)

Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results

Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction

Worked directly with parents and ELAC.

Worked with teachers to Reclassify English Language Learners

Provided support for English Learners in acquiring English and accessing grade level content;

Collaborate with teachers to increase teacher effectiveness by providing more individualized instruction and supports for students in ELA and other content areas

Provided direct instruction to EL's.

Facilitated professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

***Major Differences**

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

Student absences significantly impacted the intervention program. Chronic Absenteeism was at 59% and many students missed intervention time.

Due to COVID illness many PLC sessions were cancelled due to lack of visiting teachers.

***Changes**

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

- The AP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and increase teacher effectiveness with providing more differentiated and supports for students.
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming

LTEL's,

- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.

- **Major Changes:** Funds have been allocated for the implementation of the following programs:

- "Leader in Me" - Promote a positive school culture.
- .iReady Assessments - to be used school wide to monitor student progress, provide interventions, provide lessons in areas of need.
- Participation in the "High-Reliability schools Training" - School leadership team will participate in training to develop capacity in data analysis and strengthening instructional program.
- Release time for Professional Learning for classroom teachers through VAPA APE

*Identified Need - English Language Arts

Historical data continues to identify a significant number of students not meeting grade level expectations. Additionally, school closures for part of the 2020-2021 school year had a significant impact on student performance. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap, specifically with our identified subgroup populations. Historical overall performance below:

Grade	2017	2018	2019	2021 FAST	2021 iReady	2022 SBAC
Grade 3	32.4%	27.8%	28.4%	-	19%	20%
Grade 4	28.7%	43.8%	31.2%	30%	7%	27%
Grade 5	41.2%	37.6%	50.7%	33%	11%	41%
Total;	34.2	36.3	36.9	31%	12%	29%

- **English Language Arts: subgroups (Table below)**

- **ELLs:** Current data shows a decrease in student achievement.
- **SWD:** Current data shows a slight increase in student achievement.
- **Hispanic:** Current data shows a decrease in student achievement.
- **African American:** Current data shows a significant decrease in student achievement.
- **Econ. Disadv.:** Current data shows a slight decrease in student achievement.

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Subgroups	2017	2018	2019	2021 FAST	2022 SBAC
Language Learners	5.2%	15.3%	18.6%	17%	5%
Students with Disabilities	5.6%	4.8%	0.0%	7%	6%
Hispanic/Latino	29.9%	31.9%	34.5%	29%	26%
African American	37.5%	32.4%	24.1%	6%	10%
Econ. Disadvantaged	34.6%	35.7%	36.4%	-	33%

*Euclid has been identified as a CSI school for the year 2022-2023. The school will adopt the use of IRready Assessment Systems to monitor student progress in ELA and Math.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase percentage of students meeting or exceeding grade level standards	20%	30%	CAASPP ELA	Annually
June 2023	4	Increase percentage of students meeting or exceeding grade level standards	27%	37%	CAASPP ELA	Annually
June 2023	5	Increase percentage of students meeting or exceeding grade level standards	41%	51%	CAASPP ELA	Annually
June 2023	3	Increase percentage of students meeting or exceeding grade level standards in IReady Assessment	18%	40%	Other (Describe in Objective)	3x per year
June 2023	4	Increase percentage of students meeting or exceeding grade level standards in IReady Assessment	18%	40%	Other (Describe in Objective)	3x per year
June 2023	5	Increase percentage of students meeting	15%	45%	Other (Describe in Objective)	3x per year

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		or exceeding grade level standards in IReady Assessment					
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the number of students meeting or exceeding grade level standards.	18.6%	30%	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the number of students meeting or exceeding grade level standards.	36.7%	47%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the number of students meeting or exceeding grade level standards.	0%	20%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the number of students meeting or exceeding grade level standards.	24.1%	35%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase the number of students meeting or exceeding grade level	34.5%	45%	CAASPP ELA	Annually

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			standards.				
June 2023	3-5	Homeless/Foster	Increase the number of students meeting or exceeding grade level standards.	36.8%	47%	CAASPP ELA	Annual
June 2023	3-5	English Learner	Increase the number of students meeting or exceeding grade level standards on IReady Assessment.	*BASELINE	30%	Other (Describe in Objective)	Trimester
June 2023	3-5	Socioeconomically Disadvantaged	Increase the number of students meeting or exceeding grade level standards on IReady Assessment.	*BASELINE	47%	Other (Describe in Objective)	Trimester
June 2023	3-5	Students with Disabilities	Increase the number of students meeting or exceeding grade level standards on IReady Assessment.	*BASELINE	20%	Other (Describe in Objective)	Trimester
June 2023	3-5	Black or African American	Increase the number of students meeting or exceeding	*BASELINE	35%	Other (Describe in Objective)	Trimester

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards on IReady Assessment.				
June 2023	3-5	Hispanic or Latino	Increase the number of students meeting or exceeding grade level standards on IReady Assessment.	*BASELINE	45%	Other (Describe in Objective)	Trimester
June 2023	3-5	Homeless/Foster	Increase the number of students meeting or exceeding grade level standards on IReady Assessment.	*BASELINE	47%	Other (Describe in Objective)	Trimester

*Identified Need - Math

In the 2021-2022 school year, the data indicates 23% of 3rd-5th grade students met or exceeded grade level standards in MATH. There was an increase of 3% in the area of Math from the last SBAC testing year, 2019. Additionally, site based data (IReady 2021) shows a decrease in students meeting or exceeding grade level standards. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our identified subgroup populations.

- MATH Analysis: 3rd Grade:

- 3rd grade has shown a n increase of 2% over the past 3 years from 20% to 22%
- 3rd grade baseline for IReady is 10%

4th Grade:

- 4th grade has shown a significant decrease of 6.1% the past 3 years from 30% to 16%
- 4th grade baseline for IReady is 14%

5th Grade:

- 5th grade has shown a decreased of 1.9% over the past 3 years from 32.9 to 31.
- 5th grade baseline for IReady is 19%

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Grade	2017	2018	2019	I Ready 2021	2022 SBAC
Grade 3	35.2	34.2	20.0	10.0	22%
Grade 4	23.9	31.5	30.0	19.0	16%
Grade 5	41.2	34.4	32.9	19.0	31%
Total:	33.2	33.5	28.7	16.0	23%

- Math Arts: subgroups

- **ELLs:** Our English Learners have decrease of 12.4% over the 3 years from 15.4% to 3%.
- **SWD:** Our Students with Disabilities have an increase of 5.2% over the 3 years from 4.8% to 10%
- **Hispanic:** Hispanic student population (our larges subgroup) have a decrease of 6.5% over the 3 years from 24.5% to 18%
- **African American:** A.A. Student population had a decrease of 11.1% over the 3 years from 16.1% to 5%
- **Econ. Disadv.:** This student population have an decrease of 6.8% over the 3 years from 27.8 to 21%

Subgroups	2017	2018	2019	2022 SBAC
Language Learners	12.1%	17.4%	15.4%	3%
Students with Disabilities	-	0.0%	4.8%	10%
Hispanic/Latino	25.9%	28.2%	24.5%	18%
African American	41.7%	35.3%	16.1%	5%
Econ. Disadvantaged	32.8%	32.4%	27.8%	21%

*Euclid has been identified as a CSI school for the year 2022-2023. The school will adopt the use of IRready Assessment Systems to monitor student progress in ELA and Math, as the first year of implementation, Annual Measure of goals for this years will begin with a "BASELINE."

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase percentage of students meeting and exceeding grade level standards	22%	32%	CAASPP Math	Annually
June 2023	4	Increase percentage of students meeting and exceeding grade level standards	16%	26%	CAASPP Math	Annually
June 2023	5	Increase percentage of students meeting and exceeding grade level standards	31%	41%	CAASPP Math	Annually

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3	Increase percentage of students meeting and exceeding grade level standards in the IREADY assessment	4%	14%	Other (Describe in Objective)	3x per year
June 2023	4	Increase percentage of students meeting and exceeding grade level standards in the RREADY assessment	4%	14%	Other (Describe in Objective)	3x per year
June 2023	5	Increase percentage of students meeting and exceeding grade level standards in the IREADY assessment	11%	21%	Other (Describe in Objective)	3x per year

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards	3%	13%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards	10%	10% %	CAASPP Math	Annually
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding	18%	28%	CAASPP Math	Annually

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			grade level standards				
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards	5%	15%	CAASPP Math	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standards	21%	31%	CAASPP Math	Annually

*Identified Need - English Learners

Euclid's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data (iReady); and a review of the 2021-2022 SPSA.

English Language Arts - All Students

Grade	2017	2018	2019	2021 FAST	2021 iReady	2022 SBAC
Grade 3	32.4%	27.8%	28.4%	-	19%	20%
Grade 4	28.7%	43.8%	31.2%	30%	7%	27%
Grade 5	41.2%	37.6%	50.7%	33%	11%	41%
Total;	34.2	36.3	36.9	31%	12%	29%

English Language Arts: Subgroups

- ELLs: Our English Learners have a decrease of 13.6% over the 3 years

Subgroups	2017	2018	2019	2021 FAST	2022 SBAC
Language Learners	5.2%	15.3%	18.6%	17%	5%

Mathematics - All Students

Grade	2017	2018	2019	iReady 2021	2022 SBAC
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Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Grade 3	35.2	34.2	20.0	10%	22%
Grade 4	23.9	31.5	30.0	19%	16%
Grade 5	41.2	34.4	32.9	19%	31%
Total;	33.2	33.5	28.7	16%	23%

MATH: Subgroups

- **ELLs:** Our English Learners have a decrease of 12.4% over the 3 years.

Subgroups	2017	2018	2019	2022 SBAC
Language Learners	12.1%	17.4%	15.4%	3%

*Euclid has been identified as a CSI school for the year 2022-2023. The school will adopt the use of IRready Assessment Systems to monitor student progress in ELA and Math, as the first year of implementation, Annual Measure of goals for this years will begin with a "BASELINE."

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level proficiency in ELA as measured by SBAC	5%	15%	Other (Describe in Objective)	Annual
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level proficiency in MATH as measured by SBAC	3%	13%	Other (Describe in Objective)	Annual
June 2023	3 - 5	RFEP	Reclassify students that score a 4 "overall	100%	100%	Reclassification Rates	Trimester

			proficiency" in ELPAC			
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***Identified Need - Graduation/Promotion Rate**

In the 2021-2022 school year, the data indicates 29% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a decrease of .6% in the area of ELA from the previous year. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our identified subgroup populations. The data also indicates that there is an achievement gap with Over 95% of Euclid's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

- ELA Analysis: 3rd Grade:

- 3rd grade has shown a decrease of 8.4% over the past 3 years from 28.4% to 20%

4th Grade:

- 4th grade has shown a decrease of 4.2% the past 3 years from 31.2% to 27%

5th Grade:

- 5th grade has shown a decrease of 9.7% over the past 3 years from 50.7% to 40%

Grade	2017	2018	2019	2021 FAST	2021 IReady	2022 SBAC
Grade 3	32.4%	27.8%	28.4%	-	19%	20%
Grade 4	28.7%	43.8%	31.2%	30%	7%	27%
Grade 5	41.2%	37.6%	50.7%	33%	11%	41%
Total;	34.2	36.3	36.9	31%	12%	29%

- English Language Arts: subgroups (Table below)

- **ELLs:** Current data shows a slight decrease in student achievement.
- **SWD:** Current data shows a slight increase in student achievement.
- **Hispanic:** Current data shows a slight decrease in student achievement.
- **African American:** Current data shows a significant decrease in student achievement.
- **Econ. Disadv.:** Current data shows a significant decrease in student achievement.

Subgroups	2017	2018	2019	2021 FAST	2022 ABAC
Language Learners	5.2%	15.3%	18.6%	17%	5%
Students with Disabilities	5.6%	4.8%	0.0%	7%	6%
Hispanic/Latino	29.9%	31.9%	34.5%	29%	26%
African American	37.5%	32.4%	24.1%	6%	10%
Econ. Disadvantaged	34.6%	35.7%	36.4%	-	33%

*Euclid has been identified as a CSI school for the year 2022-2023. The school will adopt the use of IRready Assessment Systems to monitor student progress in ELA and Math.

