Euclid Elementary School Tk-6
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Euclid Elementary School Tk-6
Street	1120 South Euclid Avenue
City, State, Zip	Ontario, CA, 91762
Phone Number	909-984-5119
Principal	Monica Ayala
Email Address	monica.ayala@omsd.net
School Website	https://www.omsd.net/Domain/18
County-District-School (CDS) Code	36-67819-6036255

2023-24 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2023-24 School Description and Mission Statement

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.

Our Mission at Euclid Elementary School, a united educational community, is to guarantee all students success in achieving their life long goals through academic excellence.
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. The mission of Euclid School, a united educational community, is to guarantee all students success in achieving their life long goals through academic excellence.
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 goal s for students in the Dual Language Program to become bi-literate, bilingual, and

2023-24 School Description and Mission Statement

bicultural in Spanish and English. Currently our Dual Immersion program is from Kindergarten to 5th grade.

During the 2022-2023 school year, Euclid Elementary began the exciting journey of strengthening our systems in behavior and academics with the end goal of increasing student achievement. By aligning our Multi-Tiered System of Supports, our scholars will reach new heights in their advancement. The MTSS leadership team at Euclid Elementary will collaborate with partners in education to develop proactive, systematic, inclusive learning environments to ensure academic, behavioral, and socio-economic success for ALL students, utilizing research-based practices and multiple measures of data.

Euclid Elementary is proud to be awarded Platninum PBIS Designation for Positive Behavior Intervention and Supports.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	91
Grade 2	72
Grade 3	85
Grade 4	85
Grade 5	80
Grade 6	81
Total Enrollment	595

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1%
Male	46.9%
American Indian or Alaska Native	1.3%
Asian	0.8%
Black or African American	1.2%
Hispanic or Latino	95.3%
Two or More Races	0.3%
White	1%
English Learners	45.9%
Foster Youth	0.3%
Homeless	1.5%
Socioeconomically Disadvantaged	87.7%
Students with Disabilities	11.6%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	90.63	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.25	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.13	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	32.00	100.00	927.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	89.66	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.45	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	2.00	6.90	59.30	6.04	15831.90	5.67
Total Teaching Positions	29.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Euclid Elementary School was constructed in 1938 with 15 permanent classrooms and 14 portables. Over the years, portable classrooms have been added to accommodate the growth of student population. There are no current or planned facility improvements this year. Our campus consists of 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 (1-2) middle grades (3-4) and upper grade (5-6) 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 Proctors. Recess duty supervision is offered by teachers, and Proctors. Proctors 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. One Euclid proctor supports during school hours to prioritize safety; door, gate, and visitor checks.

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 October 31, 2023, via Facility Inspection Tool (FIT). 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.

Year and month of the most recent FIT report	October 25, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			WO#23-24-25912 Replace light bulb North West auditorium and check row of non-working lights. WO#23-24 026904 Replace exit light. Emergency light not turning on.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			WO#23-24-26869 Replace decking and paint non skid Portable 2 WO#23-24-26868 Paint non skid ramp Portable 9

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	31	40	40	47	46
Mathematics (grades 3-8 and 11)	18	21	26	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	330	97.35	2.65	31.21
Female	172	167	97.09	2.91	36.53
Male	167	163	97.60	2.40	25.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	324	315	97.22	2.78	31.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	139	93.92	6.08	10.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	203	98.54	1.46	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	63	100.00	0.00	7.94

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	339	338	99.71	0.29	21.30
Female	172	171	99.42	0.58	21.64
Male	167	167	100.00	0.00	20.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	324	323	99.69	0.31	20.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	148	148	100.00	0.00	10.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	205	99.51	0.49	21.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	63	100.00	0.00	4.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.16	14.29	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	77	100.00	0.00	14.29
Female	40	40	100.00	0.00	12.50
Male	37	37	100.00	0.00	16.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	74	74	100.00	0.00	14.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	15.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.5	97.5	98.7	96.2	98.7

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We value Parent Involvement! 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 School English Parent Advisory Council (SELPAC), Gifted and Talented Education (GATE), and Special Education Parent meetings. 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-Teacher Conferences (Fall and Spring), Read Across America, Harvest Festival, Craft Night, Parent Leadership conferences. We also boast a strong Parent-Teacher Organization, (PTO) that support our school and is highly visible on campus working in partnerships with teachers, staff, and administration to support our school community. As a result, we have several incentives as rewards for students, planned fieldtrips and engaging opportunites for families.

