Palm Crest Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	K-6
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 (Most Recent Year)

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.

At PCR, diversity and appreciation of individual differences are an integral part of our school culture. Our student population of 612 is comprised of 48% Caucasian, 33% Asian, and 15% Hispanic. While less than 2% of the school is classified as economically disadvantaged, approximately 12% of PCR's students are English Learners (ELs). Additionally, 20% of PCR students are identified gifted and talented (GATE). These 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, during after-school and 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 Spanish for students in grades three through six and after school workshops such as Computer Programming and Robotics taught by members of the PCR Dads Committee.

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 resulting in teacher collaboration that is focused and heightened. 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 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	66
Grade 2	81
Grade 3	97
Grade 4	89
Grade 5	83
Grade 6	99
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	580

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	23.4
Filipino	1
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	47.9
Two or More Races	10.7
Socioeconomically Disadvantaged	1.7
English Learners	10.2
Students with Disabilities	12.4
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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	27	29	167
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	95.4	4.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	95.4	4.6

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 2015-16)

Year and month in which data were collected: December 2013

Core Curriculum Area	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 - 6 Harcourt	Yes	0.0
Science	CA Science; Macmillian / McGraw-Hill / 2008	Yes	0.0
History-Social Science	CA Reflections; Harcourt / 2007	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 exterior re-paint, re-carpet and tree trimming campus-wide. Planned improvements for the upcoming school year include re-carpet in selected classrooms.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2015				
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 in which data were collected: October 2015				
Overall Rating	**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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	84	85	44
Mathematics	83	81	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	97	96.0	4	18	28	51
	4	90	89	98.9	4	12	18	65
	5	89	83	93.3	2	10	25	63
	6	103	102	99.0	4	11	33	52
Male	3	101	60	59.4	7	13	23	57
	4	90	44	48.9	7	11	18	64
	5	89	45	50.6	4	13	22	60
	6	103	58	56.3	5	17	38	40
Female	3	101	37	36.6	0	24	35	41
	4	90	45	50.0	2	13	18	67
	5	89	38	42.7	0	5	29	66
	6	103	44	42.7	2	2	27	68
Black or African American	3	101	4	4.0	--	--	--	--
	4	90	2	2.2	--	--	--	--
	5	89	1	1.1	--	--	--	--
American Indian or Alaska Native	6	103	1	1.0	--	--	--	--
Asian	3	101	21	20.8	5	14	19	62
	4	90	25	27.8	0	12	8	80
	5	89	17	19.1	6	6	18	71
	6	103	18	17.5	6	0	22	72
Filipino	4	90	1	1.1	--	--	--	--
	5	89	2	2.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	103	1	1.0	--	--	--	--
Hispanic or Latino	3	101	15	14.9	13	27	27	33
	4	90	12	13.3	0	25	42	33
	5	89	9	10.1	--	--	--	--
	6	103	13	12.6	15	31	23	31
White	3	101	40	39.6	3	18	33	48
	4	90	45	50.0	7	11	16	67
	5	89	50	56.2	0	12	26	62
	6	103	56	54.4	0	11	38	52
Two or More Races	3	101	17	16.8	0	6	35	59
	4	90	4	4.4	--	--	--	--
	5	89	4	4.5	--	--	--	--
	6	103	13	12.6	8	8	38	46
Socioeconomically Disadvantaged	3	101	2	2.0	--	--	--	--
	4	90	1	1.1	--	--	--	--
	5	89	2	2.2	--	--	--	--
	6	103	1	1.0	--	--	--	--
Students with Disabilities	3	101	11	10.9	18	36	18	27
	4	90	9	10.0	--	--	--	--
	5	89	10	11.2	--	--	--	--
	6	103	12	11.7	33	33	33	0

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	101	99	98.0	6	13	28	53
	4	90	89	98.9	4	12	20	63
	5	89	86	96.6	6	7	30	57
	6	103	102	99.0	6	12	25	57
Male	3	101	61	60.4	5	15	23	57
	4	90	44	48.9	0	9	23	68
	5	89	48	53.9	8	2	31	58
	6	103	58	56.3	9	12	26	53
Female	3	101	38	37.6	8	11	37	45