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	increase the percentage of students reading at or above grade level as measured by iREADY	19%	30%	Grade 3 ELA Reading	Triannual	
June 2023	5	increase the percentage of students reading at or above grade level as measured by iReady	15%	25%	Grade 5 ELA Reading	Triannual	
June 2023	3	increase percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	20%	30%	CAASPP ELA	Annual	
June 2023	5	increase percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	41%	51%	CAASPP ELA	Annual	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by	5%	15%	CAASPP ELA	Annual

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			SBAC				
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	6%	16%	CAASPP ELA	Annual
June 2023	3-5	Hispanic or Latino	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	26%	36%	CAASPP ELA	Annual
June 2023	3-5	Black or African American	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	10%	20%	CAASPP ELA	Annual
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by SBAC	33%	43%	CAASPP ELA	Annual

Support Tier 1 Instruction - Associate Principal

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, including the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged. Over 95% of Euclid's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

- The AP:**
- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
 - Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's
 - Will collaborate and support the Literacy Resource Teacher to implement Literacy Acceleration Plan at Euclid.
 - Will continue to provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
 - Will continue to support and implement professional development for staff to strengthen instructional practice.
 - AP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
 - Member of the Leader in Me - Lighthouse Team
 - Member of the ICAN attendance team.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009523	Vice Principal	0.55000	\$65,233.85	\$91,823.72	0095-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		AP will support and collaborate with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students. Support students with small group instruction: ELA/Math
N009559	Supplies		\$12,622.00	\$12,622.00	0095-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional materials to support small group instruction and teacher PDs: chart paper, post its, markers, highlighters, etc.
N0095DA	Supplies		\$43,833.00	\$43,833.00	0095-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Supplies to support students during whole group and small group instruction. (I.e. journals, math manipulatives, chart paper, white boards, pencils, etc.)

Digital Resources/Licenses

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art and ELD, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase literary/Math resources to increase content-area knowledge, just right books for reading, increase at home resources, and inspire a love of learning trout a variety of reading options.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Brain Pop
- Scholastic News - Digital Leveled Library

Unused allocated budget for supplies will be repurposed throughout the school year with SSC advice and approval based on student need.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00952E	Software License		\$5,000.00	\$5,000.00	0095-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		RAZ-KIDS, Brain Pop, Scholastic News- to support students in literacy skills to improve reading proficiency.

Professional Development

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

Visiting/Release time teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis (iReady)
- Improve instructional practices:
 - Lesson design
 - Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource

teacher as a coach during the upcoming school year.

- Implementation of new School-wide programs (Leader in Me, Playworks)

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00952G	Prof&Curriclm Dev Vist Tchr		\$8,077.00	\$10,000.15	0095-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VT will release teachers to meet during PLCs to analyze data, monitor student progress, and implement curriculum based on the findings.
N00959B	Supplies		\$3,347.00	\$3,347.00	0095-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies such as chart paper, markers, pens, post-its, to implement student lessons.
N0095D8	Interprogram Svcs/VAPA		\$15,000.00	\$15,000.00	0095-31820-23-5738-1000-1110-01000-1313	ESSA Schl Imp (CSI) Funding	[no data]		VAPA VT will release teachers to meet during PLCs to analyze data, monitor student progress, and implement curriculum based on the findings.

Resource Teacher

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, including the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified as Homeless. Over 95% of Euclid's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for students identified "at risk" in ELA.
- Will continue to provide direct interventions to students identified as "at risk" in ELA,
- Will continue to support and implement professional development for staff to strengthen instructional practice focus on solving 'word problems'
- Member of the Leader in Me - Lighthouse Team
- Member of the ICAN attendance team.

Euclid Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009524	Inschool Resource Tchr	0.30000	\$29,674.80	\$42,747.21	0095-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		RT will work in small student groups to do interventions with struggling readers.
N0095D4	PullOut/Push in Hrly		\$2,424.00	\$3,001.15	0095-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Budget allocated for the RT salary overage. RT's salary is above avg. RT to support small group student interventions in reading.
N0095D5	PullOut/Push in Hrly		\$9,030.00	\$11,180.05	0095-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Budget allocated for the RT salary overage. RT's salary is above avg. RT to support small group student interventions in reading.
	Supplies				0095-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N0095DA	Supplies to support students during whole group and small group instruction. (i.e. journals, sentence strips, chart paper, white boards, pencils, high lighters, literacy centers)
*Additional Supports for this Strategy/Activity									
<p>Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development</p>									
Support ELD Instruction									
*Students to be served by this Strategy/Activity									
<p>All students at the school will benefit from this strategy/activity due to the large percentage of students at Euclid with similar need. However this goal will specifically target and monitor English Learner students</p>									
*Strategy/Activity - Description									
<p>Para educators to conduct ELPAC testing for all ELL students at Euclid.</p>									

Euclid Elementary

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00957M	Other Nonclsrn PARAS Hrly		\$8,029.00	\$11,000.54	0095-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Para educators to conduct ELPAC testing.

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

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

2021-2022 Goals and Strategies to Increase Parent Engagement:

- By June 2022, 100% (approx. 450 families) will receive information regarding academic and citizenship progress of their children.
- Euclid will secure interpretation services per parent request. (Spanish, Vietnamese, Karen, Burmese)
- Euclid will continue with the goal of "100% of parents received progress reports twice this year"
- Euclid will continue with the goals of "More than 90% attended face to face conferences"
- Euclid will continue with the goal of "will have an active SSC, SGT, and ELAC."
- Euclid will continue with the goal of "All communication is provided in both English and Spanish."

During the 2021-22 School Year

- 100% of parents received progress reports twice this year
- More than 90% attended face to face (or zoom) conferences
- Euclid will had an active SSC, SGT and ELAC
- All communication was provided in both English and Spanish.

***Major Differences**

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

- Due to school protocols, no live in person meetings were held. However, a large number of families who identified their children as speaking a language "other than English" requested interpretation services for zoom conferences.

***Changes**

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

Major Changes for 2022-2023:

Due to a reduction of COVID restrictions we will now be able to hold live on site conferences, events and activities to increase parent participation and engagement with the school.

- Associate Principal, Resource Teacher and Counselor will collaborate with outside agency "Leader in Me," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid.
- Associate Principal, Resource Teacher and Counselor will collaborate with outside agency "ICAN," to support strong student attendance and assist parents with needed resources.

***Identified Need**

Due to COVID pandemic parent participation with their child's education decreased due to lack of access to the school site and technology barriers. Parent involvement is essential for student success in school. Euclid would like to increase parent participation rates in school sponsored events and activities in order to support parents to be actively involved in their children's education.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 49.5% (see indicators below). *Note: The percentages only include the response of "Strongly Agree." 404 parents completed the survey in a student population of 500 students. Parent Involvement (indicators) that include only "Strongly Agree" responses:

- School allows input and welcomes parents' contributions=45%
- School encourages me to be an active partner with the school in educating my child=43%
- School actively seeks the input of parents before making important decisions=40%
- School staff take parent concerns seriously=46%

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent/family participation in school sponsored events for all parent groups as measured by attendance records.	baseline	50%+	Other - Describe in objective

*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2023	SGT	Increase the percentage of parent attendance.	baseline	75%	Other - Describe in Objective				
Family Workshops									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
<p>Through our partnerships with "Leader in Me" and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:</p> <ul style="list-style-type: none"> - Early Childhood Behavior - Positive Parenting workshop - Workshops covering family needs such as: <ul style="list-style-type: none"> - Medi-Cal, - Covered California 101 - How to access and utilize benefits - Community Resources 101 - Housing, food, social support and other socioeconomic assistance <p>Increase Parent participation in school committees and volunteer opportunities:</p> <ul style="list-style-type: none"> - SSC - ELAC - SGT - Volunteers <p>Provide translation services for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00956K	In-service supplies		\$500.00	\$500.00	0095-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for parent meetings such as: coffee, plates, light snacks.
N0095BE	Other Nonclsrn PARAS Hrly		\$730.00	\$1,000.18	0095-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Childcare provided to parents while attending parent school meetings.

***Additional Supports for this Strategy/Activity**

Allocate funds for In-service supplies for parent meetings and workshops.

Materials/Supplies

***Families to be served by this Strategy/Activity**

All families and students at Euclid will benefit from this strategy/activity.

***Strategy/Activity - Description**

Allocate fund for In-services supplies and general supplies for parent meetings, workshops, and the parent room.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00951V	Supplies		\$1,851.00	\$1,851.00	0095-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies to provide parents to parents while attending the mtgs.: pencils, binders, highlighters. Manipulatives and small toys will also be purchased for children while in childcare at school.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Euclid Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 209,445
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 134,333
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 512,535

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 84,386
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 84,386

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 84,371
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 84,371

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 512,535

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Euclid Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	29,674.80	0.3	\$29,674.80
Euclid Elementary			3000 Benefits			0	\$13,072.41
Euclid Elementary		Inschool Resource Tchr Total				0.3	\$42,747.21
Euclid Elementary		(blank)	1159 PullOut/Push In Hrly	PullOut/Push in Hrly	2,424.00	0	\$2,424.00
Euclid Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	8,077.00	0	\$8,077.00
Euclid Elementary			2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	8,029.00	0	\$8,029.00
Euclid Elementary			3000 Benefits			0	\$5,471.84
Euclid Elementary			4301 Supplies	Supplies	12,622.00	0	\$12,622.00
Euclid Elementary			5841 Software License	Software License	5,000.00	0	\$5,000.00
Euclid Elementary		(blank) Total				0	\$41,623.84
Euclid Elementary	09800 LCFF Intervention Support Total					0.3	\$84,371.05
Euclid Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	69,241.20	0.7	\$69,241.20
Euclid Elementary			3000 Benefits			0	\$30,502.32
Euclid Elementary		Inschool Resource Tchr Total				0.7	\$99,743.52
Euclid Elementary		(blank)	1309 Vice-Principal	Vice-Principal	65,233.85	0.55	\$65,233.85
Euclid Elementary			3000 Benefits			0	\$26,589.87
Euclid Elementary		Vice Principal Total				0.55	\$91,823.72
Euclid Elementary		(blank)	1159 PullOut/Push In Hrly	PullOut/Push in Hrly	9,030.00	0	\$9,030.00
Euclid Elementary			3000 Benefits			0	\$2,150.05
Euclid Elementary			4301 Supplies	Supplies	3,347.00	0	\$3,347.00
Euclid Elementary		(blank) Total				0	\$14,527.05
Euclid Elementary	30100 Title I Basic Program Total					1.25	\$206,094.29
Euclid Elementary	30103 Title I Parent Involvement	(blank)	2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	730	0	\$730.00
Euclid Elementary			3000 Benefits			0	\$270.18
Euclid Elementary			4301 Supplies	Supplies	1,851.00	0	\$1,851.00
Euclid Elementary			4304 Inservice supplies	Inservice supplies	500	0	\$500.00
Euclid Elementary		(blank) Total				0	\$3,351.18
Euclid Elementary	30103 Title I Parent Involvement Total					0	\$3,351.18
Euclid Elementary	30106 Title I Supplmnt Prog Imprvmt	Vice Principal	1309 Vice-Principal	Vice-Principal	53,373.15	0.45	\$53,373.15
Euclid Elementary			3000 Benefits			0	\$21,755.35
Euclid Elementary		Vice Principal Total				0.45	\$75,128.50
Euclid Elementary		(blank)	4301 Supplies	Supplies	9,257.00	0	\$9,257.00
Euclid Elementary		(blank) Total				0	\$9,257.00
Euclid Elementary	30106 Title I Supplmnt Prog Imprvmt Total					0.45	\$84,385.50
Euclid Elementary	31820 ESSA SchI Imp (CSI) Funding	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	28,269.00	0	\$28,269.00
Euclid Elementary			2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	10,948.00	0	\$10,948.00
Euclid Elementary			3000 Benefits			0	\$10,782.70
Euclid Elementary			4301 Supplies	Supplies	43,833.00	0	\$43,833.00
Euclid Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	15,000.00	0	\$15,000.00
Euclid Elementary			5842 License And Fees	License And Fees	500	0	\$500.00
Euclid Elementary			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	25,000.00	0	\$25,000.00
Euclid Elementary		(blank) Total				0	\$134,332.70
Euclid Elementary	31820 ESSA SchI Imp (CSI) Funding Total					0	\$134,332.70

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Euclid Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (INSERT YEAR)

2.0 With approval from the local governing board, [Euclid Elementary](#) has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

[Euclid Elementary School](#) has developed a written parent & family engagement policy with input from parents/family members. Every year, the school holds a meeting at the beginning of the year where parents review the policy and offer feedback. Also, parent/family representatives in the ELAC and SGT participate in the review and provide feedback to the School Site Council (SSC). The School Site Council adopts the Parent and Family Engagement Policy for the current school year.