All parents are encouraged to take part in the many parental involvement opportunities at Euclid Elementary. Any questions regarding Parental Involvement Opportunities, Please contact: Irene Barrera, Counselor-Outreach Consultant - (909) 984-5119 or the school office.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	630	116	18.4
Female	341	333	64	19.2
Male	300	297	52	17.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	10	2	20.0
Asian	5	5	0	0.0
Black or African American	7	7	2	28.6
Filipino	1	0	0	0.0
Hispanic or Latino	609	599	110	18.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	7	7	2	28.6
English Learners	304	300	38	12.7
Foster Youth	6	6	3	50.0
Homeless	94	94	22	23.4
Socioeconomically Disadvantaged	585	575	111	19.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	87	24	27.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.63	1.09	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0
Female	0	0
Male	2.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.99	0
Foster Youth	0	0
Homeless	1.06	0
Socioeconomically Disadvantaged	1.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.3	0

2023-24 School Safety Plan

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 in August, 2023. Public hearing was held on February, 2023. School Site Council last approved the Euclid Elementary School Safety Plan on February 23, 2023. An Approved copy of the school safety plan may be obtained at Euclid Elementary's main office or the Ontario-Montclair School District office. Annual updates to the safety plan for the 2023-2024 school year are pending.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	23		4	
2	22	2	2	
3	22		4	
4	25		3	
5	23		4	
6	29		3	
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	
1	26		3	
2	20	3	1	
3	20	2	2	
4	26		3	
5	23		3	
6	29		3	
Other	10	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	2	0
1	21	1	3	0
2	24	1	2	0
3	20	3	1	0
4	26	0	3	0
5	26	0	3	0
6	24	0	3	0
Other	15	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	595

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,143	$1,484	$7,569	$127,386
District	N/A	N/A	$1608.0	$94,232
Percent Difference - School Site and District	N/A	N/A	129.9	31.8
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	13.8	37.4

Fiscal Year 2022-23 Types of Services Funded

During the 2022-2023 School year, the site fund budgets, including Title I funds, were spent on the following programs and student services:
Our budget allows and prioritizes professional development opportunuties for teachers to have on site or attend training and/or conferences, such as the California Bilingual Education (CABE) conference.
Additionally, funds are utilized for Salary and benefits for Dual Language Magnet Coordinator, School Mentor, as well as salaries of classified personnel as well as translation/interpreter services.

Moreover, funds are used to provide certificated substitutes when needed. For instance, for opportunities for teachers to plan and preparare with their professional learning communities.
Also, funds are used for classroom supplies and instructional materials including technology (Laptops, Chromebooks, Document Cameras).
Supplies needed for office, health, and custodial support services are also ordered and purchased for students and staff.
Repairs and contracts for copy machines are updated annually, and motivational incentives for students are also made available.
Classroom printing from the print shop for stiudent practice are also made available. As well as technology Supplies and software for students and staff.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,330	$54,215
Mid-Range Teacher Salary	$91,294	$86,843
Highest Teacher Salary	$110,117	$111,440
Average Principal Salary (Elementary)	$145,803	$140,851
Average Principal Salary (Middle)	$149,251	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$334,284	$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

Professional Development

Euclid Elementary School provides professional development to teachers throughout the school year. On an average, Euclid teachers attend over thirty (30) hours of professional development sessions during the school year. This has been the case for the recent five years. Delivery of staff development can take place during Tuesday's staff meeting dates on student-minimum days for approximately 60-90 minutes. The delivery method for professional development occurs regularly on staff meeting dates or structured-teacher planning dates with Administrators, Instructional Coach, Administrators, Counselor- Outreach Consultant and Euclid's Dual Language Coordinator. Teachers also have the opportunity to attend District-led professional development as well as off-site professional development during non-contract days for extra compensation.

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 fromal and informal walk throughs 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 and is also accessible for immediate instructional support upon request.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	25