

Paradise Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | 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 | Carrie Hetzel |
| Email Address | chetzel@lcsd.net |
| Website | www.pcyougars.net |
| County-District-School (CDS) Code | 1964659-6014666 |

| Entity | Contact Information |
|-----------------------|-----------------------------------|
| District Name | La Canada Unified School District |
| Phone Number | (818) 952-8381 |
| Superintendent | Ms. Wendy Sinnette |
| Email Address | wsinnette@lcsd.net |
| Website | www.lcsd.net |

School Description and Mission Statement (School Year 2019-20)

Paradise Canyon Elementary School is the home to 748 students and a staff of 91 adults who come together daily to implement our vision of excellence in elementary education. Teachers collaborate regularly to analyze and reflect on student performance data and guide instruction to meet the needs of diverse learners. Strengths among colleagues are honored, ideas are shared, and innovative approaches are sought to build student character and self-esteem ensuring well-prepared and confident 21st century learners.

Our goal is to provide a rigorous, nurturing, and well-rounded education that meets the academic, social, and physical needs of our students and create a unique opportunity for all students to gain and apply 21st century skills that include the four “C’s” - Critical Thinking, Communication, Collaboration, and Creativity.

In addition to a challenging and meaningful academic instruction, students benefit from regular classes in art, music, drama, and physical education. Regular integration of technology and cross curricular lessons also provide students with opportunities to access curriculum at a deeper level. Students have access to chromebooks, ipads, and other devices along with lessons in 3D printing, coding, and Google Applications for Education. PCY is committed to preparing students with 21st-century skills for college and beyond.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 81 |
| Grade 2 | 107 |
| Grade 3 | 110 |
| Grade 4 | 115 |
| Grade 5 | 117 |
| Grade 6 | 121 |
| Total Enrollment | 736 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.1 |
| Asian | 30.4 |
| Filipino | 0.8 |
| Hispanic or Latino | 12.4 |
| White | 45.9 |
| Two or More Races | 9.2 |
| Socioeconomically Disadvantaged | 4.2 |
| English Learners | 6.5 |
| Students with Disabilities | 6 |
| Foster Youth | 0.1 |
| Homeless | |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 32 | 32 | 32 | 172 |
| Without Full Credential | 1 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 4 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: November 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent 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 | Descubre; Vista Higher Learning / 2017 | 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. A new Lunch shelter and landscaping were added this summer to provide additional and better space for meal breaks and outdoor learning. New "Poured in Place" rubber surfaces replaced failing surfaces on the playgrounds. New security fencing is currently being installed. A new landscaping and ADA pathway project is about ready to begin. Ongoing and deferred maintenance continues at all sites including new carpeting, tree trimming and painting.

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

Year and month of the most recent FIT report: November 2019

| System Inspected | Rating | 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 | One playground surface still to be replaced. All other surfaces replaced. |
| Overall Rating | Good | |

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 86 | 87 | 88 | 89 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 85 | 86 | 85 | 85 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 465 | 454 | 97.63 | 2.37 | 87.22 |
| Male | 239 | 229 | 95.82 | 4.18 | 83.41 |
| Female | 226 | 225 | 99.56 | 0.44 | 91.11 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 137 | 135 | 98.54 | 1.46 | 90.37 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 53 | 52 | 98.11 | 1.89 | 78.85 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 229 | 222 | 96.94 | 3.06 | 86.49 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 37 | 36 | 97.30 | 2.70 | 97.22 |
| Socioeconomically Disadvantaged | 21 | 19 | 90.48 | 9.52 | 73.68 |
| English Learners | 62 | 60 | 96.77 | 3.23 | 73.33 |
| Students with Disabilities | 29 | 25 | 86.21 | 13.79 | 44.00 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 465 | 453 | 97.42 | 2.58 | 85.87 |
| Male | 239 | 229 | 95.82 | 4.18 | 86.90 |
| Female | 226 | 224 | 99.12 | 0.88 | 84.82 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 137 | 135 | 98.54 | 1.46 | 90.37 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 53 | 52 | 98.11 | 1.89 | 75.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 229 | 221 | 96.51 | 3.49 | 84.62 |
| Two or More Races | 37 | 36 | 97.30 | 2.70 | 97.22 |
| Socioeconomically Disadvantaged | 21 | 19 | 90.48 | 9.52 | 68.42 |
| English Learners | 62 | 60 | 96.77 | 3.23 | 81.67 |
| Students with Disabilities | 29 | 25 | 86.21 | 13.79 | 52.00 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 11.1 | 27.4 | 51.3 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

