Little Chico Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Little Chico Creek Elementary School
Street	2090 Amanda Way
City, State, Zip	Chico, CA 95928
Phone Number	(530) 891-3285
Principal	David Murgia
E-mail Address	dmurgia@chicousd.org
CDS Code	04-61424-6109722

District Contact Information	
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Web Site	www.chicousd.org
Superintendent	Kelly Staley
E-mail Address	kstaley@chicousd.org

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary, and, east from Highway 99 to and includes the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the west.

The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, two Special Day Class classrooms, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three of our classrooms. We also have a speech teacher, school psychologist, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes twenty-three classroom teachers, two special education teachers, one Title 1Teacher, four itinerant teachers (music, fine arts, PE, speech), sixteen instructional aides (special education, Title I, PIP, Second Step), five noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays, (Title I project specialist) and a principal.

Little Chico Creek School provides English Language Development services for students whose primary language is not English. Instruction includes learning opportunities designed to meet the specific learning needs of all students; including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills.

Mission

- To promote academic excellence
- To nurture respect for all persons
- To develop self-discipline and creativity
- To foster a partnership between school and community
- To create a positive environment in which learning is valued
- To share in the care of the environment

Vision
It is the vision of Little Chico Creek School to foster respect and acceptance of the diversity in our world. In our vision, all students will strive to be highly educated, responsible and productive citizens. Our school community is committed to developing academic excellence and nurturing creativity. Little Chico Creek School graduates will be prepared to pursue a lifelong love of learning

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Little Chico Creek school parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, School Safety Team, School Advisory Committee, or participate in the many PTA sponsored activities throughout the year. Parents are also able to participate in Back to School Night, Open House, Carnival Night, Books and Blanket night and Pawing Through Pages reading incentive program. Volunteering to assist in the classroom or drive on a field trip is highly requested, Second Step parent training, parenting class, Family Math Night, Book and Blanket Night, assisting with sixth grade fund raising to cover Environmental Education costs, and a myriad of classroom and school-wide student performances. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	62	57	58	58	58	54	56	55
Mathematics	53	58	51	51	51	52	49	50	50
Science	58	64	42	67	68	67	57	60	59
History-Social Science	N/A	N/A	N/A	59	56	58	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	58	52	67	N/A
All Student at the School	57	51	43	N/A
Male	50	48	37	N/A
Female	65	55	49	N/A
Black or African American	50	43		N/A
American Indian or Alaska Native				N/A
Asian	75	69		N/A
Filipino				N/A
Hispanic or Latino	47	38	17	N/A
Native Hawaiian/Pacific Islander				N/A
White	61	58	55	N/A
Two or More Races	48	32		N/A
Socioeconomically Disadvantaged	50	43	36	N/A
English Learners	44	49	27	N/A
Students with Disabilities	50	37		N/A
Students Receiving Migrant Education Services				N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	17.2	31.2	28.0

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	5	5
Similar Schools	2	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-1	18	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	27	-18
Native Hawaiian/Pacific Islander			
White	1	13	-23
Two or More Races			
Socioeconomically Disadvantaged	-4	17	0
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	410	798	8,818	807	4,655,989	790
Black or African American	14	743	315	718	296,463	708
American Indian or Alaska Native	7		151	747	30,394	743
Asian	21	864	547	786	406,527	906
Filipino	6		62	890	121,054	867
Hispanic or Latino	102	748	1,947	738	2,438,951	744
Native Hawaiian/Pacific Islander	1		57	785	25,351	774
White	237	816	5,550	839	1,200,127	853
Two or More Races	14	780	107	756	125,025	824
Socioeconomically Disadvantaged	269	768	4,561	745	2,774,640	743
English Learners	61	790	1,232	684	1,482,316	721
Students with Disabilities	57	715	1,063	626	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	11
Percent of Schools Currently in Program Improvement	---	91.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	75
Grade 1	96
Grade 2	90
Grade 3	76
Grade 4	83
Grade 5	101
Grade 6	89
Total Enrollment	610

