



Euclid Elementary School

1120 South Euclid Avenue • Ontario, CA, 91762 • 909-984-5119 • Grades K-6

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<https://www.omsd.net/Domain/18>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Ontario-Montclair School District

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District Governing Board

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President

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District Administration

Dr. James Q. Hammond
Superintendent

Hector Macias
Assistant Superintendent, Human Resources

Tammy Lipschultz
Assistant Superintendent, Learning & Teaching

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School Description

All learners who come to Euclid Elementary School, a multilingual 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.

Vision for our Euclid Scholars: Empowering and inspiring tomorrow's leaders

Euclid Elementary School offers a high-quality education focusing on the skills of collaboration, communication, critical thinking and creativity through Project-Based Learning (PBL). Our students engage in a rigorous academic program model that emphasizes learning activities and projects that are long-term, interdisciplinary, relevant, and service-oriented. Every Project focuses on students being engaged; learning skills that are connected to academic standards and creating projects that are meaningful to them and their community. Our students engage daily in a project-based environment where the core values of inquiry, research, collaboration, presentation, and reflection are emphasized in all classes from T K- 6th grade.

Additionally, Euclid Elementary offers a Dual Language Immersion Program in Spanish. Students in our Dual Language Immersion Program are taught in the 90/10 model. Our goals for students in the Dual Language Program to become bi-literate, bilingual, and bicultural in Spanish and English. Currently our Dual Immersion program is from Kindergarten to 2nd grade.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	93
Grade 2	95
Grade 3	79
Grade 4	99
Grade 5	96
Grade 6	97
Total Enrollment	671

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	1.3
Asian	0.1
Filipino	0.1
Hispanic or Latino	97.2
White	0.6
Two or More Races	0.3
Socioeconomically Disadvantaged	91.8
English Learners	37.7
Students with Disabilities	5.8
Foster Youth	0.3
Homeless	4.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Euclid Elementary School	18-19	19-20	20-21
With Full Credential	29	29	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair School District	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Euclid Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 K-6 Lectura Maravillas (McGraw-Hill) - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Euclid Elementary School was constructed in 1938 with 15 permanent classrooms. Over the years, portable classrooms have been added to accommodate the growth of student population. There is also a Multi-Purpose building, staff lounge, staff workroom, resource support program room, speech room, and several small rooms used as offices as well as used for student testing. All of our Kindergarten classrooms have access to restrooms. There are boys' and girls' restroom for both primary and upper grades in addition to adult restrooms near the office. We have one playground and separate recess times for kindergarten students, primary (1-3) and upper grade (4-6) students. The playground is clean and features shade under trees and wood chips. Additionally, there is a large grass field for soccer and/or softball along with basketball courts.

Euclid School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Recess duty supervision is offered by teachers, and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers. Euclid School is a closed campus; gates are closed during the school day and visitors must enter through main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at office.

The district maintenance department maintains an active facilities inspection and repair system through work orders to ensure that all Ontario-Montclair schools are clean, safe and functional. District maintenance staff ensures that all repairs necessary are addressed and completed in timely manner. Emergency repairs are given the highest priorities to ensure that the educational process continues without interruptions to student learning.

During the most recent Facility Conditions Evaluation conducted on August 20, 2019, by the County's William's Team, facilities and all buildings, rooms, and grounds were found to be in "good repairs."

Euclid Elementary has three custodians; they as well as the entire Euclid staff are keenly aware of the need to provide a clean, safe and orderly environment campus for students, staff and families. The custodians are supervised by a district operations manager. Euclid Administration work collaborative with custodians and staff to ensure the safety and cleanliness of the school. Custodians have a cleaning schedule and outlined duties during their shift that reflect daily, weekly, and monthly cleanings as well as deep-cleaning schedules during winter, spring and summer breaks. An aesthetically clean school supports a better learning environment for all. An Aesthetically clean school supports a better learning environment for everyone. Additionally, the site regularly submits and monitors work orders as need to repair or replace any damage or broken equipment.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 22, 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC in old kitchen not working and missing cover- Work order #211435 Submitted
Interior: Interior Surfaces	Good	<ul style="list-style-type: none"> • Ceiling tile in Front Office are stained- Work order # 211411 Submitted • South wall and ceiling need patch and paint- Work order # 211438 Submitted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	<ul style="list-style-type: none"> • Overhand wiring above P1 is low and touching roof of main building- Work Order 211412 Submitted • Junction box on west side exterior of Room 15 near roof access ladder needs a cover- Work order # 211432 Submitted • Staff Lounge: Install bank plate on wire mold box in entry room- Work order # 211433 Submitted