[Euclid Elementary School](#) distributes hard copies of The Parent & Family Engagement Policy each year after SSC approval. The policy is made available in languages with a 15% or more representation in the school.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how [Euclid Elementary](#) school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

[To involve parents the following practices have been established:](#)

[The meeting is held in the fall and the information is presented by the School Principal. All parents are invited through various communications including:](#)

- School Messenger (to all families, English and Spanish)
- School Marquee advertisements.
- Flyers (sent with students in English, Spanish, Vietnamese)
- Parent White Board/Poster Board (front of school in English, Spanish, Vietnamese)
- Parent Bulletin (entrance hallway in English, Spanish, Vietnamese)
- Face to face communication (promotion) by principal and staff.
- During the meeting, translation in Spanish and Vietnamese and Karen is made available through the district's translation services department.
- Childcare is provided by the site free of charge.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Euclid offers monthly Family Fridays during the morning once per month. Parents receive information regarding student achievement and training focused on academics, then visit classrooms to spend time with students.
- Euclid offers 4 coffee with the principal per year (2 morning, 2 evening)
- Euclid offers Open House twice per year during the evening. (fall and spring semester)
- Euclid offers 4 ELAC meetings during the school year. The committed can elect to hold additional meetings.
- Euclid offers monthly SGT meetings during the afternoon.
- Euclid offers a minimum of 5 SSC meetings during the afternoon, per school year
- Euclid provides childcare at the site free of charge for participating parents/families
- Meetings are held in English and Euclid provides translation services for all meetings free of charge; Spanish, Vietnamese, Karen.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Euclid Elementary has an active School Site Council, ELAC and School Governance Team in which representatives from different stakeholder groups are nominated and elected on a routine basis. These committees meet on a regular basis to review Title 1 programs and provide feedback to the School Site Council. the committees make recommendations for the improvement of Title 1 programs at Euclid.

- ELAC and SGT offer advice/recommendations to the SSC to improve Title 1 programs and overall school programs. .

- Parents are kept abreast of information through monthly parent meetings and provide feedback to the various committees.
- All meetings are public and elicit public comments.
- The School Site Council reviews student data and SPSA during scheduled meetings, and makes recommendations for SPSA goals and resource allocations.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- School Messenger (to all families, English and Spanish)
- School Marquee advertisements.
- Flyers (sent with students in English, Spanish, Vietnamese)
- Parent White Board/Poster (front of school in English, Spanish, Vietnamese)
- Parent Bulletin (entrance hallway in English, Spanish, Vietnamese)
- Face to face communication (promotion) by principal and staff.
- Annual Title 1 Parent Meeting
- Public meeting notifications

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

The school provides parents 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 through continuous parent engagement opportunities at Euclid:

- Continuous parent engagement opportunities
 - Family Fridays
 - Coffee with Principal
- Site Based Committees:
 - SSC
 - ELAC
 - SGT
- Parent Conferences
- Teacher communications
- Parent Volunteer Program

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Parent participation in school based committees:
 - SSC
 - SGT

- ELAC
- Parent Teacher Conferences
- Reclassification Recommendations Input
- Student Study Team Meetings (SST)
- Individualized Educational Plan meetings.
- Surveys: California Healthy Kids Survey
- Family Fridays/Coffee with Principal

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

The school provides parents with an opportunity to offer input on the effectiveness of our school wide program.

- Continuous parent engagement opportunities
 - Family Fridays
 - Coffee with Principal
- Site Based Committees:
 - SSC
 - ELAC
 - SGT
- Parent Conferences

Parents also have access to direct communication with School staff including:

- Phone messages
- Email messages
- Class Dojo
- In-Person Meetings

In addition, families are made aware of the Uniform Complaint Procedures on a yearly basis through parent meetings

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of

Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Euclid Elementary provides parents 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 through continuous parent engagement opportunities at Euclid. Euclid provides child care services free of charge, and also offers translation services during parent engagement opportunities:

- Continuous parent engagement opportunities
 - Family Fridays
 - Coffee with Principal
- Site Based Committees:
 - SSC
 - ELAC
 - SGT
- Parent Conferences
- Teacher communications
- Parent Volunteer Program

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Euclid Elementary holds routine parent workshops and meetings to inform and train parents to support students at home. All trainings offer materials, translation services, and child care at school free of charge. Trainings/Workshops include:

- Title 1 Parent Meeting
- The importance of Attendance
- School Assessments (Site based and state testing)
- High leverage reading strategies (during Family Fridays)
- Preparing for Parent-Teacher Conferences
- Preparing for State Testing
- Understanding:
 - Reading Levels
 - Standardized report card
 - IReady reports
 - State Testing Reports (ELA, MATH, ELPAC)

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement

and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Teachers, specialized instructional support personnel and other school leaders receive parent involvement training through:

- Staff meetings,
- Professional Development Opportunities
- Professional Learning Communities
- School Improvement Team (aka ILT)
- District sponsored Professional Learning Opportunities

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Euclid has established a functioning Parent Room to disseminate information, provide assistance, and coordinate school activities with parents/families. The parent room is also used to engage and encourage parent involvement at school.
- The Parent Room also disseminates information from our feeder school Parent Resource Center at Horace Mann Middle School.
- Euclid actively engages in partnerships through various community service providers.
- Participation in the various site based decision making committees:
 - SSC
 - ELAC
 - SGT

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

Euclid distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Class Dojo Messages (33 languages)
- School Messenger (to all families, English and Spanish)
- School Marquee advertisements.
- Flyers (sent with students in English, Spanish, Vietnamese)
- Parent White Board/Poster (front of school in English, Spanish, Vietnamese)
- Parent Bulletin (entrance hallway in English, Spanish, Vietnamese)
- Face to face communication (promotion) by principal and staff.

- During all meetings, translation is provided free of charge in Spanish, Vietnamese, and Karen through the district's translation services department.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Euclid, upon request, will coordinate interpretations services, childcare and transportation for families in order to facilitate parental involvement. Euclid will provide assistance with translation of documents used for informational and workshop activities.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Euclid Elementary](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Euclid secures interpretation services for family engagement activities through the district translation services department.
- Euclid secures interpretation services for any formal parent meeting including SST, IEP or upon parent request from the districts translation services department, district contracted agencies, and/or community partners.
- Euclid provides site based (staff) interpretation services for informal teacher/parent meetings upon parent request.
- Euclid provides translation services (for documents such as IEP, Assessments, flyers, school letters) through the districts translation services department.
- The school also has multiple staff members that are bilingual and provide translation/interpretation services for a variety of informal communications.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022 - 2023
Euclid Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Euclid elementary provides a Guaranteed and Viable curriculum in all classrooms. The Instructional Leadership Team, SSC committee and ELAC committee reviews and makes recommendations to the school site to assure every classroom has in place:

- Standards based instruction (Critical Concepts and Proficiency Indicators)
- Benchmark Advanced as a Literacy Curricular Adoption
- Daily Designated and Integrated ELD instruction
- EnVison as a Math Curricular Adoption
- Monthly Monitoring of student achievement through Professional Learning Communities
- Leader in Me practices that promote student leadership
- Promotes a welcoming environment for students
- Routine observations and feedback from administrative team

Euclid Elementary encourages all parents and families to become actively engaged in their students' education. Parents and families are encouraged to participate in various informational workshops available throughout the community and be responsible for:

- Assuring students attend school on a regular basis.

- Communicating with the school, teacher or support staff when needed.
- Visit the student’s classroom when needed.
- Participate in volunteer and/or classroom activities.
- Attend training opportunities for parents when at Euclid (understanding the state’s academic content standards, assessments, and how to monitor academic achievement of their children. (Site training):
 - Family Fridays
 - Coffee with the Principal
 - Parenting Classes
- Participate in site based decision making bodies when able.
 - SSC
 - ELAC
 - SGT

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

Euclid Elementary holds Parent-teacher conferences twice per academic year. The first conference is held in November and the second conference is held in March. Translations are secured for all conferences.

- November Conferences are held with all families to discuss:
 - Overall student achievement.
 - Areas of strength
 - Areas of further development
 - Referrals to “Response to Intervention”
 - Discussion of a “Learning Contract’ for struggling students, to include intervention strategies.
 - Parent concerns
- March Conference are held with all families to discuss:
 - Overall student achievement.
 - Areas of strength
 - Areas of further development
 - Progress Monitoring - Interventions
 - Decisions to Promote or Retain Student
 - Parent feedback and concerns

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Euclid Elementary is committed to timely and adequate progress monitoring communication with parents and families.

- As a school site, Euclid communicates school wide performance to families though:
 - SPSA Meetings
 - Coffee with Principal
 - Family Fridays
 - SSC Committees
 - ELAC Committees
- Parents also receive individual student progress reports through:
 - Standards based report card three times per year.
 - A parent meeting is held for any student in the RTI process (interventions)
 - SST Meetings
 - IEP Meetings
 - Individual teacher communication/reports to parents/families

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Euclid Elementary is committed to timely and adequate access to staff. All staff is required to:

- Establish a Class Dojo account to communicate with parents (33 languages)
- Respond to messages within 48 hrs.
- Hold parent meetings when requested. (Provide a hybrid model)
- Staff emails are made public through the school website for parents/families communication.
- Classrooms are made accessible for parent/family observations with prior notice.
- An on-site parent room is open to all parent/family volunteers.
- Classrooms are accessible for parent volunteers when arrangements are made with classroom teachers.
- Parents are encouraged to participate in extracurricular activities in the classroom (Field Trips, art projects, etc.)

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Euclid Elementary is committed to timely and adequate communication with all parents/families. Euclid staff communicate with stakeholders through various means:

- All staff is required to:
 - Establish a Class Dojo account to communicate with parents (33 languages)
 - Respond to messages within 48 hrs.
 - Hold parent meetings at parent/family request. (Provide a hybrid model)
 - Staff emails are made public through the school website for parents/families communication.

- Administration:
 - Timely school-wide automated messages
 - Principals ‘message of the week”
 - Morning Assemblies
 - Timely Flyers
 - Parent white board posters
 - Parent Bulletin in hallway office
 - Email is made public through the school website

- Parent/Families can communicate with staff by:
 - Class Dojo Messages
 - Phone messages
 - email messages
 - In-person meetings
 - Virtual meetings
 - School events (Family Fridays, Coffee w/Principal, conferences, etc.)