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	90	45	50.0	9	16	18	58
	5	89	38	42.7	3	13	29	55
	6	103	44	42.7	2	11	25	61
Black or African American	3	101	4	4.0	--	--	--	--
	4	90	2	2.2	--	--	--	--
	5	89	1	1.1	--	--	--	--
American Indian or Alaska Native	6	103	1	1.0	--	--	--	--
Asian	3	101	23	22.8	4	4	17	74
	4	90	25	27.8	8	4	8	80
	5	89	20	22.5	5	0	35	60
	6	103	18	17.5	6	0	11	83
Filipino	4	90	1	1.1	--	--	--	--
	5	89	2	2.2	--	--	--	--
	6	103	1	1.0	--	--	--	--
Hispanic or Latino	3	101	15	14.9	13	27	33	27
	4	90	12	13.3	8	33	33	25
	5	89	9	10.1	--	--	--	--
	6	103	13	12.6	15	23	31	31
White	3	101	40	39.6	3	18	33	48
	4	90	45	50.0	2	11	20	67
	5	89	50	56.2	4	10	30	56
	6	103	56	54.4	2	13	29	57
Two or More Races	3	101	17	16.8	0	6	29	65
	4	90	4	4.4	--	--	--	--
	5	89	4	4.5	--	--	--	--
	6	103	13	12.6	15	15	23	46
Socioeconomically Disadvantaged	3	101	2	2.0	--	--	--	--
	4	90	1	1.1	--	--	--	--
	5	89	2	2.2	--	--	--	--
	6	103	1	1.0	--	--	--	--
Students with Disabilities	3	101	11	10.9	18	55	0	27
	4	90	9	10.0	--	--	--	--
	5	89	10	11.2	--	--	--	--
	6	103	12	11.7	42	33	25	0

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	96	90	93	93	92	93	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	93
All Students at the School	93
Male	89
Female	100
Black or African American	--
American Indian or Alaska Native	--
Asian	84
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	97
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.80	18.60	61.60

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 (Most Recent Year)

Palm Crest has an active parent community who support 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.94	1.76	0.50	1.68	1.03	1.31	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
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	2012-13				2013-14				2014-15			
	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	19	3	1	--	19	2	1	--	20	2	1	--
1	22	--	4	--	20	3	1	--	20	1	2	--
2	20	4	--	--	22	--	4	--	20	4	--	--
3	20	4	--	--	21	1	3	--	19	5	--	--
4	31	--	3	--	26	--	3	--	29	--	3	--
5	32	--	3	--	33	--	--	3	26	--	3	--
6	33	--	1	2	32	--	2	1	25	--	4	--
Other	6	2	--	--	13	1	--	--	6	2	--	--

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	595
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.6	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,016	$3,458	$6,558	$77,690
District	N/A	N/A	$5,558	$75,121
Percent Difference: School Site and District	N/A	N/A	18.0	3.4
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	22.6	19.0

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

Types of Services Funded (Fiscal Year 2014-15)

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, 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 two 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,605	$40,379
Mid-Range Teacher Salary	$71,569	$62,323
Highest Teacher Salary	$87,231	$81,127
Average Principal Salary (Elementary)	$116,333	$99,192
Average Principal Salary (Middle)	$119,542	$91,287
Average Principal Salary (High)	$123,514	$112,088
Superintendent Salary	$182,000	$159,821
Percent of Budget for Teacher Salaries	37%	36%
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)

The primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Writing, Math and Science new teacher trainings and BTSA support through the San Gabriel Valley consortium, and training for special education teachers through the SELPA.

Teacher support is key to quality teaching and implementation of new initiatives at LCUSD. A modified bell schedule has been adopted to allow for collaboration; 1/2 days at the elementary level (K-6) 10 times throughout the year and a late start bell schedule weekly (with few exceptions) at the 7-12 level to provide time for Professional Learning Community (PLC) meetings. This time has been used to design CCSS aligned pacing guides, quarterly benchmark assessments, design of lessons, instructional units and performance tasks.

Teachers have also been given the opportunity to attend workshops and trainings of their choice in their specific grade levels or content areas in and out of the district. Training sessions have been provided within the district by TOSAs and several after school workshops have been provided to teachers in the areas of CCSS implementation, CCSS aligned report cards and use of technology in their instructional practice. Online workshops and trainings have also been provided to certificated and classified staff through Keenan and Associates and ASCIP.

The District has contracted a consulting group, Teachers Development Group, to provide training in math and science which provides best practice sessions combined with in class teacher observations, resident coaching and support through face to face and online feedback. This work supports the implementation of CCSS and Next Generation Science Standards in their classrooms.

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 are provided throughout the year to allow the teachers and paraprofessionals to work efficiently and effectively with students with severe emotional and social needs. Trainings are also provided to help teachers implement the Common Core Standards and new assessments.

The District created extra duty extra pay positions (PLC leaders, instructional technology coaches, and grade level and team leaders) to provide support to all teachers. Five new positions have been created (Common Core and Technology Teachers on Special Assignment, TOSA) to support teachers with the implementation of Common Core and technology. 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 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.