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La Cañada Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 2017-18)

School Contact Information	
School Name	La Cañada Elementary School
Street	4540 Encinas Dr.
City, State, Zip	La Canada, CA 91011
Phone Number	(818) 952-8350
Principal	Emily Blaney
E-mail Address	eblaney@lcusd.net
Web Site	www.lcelions.net
CDS Code	19646596014633

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 2017-18)

Situated in the foothills of the San Gabriel Mountains, La Cañada Elementary (LCE) is proud to be one of the four schools that compromise La Cañada Unified School District (LCUSD), identified in 2012 by the U.S. Department of Education as the top performing K-12 school district in California. Honored in 2010 and 2014 as a California Distinguished School, LCE's mission is to "provide a rich educational environment that challenges all students to think critically, solve complex problems, express themselves articulately in speaking, writing, and technology, and to work cooperatively and individually in a diverse and multicultural world". LCE was awarded the 2013 National Blue Ribbon Schools Award because of its consistent high performing status. Thanks to the generous and ongoing support of the community, the school campus is beautifully landscaped and well maintained. The facility is made available to the community for a variety of activities, including sports, scouts, campus childcare, and enrichment classes.

At LCE, there is a school climate that promotes communication and collaboration. The staff is committed to knowing students from the time they enter transitional kindergarten or kindergarten to the time they promote to seventh grade. Teachers do their utmost to stay connected with children, appreciating them as individuals; they mentor students, create special bonds through small group lunches, and use older students to tutor younger ones. As an integral source of guidance and support, LCE's school counselor provides the best of care in addressing student needs through individual counseling, small groups, and classroom lessons. The staff has developed and implemented a core, standards-based curriculum that integrates differentiated instruction, often project-oriented, and designed to engage and to motivate all students to reach their highest potential. Supplemented by a well-rounded education that includes music, art, drama, Spanish, physical education, and technology, the comprehensive program values the whole child. Teachers draw from a wide array of instructional strategies, resources, and materials. They monitor and update pacing guides to keep curriculum relevant and rigorous. Through analyzing data, teachers establish clear, measurable, and attainable goals for each student. Students who are struggling receive additional support through a tiered process of intervention programs, including reading intervention and online intervention support. The process also includes efforts of teachers to accommodate individual learning needs and Study Study Teams, which seek answers and develop strategies that can be used at home. By using such resources, the struggling student, as well as those in Special Education and English Language Development, make significant academic growth. The overall goal is to ensure that every child experiences success. The core belief at LCE is that all students can achieve, and they are motivated to believe this, as well.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	100
Grade 1	86
Grade 2	70
Grade 3	100
Grade 4	89
Grade 5	91
Grade 6	116
Total Enrollment	652

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	31.6
Filipino	1.8
Hispanic or Latino	12.9
Native Hawaiian or Pacific Islander	0
White	43.6
Two or More Races	9.4
Socioeconomically Disadvantaged	1.1
English Learners	8.6
Students with Disabilities	7.1
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	27	28	170
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K National Geographic: Reach for Reading Cengage Learning 2017 Grades 1-5 Houghton Mifflin Harcourt: Journeys 2017 Grade 6 Houghton Mifflin Harcourt: Collections 2017	Yes	0.0
Mathematics	K - 5 Everyday Math by McGraw Hill Education 2015 6 Math in Focus by Houghton Mifflin Harcourt 2015	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. Two buildings were re-roofed this fall. Several new trees were planted around the campus. New locking cabinets were installed in the staff lounge. Ongoing and deferred maintenance continues at all sites including new carpet, painting and tree trimming.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2017				
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			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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: December 2017				
	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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	92	89	88	86	48	48
Mathematics (grades 3-8 and 11)	85	85	84	83	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	403	393	97.52	89.31
Male	215	210	97.67	89.05
Female	188	183	97.34	89.62
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	124	123	99.19	91.87
Filipino	--	--	--	--
Hispanic or Latino	49	49	100	85.71
White	191	185	96.86	88.65
Two or More Races	29	26	89.66	88.46
Socioeconomically Disadvantaged	--	--	--	--
English Learners	51	49	96.08	87.76
Students with Disabilities	37	31	83.78	54.84
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	403	394	97.77	85.03
Male	215	209	97.21	86.6
Female	188	185	98.4	83.24
Black or African American	--	--	--	--
Asian	124	124	100	93.55
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	70.83
White	191	185	96.86	83.78
Two or More Races	29	27	93.1	85.19
Socioeconomically Disadvantaged	--	--	--	--
English Learners	51	49	96.08	93.88
Students with Disabilities	37	31	83.78	35.48
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	94	87	93	91	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.9	33.3	44.4

