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

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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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Paradise Canyon Elementary School
Street	471 Knight Way
City, State, Zip	La Canada, CA 91011
Phone Number	818-952-8340
Principal	Dr. Debra L. Cradduck
E-mail Address	dcradduck@lcusd.net
Web Site	www.pcycougars.net
Grades Served	K-6
CDS Code	1964659-6014666

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

School Description and Mission Statement (Most Recent Year)

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

The largest school in La Canada Unified School District with 715 students, our population is comprised of 63% Caucasian, 32% Asian, and 8% Hispanic. Of our 8% English Learner students, the majority of these students are multi-lingual and have relocated for a parent's work. Although English Learners, these students come from high-socioeconomic communities and schools in other countries and as such, they move through language proficiency levels and re-designate to Fully English Proficient status quickly. Our charge is not focused on bringing students up to grade level standards, but rather to push them beyond their vast knowledge base and experiences. We have the fortunate, yet grueling task of challenging them to perform at higher levels, to think outside the box, and to persevere through frustration.

Paradise Canyon has made significant strides integrating technology into classroom instruction as well as a tool for teachers to monitor student progress. With intentional and sequential professional development, tutoring, and co-teaching, we are moving beyond building teacher proficiency using mimios, iPads, and other devices to using technology as a means of students demonstrating knowledge and understanding of concepts. From word processing to coding, we are committed to preparing students with 21st Century skills for college and beyond.

Technology enables teachers to monitor student progress on multiple measures within our data management system and can quickly identify students successes and struggles. Teachers put interventions into place for struggling students and design challenge work for high achievers and GATE students. They continue to monitor progress, and refine supports as needed. The secret of our success is we care deeply about Paradise Canyon students and families, and it makes a difference.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	84
Grade 1	96
Grade 2	104
Grade 3	103
Grade 4	87
Grade 5	120
Grade 6	105
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	699

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	27.8
Filipino	1.7
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	0
White	53.5
Two or More Races	6.7
Socioeconomically Disadvantaged	1
English Learners	9.7
Students with Disabilities	5.2
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	31	31	167
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.7	3.3
All Schools in District	95.4	4.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	95.4	4.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K - 2 Open Court / 2003 3 - 6 McDougla Littell / 2003	Yes	0.0
Mathematics	K - 6 Harcourt	Yes	0.0
Science	CA Science; Macmillian / McGraw-Hill / 2008	Yes	0.0
History-Social Science	CA Reflections; Harcourt / 2007	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	McGraw-Hill / Wright Group / 2005	Yes	0.0
Health	Macmillian / McGraw-Hill Health & Wellness / 2006	Yes	0.0
Visual and Performing Arts	Publisher purchased materials include music as appropriate for music classes; hard copy scripts for drama and monographs about the works and lives of major artists for visual arts. Other supplementary teacher created materials may be utilized aligned with the agreed upon standards based on the Visual and Performing Arts Frameworks. / 2006	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. Ongoing and deferred maintenance continues at all sites including exterior re-paint and re-carpet. Planned improvements for the upcoming school year include re-carpet in selected classrooms and tree trimming campus-wide.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	83	85	44
Mathematics	75	81	33

