

Ladera Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Ladera Elementary School
Street	2515 Rawlings Way
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 730-7505
Principal	Jennifer Harrison
E-mail Address	jharrison@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/ladera
CDS Code	30-73643-6118764

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Ladera Elementary is a public K-5 school with 336 students located in Tustin, California. The student enrollment includes 31% Asian, 21% Hispanic, 27% White, Multi-Ethnic 17%, and 4% other. The student population includes subgroups of 24% Socioeconomically Disadvantaged and 10% English Language Learners.

At Ladera Elementary School, student success is built upon a commitment by parents, staff, and community to support each student as a life-long learner. We expect children to learn and succeed in reaching their maximum potential. Teachers receive ongoing training to increase their own professional knowledge and work collaboratively to plan and implement strategies which increase student performance. We feel strongly that students require a solid foundation in the basic skills. Children can then apply their knowledge through an inquiry-based approach to learning in order to create meaning in their lives.

Academic success at Ladera Elementary is a top priority, but there is also a strong emphasis on the development of the whole child. We feel assessment is the key to student achievement, which then drives goal-setting conferences outlining high expectations. We also believe that children need enriched curriculum to grow as well-rounded individuals. Our school-wide climate promotes a safe, nurturing environment, where children feel a palpable sense of belonging. Welcoming adults and peers care about each others' feelings and aspirations and support each others' social, intellectual, and emotional growth.

Our main goals at Ladera are to provide a strong academic program utilizing district curriculum including Units of Study for Reader's and Writer's Workshop, Fountas and Pinnell Phonics Lessons, Wonders, Math Expressions, and STEM Scopes. Our goal for each student is for them to focus on their own personal growth as they reach and exceed grade level standards. We monitor our students growth each trimester through Running Record assessments and math progress checks. The data gathered from this progress monitoring is used to inform next steps in first instruction as well as to form plans for intervention and support, including the use of Leveled Literacy Intervention (LLI).

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	35
Grade 1	66
Grade 2	59
Grade 3	60
Grade 4	65
Grade 5	62
Total Enrollment	347

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.6
Asian	35.7
Filipino	2.9
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.0
White	30.3
Socioeconomically Disadvantaged	17.9
English Learners	10.4
Students with Disabilities	8.6
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	13	14	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p>	Yes	0%
Health	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Ladera Elementary School opened in 2001, as a newer facility, we have access to state of the art technology resources. Every regular education classroom contains a SMART Board that is connected to the teachers' desktop and school-wide server; a voice amplification system; and, a projector . Ladera's STEAM Lab is equipped with 40 iPads, a 70" Flat Screen Monitor/TV, 3D Printer, and printer. Additionally, the main hallways and library are equipped with computers. Students and teachers have access to wireless Internet and teachers correspond with parents via email on a regular basis. In addition, technology is used as a tool for instruction and students are taught a variety of skills including keyboarding, word processing, graphing and presentation skills. Students and staff use a networked catalog system to search for specific titles in our school library and have access to electronic books (eBooks).

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: 11/15/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/18	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	68.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	77.0	71.0	52.0	53.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	177	96.20	67.80
Male	97	93	95.88	65.59
Female	87	84	96.55	70.24
American Indian or Alaska Native	--	--	--	--
Asian	58	54	93.10	85.19
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.00	48.84
White	63	60	95.24	63.33
Two or More Races	13	13	100.00	84.62
Socioeconomically Disadvantaged	34	34	100.00	58.82
English Learners	21	19	90.48	57.89
Students with Disabilities	18	17	94.44	17.65

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	180	97.3	71.11
Male	97	94	96.91	74.47
Female	88	86	97.73	67.44
American Indian or Alaska Native	--	--	--	--
Asian	59	57	96.61	85.96
Filipino	--	--	--	--
Hispanic or Latino	43	43	100	48.84
White	63	60	95.24	70
Two or More Races	13	13	100	84.62
Socioeconomically Disadvantaged	34	34	100	55.88
English Learners	22	22	100	68.18
Students with Disabilities	18	17	94.44	41.18