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found

at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	258	33.3	243	34.2	245	36.3	217	36.9	201	28.9	-4.4	-8.0	264	25.0	244	33.2	245	33.5	223	27.8	205	22.4	-2.6	-5.4
Female	119	36.1	107	38.3	114	37.7	103	42.7	107	27.1	-9.0	-15.6	121	19.8	108	28.7	113	32.7	107	26.2	111	20.7	0.9	-5.5
Male	139	30.9	136	30.9	131	35.1	114	31.6	94	30.9	0.0	-0.7	143	29.4	136	36.8	132	34.1	116	29.3	94	24.5	-4.9	-4.8
African American	18	22.2	24	37.5	34	32.4	29	24.1	22	9.1	-13.1	-15.0	19	21.1	24	41.7	34	35.3	31	16.1	22	4.5	-16.6	-11.6
Asian	8	-	7	-	4	-	32	62.5	45	48.9	-	-13.6	8	-	7	-	4	-	32	59.4	45	44.4	-	-15.0
Filipino	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Hispanic	192	30.2	164	29.9	163	31.9	139	34.5	126	26.2	-4.0	-8.3	194	22.2	166	25.9	163	28.2	143	24.5	128	18.0	-4.2	-6.5
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
White	1	-	3	-	6	-	5	-	5	-	-	-	1	-	3	-	6	-	5	-	7	-	-	-
Multiracial	4	-	9	-	10	30.0	11	36.4	1	-	-	-	7	-	9	-	10	30.0	11	18.2	1	-	-	-
English Learner	140	9.3	115	5.2	137	15.3	118	18.6	107	8.4	-0.9	-10.2	147	12.9	116	12.1	138	17.4	123	15.4	111	6.3	-6.6	-9.1
English-Speaking	118	61.9	128	60.2	108	63.0	99	58.6	94	52.1	-9.8	-6.5	117	40.2	128	52.3	107	54.2	100	43.0	94	41.5	1.3	-1.5
Reclassified†	35	88.6	87	73.6	55	81.8	50	74.0	56	75.0	-13.6	1.0	35	71.4	87	63.2	55	69.1	50	56.0	56	64.3	-7.1	8.3
Initially Eng. Speaking	83	50.6	41	31.7	53	43.4	49	42.9	38	18.4	-32.2	-24.5	82	26.8	41	29.3	52	38.5	50	30.0	38	7.9	-18.9	-22.1
Econ. Disadv.*	252	32.1	237	34.6	238	35.7	209	36.4	188	28.2	-3.9	-8.2	257	24.1	238	32.8	238	32.4	212	27.8	188	22.9	-1.2	-4.9
Non-Econ. Disadv.	6	-	6	-	7	-	8	-	13	38.5	-	-	7	-	6	-	7	-	11	27.3	17	17.6	-	-9.7
Gifted	55	70.9	45	71.1	26	76.9	14	78.6	3	-	-	-	55	63.6	45	66.7	26	61.5	14	71.4	3	-	-	-
Not Gifted	203	23.2	198	25.8	219	31.5	203	34.0	198	27.8	4.6	-6.2	209	14.8	199	25.6	219	30.1	209	24.9	202	21.8	7.0	-3.1
With Disabilities	25	4.0	18	5.6	21	4.8	21	0.0	27	7.4	3.4	7.4	24	4.2	18	0.0	20	0.0	21	4.8	27	11.1	6.9	6.3
WO Disabilities	233	36.5	225	36.4	224	39.3	196	40.8	174	32.2	-4.3	-8.6	240	27.1	226	35.8	225	36.4	202	30.2	178	24.2	-2.9	-6.0
Homeless	16	31.3	14	35.7	12	16.7	19	36.8	16	6.3	-25.0	-30.5	16	12.5	13	23.1	12	16.7	21	23.8	12	16.7	4.2	-7.1
Foster	0	-	1	-	1	-	0	-	0	-	-	-	2	-	1	-	1	-	1	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	34.5	71	32.4	79	27.8	0	-	70	20.0	-14.5	-	85	31.8	71	35.2	79	34.2	70	20.0	70	21.4	-10.4	1.4
Female	39	38.5	29	37.9	38	34.2	0	-	39	17.9	-20.6	-	40	30.0	29	34.5	38	39.5	39	25.6	39	17.9	-12.1	-7.7
Male	45	31.1	42	28.6	41	22.0	0	-	31	22.6	-8.5	-	45	33.3	42	35.7	41	29.3	31	12.9	31	25.8	-7.5	12.9
African American	9	-	9	-	8	-	0	-	10	0.0	-	-	9	-	9	-	8	-	10	0.0	10	10.0	-	10.0
Asian	2	-	3	-	1	-	0	-	18	38.9	-	-	2	-	3	-	1	-	10	70.0	18	38.9	-	-31.1
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	58	25.9	42	28.6	57	26.3	0	-	39	17.9	-8.0	-	58	27.6	42	26.2	57	31.6	46	15.2	39	17.9	-9.7	2.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
White	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	1	-	2	-	-	-
Multiracial	1	-	5	-	2	-	0	-	0	-	-	-	2	-	5	-	2	-	2	-	0	-	-	-
English Learner	54	22.2	41	9.8	55	16.4	0	-	36	5.6	-16.6	-	56	23.2	41	14.6	55	23.6	40	7.5	36	11.1	-12.1	3.6
English-Speaking	30	56.7	30	63.3	24	54.2	0	-	34	35.3	-21.4	-	29	48.3	30	63.3	24	58.3	30	36.7	34	32.4	-15.9	-4.3
Reclassified†	6	-	13	84.6	6	-	0	-	14	64.3	-	-	6	-	13	84.6	6	-	15	46.7	14	71.4	-	24.7
Initially Eng. Speaking	24	50.0	17	47.1	18	38.9	0	-	20	15.0	-35.0	-	23	43.5	17	47.1	18	44.4	15	26.7	20	5.0	-38.5	-21.7
Econ. Disadv.*	83	33.7	69	33.3	76	26.3	0	-	65	16.9	-16.8	-	84	31.0	69	34.8	76	32.9	69	20.3	65	20.0	-11.0	-0.3
Non-Econ. Disadv.	1	-	2	-	3	-	0	-	5	-	-	-	1	-	2	-	3	-	1	-	5	-	-	-
Gifted	11	90.9	11	54.5	3	-	0	-	3	-	-	-	11	72.7	11	72.7	3	-	14	71.4	3	-	-	-
Not Gifted	73	26.0	60	28.3	76	26.3	0	-	70	20.0	-6.0	-	74	25.7	60	28.3	76	31.6	70	20.0	70	21.4	-4.3	1.4
With Disabilities	10	10.0	3	-	4	-	0	-	9	-	-	-	9	-	3	-	4	-	8	-	9	-	-	-
WO Disabilities	74	37.8	68	33.8	75	29.3	0	-	61	23.0	-14.8	-	76	35.5	68	36.8	75	36.0	62	21.0	61	23.0	-12.5	2.0
Homeless	16	31.3	8	-	2	-	0	-	1	-	-	-	5	-	8	-	2	-	9	-	12	16.7	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	25.3	87	28.7	73	43.8	0	-	68	26.5	1.2	-	90	17.8	88	23.9	73	31.5	80	30.0	71	15.5	-2.3	-14.5
Female	36	25.0	41	36.6	31	38.7	0	-	36	25.0	0.0	-	36	8.3	42	28.6	31	25.8	36	27.8	39	12.8	4.5	-15.0
Male	55	25.5	46	21.7	42	47.6	0	-	32	28.1	2.6	-	54	24.1	46	19.6	42	35.7	44	31.8	32	18.8	-5.3	-13.0
African American	5	-	9	-	11	54.5	0	-	6	-	-	-	5	-	9	-	11	54.5	9	-	6	-	-	-
Asian	2	-	2	-	1	-	0	-	14	50.0	-	-	2	-	2	-	1	-	13	53.8	14	42.9	-	-10.9
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	68	23.5	60	21.7	44	36.4	0	-	46	23.9	0.4	-	67	16.4	62	16.1	44	25.0	53	28.3	47	10.6	-5.8	-17.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	3	-	0	-	1	-	-	-	0	-	1	-	3	-	2	-	3	-	-	-
Multiracial	2	-	2	-	6	-	0	-	0	-	-	-	2	-	2	-	6	-	3	-	0	-	-	-
English Learner	57	1.8	40	2.5	40	22.5	0	-	43	14.0	12.2	-	56	8.9	41	7.3	40	15.0	50	22.0	46	6.5	-2.4	-15.5
English-Speaking	34	64.7	47	51.1	33	69.7	0	-	25	48.0	-16.7	-	34	32.4	47	38.3	33	51.5	30	43.3	25	32.0	-0.4	-11.3
Reclassified†	9	-	31	71.0	17	82.4	0	-	12	91.7	-	-	9	-	31	51.6	17	58.8	8	-	12	66.7	-	-
Initially Eng. Speaking	25	56.0	16	12.5	16	56.3	0	-	13	7.7	-48.3	-	25	16.0	16	12.5	16	43.8	22	31.8	13	0.0	-16.0	-31.8
Econ. Disadv.*	89	24.7	85	28.2	72	44.4	0	-	63	27.0	2.3	-	88	17.0	86	23.3	72	31.9	75	30.7	63	15.9	-1.1	-14.8
Non-Econ. Disadv.	2	-	2	-	1	-	0	-	5	-	-	-	2	-	2	-	1	-	5	-	8	-	-	-
Gifted	22	45.5	11	81.8	11	63.6	0	-	3	-	-	-	22	50.0	11	54.5	11	45.5	3	-	3	-	-	-
Not Gifted	69	18.8	76	21.1	62	40.3	0	-	68	26.5	7.7	-	68	7.4	77	19.5	62	29.0	77	27.3	71	15.5	8.1	-11.8
With Disabilities	25	4.0	11	9.1	6	-	0	-	10	10.0	6.0	-	5	-	11	0.0	6	-	7	-	10	10.0	-	-
WO Disabilities	86	26.7	76	31.6	67	47.8	0	-	58	29.3	2.6	-	85	18.8	77	27.3	67	34.3	73	32.9	61	16.4	-2.4	-16.5
Homeless	5	-	3	-	7	-	0	-	9	-	-	-	5	-	2	-	7	-	5	-	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	83	41.0	85	41.2	93	37.6	0	-	63	41.3	0.3	-	89	25.8	85	41.2	93	34.4	73	32.9	64	31.3	5.5	-1.6
Female	44	43.2	37	40.5	45	40.0	0	-	32	40.6	-2.6	-	45	20.0	37	24.3	44	31.8	32	25.0	33	33.3	13.3	8.3
Male	39	38.5	48	41.7	48	35.4	0	-	31	41.9	3.4	-	44	31.8	48	54.2	49	36.7	41	39.0	31	29.0	-2.8	-10.0
African American	4	-	6	-	15	33.3	0	-	6	-	-	-	5	-	6	-	15	40.0	12	41.7	6	-	-	-
Asian	4	-	2	-	2	-	0	-	13	61.5	-	-	4	-	2	-	2	-	9	-	13	53.8	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	66	40.9	62	38.7	62	33.9	0	-	41	36.6	-4.3	-	69	23.2	62	35.5	62	27.4	44	29.5	42	26.2	3.0	-3.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Multiracial	1	-	2	-	2	-	0	-	1	-	-	-	3	-	2	-	2	-	6	-	1	-	-	-
English Learner	29	0.0	34	2.9	42	7.1	0	-	28	3.6	3.6	-	35	2.9	34	14.7	43	11.6	33	15.2	29	0.0	-2.9	-15.2
English-Speaking	54	63.0	51	66.7	51	62.7	0	-	35	71.4	8.4	-	54	40.7	51	58.8	50	54.0	40	47.5	35	57.1	16.4	9.6
Reclassified†	20	90.0	43	72.1	32	78.1	0	-	30	73.3	-16.7	-	20	70.0	43	65.1	32	68.8	27	55.6	30	60.0	-10.0	4.4
Initially Eng. Speaking	34	47.1	8	-	19	36.8	0	-	5	-	-	-	34	23.5	8	-	18	27.8	13	30.8	5	-	-	-
Econ. Disadv.*	80	38.8	83	42.2	90	36.7	0	-	60	41.7	2.9	-	85	24.7	83	41.0	90	32.2	68	32.4	60	33.3	8.6	0.9
Non-Econ. Disadv.	3	-	2	-	3	-	0	-	3	-	-	-	4	-	2	-	3	-	5	-	4	-	-	-
Gifted	22	86.4	23	73.9	12	91.7	0	-	3	-	-	-	22	72.7	23	69.6	12	66.7	11	63.6	3	-	-	-
Not Gifted	61	24.6	62	29.0	81	29.6	0	-	60	38.3	13.7	-	67	10.4	62	30.6	81	29.6	62	27.4	61	29.5	19.1	2.1
With Disabilities	25	4.0	4	-	11	9.1	0	-	8	-	-	-	10	10.0	4	-	10	0.0	6	-	8	-	-	-
WO Disabilities	73	46.6	81	43.2	82	41.5	0	-	55	45.5	-1.1	-	79	27.8	81	43.2	83	38.6	67	35.8	56	33.9	6.1	-1.9
Homeless	6	-	3	-	3	-	0	-	6	-	-	-	6	-	3	-	3	-	7	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: EUCLID ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Support School Wide Programs

***Strategy/Activity - Description**

The Vice Principal and Resource Teacher:

Suspension Rate:

The Vice Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid. This will allow students to maximize their learning time and academic progress in class.

