

# **La Cañada Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	La Cañada Elementary School
Street	4540 Encinas Dr.
City, State, Zip	La Cañada, CA 91011
Phone Number	(818) 952-8350
Principal	Emily Blaney
Email Address	eblaney@lcsd.net
Website	www.lcelions.net
County-District-School (CDS) Code	19646596014633

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	La Cañada 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 2020-2021)

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

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

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	111
<b>Grade 1</b>	67
<b>Grade 2</b>	78
<b>Grade 3</b>	106
<b>Grade 4</b>	89
<b>Grade 5</b>	90
<b>Grade 6</b>	118
<b>Total Enrollment</b>	659

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.3
<b>American Indian or Alaska Native</b>	0.3
<b>Asian</b>	34.6
<b>Filipino</b>	2.6
<b>Hispanic or Latino</b>	11.2
<b>White</b>	39.6
<b>Two or More Races</b>	10.3
<b>Socioeconomically Disadvantaged</b>	2.4
<b>English Learners</b>	4.4
<b>Students with Disabilities</b>	7.3
<b>Homeless</b>	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	26	27	176
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade K: National Geographic: Reach for Reading - Cengage Learning / 2017 Grades 1-5: Journeys – Houghton Mifflin Harcourt / 2017 Grade 6: Collections - Houghton Mifflin Harcourt / 2017	Yes	0.0
Mathematics	Grades K-5: Everyday Math – McGraw-Hill Education / 2015 Grade 6: Math in Focus - Houghton Mifflin Harcourt / 2013	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Grades K-1: National Geographic: Exploring Science – Cengage Learning / 2019 Grades 2-6: STEMscopes – Accelerate Learning / 2020	Yes	0.0
<b>History-Social Science</b>	CA Reflections; Harcourt / 2007	Yes	0.0
<b>Foreign Language</b>	Descubre; Vista Higher Learning / 2017	Yes	0.0
<b>Health</b>	Health & Wellness - Macmillian / McGraw-Hill / 2006	Yes	0.0
<b>Visual and Performing Arts</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

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

## School Facility Conditions and Planned Improvements

The school facilities provide a clean and safe environment and are maintained in good repair. The new security fencing project has been completed. Waterproofing improvements have been made to the Administration building. Several HVAC units have been replaced for the Administration area.

Ongoing and deferred maintenance continues at all sites including new carpet, painting and tree trimming.

## School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	A storm drain clogged and several room were flooded. Repairs were made and environmental testing was performed to insure there were no hazards present.
<b>Interior: Interior Surfaces</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Covid 19 Cleaning protocols are in place.
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 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	89	N/A	89	N/A	50	N/A
Mathematics (grades 3-8 and 11)	90	N/A	85	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	87	N/A	72	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.



## 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 2020-2021)

LCE has implemented multiple strategies to engage school families and the community in support of student success and school improvement. The Parent Teacher Association (PTA), which boasts nearly 100% membership, is dedicated to student success by focusing on student enrichment and learning. World Fair Days are an annual signature program at which parents and volunteers staff booths representing cultures from around the world. The PTA funds school-wide assemblies on topics spanning from character education to physical fitness to the arts. There are opportunities for parent participation through our Science and Art Docent programs. Parent involvement is a key component to classroom support in the primary grade classrooms, and every class has an active team of room parents, another PTA program. Parents also participate in welcoming new families by hosting a social gathering to foster connections and to provide informational sessions for ongoing support. To engage and support LCE's significant Korean population, the PTA has expanded to include the LCE Korean Outreach group. The Korean school community also supports the school's large fundraising event, the Halloween Haunt, by hosting a very popular Korean BBQ booth.

In the community, LCE partners with Kiwanis to recognize outstanding student citizenship through the Terrific Kids program and provide scholarships for field trips such as the 5th grade trip to Valley Forge. Partnering with the Sheriff Department brings the STAR anti-drug program into the classroom. Parents have the opportunity to serve on the Local Control and Accountability Plan (LCAP) Council Committee. This committee is comprised of staff, parents and the administration and convenes regularly to work on school issues/needs. Finally, at the annual Community Read-In, LCE invites community members and parents to celebrate "Read Across America". LCE benefits from many alumni who complete their Eagle Scout activities with projects that improve our campus. By providing volunteer opportunities that are accessible to a wide range of parents, LCE is able to maintain a strong partnership with all stakeholders.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.3	1.1	1.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.3	0.3	
<b>Expulsions</b>	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>K</b>	21	1	4	0	21	3	2	0	21	1	4	0
<b>1</b>	21	1	3	0	21	1	2	0	22	0	3	0
<b>2</b>	22	0	4	0	20	4	1	0	20	4	0	0
<b>3</b>	21	1	3	0	22	0	4	0	22	0	5	0
<b>4</b>	28	0	4	0	29	0	3	0	30	0	3	0
<b>5</b>	29	0	3	0	29	0	4	0	30	0	3	0
<b>6</b>	27	0	4	0	30	0	3	0	30	0	4	0

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	1:659

\*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 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0.75
<b>Psychologist</b>	0.6
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	2.0
<b>Other</b>	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.

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$11,761.56	\$4,333.06	\$7,428.49	\$90,580.33
<b>District</b>	N/A	N/A	\$7,842.66	\$88,346
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.4	2.5
<b>State</b>	N/A	N/A	\$7,750	\$75,706
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.2	17.9

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

### **Types of Services Funded (Fiscal Year 2019-2020)**

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 all legally required team members. 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 throughout 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,834	\$47,145
Mid-Range Teacher Salary	\$80,170	\$74,952
Highest Teacher Salary	\$105,078	\$96,092
Average Principal Salary (Elementary)	\$134,275	\$116,716
Average Principal Salary (Middle)	\$145,950	\$120,813
Average Principal Salary (High)	\$147,122	\$131,905
Superintendent Salary	\$255,800	\$192,565
Percent of Budget for Teacher Salaries	35.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	39	8

During the past three years the primary areas of focus for staff development at LCUSD have been the implementation of Social Emotional Learning, the Next Generation Science Standards (NGSS) and training for special education teachers. Special Education staff attend 2-3 days of staff development during the year. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district.

LCUSD has worked with Institute for Social Emotional Learning (IFSEL), Elliott Educational Services, and the Anti - Defamation League (ADL) to train our staff in Social Emotional Learning and Diversity, Equity and Inclusion. Due to Science adoption in grades TK-6, trainings have been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

Eleven half days in grades 1-6 and five full days in kindergarten have been provided to teachers for collaboration throughout the year. This time has been used to share best practices, design CCSS aligned lessons and projects, create common assessments, etc.

Training sessions have been provided within the district by Technology Integrationists in the areas of instructional technology, interim assessments, CCSS aligned report cards and digital citizenship. Grade level and team leaders in extra-duty extra-pay positions have also provided support to all teachers. Online workshops and trainings have also 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. Special Education teachers and service providers have received training in 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.