The Parent Teacher Association (PTA) 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 such 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. Parents can 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. Parents should contact them if they would like to volunteer or have questions and/or suggestions about PTA programs and activities. Funds raised at PTA activities are used for curriculum materials, playground equipment, computers, library books, art materials, assemblies, PE equipment and many other ways.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.0 | 0.1 | 0.3 | 1.4 | 1.1 | 1.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan is updated annually. Updates are completed in December and shared with stakeholder groups in January. The LCAP Council approves the updated Comprehensive School Safety Plan, which is then presented to the LCUSD 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 22 | 0 | 4 | 0 | 19 | 3 | 1 | 0 | 22 | 0 | 4 | 0 |
| 1 | 18 | 5 | 0 | 0 | 21 | 1 | 4 | 0 | 20 | 2 | 2 | 0 |
| 2 | 22 | 0 | 5 | 0 | 21 | 2 | 3 | 0 | 22 | 0 | 5 | 0 |
| 3 | 21 | 1 | 4 | 0 | 22 | 0 | 5 | 0 | 22 | 0 | 5 | 0 |
| 4 | 30 | 0 | 4 | 0 | 29 | 0 | 4 | 0 | 29 | 0 | 4 | 0 |
| 5 | 30 | 0 | 4 | 0 | 29 | 0 | 4 | 0 | 30 | 0 | 4 | 0 |
| 6 | 30 | 0 | 3 | 0 | 30 | 0 | 4 | 0 | 30 | 0 | 4 | 0 |
| Other** | | | | | | | | | | | | |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 736.0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 2.9 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$11,038.09 | \$3,848.40 | \$7,189.69 | \$82,157.40 |
| District | N/A | N/A | \$7,336.67 | \$85,538.00 |
| Percent Difference - School Site and District | N/A | N/A | -2.0 | -4.0 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -4.3 | 11.9 |

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 2018-19)

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 monitor students' ELD progress through the school year.

Through funding from the PTA and 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 TK - 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 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,447 | \$46,208 |
| Mid-Range Teacher Salary | \$78,025 | \$72,218 |
| Highest Teacher Salary | \$102,266 | \$92,742 |
| Average Principal Salary (Elementary) | \$134,975 | \$134,864 |
| Average Principal Salary (Middle) | \$142,044 | \$118,220 |
| Average Principal Salary (High) | \$146,764 | \$127,356 |
| Superintendent Salary | \$255,800 | \$186,823 |
| Percent of Budget for Teacher Salaries | 36% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 16 | 39 |

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 Next Generation Science Standards (NGSS) and training for special education teachers through the SELPA. Special Education staff attend 2-3 days of staff development during the year sponsored by the Foothill SELPA. We have also paired experienced teachers with teachers who are new to the LCUSD for mentoring and instructional support. 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 continued to work with organizations called, Teachers Development Group, to provide support to the site administration with evaluation and monitoring of 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 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. Teachers have been piloting NGSS aligned materials and have been trained by the publishers to appropriately use the materials during the piloting period.

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 common 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 has been 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 successfully completing the training are certified for two years. Special Education teachers and service providers have received training on developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

The Peer Assistance and Review Program as well as the Teacher Assistance Mentor Program have provided mentors for teachers who needed support in specific areas based on evaluations. Principals and colleagues have provided 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 granted a stipend for professional growth activities and has benefited from the opportunity to enroll in advanced level college courses and Association of California School Administrators (ACSA) academies. The District has provided sexual harassment training for all management level positions and held monthly leadership team meetings and principals' meetings to provide continued support and professional development.