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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	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
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 (School Year 2017-18)

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 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 elementary school in La Cañada Unified School District with 715 students, our population is comprised of 52% Caucasian, 29% Asian, and 10% Hispanic. 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. 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.

Paradise Canyon has made significant strides integrating technology into classroom instruction as well as using it as a tool for teachers to monitor student progress. With intentional and sequential professional development and co-teaching, we are moving beyond building teacher proficiency using Chromebooks, iPads, and other devices to using technology as a means for students to demonstrate knowledge and understanding of concepts. From Google Applications for Education to coding and 3D printing, 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 gifted students. Teachers continue to monitor student 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 2016-17)

Grade Level	Number of Students
Kindergarten	87
Grade 1	93
Grade 2	107
Grade 3	103
Grade 4	115
Grade 5	120
Grade 6	90
Total Enrollment	715

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	28.5
Filipino	1
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0
White	51.6
Two or More Races	7.7
Socioeconomically Disadvantaged	1.1
English Learners	8
Students with Disabilities	5.5
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	32	32	170
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K National Geographic: Reach for Reading Cengage Learning 2017 Grades 1-5 Houghton Mifflin Harcourt: Journeys 2017 Grade 6 Houghton Mifflin Harcourt: Collections 2017	Yes	0.0
Mathematics	K - 5 Everyday Math by McGraw Hill Education 2015 6 Math in Focus by Houghton Mifflin Harcourt 2015	Yes	0.0
Science	CA Science; Macmillian / McGraw-Hill / 2008	Yes	0.0
History-Social Science	CA Reflections; Harcourt / 2007	Yes	0.0
Foreign Language	McGraw-Hill / Wright Group / 2005	Yes	0.0
Health	Macmillian / McGraw-Hill Health & Wellness / 2006	Yes	0.0
Visual and Performing Arts	Publisher purchased materials include music as appropriate for music classes; hard copy scripts for drama and monographs about the works and lives of major artists for visual arts. Other supplementary teacher created materials may be utilized aligned with the agreed upon standards based on the Visual and Performing Arts Frameworks. / 2006	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities provide a clean and safe environment and are maintained in good repair. A portion of the landscaping in front of the school was upgraded with drought tolerant plants and drip irrigation. New playground equipment is scheduled to be installed in 2018. 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
* **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
* The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	421	97.45	82.9
Male	211	205	97.16	76.59
Female	221	216	97.74	88.89
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	129	123	95.35	92.68
Filipino	--	--	--	--
Hispanic or Latino	39	39	100	66.67
White	226	222	98.23	79.73
Two or More Races	27	26	96.3	92.31
Socioeconomically Disadvantaged	--	--	--	--
English Learners	55	49	89.09	69.39
Students with Disabilities	28	27	96.43	40.74

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	425	98.38	85.41
Male	211	208	98.58	81.73
Female	221	217	98.19	88.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	129	127	98.45	92.13
Filipino	--	--	--	--
Hispanic or Latino	39	39	100	79.49
White	226	222	98.23	81.53
Two or More Races	27	26	96.3	96.15
Socioeconomically Disadvantaged	--	--	--	--
English Learners	55	53	96.36	77.36
Students with Disabilities	28	27	96.43	40.74

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

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

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.2	16	73.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

School Safety Plan (School Year 2017-18)

The Comprehensive School Safety Plan is updated on a yearly basis. Updates are completed in December and shared with stakeholder groups in January. The site Local Control Accountability Plan 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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		4		20	3	1		22		4	
1	18	5			21	1	4		18	5		
2	21	1	4		20	3	2		22		5	
3	20	5			22		5		21	1	4	
4	29		3		28		4		30		4	
5	29		4		30		3		30		4	
6	26		4		30		4		30		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	719
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	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	1.17	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,590	$3,606	$6,984	$76,610
District	N/A	N/A	$7,333	$79,872
Percent Difference: School Site and District	N/A	N/A	-4.8	-4.1
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	6.2	10.0

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

Types of Services Funded (Fiscal Year 2016-17)

Through the support of the district administration and the cooperation and efforts of the special education and general education staff, children with exceptional and special needs are receiving appropriate educational services. All students with special needs are placed into an appropriate educational setting and receive special support either directly in the general education classroom or in a special education classroom. Students qualifying for special education services have their Individual Education Programs (IEP) monitored by IEP Teams comprised of the school psychologist, a special education staff member, the child's classroom teacher, parents and an administrator or designee. Parents of special education students are encouraged to participate fully in developing their child's individual educational plan.

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,445	$44,144
Mid-Range Teacher Salary	$77,595	$69,119
Highest Teacher Salary	$94,576	$86,005
Average Principal Salary (Elementary)	$126,824	$106,785
Average Principal Salary (Middle)	$134,518	$111,569
Average Principal Salary (High)	$138,987	$121,395
Superintendent Salary	$225,800	$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

During the past three years the primary areas of focus for staff development at LCUSD have been the implementation of Common Core State Standards (CCSS) in Math and English Language Arts, the implementation of Next Generation Science Standards (NGSS) and training for special education teachers through the SELPA. The annual number of days have varied from 4-10 days depending on teacher needs. Newer teachers require more days of professional development to obtain knowledge and skills necessary to implement the new standards and the strategies that prepare students for college and career. Additionally, all teachers have been provided with the opportunity to attend trainings/conferences outside of the district.

The District has been working with a consulting group, Teachers Development Group, to provide training in math and to support the site administration with the implementation of the new strategies. The District has also been working with The K-12 Alliance at WestEd to provide NGSS training to teachers and administrators. Due to a new math adoption in grades 7, 8 and 11 and ELA adoption in grades K-6, trainings have been provided to the teachers in those grade levels by the publisher to ensure smooth and effective implementation of the new textbooks/materials.

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

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

Above and beyond regular trainings provided to all teachers, specialized training is provided to Special Education teachers to address the specific needs of students in Special Education. Several Crisis Prevention and Intervention workshops have been provided throughout the past three years to allow the teachers and paraprofessionals to work effectively with students with severe emotional and social needs. Teachers and paraprofessionals who successfully complete the training are certified for two years. Special Education teachers and service providers also receive training on developing Individualized Educational Programs (IEPs) that provide educational benefit for students.

The Peer Assistance and Review program provides mentors for teachers who need support in specific areas based on evaluations. Principals and colleagues provide support through staff meetings, teacher-principal meetings, peer observations, classroom walkthrough feedback and modeling of CCSS aligned lessons by teacher leaders and Technology Integrationists.

LCUSD administrative team is allotted a stipend for professional growth activities and benefits from the opportunity to enroll in advanced level college courses and Association of California School Administrators (ACSA) academies. The District provides sexual harassment training for all management level positions and conducts monthly leadership team meetings and principals' meetings to provide continued support and professional development.