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 State priority: Parental Involvement (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 2017-18)

LCE has implemented multiple strategies to engage school families and the community in support of student success and school improvement. The Parent Teacher Association (PTA), which boasts nearly 100% membership, is dedicated to student success by focusing on student enrichment and learning. World Fair Days are an annual signature program at which parents and volunteers staff booths representing cultures from around the world. The PTA funds school-wide assemblies on topics spanning from character education to the arts. Annually, over thirty volunteers provide a classical art docent program in every classroom. There are also opportunities for parent participation through our Science Docent program. Parent involvement is a key component to classroom support in the primary grade classrooms, and every class has an active team of room parents, a PTA program. Parents also participate in welcoming new families by hosting a social gathering to foster connections and to provide informational sessions for ongoing support. To engage and support LCE's significant Korean population, the PTA has expanded to include the LCE Korean Outreach group. The Korean school community also supports the school's large fundraising event, the Halloween Haunt, by hosting a very popular Korean BBQ booth. In the community, LCE partners with Kiwanis to recognize outstanding student citizenship and provide scholarships for field trips such as the 5th grade trip to Valley Forge. Partnering with the Sheriff Department brings the STAR anti-drug program into the classroom, as well as helps to train carline parent volunteers to oversee student safety. Another group that supports our school-wide safety and positive climate efforts is the Recess Rocks volunteer group that helps to monitor recesses and provide more adult visibility. Parents also have the opportunity to serve on the Local Control and Accountability Plan (LCAP) Council Committee. This committee is comprised of staff, parents and the administration and convenes monthly to work on school issues/needs. Finally, at the annual Community Read-In, LCE invites community members and parents to celebrate "Read Across America". By providing volunteer opportunities that are accessible to a wide range of parents, LCE is able to maintain a strong partnership with all stakeholders.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	0.1	0.4	1.3	1.0	1.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school has a safety plan designed to prepare students and employees, as well as parents, to respond appropriately in case of disaster. The safety plan includes identification of appropriate strategies to maintain a high level of security and procedures for compliance with existing school safety laws. An assessment of the status of any school-related crime is also included. Fire/lockdown drills are held each month to ensure that students and staff will respond safely in the event of an emergency. Disaster drills, such as earthquake drills, are held at least one time a year to ensure that there is appropriate response to a natural catastrophe. The frequency of lockdown drills has increased in response to recent tragedies in schools across America and abroad. The LCAP Council reviews and approves the Safety Plan each Fall.

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 2017-18)

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	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	18	5			20	4	2		20	3	2	
1	20	3	1		22		3		22		4	
2	20	4			22		4		18	4		
3	21	1	3		21	1	3		21	1	4	
4	26		4		29		3		30		3	
5	30		4		29		4		30		3	
6	26		4		30		4		29		4	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	660
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	.04	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.45	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,856	$3,860	$6,996	$74,022
District	N/A	N/A	$7,333	$79,872
Percent Difference: School Site and District	N/A	N/A	-4.6	-7.3
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	6.4	6.3

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,445	$44,144
Mid-Range Teacher Salary	$77,595	$69,119
Highest Teacher Salary	$94,576	$86,005
Average Principal Salary (Elementary)	$126,824	$106,785
Average Principal Salary (Middle)	$134,518	$111,569
Average Principal Salary (High)	$138,987	$121,395
Superintendent Salary	$225,800	$178,104
Percent of Budget for Teacher Salaries	36%	34%
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)

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 Next Generation Science Standards (NGSS) 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 at WestEd to provide NGSS training to teachers and administrators. Due to a new math adoption in grades 7, 8 and 11 and ELA adoption in grades K-6, trainings have been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

Eleven-half 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 Technology Integrationists in the areas of instructional technology, new assessments, CCSS aligned report cards and digital citizenship. Grade level and team leaders in extra-duty extra-pay positions also provide support to all teachers. Online workshops and trainings have additionally been provided to certificated and classified staff through Kennan and Associates and Alliance of Schools for Cooperative Insurance Programs (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 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.

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 Technology Integrationists.

LCUSD administrative team is allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and Association of California School Administrators (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.