- The Vice Principal and Resource Teacher will support to reduce Suspension Rates by:

- Collaborate with school counselor to support struggling students.
- They conduct home visits to ensure families receive the supports they need.
- Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Vice Principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- VP and RT will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- VP and RT will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsrn PARAS Hrly		\$931.63	30103-2955	Support family outreach. Provide child care, setup and help with meeting logistics.	There were no 'on-site' events and no childcare was needed during the 2021 – 2022 school year. Parent participation in Zoom meetings significantly decreased.	Covid Protocols had significant impact on 'on-site' family engagement events and activities.	"On-Site' family engagement events will resume for the 2022-2023 school year. No modifications to the program.
Other Nonclsrn PARAS Hrly		\$10,000.00	31820-2955	Work with counselor and office staff to monitor Attendance and support families.	Additional staff was able to collaborate with Attendance Clerk and Counselor to identify and communicate with 'at risk' families. Communication and supports included: --Phone Calls to families (daily) --Letters to Families --Translation support for families -Referrals/Outreach	Covid Protocols had a significant impact in student attendance. Chronic Absenteeism has significantly increased from 24% to 59% of students identified as Chronically Absent	Continue to provide additional support to our overall attendance team: Attendance Clerk, Counselor and Administrator The attendance team will participate in the ICAN program to help reduce Chronic Absenteeism.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>-Youth in Transition --Health and Wellness Dept. --Counseling Department --Wrap-around services</p> <p>In addition, clerical support allowed for school counselor and Administrator to conduct home visits (over 25 homes were visited)</p> <p>95% of targeted "at risk" did not become 'chronic' for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>		ICAN will provide Professional Development, Coaching and Logistical support.
Contracted Svcs > \$25K		\$34,000.00	31820-5100	Support school efforts to build Safe, Collaborative and Inclusive school culture.	The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me.	Beginning stages of implementation.	

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>School-wide implementation of the “Leader in Me” program. All stakeholder group continue to support the implementation of “Leader in Me.”</p>	<p>The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.</p> <p>17 Teacher Binders and 400 student booklets were delivered to all classrooms.</p> <p>100% of classrooms implemented:</p> <ul style="list-style-type: none"> • First 8 days of school curriculum <p>Habit 1 – Be Proactive</p>		
Prof&Curriclm Dev Vist Tchr		\$47,000.99	31820-1192	<p>Professional Development for teachers (PLC). Release teachers to receive training on Leader in Me, Restorative Justice Practices, working with students with Disabilities, and overall instructional program.</p>	<p>Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services.</p>	<p>Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.</p>	

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification.</p> <p>Through RTI collaboration, the school also increased the number of students receiving Wrap-Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to</p>		
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Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					roll-out the Leader in Me program.		
Vice Principal	--	--	30100-1309	<p>Support school wide programs to reduce Chronic Absenteeism and suspension rate.</p> <p>Work with Counselor to monitor student attendance, conduct attendance recognition assemblies, conduct home visits. Support attendance team.</p>	<p>Support reduce Chronic Absenteeism and Suspension Rate, by supporting school-wide programs.</p>	<p>VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates.</p> <p>Vice principal is an active member of the ICAN Team.</p> <p>95% of targeted "at risk" did not become 'chronic' for the first month of school.</p>	No modifications to program.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						Average attendance for the beginning of the year was 91%, significant increase from prior year.	
Vice Principal	--	--	30106-1309	Support reduce Chronic Absenteeism and Suspension Rate, by supporting school-wide programs.	VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates. Vice principal is an active member of the ICAN Team. 95% of targeted "at risk" did not become 'chronic'		No modifications to the program

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					for the first month of school. Average attendance for the beginning of the year was 91%, significant increase from prior year.		
Inschool Resource Tchr	--	--	30100-1109	Support reduce Chronic Absenteeism and Suspension Rate, by supporting school-wide programs.	Resource teacher is part of the ICAN Attendance Team. 95% of targeted "at risk" did not become 'chronic' for the first month of school. Average attendance for the beginning of the year was 91%, significant increase from prior year.		No modifications. Attendance is increasing and 'chronic' absent student ratios are decreasing.

Professional Development

***Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development in service of reducing 'Chronic Absenteeism" and "Reducing Suspension Rate." Euclid Vice Principal, Euclid Resource Teacher, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

- PD - implementation of "Leader in Me"
- PD - from outside agency "Mending Matters."

Hourly pay for paraeducators to support the attendance monitoring.

- Attendance Tracking
- Clerical work
- Report Creation
- Calling families by phone.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Collaboration with Vice Principal, Resource Teacher, Counselor, Attendance Clerk

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		\$500.00	30103-4304	Supplies for parent workshops. Light snacks, drinks, and necessary paper products.	Including translation services during parent meetings/trainings, including SSC/SGT/Family Fridays, Coffee with Principal. Family feedback has been positive.		No modifications to plan.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Prof&Curriclm Dev Vist Tchr</p>	<p>--</p>	<p>--</p>	<p>31820-1192</p>	<p>Release time for teachers for PD/PLC/Collaboration time. Also for classroom observations and lesson studies.</p>	<p>Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services.</p> <p>Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification.</p> <p>Through RTI collaboration, the school also increased the number of students receiving Wrap-Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the</p>	<p>Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.</p>	<p>In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.</p>
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Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.		
Vice Principal	--	--	30100-1309	Support school wide programs for Safe, Collaborative and Inclusive culture. Plan and facilitate staff trainings for Restorative Justice Practices, facilitate PD for Leader in Me. Play a leadership role in the Marzano Task Force team.	VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates. Vice principal is an active member of the ICAN Team.		No modifications to the program

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>95% of targeted “at risk” did not become ‘chronic’ for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>	
Vice Principal	--	--	30106-1309	<p>Support school wide programs for Safe, Collaborative and Inclusive culture.</p> <p>Support school wide programs for Safe, Collaborative and Inclusive culture.</p> <p>Plan and facilitate staff trainings for Restorative Justice Practices, facilitate PD for Leader in Me.</p> <p>Play a leadership role in the Marzano Task Force team.</p>	<p>VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates.</p> <p>Vice principal is an active member of the ICAN Team.</p> <p>95% of targeted “at risk” did not become</p>	No modifications to the program

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>'chronic' for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>	
<p>Inschool Resource Tchr</p>	--	--	30100-1109	<p>Support school wide programs for Safe, Collaborative and Inclusive culture. Support school wide programs for Safe, Collaborative and Inclusive culture. Plan and facilitate staff trainings for Restorative Justice Practices, facilitate PD for Leader in Me. Play a leadership role in the Marzano Task Force team.</p>	<p>Resource teacher is part of the ICAN Attendance Team.</p> <p>95% of targeted "at risk" did not become 'chronic' for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>	<p>No modifications. Attendance is increasing and 'chronic' absent student ratios are decreasing.</p>

Goal 2 - English Language Arts

Support Tier 1 Instruction

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's
- Will collaborate and support the Literacy Resource Teacher to implement Literacy Acceleration Plan at Euclid.
- Will continue to provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource Tchr</p>	<p>1.00000</p>	<p>\$134,737.83</p>	<p>30100-1109</p>	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>Resource teacher delivered interventions to grade 1, 2 and 3 grade students through small group instruction.</p> <p>50 total students received intervention: 70% increased "more than 2" reading levels.</p> <p>10% increased '1 reading levels'</p> <p>5% of students were referred for RTI and possible evaluation for Special Education.</p>		<p>No Modifications to program. Resource Teacher will continue to provide interventions to targeted students.</p>
<p>Vice Principal</p>	<p>0.04500</p>	<p>\$7,026.38</p>	<p>30100-1309</p>	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for</p>	<p>Associate Principal delivered interventions to K and grade 1 students through small group instruction.</p> <p>30 total students received intervention:</p>		<p>No Modifications to program. Associate Principal will continue to provide interventions to targeted students.</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>teachers in grades YK-5.</p>	<p>60% increased "more than 2" reading levels.</p> <p>20% increased '1 reading levels'</p> <p>Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives</p>		
Vice Principal	0.62500	\$97,588.42	30106-1309	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.nt.</p>	<p>Associate Principal delivered interventions to K and grade 1 students through small group instruction.</p> <p>30 total students received intervention: 60% increased "more than 2" reading levels.</p> <p>20% increased '1 reading levels'</p> <p>Vice Principal delivered 3 Professional</p>		<p>No Modifications to program. Associate Principal will continue to provide interventions to targeted students.</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Development workshops: -Guided Reading -Questioning -Clear objectives		
Software License		\$21,999.00	31820-5841	Support instructional program and interventions in reading skills: iReady, Raz-Kids, Brain Pop and Scholastic News.	For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction. 100% of students are assigned the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I Ready as "Whole Group" instruction. RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by	Will need to closely monitor the "time" students spend in the assigned lessons and "completion" rates of assigned lessons. RAZ Kids and BrainPop programs were used in a	IReady is widely used to monitor students and plan for individualized instruction. Will continue to use program Monitor the use of RazKids and Brain Pop to determine if we need to reduce

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					classroom teachers. Teachers voted these 3 programs as 'priority' purchases.	limited basis by each grade level.	the number of licenses at the site.
Supplies		\$17,971.00	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications
Contracted Svcs > \$25K	--	--	31820-5100	Implementation of Leader in Me Program, including all staff training, training materials, student materials, staff coaching and Lighthouse Team Coaching.	The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program. 17 Teacher Binders and 400 student	Beginning stages of implementation.	Consideration to increase the frequency of the meeting for the Lighthouse Team in order to support program roll out.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>booklets were delivered to all classrooms.</p> <p>100% of classrooms implemented:</p> <ul style="list-style-type: none"> • First 8 days of school curriculum <p>Habit 1 – Be Proactive</p>	
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Tutoring/Interventions for Struggling Students

***Strategy/Activity - Description**

Teacher Hourly rate has been allocated to implement a before/after and/or during school interventions to 'at-risk' students.

Para educator Hrly. Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						pre/post test, progress monitoring results, etc.).	
Vice Principal	--	--	30100-1309	Plan, implement and monitor intervention program. Collaborate with classroom teachers for program implementation. Deliver interventions to identified student subgroups through small group instruction.	Associate Principal delivered interventions to K and grade 1 students through small group instruction. 30 total students received intervention: 60% increased "more than 2" reading levels. 20% increased '1 reading levels' Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives		No Modifications to program. Associate Principal will continue to provide interventions to targeted students.
Vice Principal	--	--	30106-1309	Plan, implement and monitor intervention program. Collaborate with classroom teachers for program implementation.	Associate Principal delivered interventions to K and grade 1 students through small group instruction. 30 total students received intervention:		No Modifications to program. Associate Principal will continue to provide interventions to targeted students.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Deliver interventions to identified student subgroups through small group instruction.	60% increased "more than 2" reading levels. 20% increased '1 reading levels' Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives		
Inschool Resource Tchr	--	--	30100-1109	Plan, implement and monitor intervention program. Collaborate with classroom teachers for program implementation. Deliver interventions to identified student subgroups through small group instruction.	Resource teacher delivered interventions to grade 1, 2 and 3 grade students through small group instruction. 50 total students received intervention: 70% increased "more than 2" reading levels. 10% increased '1 reading levels' 5% of students were referred for RTI and possible evaluation for Special Education.		No Modifications to program. Resource Teacher will continue to provide interventions to targeted students.

Digital Resources/Licenses

***Strategy/Activity - Description**

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Brain Pop
- Scholastic Reading Pro - Digital Leveled Library

Funding has been allocated to purchase Intervention and Student monitoring resources. Unused allocated budget for supplies will be repurposed throughout the school year with SSC advice and approval based on student need.

- IReady Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons.
- Scholastic News

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

Directions:

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Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$680.00	30106-4301	School supplies to support instructional program and interventions.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications
Software License	--	--	31820-5841	Software Licenses to enhance reading program, student monitoring and interventions. RAZ-Kids, Brain Pop, iReady, Scholastic News.	For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction. 100% of students are assigned the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I	Will need to closely monitor the "time" students spend in the assigned lessons and "completion" rates of assigned lessons.	iReady is widely used to monitor students and plan for individualized instruction. Will continue to use program

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Ready as “Whole Group” instruction.		
					RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by classroom teachers. Teachers voted these 3 programs as ‘priority’ purchases.	RAZ Kids and BrainPop programs were used in a limited basis by each grade level.	Monitor the use of RazKids and Brain Pop to determine if we need to reduce the number of licenses at the site.