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	-Drinking Fountain not working-Work order # 211434 Submitted
Safety: Fire Safety, Hazardous Materials	Good	<ul style="list-style-type: none"> • Fire Extinguisher need mounting hook and doesn't have tag-Work order # 211436 Submitted • Relocate fire extinguisher hook-Work order # 211437 Submitted
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	40	N/A	44	N/A	50	N/A
Math	35	N/A	36	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	30	N/A	22	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Euclid School strives to provide personal excellence for all of our scholars through a home-school partnership committed to high academic and social standards. We work in a partnership with our parents and families to best support our scholars. Opportunities for parental involvement include:

Parent Volunteer Trainings, for parents to assist in classrooms and be partners in school community. Euclid School also hosts Monthly Coffee with the Principal meetings to learn strategies that can be used at home. Additionally, our parents participate in School Site Council (SSC) Meetings as well as Site English Education Parent Advisory Council (SELPAC). We have a variety of district parent representatives such as District Advisory Parent Council, District English Learners Parent Council (DPAC), District English Learners Parent Advisory Council (DELPAC). Moreover, Euclid Elementary hosts several evening events where all students and families are invited to attend such as: Back to School Night, Math Night, Reading Night, Parent Conferences, Read Across America, Harvest Festival, Craft Night, Parent conferences (Fall and Spring).

All parents are encouraged to take part in the many parental involvement opportunities at Euclid Elementary

Any questions regarding Parental Involvement Opportunities, Please contact:

Maggie Guerrero, Outreach Consultant
(909) 984-5119

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Comprehensive School Safety Plan (CSSP) was developed for Euclid Elementary School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassments policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline.

Monthly disaster plans drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was recently reviewed with staff on February 4, 2020. Public hearing was held on January 14th, 2020. School Site Council last approved the Euclid Elementary School Safety Plan on February 26th, 2020. An Approved copy of the school safety plan may be obtained at Euclid Elementary's main office or the Ontario-Montclair School District. office.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	1.7	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23	1	4		24		5		22	1	4	
1	22		4		23		4		23	1	3	
2	26		4		21	3	1		24		4	
3	21	1	4		26		4		23		3	
4	31		3		31		3		26		3	
5	31		3		26		4		31		3	
6	23	1	4		26		3		23		4	
Other**									19	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	12

Euclid Elementary School provides professional development to teachers throughout the school year. On an average, Euclid teachers attend over twenty (20) hours of professional development courses during the year. This has been the case for the 2016-2017, 2017-2018, and for the 2018-2019 school years. Delivery of staff development can take place during the three Tuesday's staff meeting dates on student-minimum days from 2:00-4:00 pm. The delivery method for professional development occurs regularly on staff meeting dates or structured-teacher planning dates with Instructional Coach, Administrators, and/or Outreach Consultant. Teachers also have the opportunity to attend District-led professional development as well as off-site professional development.

The primary /major areas of focus for staff development for the last three years have been the following focused on improving instructional strategies, student engagement, as well as creating a safe, and orderly environment on our campus. Student achievement data as well as data gathered from walk through/Instructional Rounds. Walk through data has been taken in consideration in order to improve student achievement for all of our Euclid students.

State test assessment has guided English Language Arts as well as Math professional development that our teachers have received at the district level trainings. Primary topics of PD over the last three years have been implementing the teaching of the common core state standards, close reading, constructive responses, writing, Eureka Math, ELD, Thinking Maps, Socratic Seminars, Quality Teaching for English Learners, and Kagan Cooperative Learning.

Additionally, staff receives professional development in Positive Behavior Interventions and Supports (PBIS). All instruction is supported by Administrators and an Instructional Coach.

Instructional Coach delivers Professional Development and conducts Coaching Cycles with individual teachers of entire PLC team.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

During the 2019-2020 School year, the site fund budgets were spent on the following programs and student services:

- Salary and benefits for Outreach Consultant
- Salaries of classified personnel as well as translation services
- Certificated Substitutes
- Teacher in-services and trainings
- Classroom supplies and instructional materials including technology (Laptops, Chrome books, Document Cameras)
- Office, health, and custodial supplies
- Repairs and contracts for copy machines
- Student Field trips, buses, guest speakers, and motivational incentives for students
- Classroom printing from the print shop
- Parent classes and babysitting
- Technology Supplies and software for students and staff
- Title I funds supported Instructional Coach

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7183.0	\$958.0	\$6198.0	\$89639.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	117.6	-1.6
School Site/ State	-22.3	6.3

Note: Cells with N/A values do not require data.