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Palm Crest Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Palm Crest Elementary School
Street	5025 Palm Drive
City, State, Zip	La Canada, California 91011
Phone Number	(818) 952-8360
Principal	Karen Hurley
E-mail Address	khurley@lcusd.net
Web Site	pcrpanthers.net
CDS Code	1964659601458

District Contact Information	
District Name	La Canada Unified School District
Phone Number	(818) 952-8304
Superintendent	Ms. Wendy Sinnette
E-mail Address	wsinnette@lcusd.net
Web Site	www.lcusd.net

School Description and Mission Statement (School Year 2016-17)

For more than 50 years, a walk on the bucolic Palm Crest Elementary School (PCR) campus has felt like a gentle breeze, situated as it is in a canyon at the base of the foothills but at the top of a street lined with palms. Already vibrant as one of the highest performing schools in the state, the La Canada neighborhood school is alive with energy generated by several new collaborative efforts among parents, staff, and community. Thanks to their forward-focused enthusiasm, we have been transported to a higher level of purpose in technology and a deeper level of individualized support for students.

Students, their families, and their neighbors treat the PCR campus as if it were the home and grounds of a good friend. Dogs are walked before and after school; league games take place most weekends. Parent involvement is high, with over fifty-four thousand volunteer hours a year in the classrooms, after school and at evening enrichment programs, and as part of our school's decision-making committees.

In addition to a challenging and meaningful academic curriculum, students benefit from regular classes in art, music, drama, computer technology, and daily physical education. Enrichment opportunities abound, including optional Spanish for students in grades three through six and after school workshops including 3D Design and printing for students in grades five through six.

The staff takes seriously the words "professional learning community dedicated to personal growth and academic excellence"; we are determined to ensure that technology and instructional practices work in tandem so that every student succeeds. Student analysis is deeper and individualized support is quicker because of upgraded and current technological resources. Teacher collaboration is focused and frequent. Lessons using the new Common Core State Standards (CCSS) are designed based in part on data disaggregated and analyzed through the use of technology. Strengths among colleagues are honored, ideas are shared, and fresh ways are sought to build student character and self-esteem. The end result is seen on two fronts: first, 'concierge service' in training has made technology an integral, lively part of the classroom for both teachers and students; second, we have cutting edge technology resources that help staff be dynamic in their instructional practices, challenging in their assignments, and supportive in interventions.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	58
Grade 1	79
Grade 2	83
Grade 3	85
Grade 4	112
Grade 5	89
Grade 6	108
Total Enrollment	614

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	25.2
Filipino	1.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	46.3
Two or More Races	10.1
Socioeconomically Disadvantaged	2.1
English Learners	11.6
Students with Disabilities	11.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	27	29	30	169
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.2	5.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.2	5.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2013

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K - 2 Open Court / 2003 3 - 6 McDougla Littell / 2003	Yes	0.0
Mathematics	K - 5 Everyday Math by McGraw Hill Education 2015 6 Math in Focus by Houghton Mifflin Harcourt 2012	Yes	0.0
Science	CA Science; Macmillian / McGraw-Hill / 2008	Yes	0.0
History-Social Science	CA Reflections; Harcourt / 2007	Yes	0.0
Foreign Language	McGraw-Hill / Wright Group / 2005	Yes	0.0
Health	Macmillian / McGraw-Hill Health & Wellness / 2006	Yes	0.0
Visual and Performing Arts	Publisher purchased materials include music as appropriate for music classes; hard copy scripts for drama and monographs about the works and lives of major artists for visual arts. Other supplementary teacher created materials may be utilized aligned with the agreed upon standards based on the Visual and Performing Arts Frameworks. / 2006	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. Ongoing and deferred maintenance continues at all sites including re-carpeting and tree trimming campus-wide. Planned improvements for the upcoming school year include new carpet and vinyl flooring in selected classrooms as well as interior painting.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	84	89	85	88	44	48
Mathematics	83	87	82	84	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	85	98.8	80.0
	4	114	112	98.3	87.4
	5	90	89	98.9	94.4
	6	107	104	97.2	93.2
Male	3	34	34	100.0	76.5
	4	68	66	97.1	86.2
	5	44	43	97.7	90.7
	6	61	59	96.7	88.1
Female	3	52	51	98.1	82.3
	4	46	46	100.0	89.1
	5	46	46	100.0	97.8
	6	46	45	97.8	100.0
Asian	3	22	22	100.0	90.9
	4	25	25	100.0	95.8
	5	25	24	96.0	100.0
	6	27	25	92.6	88.0
Hispanic or Latino	3	12	12	100.0	75.0
	4	17	17	100.0	70.6
	5	12	12	100.0	91.7
	6	14	14	100.0	85.7
White	3	40	40	100.0	77.5
	4	50	48	96.0	87.5
	5	46	46	100.0	93.5
	6	54	53	98.2	98.1
Two or More Races	4	19	19	100.0	94.7
Students with Disabilities	3	15	15	100.0	66.7
	4	15	13	86.7	58.3
	5	12	12	100.0	58.3
	6	13	11	84.6	70.0