Strategy/Activity 4

*Strategy/Activity - Description

Visiting/Release time teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs

*Proposed Expenditures for this Strategy/Activity

Directions:

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Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$170.00	30100-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications
Supplies		\$49,028.00	30100-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies,		No Modifications

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					student consumables, instructional materials.		
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring.	Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services. Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification. Through RTI collaboration, the school also increased the number of students	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>receiving Wrap-Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.</p>		

Goal 3 - Mathematics

Support Tier 1 Instruction

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for students identified “at risk” in Math.
- Will continue to provide direct interventions to students identified as "at risk' in Math,
- Will continue to support and implement professional development for staff to strengthen instructional practice focus on solving 'word problems'

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

Directions:

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Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal	--	--	30100-1309	Support Students with ELA Tier 1	Vice Principal is facilitating the	Vice principal was not able to deliver direct interventions	VP will continue to facilitate and support 'data

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>Collaborative effort with our school Administrator, Resource Teacher, classroom teachers, School Improvement Team, and Euclid families in the development, implementation and monitoring of a school wide intervention program for students that are identified 'at risk.'</p>	<p>to students due to time constraints delivering reading interventions.</p>	<p>analyses and Tier 1 planning with teachers during PLC.</p> <p>Consideration to develop an intervention program similar to the "Literacy Intervention Program"</p>
Vice Principal	--	--	30106-1309	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>Vice Principal is facilitating the Collaborative effort with our school Administrator, Resource Teacher, classroom teachers, School Improvement Team, and Euclid families in the development, implementation and monitoring of a school wide intervention program for</p>	<p>Vice principal was not able to deliver direct interventions to students due to time constraints delivering reading interventions.</p>	<p>VP will continue to facilitate and support 'data analyses and Tier 1 planning with teachers during PLC.</p> <p>Consideration to develop an intervention program similar to the "Literacy Intervention Program"</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					students that are identified 'at risk.'		
Inschool Resource Tchr	--	--	30100-1109	Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.	Resource Teacher is facilitating the Collaborative effort with our school Administrator, classroom teachers, School Improvement Team, and Euclid families in the development, implementation and monitoring of a school wide intervention program for students that are identified 'at risk.'	Resource Teacher was not able to deliver direct interventions to students due to time constraints delivering reading interventions.	RT will continue to facilitate and support 'data analyses and Tier 1/Tier2 planning with teachers during PLC. Consideration to develop an intervention program similar to the "Literacy Intervention Program"
Supplies	--	--	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes PD/ PLC/Collaboration materials.		No Modifications
Inservice supplies	--	--	30103-4304	Supplies for parent meetings. Light Snack and	Including translation services during parent	Limited participation	Return to "on-Site' meetings will increase the need

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Refreshments and paper products.	meetings/trainings, including SSC/SGT/Family Fridays, Coffee with Principal. Family feedback has been positive.	through Zoom Meetings.	for this program. No modifications.
Other Nonclsrn PARAS Hrly	--	--	31820-2955	Provide Interventions for 'at risk' students. Push-in to classrooms to deliver interventions through small group instruction.	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in intervention made at growth of at least one performance level per Benchmark Formative Assessments.	High absences had significant impact on the program.	Despite inconsistent attendance/participation by students, the program showed promise. Continue program as planned. Consideration to increase participation to Kinder classroom Consideration to increase the funding source to that more paraeducators can provide interventions.
Software License	--	--	31820-5841	Math assessment system to monitor student progress and provide interventions. iReady Assessment. Brain Pop.	For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using	Will need to closely monitor the "time" students spend in the assigned lessons and "completion" rates of assigned lessons.	iReady is widely used to monitor students and plan for individualized instruction. Will continue to use program

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>this information to plan instruction.</p> <p>100% of students are assigned the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I Ready as "Whole Group" instruction.</p> <p>RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by classroom teachers. Teachers voted these 3 programs as 'priority' purchases.</p>			<p>Monitor the use of RazKids and Brain Pop to determine if we need to reduce the number of licenses at the site.</p>
Supplies	--	--	30100-4301	Materials for classroom instruction and school wide program implementation such as work books,	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes			No Modifications

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				independent reading books, etc.	Professional Development/PLC/ Collaboration materials.		
Professional Development							
*Strategy/Activity - Description							
<p>Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:</p> <ul style="list-style-type: none"> - Data Analysis - Improve instructional practices: - Lesson design - Lesson studies - Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. - Implementation of new School-wide programs 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring.	<p>Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services.</p> <p>Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification.</p> <p>Through RTI collaboration, the school also increased the number of students receiving Wrap-</p>	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.</p>	
Supplies	--	--	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes Professional Development/PLC/ Collaboration materials.	No Modifications
Supplies	--	--	30100-4301	Materials for classroom	Administration is continually	No Modifications

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>instruction and school wide program implementation such as work books, independent reading books, etc.</p>	<p>assessing school instructional needs and purchasing supplies that supports school academic goals. This includes Professional Development/PLC/ Collaboration materials.</p>		

Goal 4- Supporting English Learners

Support ELD Instruction

***Strategy/Activity - Description**

Vice Principal (VP) and Resource Teacher (RT) will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year).

- Vice Principal and Resource teacher will continue to support PLC's in planning for both designated and integrated ELD Lessons
- Vice Principal and Resource teacher will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs.
- Vice Principal and Resource teacher will continue to provide direct interventions to student.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal	--	--	30100-1309	Support ELD Professional	Associate Principal facilitated PLC. Teachers used	Substitute teachers were difficult to	Considerations to contract outside

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Development and monitor implementation of daily dELD and iELD instruction. Collaborate with OLA Resource teacher to monitor student progress and oversee the Reclassification of EL students.</p>	<p>ELPAC Data during PLC time and making instructional decisions.</p> <p>100% of "Potential to Reclassify" students were reclassified last year for a total of 31 students.</p>	<p>secure due to staffing shortage</p>	<p>agency to offer release time.</p> <p>Modify plan to include compensation for staff to attend PD, PLC, Collaboration time after the workday.</p> <p>Continue to receive professional development around data monitoring, individualized instruction, and remediation to address learning gaps and plan for instruction.</p> <p>Consideration to develop an intervention program similar to the "Literacy Intervention Program"</p>
Vice Principal	--	--	30106-1309	<p>Support ELD Professional Development and monitor implementation of daily dELD and</p>	<p>Associate Principal delivered interventions to K and grade 1 students through</p>		<p>No Modifications to program. Associate Principal will continue to provide interventions to targeted students.</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>iELD instruction. Collaborate with OLA Resource teacher to monitor student progress and oversee the Reclassification of EL students.</p>	<p>small group instruction.</p> <p>30 total students received intervention: 60% increased "more than 2" reading levels.</p> <p>20% increased '1 reading levels'</p> <p>Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives</p>		
Inschool Resource Tchr	--	--	30100-1109	<p>Support ELD Professional Development and monitor implementation of daily dELD and iELD instruction. Collaborate with OLA Resource teacher to monitor student progress and oversee the Reclassification of EL students.</p>	<p>Teachers used ELPAC Data during PLC time and making instructional decisions.</p> <p>100% of "Potential to Reclassify" students were reclassified last year for a total of 31 students.</p>	<p>Substitute teachers were difficult to secure due to staffing shortage</p>	<p>Considerations to contract outside agency to offer release time.</p> <p>Modify plan to include compensation for staff to attend PD, PLC, Collaboration time after the workday.</p> <p>Continue to receive professional</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							development around data monitoring, individualized instruction, and remediation to address learning gaps and plan for instruction. Consideration to develop an intervention program similar to the "Literacy Intervention Program"
Inservice supplies	--	--	30103-4304	Supplies for Parent Meetings. Light snacks and refreshments and paper products.	Euclid will continue to provide Parent with hard copies of all materials used during trainings that they can take home for review – including 'strategies they can use at home' worksheets.		No modifications
Supplies	--	--	30100-4301	Materials for classroom instruction and school wide program implementation such as work books,	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals.	Covid protocols limited the number of parent volunteer opportunities.	No Modifications Active membership of 5 parents are renovating the parent room and will develop a list of supplies that will be needed to have an

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				independent reading books, etc.	The school is actively rebuilding the parent volunteer program and the 'parent room.'	functioning parent room.
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Professional Development

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis (ELPAC)
- Improve instructional practices (dELD, iELD)
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementing of new School-wide programs (Benchmark Advanced - ELD)

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

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

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring. Collaboration with District OLA Resource teacher to monitor student progress and support Reclassification of students.	Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services. Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification. Through RTI collaboration, the	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>school also increased the number of students receiving Wrap-Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.</p>		
Supplies	--	--	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	<p>Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals.</p> <p>The school is actively rebuilding</p>	Covid protocols limited the number of parent volunteer opportunities.	<p>No Modifications</p> <p>Active membership of 5 parents are renovating the parent room and will develop a list of supplies that will be needed to have a functioning parent room.</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					the parent volunteer program and the 'parent room.'		
Supplies	--	--	30100-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. The school is actively rebuilding the parent volunteer program and the 'parent room.'	Covid protocols limited the number of parent volunteer opportunities.	No Modifications Active membership of 5 parents are renovating the parent room and will develop a list of supplies that will be needed to have a functioning parent room.

Goal 5 - Supporting Students with Disabilities

Professional Development

***Strategy/Activity - Description**

Visiting teachers are essential to release Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following;

- Data Analysis (ELA/MATH, ELPAC)
- Improve instructional practices (dELD, iELD)
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)

Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.

Release time for Paraeducators to participate in professional development facilitated by Education Specialist.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring. Collaboration with District OLA Resource teacher to monitor student progress and support Reclassification of students.	Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services. Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification. Through RTI collaboration, the school also increased the number of students	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>receiving Wrap-Around services from 5 to 14 students over the school year.</p> <p>The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for teachers in order to roll-out the Leader in Me program.</p>	
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Para Educator PD

***Strategy/Activity - Description**

Para educators that provide direct support to students with disabilities will attend monthly professional development with certificated staff. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.

Para educators will provide remediation/interventions support for 'at risk' students with disabilities.

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

Directions:

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

Guiding Questions:

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

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrn PARAS Hrly	--	--	31820-2955	Provide Interventions for 'at risk' students. Push-in to classrooms to deliver interventions through small group instruction.	Para educators supported classrooms by providing small group instruction to identified students through the "Push-in Mode. CASSP results demonstrated an increase in the % of SWD "at or above" proficiency from 0% to 6% in ELA and from 0% to 10% in Math.	Attendance during on-line learning impacted our program with consistent student attendance/participation.	Despite inconsistent attendance/participation by students, this additional support for students showed promise. Continue program as planned

Goal 7 - Family Engagement

School Participation

***Strategy/Activity - Description**

Through our partnerships with "Leader in Me" and "Mending Matters and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:

- Early Childhood Behavior
- Positive Parenting workshop
- Workshops covering family needs such as:
 - Medi-Cal,
 - Covered California 101 - How to access and utilize benefits
 - Community Resources 101 - Housing, food, social support and other socioeconomic assistance

Increase Parent participation in school committees and volunteer opportunities:

- SSC
- ELAC
- SGT
- Volunteers

Provide translation services for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsrn PARAS Hrly	--	--	30103-2955	Provide child care for on-site parent meetings. Support meeting organization and logistics.	<p>By holding meetings through the Hybrid Model, all meetings had at least 3 guests joining virtually.</p> <p>As parents return to 'on-site' (live) meetings, the school observed a significant growth in attendance.</p> <p>Attendance for the first Coffee w/the principal of the year was a total of 40 families in attendance as compared to an average of 7 families in attendance through virtual meetings.</p>	Virtual and Hybrid meetings showed low attendance rates. Average of 7 families though the school year.	<p>Consideration to broadcast future meetings for parents that cannot attend live meetings.</p> <p>Continue with a similar budget allocation as parents return to on-site meetings.</p>
Materials/Supplies							
*Strategy/Activity - Description							
Allocate fund for In-service supplies and general supplies for parent meetings, workshops, and the parent room.							
*Proposed Expenditures for this Strategy/Activity							

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,650.00	30103-4301	Materials for parent meetings and workshops. Paper, Copies, Flyers, pencils, markers, chart paper, journals.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. The school is actively rebuilding the parent volunteer program	Covid protocols limited the number of parent volunteer opportunities.	No Modifications Active membership of 5 parents are renovating the parent room and will develop a list of supplies that will be needed to have a functioning parent room.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					and the 'parent room.'		
Inservice supplies	--	--	30103-4304	Supplies for parent meetings and workshops. Light snacks and drinks, and paper supplies.	Euclid will continue to provide Parent with hard copies of all materials used during trainings that they can take home for review – including 'strategies they can use at home' worksheets.		No modifications