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.0	18.3	53.3

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Ladera Elementary School is a Community of Learners. The community is comprised of students, teachers, administration, support staff and parents. Parental involvement at Ladera is of the utmost importance. Staff and parents work together to create an environment that enthusiastically welcomes and encourages parental involvement. Opportunities exist in all areas of the school for those who want to take a hands on approach to their child's educational experience. Our active PTO (Parent Teacher Organization) provides volunteer opportunities in a multitude of ways including, but not limited to: classroom volunteers; technology assistance; art and music programs. Additionally, opportunities for involvement are found through our active School Site Council (SSC), English Learners Advisory Committee (ELAC) and various other school-wide programs (i.e., daily classroom assistance, family nights, fundraising) which foster collaboration between parents and the staff. For more information about opportunities for parent involvement and to find out how you can get involved, contact Holly Smyth at (714)730-7505.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	1.6	0.6	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 10/09/18

Date Updated and Approved by SSC: 10/09/18

Date Discussed by Staff: 08/09/18

Our school safety plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any schoolwide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

The school is a closed campus and all visitors and volunteers must sign in at the front office and wear a "visitor" badge while on campus as a form of identification.

Our campus is an orderly learning environment and staff members have high expectations for student behavior. School rules/expectations are review with students and parents at the beginning of each school year and parents receive a student handbook each September so the school rules/expectations can be reinforced at home. Behavior expectations are reinforced throughout the school year, through school-wide assemblies and classroom conversations.

Emergency radios with connections district-wide as well as bands to surrounding districts and emergency support from local sheriff and fire departments were added to school safety equipment in the coming year. Emergency backpacks and supplies will be replenished in the coming year as well. Monthly emergency drills are held to practice various situations the school may face including fire, earthquake and other emergency drills. A comprehensive school plan with teams of staff members trained for specific duties is in place and a mock disaster drill is implemented on an annual basis for practice and continued training.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	27		2		29		2		27		2	
1	26		2		24		2		24		2	
2	28		2		25		2		26		2	
3	30		2		25		3		29		2	
4	32		1	1	30		2		34		1	1
5	32		2	1	35			2	35			2

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49375	N/A
Psychologist	1.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	4.1	N/A
Resource Specialist (non-teaching)	.2	N/A
Other	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,986	\$1,546	\$8,440	\$89,407
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	30.3	4.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	16.9	10.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

Ladera Elementary School receives categorical funding in the area of Local Control Funding Formula (ELL). 100% of this funding is used to support instruction for our EL students. The Tustin Public Schools Foundation, Site PTO, and various Grants received also support the school with donations and financial support throughout the year. The school's School Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these funds will support student learning and achievement.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

In regards to our educational programs and instruction, our dedicated teachers engage in collaborative planning every Friday for 60 minutes during their PE time, one 1/2 day Wednesday per month designated for PLC time, as well as 2-3 Wednesdays per month from 2:00-3:15. The principal provides staff professional development meetings that focus on the process of Multiple Tiered Systems of Support (MTSS), Cognitively Guided Instruction, differentiating instruction, Readers and Writers Workshop, data interpretation and analysis and best first instruction. For the 2016-17, 2017-18 and currently the 2018-19 school years, our site continues to focus on a Balanced Literacy approach to teaching reading and writing, as well as implementation and refinement of CGI, and our professional development revolves around these focuses. Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skill. The Peer Assistance Review (PAR) and Induction programs, District workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers utilize student assessment results to target instruction to better meet the individual needs of students. All teachers at Ladera, including classroom and non-classroom teachers, new teachers, and veteran teachers needing assistance all participated in the above outlined opportunities. Additionally, paraprofessionals and other classified staff members are offered opportunities for professional growth through the district office.