



SCHOOL ACCOUNTABILITY REPORT CARD

Short Version, Issued Spring 2009 for Academic Year 2007-08



Dr. Terry Grier, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net

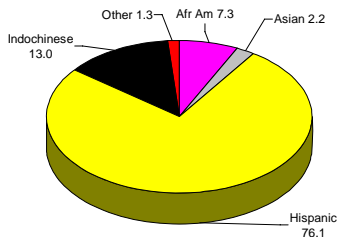
4166 Euclid Av
 San Diego, CA 92105-1910
 Phone: (619) 282-2192
 Fax: (619) 283-7351
 E-mail: vjacobson@sandi.net
www.sandi.net/comm/schools/elem/euclid.html
 Vickie Jacobson, Principal

Euclid Elementary School

At A Glance: 2007-08

School type: Elementary
Schedule: Year-round
Grade level: K-5
Total enrollment: 599
Total teachers: 41
Per-pupil expenditure (06-07): \$8,513

Enrollment Breakdown



Attendance

Year	Percent Attendance Over the Course of the Year
03-04	95.33
04-05	94.97
05-06	94.72
06-07	95.71
07-08	95.28

Business and Community Partners

Cabrillo National Monument
 The Rice Foundation
 Kiss Properties, Inc.
 University of California, San Diego
 McDonald's
 Wal-Mart
 HomeTown Buffet

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Principal's Statement

Euclid Elementary School is an inner-city school located in the heart of the City Heights neighborhood of San Diego. Surrounding the school are many small, single-family dwellings, as well as many apartments and commercially zoned areas.

Our school vision is for Euclid to be a school where all children become readers, writers, listeners, and speakers of social and academic English; where children are valued; where achievement is celebrated; where all cultures are respected; where staff members and students work cooperatively to set and meet high expectations; where each child experiences the excitement of learning and the pride of performance; and where the school staff, parents, and the community unite to provide a comfortable and safe environment for students to take risks and reach their highest potential. The staff works closely with students and their families assisting them with connections to community services, and support for academics through parent trainings, after-school activities, and before and after school care for students. Our staff identifies the strengths and needs of each student, and then builds on those strengths to increase achievement. We value the diversity of our campus and work to foster strong relationships among our students.

The staff at Euclid prides itself on the development of a culture that places value on high expectations for achievement for every student. We use data to drive instruction in the classroom and to meet the learning needs of individual students. Teachers work collaboratively to discuss ideas for instructional improvement and "best practices" for teaching all subjects, modeling for our students that hard work leads to success.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted California State Board of Education-approved academic standards and curriculum frameworks for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Euclid Elementary is committed to providing high-quality, rigorous instruction in all core content areas. Our teachers have aligned and articulated the curriculum for each grade level to ensure that every student is provided an opportunity to master state standards.

Opportunities for Parent Involvement

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

We at Euclid Elementary are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Euclid Elementary's parents volunteer as readers, tutors, office helpers, and supervision assistants. They serve on various committees, including the Euclid Council, the School Safety Planning Committee, and the District English Learner Advisory Committee.

If you want to get involved, please contact Marilyn Grimes at (619) 282-2192.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
Full credential and teaching in subject area	46	48	38	6,392
Full credential but teaching outside subject area	1	0	0	177
Without full credential	1	0	3	756
Total	48	48	41	7,325

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/.

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	3	4	5
Similar Schools	7	9	10

Standardized Testing and Reporting (STAR) Program

Through the California STAR Program, students in Grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 9, 10, and 11). To protect student privacy, “–” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	ENGLISH LANGUAGE ARTS									Gr	MATHEMATICS								
	School			District			State				School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08		05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
2	34.0	53.9	58.4	49.0	49.9	49.5	47	48	48	2	70.9	71.9	77.2	62.3	61.3	62.4	59	59	59
3	23.4	26.3	33.3	38.8	39.5	40.8	36	37	38	3	55.3	57.9	61.5	61.1	60.6	62.4	58	58	61
4	35.6	48.9	46.6	52.3	53.1	56.9	49	51	55	4	49.0	64.9	59.2	54.9	56.5	61.1	54	56	61
5	29.5	37.1	30.0	45.5	46.5	49.3	43	44	48	5	33.0	41.2	35.0	50.9	49.4	52.3	48	49	51

The complete SCHOOL ACCOUNTABILITY REPORT CARD (SARC) may be obtained from the school or from the Internet (studata.sandi.net/research/sarcs/). The complete SARC is roughly 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finance. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement or International Baccalaureate programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).