Goal 8- Graduation/Promotion Rate

Tier 1 Support

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's through small group instruction
- Will continue to provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- iReady Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Vice Principal	--	--	30100-1309	Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.	Associate Principal delivered interventions to K and grade 1 students through small group instruction. 30 total students received intervention: 60% increased "more than 2" reading levels. 20% increased '1 reading levels' Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives		No Modifications to program. Associate Principal will continue to provide interventions to targeted students.
Vice Principal	--	--	30106-1309	Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group	Associate Principal delivered interventions to K and grade 1 students through small group instruction.		No Modifications to program. Associate Principal will continue to provide interventions to targeted students.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>30 total students received intervention: 60% increased "more than 2" reading levels.</p> <p>20% increased '1 reading levels'</p> <p>Vice Principal delivered 3 Professional Development workshops: -Guided Reading -Questioning -Clear objectives</p>		
<p>Inschool Resource Tchr</p>	--	--	30100-1109	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>Resource teacher delivered interventions to grade 1, 2 and 3 grade students through small group instruction.</p> <p>50 total students received intervention: 70% increased "more than 2" reading levels.</p> <p>10% increased '1 reading levels'</p>		<p>No Modifications to program. Resource Teacher will continue to provide interventions to targeted students.</p>

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					5% of students were referred for RTI and possible evaluation for Special Education.		
Interventions							
*Strategy/Activity - Description							
<p>Teacher Hourly rate has been allocated to implement a before/after school program to deliver interventions to 'at-risk' students.</p> <p>Visiting teacher funding has been allocated to provide interventions to 'at-risk' students through small group instruction.</p> <p>Para educator Hrly. Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day through small group instructions</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrn PARAS Hrly	--	--	31820-2955	Provide Interventions for	Para educators supported	Attendance during on-line learning	Despite inconsistent attendance/particip

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>'at risk' students. Push-in to classrooms to deliver interventions through small group instruction in grades TK -5s</p>	<p>classrooms by providing small group instruction to identified students through the "Push-in Mode.</p> <p>CASSP results demonstrated an increase in the % of SWD "at or above" proficiency from 0% to 6% in ELA and from 0% to 10% in Math.</p>	<p>impacted our program with consistent student attendance/participation.</p>	<p>ation by students, this additional support for students showed promise. Continue program as planned</p>
Software License	--	--	31820-5841	<p>Software Licenses to enhance reading program, student monitoring and interventions. RAZ-Kids, Brain Pop, iReady, Scholastic News.</p>	<p>For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction.</p> <p>100% of students are assigned the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons</p>	<p>Will need to closely monitor the "time" students spend in the assigned lessons and "completion" rates of assigned lessons.</p>	<p>iReady is widely used to monitor students and plan for individualized instruction. Will continue to use program</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>identified by I Ready as “Whole Group” instruction.</p> <p>RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by classroom teachers. Teachers voted these 3 programs as ‘priority’ purchases.</p>	<p>RAZ Kids and BrainPop programs were used in a limited basis by each grade level.</p>	<p>Monitor the use of Raz-Kids and Brain Pop to determine if we need to reduce the number of licenses at the site.</p>
Supplies	--	--	31820-4301	<p>Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.</p>	<p>Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.</p>		No Modifications
Supplies	--	--	30100-4301	<p>Materials for classroom instruction and school wide program implementation such as work books,</p>	<p>Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals.</p>		No Modifications

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				independent reading books, etc.	This includes classroom supplies, student consumables, instructional materials.		
Digital Programs / Licenses							
*Strategy/Activity - Description							
<p>Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.</p> <p>Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.</p> <ul style="list-style-type: none"> - RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction - Scholastic News to support student learning in literacy. - Brain Pop <p>Funding has been allocated to purchase Intervention and Student monitoring resources.</p> <ul style="list-style-type: none"> - iReady Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons. 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Euclid Elementary

 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	31820-5841	Software Licenses to enhance reading program, student monitoring and interventions. RAZ-Kids, Brain Pop, iReady, Scholastic News.	<p>For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction.</p> <p>100% of students are assigned the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I Ready as "Whole Group" instruction.</p> <p>RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by</p>	<p>Will need to closely monitor the "time" students spend in the assigned lessons and "completion" rates of assigned lessons.</p> <p>RAZ Kids and BrainPop programs were used in a</p>	<p>iReady is widely used to monitor students and plan for individualized instruction. Will continue to use program</p> <p>Monitor the use of Raz-Kids and Brain Pop to determine if we need to reduce</p>

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					classroom teachers. Teachers voted these 3 programs as 'priority' purchases.	limited basis by each grade level.	the number of licenses at the site.
Supplies	--	--	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications
Supplies	--	--	30100-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications

Professional Development

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
 - Lesson design
 - Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in	95% of students completed iReady assessments in ELA, used to identify instructional levels.	Substitute teachers were difficult to secure due to District needs for staffing.	Considerations to contract outside agency to offer release time.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring.</p> <p>Collaboration with District OLA Resource teacher to monitor student progress and support</p> <p>Reclassification of students.</p>	<p>Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed reading level growth by 78% of all students.</p>	<p>Modify plan to include compensation for staff to attend PD, PLC, Collaboration time after the workday.</p> <p>Continue to receive professional development around data monitoring, individualized instruction and remediation to address learning gaps.</p>
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Goal 6 - Supporting Black Youth

Decrease Suspension Rates

***Strategy/Activity - Description**

- Suspension Rate:

The Vice Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid. This will allow students to maximize their learning time and academic progress in class. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Leader in Me," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid. This will allow students to maximize their learning time and academic progress in class.

- The Vice Principal and Resource Teacher will support to reduce Suspension Rates by:

- Collaborate with school counselor.
- They conduct home visits to ensure families receive the supports they need.
- Members of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Members of the High Reliability Schools Task Force to promote the positive school culture.
- Membership of the Leader in Me team to promote a positive school culture.
- Vice Principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- They will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Vice Principal	--	--	30100-1309	Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.	VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates. Vice principal is an active member of the ICAN Team.		No modifications. Attendance is increasing and 'chronic' absent student ratios are decreasing.

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>95% of targeted “at risk” did not become ‘chronic’ for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p> <p>Suspension rates decreased from</p>	
Vice Principal	--	--	30106-1309	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions. Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>VP is facilitating the collaborative effort with our school counselor, community partners, classroom teachers, ELAC, and Euclid families in the development, implementation and monitoring of a school wide program, including interventions and supports, to increase overall student attendance, decrease student chronic absenteeism rates, and suspension rates.</p>	<p>No modifications. Attendance is increasing and ‘chronic’ absent student ratios are decreasing.</p>

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Vice principal is an active member of the ICAN Team.</p> <p>95% of targeted “at risk” did not become ‘chronic’ for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p> <p>Suspension rates decreased from</p>	
Inschool Resource Tchr	--	--	30100-1109	<p>Support Students with ELA Tier 1 instruction, Tier2 interventions.</p> <p>Provide direct interventions to students through small group instruction. Plan and facilitate professional development for teachers in grades YK-5.</p>	<p>Resource teacher is part of the ICAN Attendance Team.</p> <p>95% of targeted “at risk” did not become ‘chronic’ for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>	<p>No modifications.</p> <p>Attendance is increasing and ‘chronic’ absent student ratios are decreasing.</p>

Strategy/Activity 1

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for A.A. students
- Will continue to support the implementation of a Tier 2 intervention programs for our A.A students that are identified as being "at risk" of not meeting grade level standard in ELA and Math.
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- Will continue to facilitate professional development in all grade levels.
- Will continue to contribute to school leadership committees to address, chronic absenteeism, suspension rates and academic achievement for our African American students.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Vice Principal	--	--	30100-1309	Support school wide programs to reduce Chronic	Vice Principal is facilitating the		No Modifications

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>Absenteeism and suspension rate. Work with Counselor to monitor student attendance, conduct attendance recognition assemblies, conduct home visits. Support attendance team. Focus on African American Students.</p>	<p>Collaborative effort with our school Administrator, Resource Teacher, classroom teachers, School Improvement Team, and Euclid families in the development, implementation and monitoring of a school wide intervention program for students that are identified 'at risk.' Vice Principal is also delivering direct support and interventions to identified students. Early data has identified growth for all students participating in our interventions program.</p>	
Vice Principal	--	--	30106-1309	<p>Support school wide programs to reduce Chronic Absenteeism and suspension rate. Work with Counselor to monitor student</p>	<p>Vice Principal is facilitating the Collaborative effort with our school Administrator, Resource Teacher, classroom teachers, School</p>	No Modifications

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				attendance, conduct attendance recognition assemblies, conduct home visits. Support attendance team. Focus on African American Students.	Improvement Team, and Euclid families in the development, implementation and monitoring of a school wide intervention program for students that are identified 'at risk.' Vice Principal is also delivering direct support and interventions to identified students. Early data has identified growth for all students participating in our interventions program.		
Inschool Resource Tchr	--	--	30100-1109	Support school wide programs to reduce Chronic Absenteeism and suspension rate. Work with Counselor to monitor student attendance, conduct attendance recognition assemblies, conduct home			

Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				visits. Support attendance team. Focus on African American Students.			
Other Nonclsrn PARAS Hrly	--	--	31820-2955	Provide interventions for 'at-risk' African American students. Provide interventions for 'at-risk' African American students. Provide Interventions for 'at risk' students. Push-in to classrooms to deliver interventions through small group instruction in grades TK -5	Para educators supported classrooms by providing small group instruction to identified students through the "Push-in Mode. CASSP results demonstrated an increase in the % of SWD "at or above" proficiency from 0% to 6% in ELA and from 0% to 10% in Math.	Attendance during on-line learning impacted our program with consistent student attendance/participation.	Despite inconsistent attendance/participation by students, this additional support for students showed promise. Continue program as planned
Prof&Curriclm Dev Vist Tchr	--	--	31820-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student	Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>monitoring. Collaboration with District OLA Resource teacher to monitor student progress and support Reclassification of students.</p>	<p>Mental health services. Euclid has consistently increased the number of students receiving interventions and qualify for Special Education Services from 4% to 10% identification. Through RTI collaboration, the school also increased the number of students receiving Wrap-Around services from 5 to 14 students over the school year. The Leader in Me Lighthouse Team met 4 times during the year to organize, plan and implement Leader in Me. The Lighthouse team delivered Professional Development for</p>		
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Euclid Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					teachers in order to roll-out the Leader in Me program.		
Supplies	--	--	31820-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications
Supplies	--	--	30100-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies, student consumables, instructional materials.		No Modifications

SCHOOL NAME: EUCLID ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Support School Wide Programs

***Strategy/Activity - Description**

The Vice Principal and Resource Teacher:

Suspension Rate:

The Vice Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid. This will allow students to maximize their learning time and academic progress in class.

- The Vice Principal and Resource Teacher will support to reduce Suspension Rates by:
 - Collaborate with school counselor to support struggling students.
 - They conduct home visits to ensure families receive the supports they need.
 - Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
 - Vice Principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
 - VP and RT will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
 - VP and RT will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsrn PARAS Hrly		\$6,654.50	09800-2955	Support Attendance Monitoring and family outreach. Make Phone calls to parents, send attendance letters, monitor student attendance, support Counselor and attendance clerk with operational and logistical tasks.	Additional staff was able to collaborate with Attendance Clerk and Counselor to identify and communicate with 'at risk' families. Communication and supports included: --Phone Calls to families (daily) --Letters to Families --Translation support for families -Referrals/Outreach -Youth in Transition --Health and Wellness Dept. --Counseling Department --Wrap-around services In addition, clerical support allowed for	Covid Protocols had a significant impact in student attendance. Chronic Absenteeism has significantly increased from 24% to 59% of students identified as Chronically Absent	Continue to provide additional support to our overall attendance team: Attendance Clerk, Counselor and Administrator The attendance team will participate in the ICAN program to help reduce Chronic Absenteeism. ICAN will provide Professional Development, Coaching and Logistical support

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>school counselor and Administrator to conduct home visits (over 25 homes were visited)</p> <p>95% of targeted "at risk" did not become 'chronic' for the first month of school.</p> <p>Average attendance for the beginning of the year was 91%, significant increase from prior year.</p>		
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Professional Development

*Strategy/Activity - Description

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development in service of reducing 'Chronic Absenteeism' and "Reducing Suspension Rate." Euclid Vice Principal, Euclid Resource Teacher, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

- PD - implementation of "Leader in Me"
- PD - from outside agency "Mending Matters."

Hourly pay for paraeducators to support the attendance monitoring.