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

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	101	99.0	7	24	25	45
	4	87	86	98.9	5	8	28	59
	5	119	117	98.3	3	9	29	58
	6	105	101	96.2	2	11	44	44
Male	3	102	55	53.9	7	29	20	44
	4	87	43	49.4	7	12	26	56
	5	119	59	49.6	3	10	36	51
	6	105	52	49.5	2	12	40	46
Female	3	102	46	45.1	7	17	30	46
	4	87	43	49.4	2	5	30	63
	5	119	58	48.7	3	9	22	66
	6	105	49	46.7	2	10	47	41
Black or African American	3	102	1	1.0	--	--	--	--
	5	119	1	0.8	--	--	--	--
American Indian or Alaska Native	4	87	1	1.1	--	--	--	--
Asian	3	102	25	24.5	8	8	36	48
	4	87	22	25.3	0	5	32	64
	5	119	35	29.4	0	3	29	69
	6	105	29	27.6	0	3	45	52
Filipino	4	87	3	3.4	--	--	--	--
	5	119	3	2.5	--	--	--	--
	6	105	3	2.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3	102	6	5.9	--	--	--	--
	4	87	7	8.0	--	--	--	--
	5	119	3	2.5	--	--	--	--
	6	105	13	12.4	0	23	38	38
White	3	102	59	57.8	8	25	24	42
	4	87	51	58.6	8	8	27	57
	5	119	66	55.5	2	11	27	61
	6	105	50	47.6	4	14	38	44
Two or More Races	3	102	9	8.8	--	--	--	--
	4	87	2	2.3	--	--	--	--
	5	119	9	7.6	--	--	--	--
	6	105	6	5.7	--	--	--	--
Socioeconomically Disadvantaged	4	87	2	2.3	--	--	--	--
	5	119	1	0.8	--	--	--	--
English Learners	3	102	3	2.9	--	--	--	--
	4	87	4	4.6	--	--	--	--
	5	119	3	2.5	--	--	--	--
	6	105	2	1.9	--	--	--	--
Students with Disabilities	3	102	7	6.9	--	--	--	--
	4	87	5	5.7	--	--	--	--
	5	119	8	6.7	--	--	--	--
	6	105	9	8.6	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	101	99.0	7	21	31	42
	4	87	86	98.9	2	19	29	50
	5	119	118	99.2	6	23	19	53
	6	105	105	100.0	4	16	29	50
Male	3	102	55	53.9	4	20	33	44
	4	87	43	49.4	2	14	33	51
	5	119	60	50.4	3	20	18	58
	6	105	54	51.4	4	9	35	52

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	102	46	45.1	11	22	28	39
	4	87	43	49.4	2	23	26	49
	5	119	58	48.7	9	26	19	47
	6	105	51	48.6	4	24	22	49
Black or African American	3	102	1	1.0	--	--	--	--
	5	119	1	0.8	--	--	--	--
American Indian or Alaska Native	4	87	1	1.1	--	--	--	--
Asian	3	102	25	24.5	4	8	32	56
	4	87	22	25.3	0	9	27	64
	5	119	36	30.3	3	14	17	67
	6	105	30	28.6	3	3	30	63
Filipino	4	87	3	3.4	--	--	--	--
	5	119	3	2.5	--	--	--	--
	6	105	3	2.9	--	--	--	--
Hispanic or Latino	3	102	6	5.9	--	--	--	--
	4	87	7	8.0	--	--	--	--
	5	119	3	2.5	--	--	--	--
	6	105	14	13.3	7	29	29	29
White	3	102	59	57.8	10	29	25	36
	4	87	51	58.6	4	24	25	47
	5	119	66	55.5	6	24	17	53
	6	105	52	49.5	4	21	27	48
Two or More Races	3	102	9	8.8	--	--	--	--
	4	87	2	2.3	--	--	--	--
	5	119	9	7.6	--	--	--	--
	6	105	6	5.7	--	--	--	--
Socioeconomically Disadvantaged	4	87	2	2.3	--	--	--	--
	5	119	1	0.8	--	--	--	--
Students with Disabilities	3	102	7	6.9	--	--	--	--
	4	87	5	5.7	--	--	--	--
	5	119	8	6.7	--	--	--	--
	6	105	9	8.6	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	94	94	91	93	92	93	59	60	56

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

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	93
All Students at the School	91
Male	90
Female	92
Black or African American	--
American Indian or Alaska Native	--
Asian	94
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	92
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.30	34.50	44.80

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Teacher Association (PTA):

The Parent Teacher Association actively promotes and sponsors activities that benefit the children of La Cañada Schools. PTA meetings are held monthly and all parents are invited to attend. Informative programs on a wide variety of topics are presented at these meetings as well as at other times throughout the year.

Some of the PTA activities involve volunteers who devote time as classroom volunteers, library and computer lab aides, resource people, clerical aides, drivers, room representatives or other school volunteers. Parents should contact the teacher or room representative to find out how they can help. School volunteers must sign in at the school office when they arrive on campus. Parent volunteers must have a current TB test on file in the schools main office. Parents who go on overnight field trips must be fingerprinted. Ask in the office to learn of the procedures for TB testing and/or fingerprinting.

The PTA facilitates communication between the school and home through regular email updates and flyers sent home with students. The PTA President and Executive Board members are listed on the PTA website. Please contact them if you would like to volunteer or have questions and/or suggestions about PTA programs and activities.

Funds raised at PTA activities have been used for curriculum materials, playground equipment, computers, library books, art materials, assemblies, PE equipment and in so many other important ways.

