

Paradise Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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	Paradise Canyon Elementary School
Street	471 Knight Way
City, State, Zip	La Canada, CA 91011
Phone Number	818-952-8340
Principal	Dr. Debra L. Craddock
E-mail Address	dcraddock@lcsd.net
Web Site	www.pcyougars.net
CDS Code	1964659-6014666

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

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

As you approach the front steps of Paradise Canyon Elementary School, your breath is taken away by the vast, luscious lawns, beautifully manicured flowerbeds, peacefully rustling leaves of flowering pear trees, and expansive landscape of bricks; you are instantly put into a peaceful state of mind. Once inside, the staff of Paradise Canyon embraces not just the students, but also the family. Teachers reach out to parents to partner with them in the learning process. Students curiously seek out new peers to get to know and within the first few weeks of being a part of our school, the Parent/Teacher Association pairs up new with veteran families to help acclimate them to our school and community. The feeling at PCY is warm, inviting, and unpretentious – it's unmistakable and unique to Paradise Canyon.

The largest elementary school in La Canada Unified School District with 717 students, our population is comprised of 53% Caucasian, 26% Asian, and 8% Hispanic. Of our 8% English Learner students, the majority of these students are multi-lingual and have relocated for a parent's work. Although English Learners, these students come from high-socioeconomic communities and schools in other countries and as such, they move through language proficiency levels and re-designate to Fully English Proficient status quickly. Our charge is not focused on bringing students up to grade level standards, but rather to push them beyond their vast knowledge base and experiences.

Paradise Canyon has made significant strides integrating technology into classroom instruction as well as a tool for teachers to monitor student progress. With intentional and sequential professional development and co-teaching, we are moving beyond building teacher proficiency using Chromebooks, iPads, and other devices to using technology as a means of students demonstrating knowledge and understanding of concepts. From Google Applications for Education to coding and 3D Printing, we are committed to preparing students with 21st Century skills for college and beyond. Technology enables teachers to monitor student progress on multiple measures within our data management system and can quickly identify students successes and struggles. Teachers put interventions into place for struggling students and design challenge work for high achievers and GATE students. They continue to monitor progress and refine supports as needed. The secret of our success is we care deeply about Paradise Canyon students and families, and it makes a difference.

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	102
Grade 2	105
Grade 3	108
Grade 4	113
Grade 5	90
Grade 6	119
Total Enrollment	717

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	28.3
Filipino	1.4
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0
White	52.3
Two or More Races	7.7
Socioeconomically Disadvantaged	1.7
English Learners	8.8
Students with Disabilities	4.5
Foster Youth	0.1

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	31	31	32	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	96.7	3.3
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 McDougl 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 interior paint and re-carpet. Planned improvements for the upcoming school year include new carpet and vinyl in selected classrooms, replacement of package HVAC units and tree trimming.

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				
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] 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	83	85	85	88	44	48
Mathematics	75	83	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	110	108	98.2	85.2
	4	113	110	97.3	81.8
	5	90	88	97.8	88.6
	6	119	115	96.6	84.3
Male	3	51	49	96.1	85.7
	4	60	58	96.7	72.4
	5	43	42	97.7	83.3
	6	62	62	100.0	79.0
Female	3	59	59	100.0	84.8
	4	53	52	98.1	92.3
	5	47	46	97.9	93.5
	6	57	53	93.0	90.6
Asian	3	37	36	97.3	91.7
	4	32	32	100.0	96.9
	5	24	24	100.0	91.7
	6	40	39	97.5	89.7
White	3	54	54	100.0	81.5
	4	60	57	95.0	73.7
	5	53	51	96.2	86.3
	6	64	62	96.9	82.3
Two or More Races	4	12	12	100.0	91.7

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	110	110	100.0	90.0
	4	113	110	97.3	84.5
	5	90	88	97.8	78.4
	6	119	116	97.5	78.5
Male	3	51	51	100.0	90.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	60	58	96.7	81.0
	5	43	42	97.7	83.3
	6	62	62	100.0	80.7
Female	3	59	59	100.0	89.8
	4	53	52	98.1	88.5
	5	47	46	97.9	73.9
	6	57	54	94.7	75.9
Asian	3	37	37	100.0	94.6
	4	32	32	100.0	93.8
	5	24	24	100.0	91.7
	6	40	39	97.5	84.6
White	3	54	54	100.0	83.3
	4	60	57	95.0	75.4
	5	53	51	96.2	70.6
	6	64	63	98.4	79.4
Two or More Races	4	12	12	100.0	100.0

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)	94	91	94	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	87	96.7	94.3
Male	43	42	97.7	90.5
Female	47	45	95.7	97.8
Asian	24	24	100.0	95.8
White	53	50	94.3	92.0

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	15.7	22.5	56.2

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)

The Parent Teacher Association actively promotes and sponsors activities that benefit the children of La Cañada Schools. PTA meetings are held monthly and all parents are invited to attend. Informative programs on a wide variety of topics are presented at these meetings as well as at other times throughout the year. Some of the PTA activities involve volunteers who devote time as classroom volunteers, library and computer lab aides, resource people, clerical aides, drivers, room representatives or other school volunteers. Parents should contact the teacher or room representative to find out how they can help. School volunteers must sign in at the school office when they arrive on campus. Parent volunteers must have a current TB test on file in the school's main office. Parents who go on overnight field trips must be fingerprinted. Ask in the office to learn of the procedures for TB testing and/or fingerprinting.

The PTA facilitates communication between the school and home through regular email updates and flyers sent home with students. The PTA President and Executive Board members are listed on the PTA website. Please contact them if you would like to volunteer or have questions and/or suggestions about PTA programs and activities. Funds raised at PTA activities have been used for curriculum materials, playground equipment, computers, library books, art materials, assemblies, PE equipment and in so many other important ways.

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	0.1	0.1	0.4	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 site Local Control Accountability Plan Council approves the updated Safety Plan which is then presented to the Governing Board in February. The key elements of the plan include emergency procedures, disciplinary statistics, 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	19	4			53	1	3	1	20	3	1	--
1	19	5			19	5			21	1	4	--
2	19	5			35	1	4	1	20	3	2	--
3	20	3	1		34	2	3	1	22	--	5	--
4	28		4		29		3		28	--	4	--
5	33			3	30		4		30	--	3	--
6	31		4		26		4		30	--	4	--
Other									--	--	--	--

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	718
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.17	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	\$9,801	\$3,524	\$6,277	\$68,785
District	N/A	N/A	\$6,557	\$66,561
Percent Difference: School Site and District	N/A	N/A	-4.3	3.3
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	10.6	2.1

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 or 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.