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	86	85	98.8	83.5
	4	114	112	98.3	87.4
	5	90	89	98.9	82.0
	6	107	104	97.2	95.1
Male	3	34	34	100.0	82.3
	4	68	66	97.1	90.8
	5	44	43	97.7	83.7
	6	61	59	96.7	93.1
Female	3	52	51	98.1	84.3
	4	46	46	100.0	82.6
	5	46	46	100.0	80.4
	6	46	45	97.8	97.7
Asian	3	22	22	100.0	90.9
	4	25	25	100.0	95.8
	5	25	24	96.0	87.5
	6	27	25	92.6	96.0
Hispanic or Latino	3	12	12	100.0	83.3
	4	17	17	100.0	70.6
	5	12	12	100.0	75.0
	6	14	14	100.0	85.7
White	3	40	40	100.0	80.0
	4	50	48	96.0	89.6
	5	46	46	100.0	82.6
	6	54	53	98.2	96.2
Two or More Races	4	19	19	100.0	89.5
Students with Disabilities	3	15	15	100.0	66.7
	4	15	13	86.7	41.7
	5	12	12	100.0	16.7
	6	13	11	84.6	66.7

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	93	93	92	93	91	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	90	89	98.9	93.3
Male	44	43	97.7	93.0
Female	46	46	100.0	93.5
Asian	25	24	96.0	95.8
Hispanic or Latino	12	12	100.0	91.7
White	46	46	100.0	93.5
Students with Disabilities	12	12	100.0	66.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.6	21.3	55.1

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.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Palm Crest has an active parent community who supports the school through membership and involvement with PTA, School Site Council, volunteering in the classroom, and helping children practice new skills each night with homework. The support of the La Canada-Flintridge community enables PCR to have outstanding programs, which make a significant difference in the lives of our students. Working together toward a shared vision of high expectations for student achievement and conduct, enable our students to demonstrate personal success and become confident, life-long learners. Visit our PTA website at palmcrestpta.org for more information on how to volunteer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	0.5	0.3	1.0	1.3	1.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Safety Plan is updated on a yearly basis. Updates are completed in December and shared with stakeholder groups in January. The School Site Council approves the updated Comprehensive School Safety Plan, which is then presented to the Governing Board in February. The key elements of the plan include emergency procedures, disciplinary statistics, and reporting of school related crimes and child abuse as well as policies and procedures related to student and staff safety.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	1		26	2	2	1	19	3	--	--
1	20	4			21	1	2		19	4	--	--
2	18	1	4		20	4			20	3	1	--
3	21	1	3		16	6			21	1	3	--
4	27		3		29		3		28	--	4	--
5	33		1	2	26		3		29	--	4	--
6	27	1	1	2	25		4		26	--	4	--
Other					11	1			7	2	--	--

