Euclid Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Euclid Elementary School
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
Website	omsd.net/Euclid
County-District-School (CDS) Code	36-67819-6036255

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

School Description and Mission Statement (School Year 2019-20)

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: Empowerfing 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 w here 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 goal s for students in the Dual Language Program to become bi-literate, bilingual, and bicultural in Spanish and English.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	120
Grade 1	92
Grade 2	82
Grade 3	102
Grade 4	93
Grade 5	102
Grade 6	78
Total Enrollment	669

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Filipino	0.1
Hispanic or Latino	98.5
White	0.6
Two or More Races	0.1
Socioeconomically Disadvantaged	89.5
English Learners	39
Students with Disabilities	6
Foster Youth	0.7
Homeless	17.2

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	29	29	963
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	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 state adoption.	No	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	Yes	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-6 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.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Euclid Elementary School w as 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 w ell 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 w ell 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 overall rating

Year and month of the most recent FIT report: August 20, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good Poor	Grounds: Lighting fixtures or bulbs are not functioning properly or missing (work order #191137 completed 8/21/19)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Even Building- Boys' Restroom: Soap/Sanitizer dispensers empty (work order #191139 completed 8/21/19) Even Building- Boys' Restroom: Urinal is not working (work order #191138 completed 8/21/19) Even Building- Boys' Restroom: Sink is not working or functioning properly (work order #191137 completed 8/21/19) Odd Building- Boys' Restroom: Sink is not working or functioning properly (work order #191137 completed 8/21/19) Nurses's Office: Restrooms/showers used as storage area (remedied 8/20/19)
Safety: Fire Safety, Hazardous Materials	Good	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	40	43	44	50	50
Mathematics (grades 3-8 and 11)	29	35	31	36	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	367	99.19	0.81	39.78
Male	168	167	99.40	0.60	35.33
Female	202	200	99.01	0.99	43.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	366	363	99.18	0.82	39.67
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	347	344	99.14	0.86	38.37

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	209	207	99.04	0.96	36.23
Students with Disabilities	26	26	100.00	0.00	11.54
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	73	71	97.26	2.74	29.58

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	370	368	99.46	0.54	35.15
Male	168	168	100.00	0.00	37.50
Female	202	200	99.01	0.99	33.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	366	364	99.45	0.55	34.99
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	347	345	99.42	0.58	34.20
English Learners	209	208	99.52	0.48	33.65
Students with Disabilities	26	26	100.00	0.00	15.38
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	73	71	97.26	2.74	32.39

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.8	18.6	12.4

Note: 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.

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 2019-20)

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 Vounteer Trainings, for parents to assis 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 Nigh, 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:
Lolita Calzada, 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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	1.4	1.7	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 polocies, due process, notification to teachers about dangerous pupils, sexual harrassment policy, school-wide dress code, procedure for safeingress and egress from school, procedures to ensure a sare 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 Ocotober 15, 2019. School Site Council last approved the Euclid Elementary School Safety Plan on February 20th, 2019. An Approved copy of the school safety plan may be obtained at Euclid Elementary's main office or the Ontario-Montclair School District. office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	23		5		23	1	4		24		5	
1	27		4		22		4		23		4	
2	23	1	4		26		4		21	3	1	
3	24		4		21	1	4		26		4	
4	26		3		31		3		31		3	
5	27		4		31		3		26		4	
6	27	1	3		23	1	4		26		3	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7183.0	$958.0	$6198.0	$89639.0
District	N/A	N/A	$1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	117.6	2.0
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-19.1	8.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 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 w ell 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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	14	14

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 w ell 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 w ell as creating a safe, and orderly environment on our campus. Student achievement data as w ell 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 w ell am 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.