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.3	**White**	56.7
American Indian or Alaska Native	1.5	**Two or More Races**	3.3
Asian	5.2	**Socioeconomically Disadvantaged**	65.2
Filipino	1.5	**English Learners**	13.3
Hispanic or Latino	25.7	**Students with Disabilities**	11.0
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30	0	3	0	29.3	0	4	0	19	1	3	
1	30.7	0	3	0	30	0	2	0	24	1	3	
2	31	0	2	0	30	0	2	0	23	1	3	
3	29.7	0	3	0	28	0	3	0	15	2	3	
4	31	0	2	0	30.3	0	3	0	17	2	3	
5	30.3	0	3	0	33	0	0	2	25	1	2	1
6	31	0	2	1	30	0	3	0	22	1	3	
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

It is LCC School's goal to create a physically, socially and emotionally safe learning environment for all students, staff and parents. The school buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. Surveillance cameras provide additional campus security. LCC School conducts earthquake, fire and code red drills as required. Staff members participate in on-going training in disaster preparedness. The school safety plan is updated annually in accordance with Senate Bill 187 and the School Safety Team, comprised of parents and staff members, meets monthly to monitor the overall safety of our school. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.65	5.31	5.71	8.95	4.57	5.77
Expulsions	0	0	0	0.59	0.62	0.67

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Little Chico Creek School was completed in 1991. It was the first new school built in Chico since 1965. The facility contains twenty-four K-6 classrooms, a Resource Specialist classroom, a Title I Resource classroom, Two Special Day Class classrooms, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff take great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensure a clean and safe school.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

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]	[ ]	[ ]	Repair/Replace Stained Ceiling Tiles Room 12; WO# 52054
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Fire Extinguisher Not Current Rooms 5/B1; Contacted Fire Extinguisher Company
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Handicapped Parking Space Needs Repainting. WO# 52091

The header of the table reads: "School Facility Good Repair Status (School Year 2013-14) — Year and month in which data were collected: October 2013"

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	24	23	27	599
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.1	3.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	97.9	2.1

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.3	---
Social Worker		---
Nurse	1.0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2012

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math – 2009	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007 6-8: Prentice Hall / Focus on California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections – 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$8,589.42	$3,119.93	$5,469.49	$63,452.00
District	---	---	$5,648.82	$63,409
Percent Difference: School Site and District	---	---	-3.2	0.1
State	---	---	$5,537	$68,841
Percent Difference: School Site and State	---	---	-1.2	-7.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Little Chico Creek receives the following funding:

- **Economic Impact Aid/Limited English Proficient (EIA/LEP)** funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- **Economic Impact Aid/State Compensatory Education (EIA/SCE)** funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- **Safe Schools** funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- **Title II** federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,121	$40,933
Mid-Range Teacher Salary	$53,164	$65,087
Highest Teacher Salary	$84,737	$84,436
Average Principal Salary (Elementary)	$89,920	$106,715
Average Principal Salary (Middle)	$97,238	$111,205
Average Principal Salary (High)	$102,804	$120,506
Superintendent Salary	$164,900	$207,812
Percent of Budget for Teacher Salaries	39.8%	39.8%
Percent of Budget for Administrative Salaries	4.5%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff training is the core of a quality instructional program. The LCC Elementary School teaching staff participated in school wide training in Response to Intervention and Professional Learning Communities as well as a variety of staff training/development activities during the 2007-08 and 2008-2009 school year. Staff also received training in Step Up to Writing, Everyday Math, and reading intervention programs. Staff training is designed to improve teaching skills and therefore improve student learning. All staff attend monthly on-site staff development on improving their understanding and implementation of Professional Learning Communities. Other staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content and assessment of knowledge acquired throughout the trimester. Language Star Training to aide in development of strategies for teaching ELD, California State Standards to ensure continuous improvement of student learning. The staff will review student work and assessment data to determine whether students meet state academic standards, develop an improvement plan and then regularly utilize assessments to monitor student achievement of these standards. Classified staff members receive in-service on topics related to their various roles.