- Attendance Tracking
- Clerical work
- Report Creation
- Calling families by phone.
- Collaboration with Vice Principal, Resource Teacher, Counselor, Attendance Clerk

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$11,981.00	09800-1192	Teachers will receive training in school wide initiatives and programs targeted to reduce 'chronic absenteeism' and to help reduce the 'suspension rate.' Teachers will collaborate with Administrators and support staff to monitoring student, identify student	Teachers met 9 times per year for PLC, Collaboration, Student Monitoring and RTI conversations. This work helped increase the number of students that are referred for Interventions, evaluation for SpEd Service, and/or Mental health services.	Securing Visiting Teachers proved inconsistent and the site resorted to either cancelling or postponing several PLC cycles and/or collaboration time to monitor student progress.	In order to avoid cancelling of the PLC/PD cycles, the site will consider contracting outside agencies to provide teacher release time. Another consideration would be to provide teachers hourly rate to meet after school hours.

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>needs, and to develop strategies and interventions to support student with Chronic absenteeism and social-emotional and behavioral needs.</p>			

Goal 2 - English Language Arts

Tutoring/Interventions for Struggling Students

***Strategy/Activity - Description**

Teacher Hourly rate has been allocated to implement a before/after and/or during school interventions to 'at-risk' students.
Para educator Hrly. Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$2,498.00	09800-5733	Instructional materials for intervention program. Reading books, copies, paper, dry-erase markers,	Funds were exhausted for instructional materials.		No modifications, continue as planned.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				individual white boards, phonics games, phonics cards, etc.			
Other Nonclsrn PARAS Hrly		\$14,639.90	09800-2955	Provide support to the intervention program for 'at-risk' students.5	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in intervention made at growth of at least one performance level per Benchmark Formative Assessments.	High absences had significant impact on the program.	Despite inconsistent attendance/participation by students, the program showed promise. Continue program as planned. Consideration to increase participation to Kinder classroom Consideration to increase the funding source to that more paraeducators can provide interventions.

Digital Resources/Licenses

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Brain Pop
- Scholastic Reading Pro - Digital Leveled Library

Funding has been allocated to purchase Intervention and Student monitoring resources. Unused allocated budget for supplies will be repurposed throughout the school year with SSC advice and approval based on student need.

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- iReady Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons.
- Scholastic News

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$39,294.00	09800-4301	School supplies in support of overall instructional program and interventions. Reading books, pencils, markers, chart paper, etc.	Staff reported that providing adequate instructional materials for students increased student engagement during the instructional program and interventions. (Phonics games,		No modifications, continue as planned. Considerations to provide funding to improve classroom physical environment

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					copies, workbooks, on-line licenses)		
Software License		\$15,000.00	09800-5841	Software Licenses to Monitoring student achievement and plan instruction and interventions.	For the year 2021, Euclid met the goal of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction. 100% of students are using the I Ready 'remediation		Monitor the use of RazKids and Brain Pop to determine if we need to reduce the number of licenses at the site

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I Ready as "Whole Group" instruction.		
				Software Licenses to enhance reading program.	RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by classroom teachers. Teachers voted these 3 programs as 'priority' purchases.		

Visiting Teacher – Release time

***Strategy/Activity - Description**

Visiting/Release time teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs

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

Directions:

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

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring.	95% of students completed iReady assessments in ELA, used to identify instructional levels. Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed reading	Substitute teachers were difficult to secure due to District needs for staffing.	<p>Considerations to contract outside agency to offer release time.</p> <p>Modify plan to include compensation for staff to attend PD, PLC, Collaboration time after the workday.</p> <p>Continue to receive professional development</p>

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					level growth by 78% of all students.		around data monitoring, individualized instruction and remediation to address learning gaps.
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Goal 3 - Mathematics

Support Tier 1 Instruction

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for students identified "at risk' in Math.
- Will continue to provide direct interventions to students identified as "at risk' in Math,
- Will continue to support and implement professional development for staff to strengthen instructional practice focus on solving 'word problems'

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Materials for classroom	Staff reported that providing adequate instructional		No modifications,

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				instruction and school wide program implementation such as work books, independent reading books, etc.	materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)		continue as planned.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide Interventions for 'at risk' students. Push-in to classrooms to deliver interventions through small group instruction..	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in intervention made at growth of at least one performance level per Benchmark Formative Assessments.	High absences had significant impact on the program.	Despite inconsistent attendance/participation by students, the program showed promise. Continue program as planned. Consideration to increase participation to Kinder classroom Consideration to increase the funding source to that more paraeducators can provide interventions.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide Interventions for 'at risk' students. Push-in to classrooms to deliver	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in	High absences had significant impact on the program.	Despite inconsistent attendance/participation by students, the program showed promise.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				interventions through small group instruction.	intervention made at growth of at least one performance level per Benchmark Formative Assessments.		<p>Continue program as planned.</p> <p>Consideration to increase participation to Kinder classroom</p> <p>Consideration to increase the funding source to that more paraeducators can provide interventions.</p>
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Professional Development

***Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on
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Euclid Elementary

 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time (VT) for Professional Development/PLC /Collaboration time. Leader in Me, RJR, Literacy and Math. Also, release time for classroom observations, lesson studies, and student monitoring.	95% of students completed iReady assessments in ELA, used to identify instructional levels. Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed reading level growth by 78% of all students.	Substitute teachers were difficult to secure due to District needs for staffing.	<p>Considerations to contract outside agency to offer release time.</p> <p>Modify plan to include compensation for staff to attend PD, PLC, Collaboration time after the workday.</p> <p>Continue to receive professional development around data monitoring, individualized instruction and remediation to</p>

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							address learning gaps.
Supplies	--	--	09800-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Staff reported that providing adequate instructional materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)		No modifications, continue as planned.

Goal 4- Supporting English Learners

Support ELD Instruction

***Strategy/Activity - Description**

Vice Principal (VP) and Resource Teacher (RT) will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year).

- Vice Principal and Resource teacher will continue to support PLC's in planning for both designated and integrated ELD Lessons
- Vice Principal and Resource teacher will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs.
- Vice Principal and Resource teacher will continue to provide direct interventions to student.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Materials for classroom	Staff reported that providing adequate instructional		No modifications, continue as planned.

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				instruction and school wide program implementation such as work books, independent reading books, etc.	materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)		
Professional Development							
*Strategy/Activity - Description							
<p>Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:</p> <ul style="list-style-type: none"> - Data Analysis (ELPAC) - Improve instructional practices (dELD, iELD) - Lesson design - Lesson studies - Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year. - Implementing of new School-wide programs (Benchmark Advanced - ELD) 							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers and Administrators can collaborate in monitoring student achievement in content areas and English Language Development, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of ELD instruction.	Teachers used ELPAC Data during PLC time and making instructional decisions. 100% of "Potential to Reclassify" students were reclassified last year for a total of 31 students.	Substitute teachers were difficult to secure due to District needs for staffing.	Teachers and Administrators can collaborate in monitoring student achievement in content areas and English Language Development, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of ELD instruction.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	Materials for ELD instruction.	Support materials for Professional Learning, PLC, teacher Collaboration.		No modifications, continue as planned.
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Goal 5 - Supporting Students with Disabilities

Professional Development

***Strategy/Activity - Description**

Visiting teachers are essential to release Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following;

- Data Analysis (ELA/MATH, ELPAC)
- Improve instructional practices (dELD, iELD)
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)

Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.

Release time for Paraeducators to participate in professional development facilitated by Education Specialist.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.	95% of students completed iReady assessments in ELA and Math with is used to identify instructional levels. Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed reading and Math growth for students with disabilities.	Substitute teachers were difficult to secure due to District needs for staffing.	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.

Para Educator PD

***Strategy/Activity - Description**

Para educators that provide direct support to students with disabilities will attend monthly professional development with certificated staff. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.

Para educators will provide remediation/interventions support for 'at risk' students with disabilities.

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Attend Professional Development/PLC	90% of our paraeducators participated in 'at least 1' PLC/Collaboration meeting. 90% of our paraeducators participated in 'at least 2' district		Considerations to increase the budget allocation as more PD opportunities become available for paraeducators.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					directed Professional Development Opportunity.		
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide support to the intervention program for 'at-risk' students.	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in intervention made at growth of at least one performance level per Benchmark Formative Assessments.	High absences had significant impact on the program.	Provide support to the intervention program for 'at-risk' students.

Goal 8- Graduation/Promotion Rate

Interventions

***Strategy/Activity - Description**

Teacher Hourly rate has been allocated to implement a before/after school program to deliver interventions to 'at-risk' students.
 Visiting teacher funding has been allocated to provide interventions to 'at-risk' students through small group instruction.
 Para educator Hrly. Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day through small group instructions

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide support to the intervention program for 'at-risk' students.	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in	High absences had significant impact on the program.	Provide support to the intervention program for 'at-risk' students.

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					intervention made at growth of at least one performance level per Benchmark Formative Assessments.		
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide support to the intervention program for 'at-risk' students.	20% of all 1 st and 2 nd grade students participated in interventions. 80% of students participating in intervention made at growth of at least one performance level per Benchmark Formative Assessments.	High absences had significant impact on the program.	Provide support to the intervention program for 'at-risk' students.
Supplies	--	--	09800-4301	Materials for classroom instruction and school wide program implementation such as work books, independent reading books, etc.	Staff reported that providing adequate instructional materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)		No modifications, continue as planned.
Digital Programs / Licenses							

***Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction
- Scholastic News to support student learning in literacy.
- Brain Pop

Funding has been allocated to purchase Intervention and Student monitoring resources.

- iReady Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Software Licenses to enhance reading	For the year 2021, Euclid met the goal		iReady is widely used to monitor

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>program, student monitoring and interventions. RAZ-Kids, Brain Pop, iReady, Scholastic News.</p>	<p>of 95% student completion of I Ready Diagnostic assessment for ELA and Math. Teachers are using this information to plan instruction.</p> <p>100% of students are using the I Ready 'remediation and extension' activities as prescribed by the program. 100% of teachers are using "at least part" of the lessons identified by I Ready as "Whole Group" instruction.</p> <p>RAZ Kids, Scholastic News and Brain Pop continue to be the preferred digital resources by classroom teachers. Teachers voted these 3 programs as 'priority' purchases.</p>		<p>students and plan for individualized instruction. Will continue to use program</p> <p>Monitor the use of Raz-Kids and Brain Pop to determine if we need to reduce the number of licenses at the site.</p>
Supplies	--	--	09800-4301	Staff reported that providing adequate instructional		No modifications, continue as planned.	Staff reported that providing adequate instructional

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)		materials for students increased student engagement during the instructional program and interventions. (Phonics games, copies, workbooks, on-line licenses)
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Professional Development

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

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

Euclid Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.	95% of students completed iReady assessments in ELA and MATH, which is used to identify instructional levels. Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed growth by most students.	Substitute teachers were difficult to secure due to District needs for staffing.	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for A.A. students
- Will continue to support the implementation of a Tier 2 intervention programs for our A.A students that are identified as being 'at risk' of not meeting grade level standard in ELA and Math.
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- Will continue to facilitate professional development in all grade levels.
- Will continue to contribute to school leadership committees to address, chronic absenteeism, suspension rates and academic achievement for our African American students.

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

Directions:

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

Guiding Questions:

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

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

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Interprogram Svcs/Paper	--	--	09800-5733	Instructional materials for intervention program. Reading books, copies, paper, dry-erase markers, individual white boards, phonics games, phonics cards, etc.	Funds were exhausted for instructional materials.		No modifications, continue as planned.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'	Para educators supported classrooms by providing small group instruction to identified students in ELA.	Attendance during on-line learning impacted our program with consistent student attendance/participation. Insufficient staffing limited the activity to ELA.	Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'	Para educators supported classrooms by providing small group instruction to identified students in ELA.	Attendance during on-line learning impacted our program with consistent student attendance/participation. Insufficient staffing limited the activity to ELA.	Provide tutoring and/or intervention to A.A. students identified as being 'at risk.'

Euclid Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.	95% of students completed iReady assessments in ELA and MATH, which is used to identify instructional levels. Teachers used this data to create student grouping to receive small group instruction to target individualized instruction. Site-Based Monthly Monitoring Data showed growth by most students.	Substitute teachers were difficult to secure due to District needs for staffing.	Teachers and Administrators can collaborate in monitoring student achievement in content areas, identify students' areas of need needs, and to develop strategies and interventions to support student in reading. Teachers also participate in targeted professional development to improve teaching pedagogy, develop curriculum, and share practices in support of strengthening the school's overall academic program.
Supplies	--	--	09800-4301	Materials for instructional program.	Administration is continually assessing school instructional needs and purchasing supplies that supports school academic goals. This includes classroom supplies,		No Modifications

					student consumables, instructional materials.		