

School-Parent Compact for Achievement

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan.
- Focus on student learning skills.
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction.
- Share strategies parents can use at home.
- Explain how teachers and parents will communicate about student progress.
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

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The families, students, and staff of Euclid Elementary School's School Site Council and School Site English Language Parent Advisory Committees meet five times a year to discuss student learning needs based on current grade-level and district data. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers suggest home learning strategies, parents add ideas to make them more specific, and students identify ways to support their learning goals. Parents are welcome to contribute comments at any time.

Building Partnerships If you would like to volunteer, participate and/or observe in a classroom, please contact Lolita Calzada, Outreach Consultant at: margarita.russell@omsd.net or (909) 984-5119 extension: 2760

Activities to Build Partnerships

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- Euclid elementary holds monthly "Coffee with the Principal" meetings to actively communicate updates and topics relevant to families. Special guest speakers and student Project Based Learning (PBL) presentations are shared.
- Outreach Consultant recruits and trains parents who are interested in volunteering.
- Parents participate in School Site Council (SSC), School Site English Language Parent Advisory Committee (SELPAC), or District English Language Parent Advisory Committee (DELPAC) and attend annual District Advisory Committee (DAC) Conference.
- The Parent Engagement Center is provided with materials to aid parents in their work as volunteers. The Center serves as a hub for parent volunteers to meet and engage with one another.
- Various family engagement opportunities are calendared throughout the year to build relationships and fundraise for student incentives. Events are: Fall Harvest Festival, Holiday Craft Night, Math/Reading Nights, and Movie Night.

Communication about Student Learning

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- Euclid's OMSD website and email
- ConnectEd phone system
- Twitter
- Class Dojo
- Monthly JagWire Newsletters
- Monthly Family Engagement Strategies per grade level
- Back to School Night
- Open House
- Parent-Teacher Conferences November & March (Student Achievement Report/CCSS)
- Project-Based Learning (PBL) presentations
- Coffee with the Principal
- Progress Reports (Reading Inventory, Math Fluency, ESGI -Kindergarten)

Do you have questions about child's progress? Contact your child's teacher by phone at (909)984-5119

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT 2020-2021



Euclid Elementary School
1120 South Euclid Avenue
Ontario, CA 91762

Principal: Monica Ayala

Elementary Administrator: Aide Esquivel



Our Mission:

"All learners who come to Euclid Elementary School, a multicultural and multilingual learning community, are empowered to acquire and develop lifelong skills and knowledge necessary to problem solve creatively, think critically, communicate effectively, and collaborate globally, in a safe, respectful and healthy environment."

Our Vision:

"Empowering and inspiring tomorrow's leaders"

Our Goals for Student Achievement

District Goals 1A

1. Promote proficiency for all students as defined in State standards by embedding writing and balanced literacy in all content areas and accelerating the reclassification of EL students.
2. Develop students to have the knowledge and skills to ensure proficiency in Algebra by the end of 8th grade.
3. Promote technological literacy as an integral educational tool for all students and staff.
4. Preserve essential programs and services for students by promoting cost saving initiatives, exploring green technologies, evaluating assets and exploring revenue options to maintain solvency.

School Goals

1. The percent of all students (including all subgroups (e.g. English Learners, Foster Youth, socioeconomically disadvantaged) reaching or exceeding grade level expectations in all core content areas will increase each year by 5%.
2. All Euclid students will be monitored to identify learning gaps and then provided with appropriate interventions.
3. 100% of Euclid students will have access to technology to enhance their learning and increase access to the core curriculum. (e.g. Chrome Books, laptops, computer labs, iPads, web-based programs)
4. All students will be exposed to a program that is balanced between academics and behavior (PBL and PBIS).

Teachers, Parents, Students—Together for Success

The Teacher's Role 1B

- All students receive equal access to the core curriculum (CCSS) through high-quality instruction by utilizing research-based strategies.
- Have a classroom with clear academic and behavioral standards, goals, and expectations (PBL, PBIS, and CCSS)
- Assign regular homework throughout the week that supports the core curriculum.
- Throughout the day, all students' needs are met through flexible grouping in Universal Access and English Language Development.
- Teachers work collaboratively in Professional Learning Communities to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level.
- Response to Intervention at Euclid entails teachers' progress monitoring at-risk students in order to identify student academic needs early and implement appropriate interventions for student success.
- Teachers set goals with students to improve Lexile (RI), Reading Counts levels in reading, and Math Fluency levels, before and after examining test data.
- Teachers will communicate with families utilizing Class Dojo, classroom notices, school notices and phone calls, relaying student progress and/or concerns.

The Family's Role 2

- Parents and families will assure student eats breakfast at home before arriving to school or arrive early enough to have breakfast at school.
- Families will ensure students are able to provide basic self-care and address personal needs such as tying their own shoes.
- Homework monitoring; ensure student is reading at least 20-30 minutes every day.
- Provide a quiet place for studying.
- Assure student is arriving at school on time, well-rested, ready to learn, and in school uniform.
- Provide accurate contact information to the school office.
- Read all the communications sent from the school and respond when appropriate.
- Attend all parent-teacher conferences.
- Attend parent trainings to learn more about my student's education.
- Support teacher's and school's behavioral expectations.
- Set limits and monitor my child's use of social media sites, videogames, and time spent watching television.
- Read and refer to the school's parent handbook.
- Have a dialogue daily with your student about their school day and ongoing PBL projects.

The Student's Role 3

Euclid Elementary students joined staff and parents to develop ideas about how they can succeed in school and reach their goals in reading, math, and behavioral expectations:

- Be a hard-working Scholar! Come to Euclid school every day on time ready to learn, wearing my uniform. Give my family all school communications.
- Take responsibility for my own learning while working collaboratively with others and when doing independent tasks.
- Complete all class work and homework assignments on time and to the best of my ability.
- Use all forms of technology responsibly.
- Read for 20-30 minutes daily at home.
- Practice Math Fluency 5 – 10 minutes daily at home.
- Be a positive participant, act respectfully, work responsibly in a safe environment at all times and locations within our Euclid community.
- Know and work towards meeting my Lexile goals by the end of this school year.

* Numbers correspond to sections in the *School-Parent Compact Guide to Quality*.

Note: Adapted by the Title I Policy and Program Guidance Office, California Department of Education, with permission from the Connecticut State Department of Education. 2010. *Dust Off Your Old School-Parent Compact: Ten Steps to Success for Developing Title I Family-School Compacts*. Available at <http://www.schoolparentcompact.org>.