School Improvement Program:

La Cañada Schools participate in a state-funded School Improvement Program. Through the School Site Council and a strong collaborative partnership with PTA, staff coordinate programs and resources to support all students in a rich, engaging, challenging, and relevant program. The partnership has resulted in providing an abundance of instructional materials, additional staff, as well as staff development opportunities that allow staff to access professional training. The School Site Council (SSC) is composed of parents and staff, and is actively involved in planning, implementing and evaluating the school's educational programs. This committee helps to determine how the program funds will be spent each year. All parents are invited to attend SSC meetings and are encouraged to participate in the program.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.27	0.14	0.14	1.68	1.03	1.31	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Safety Plan is updated on a yearly basis. Updates are completed in December and shared with stakeholder groups in January. The School Site Council approves the updated Safety Plan which is then presented to the Governing Board in February. The key elements of the plan include emergency procedures, disciplinary statistics, reporting of school related crimes and child abuse as well as policies and procedures related to student and staff safety.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3	1	--	19	4	--	--	21	--	4	--
1	22	1	3	--	19	5	--	--	18	5	--	--
2	21	--	4	--	19	5	--	--	21	1	4	--
3	19	6	--	--	20	3	1	--	20	5	--	--
4	32	--	2	1	28	--	4	--	29	--	3	--
5	31	--	3	--	33	--	--	3	29	--	4	--
6	33	--	2	2	31	--	4	--	26	--	4	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	682
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.2	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,211	$3,127	$6,084	$74,367
District	N/A	N/A	$6,556	$75,121
Percent Difference: School Site and District	N/A	N/A	-7.2	-1.0
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	13.8	13.9

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

Types of Services Funded (Fiscal Year 2014-15)

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom.

Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams comprised of the school psychologist, a special education staff member, the child's classroom teacher, parents and an administrator designee. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

Gifted and talented students are identified yearly in grades three and above. Programs for GATE students include pull-out weekly instruction and after school enrichment. Emphasis has been placed in areas of mathematics, science and critical thinking skills at the elementary sites.

The home language survey is used to determine the primary language for each student in the district. Students with a language other than English are assessed to determine their English language proficiency. If appropriate, students are provided instruction in English language development. Students with the greatest need also receive additional ELD support in the regular classroom and in small group settings. The district and school staff monitors students' ELD progress throughout the school year.

Through funding from the PTA, a Reading Intervention Program is provided to elementary students who are in need of additional support in the area of reading. The program begins in September of each school year and ends in April. Students participate in the program before or after the school day. Phonics and comprehension skills are the target areas for instruction.

La Cañada Unified School District is fortunate to have active parents and community who contribute generously to the schools. The Education Foundation has contributed over $2,000,000 annually to the district in the last two years. These funds are used to reduce class size, contribute to full-time counseling services, fund the district librarian and provide art, drama, and music instruction to all students in grades K-6 and optional Spanish classes in grades 3-6. These funds also contribute to district-wide technology and after school enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,605	$40,379
Mid-Range Teacher Salary	$71,569	$62,323
Highest Teacher Salary	$87,231	$81,127
Average Principal Salary (Elementary)	$116,333	$99,192
Average Principal Salary (Middle)	$119,542	$91,287
Average Principal Salary (High)	$123,514	$112,088
Superintendent Salary	$182,000	$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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

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

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

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

Above and beyond regular trainings provided to all teachers, specialized training is provided to Special Education teachers to address the specific needs of students in Special Education. Several Crisis Prevention and Intervention workshops are provided throughout the year to allow the teachers and paraprofessionals to work efficiently and effectively with students with severe emotional and social needs. Trainings are also provided to help teachers implement the Common Core Standards and new assessments.

The District created extra duty extra pay positions (PLC leaders, instructional technology coaches, and grade level and team leaders) to provide support to all teachers. Five new positions have been created (Common Core and Technology Teachers on Special Assignment, TOSA) to support teachers with the implementation of Common Core and technology. The Peer Assistance and Review program provides mentors for teachers who need support in specific areas based on evaluations. Principals and colleagues provide support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by TOSAs.

LCUSD Administrative Team is allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and ACSA academies. The District provides sexual harassment training for all management level positions and conducts monthly Leadership Team meetings and principals' meetings to provide continued support and professional development.