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	613
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.17	N/A
Resource Specialist	1.77	N/A
Other	0.0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,092	$4,548	$6,544	$63,157
District	N/A	N/A	$6,557	$66,561
Percent Difference: School Site and District	N/A	N/A	-0.2	-5.1
State	N/A	N/A	$5,677	$67,348
Percent Difference: School Site and State	N/A	N/A	15.3	-6.2

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

Types of Services Funded (Fiscal Year 2015-16)

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams comprised of the school psychologist, a special education staff member, the child's classroom teacher, parents and an administrator designee. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

Gifted and talented students are identified yearly in grades three and above. Programs for GATE students include pull-out weekly instruction and after school enrichment. Emphasis has been placed in areas of mathematics, science and critical thinking skills at the elementary sites.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development. Students with the greatest need also receive additional ELD support in the regular classroom and in small group settings. The district and school staff monitors students' ELD progress throughout the school year.

Through funding from the PTA and the District, a Reading Intervention Program is provided to elementary students who are in need of additional support in the area of reading. The program begins in September of each school year and ends in April. Students participate in the program before or after the school day. Phonics and comprehension skills are the target areas for instruction.

La Cañada Unified School District is fortunate to have active parents and community who contribute generously to the schools. The Education Foundation has contributed over $2,000,000 annually to the district in the last three years. These funds are used to reduce class size, contribute to full-time counseling services, fund the district librarian and provide art, drama, and music instruction to all students in grades K-6 and optional Spanish classes in grades 3-6. These funds also contribute to district-wide technology and after school enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,429	$42,063
Mid-Range Teacher Salary	$74,432	$64,823
Highest Teacher Salary	$90,720	$84,821
Average Principal Salary (Elementary)	$120,851	$101,849
Average Principal Salary (Middle)	$126,188	$107,678
Average Principal Salary (High)	$130,382	$115,589
Superintendent Salary	$189,280	$169,152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Teacher support is key to quality teaching and implementation of new initiatives at LCUSD.

During the past three years the primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Math and English Language Arts, the implementation of Nest Generation Science Standards, new teacher trainings and BTSA support through the San Gabriel Valley consortium, and training for special education teachers through the SELPA. The annual number of days have varied from 4-10 days depending on teacher needs. Newer teachers require more days of professional development to obtain knowledge and skills necessary to implement the new standards and the strategies that prepare students for college and career. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district.

The District has been working with a consulting group, Teachers Development Group, to provide training in math and to support the site administration with the implementation of the new strategies. The District has also been working with The K-12 Alliance @ WestEd to provide NGSS training to teachers and administrators. Due to a new math adoption in grades K-6 and 9, training has been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

Eleven 1/2 days in grades 1-6 and five full days in Kindergarten have been provided to teachers for collaboration throughout the year. This time has been used to share best practices, design CCSS aligned lessons and projects, create quarterly benchmark assessments, etc.

Training sessions have been provided within the district by Teachers on Special Assignment (TOSAs) in the areas of instructional technology, CCSS aligned report cards and digital citizenship. Online workshops and trainings have also been provided to certificated and classified staff through Keenan and Associates and ASCIP.

Above and beyond regular trainings provided to all teachers, specialized training is provided to Special Education teachers to address the specific needs of students in Special Education. Several Crisis Prevention and Intervention workshops have been provided throughout the past three years to allow the teachers and paraprofessionals to work efficiently and effectively with students with severe emotional and social needs. Teachers and paraprofessionals who successfully complete the training are certified for two years. Special Education teachers and service providers also receive training on developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

Trainings have also been provided to help teachers implement the Common Core Standards and new assessments. The District created extra duty extra pay positions (PLC leaders, TOSAs, grade level and team leaders) to provide support to all teachers.

The Peer Assistance and Review program provides mentors for teachers who need support in specific areas based on evaluations. Principals and colleagues provide support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by teacher leaders and TOSAs.

LCUSD Administrative Team is allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and ACSA academies. The District provides sexual harassment training for all management level positions and conducts monthly Leadership Team meetings and principals' meetings to provide continued support and professional development.