

# **Peters Canyon Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Peters Canyon Elementary School
<b>Street</b>	26900 Peters Canyon Road
<b>City, State, Zip</b>	Tustin, CA 92782
<b>Phone Number</b>	(714) 730-7540
<b>Principal</b>	Brooke Carreras
<b>Email Address</b>	bcarreras@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us/peters-canyon">https://www.tustin.k12.ca.us/peters-canyon</a>
<b>County-District-School (CDS) Code</b>	30-73643-6114482

Entity	Contact Information
<b>District Name</b>	Tustin Unified School District
<b>Phone Number</b>	(714) 730-7301
<b>Superintendent</b>	Gregory A. Franklin, Ed.D.
<b>Email Address</b>	gfranklin@tustin.k12.ca.us
<b>Website</b>	<a href="https://www.tustin.k12.ca.us">https://www.tustin.k12.ca.us</a>

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

The mission of Peters Canyon Elementary School is to promote academic, social, and technological excellence in a caring environment and to prepare students, in partnership with parents and our community, to be life-long, self-directed learners in a diverse society.

Peters Canyon serves 500 students in transitional kindergarten through grade five. Our campus represents diverse cultures and includes general education as well as special education scholars. We provide our scholars with a well rounded academic curriculum including Balanced Literacy, Math, Science, Social Science, English Language Development, as well as Physical Education, Music, and Art. Technology is integrated throughout the instructional day to support learning. Our scholars attend the Innovation Station weekly, where they have the opportunity to create, collaborate, communicate, and think critically through a variety of STEAM activities. They practice coding skills, make movies, build circuits, and create unique ways to solve real-world problems using everyday items from our makerspace. PCE utilizes Positive Behavior Intervention and Support (PBIS) to create a positive climate on our campus. Scholars are taught expected behaviors across campus and they are practiced regularly. Staff acknowledges students regularly for exhibiting appropriate behaviors by giving "Golden Tickets" which can be used in our Scholar Store each month. Our scholars have the opportunity to participate in FRIENDS Club, a mentoring opportunity for our general and special education scholars, Kindness Klub, Robotics, volleyball, as well a variety of after school programs sponsored by our PTO.

Teachers and staff are committed to helping each child reach his or her individual best both academically and social-emotionally. Our CAASPP scores demonstrate our excellence in academics, however, we remain focused on continuous improvement in English Language Arts, Math, and Attendance as written in our School Plan. We utilize Fountas & Pinnell Running Record Reading Assessments three times each year, as well as the CAASPP interim assessments, and other formative assessments to measure student growth and determine instructional adjustments to be made. Struggling scholars are provided in-class intervention as well as extended intervention through our Multi-tiered System of Support. Social-emotional learning is critical to our mission and staff is diligent in fostering the concept of being "Bucket fillers" by being kind, inclusive, and caring toward others. Teachers give out "Bucket fillers" daily to acknowledge scholars for working hard, staying focused, helping others, displaying grit and perseverance, as well as other traits that build successful citizens. We also foster a growth mindset in our scholars by helping them understand that making mistakes is important to helping us learn both academically and socially.

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	86
Grade 2	92
Grade 3	79
Grade 4	86
Grade 5	77
Total Enrollment	490

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	39.6
Filipino	2.9
Hispanic or Latino	20.4
Native Hawaiian or Pacific Islander	0.4
White	25.7
Two or More Races	9.4
Socioeconomically Disadvantaged	11.2
English Learners	6.7
Students with Disabilities	10.4
Homeless	

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	23	913
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	48

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 2019

On September 9, 2019, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p> <p>Students have access to classroom libraries containing both literature and non-fiction text. HMH Leveled Literacy Intervention Kits support students reading below grade level. Lexia Core 5 is a supplemental support program used as well.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p> <p>Cognitively Guided Instruction is provided as support strategies.</p>	Yes	0%
<b>Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. Digital interactive curriculum is used in grades TK-5 and is supported with inquiry-based, hands-on exploration activities.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials: In grades 4-5, students experience "Walk Through California" and "Walk Through the Revolution" as a supplement to their adopted texts.</p>	Yes	0%
<b>Health</b>	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Peters Canyon Elementary takes pride in the campus and maintaining a safe and effective learning environment. School facilities are supported and maintained by both on site custodial personnel and district maintenance and operations. The Tustin Unified School District inspects each school on an annual basis to ensure the safety of all school members. The facility inspection upon which this report was generated resulted in a rating of "good" in all categories, with no action items for repair. Recent upgrades have been made to our campus. In 2018, our kindergarten play structure was replaced, and the parking lot was resurfaced. The PTO provided upgrades to our teachers lounge, technology, playground, garden, and drinking fountains/water bottle filling stations.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 09/18/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	81	78	63	62	50	50
Mathematics (grades 3-8 and 11)	78	75	53	53	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	223	98.24	1.76	78.03
Male	106	104	98.11	1.89	80.77
Female	121	119	98.35	1.65	75.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	91	89	97.80	2.20	84.27
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	59.57
Native Hawaiian or Pacific Islander					
White	63	61	96.83	3.17	80.33



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	93.33
Socioeconomically Disadvantaged	30	28	93.33	6.67	46.43
English Learners	30	29	96.67	3.33	58.62
Students with Disabilities	24	21	87.50	12.50	33.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	224	98.68	1.32	75.00
Male	106	105	99.06	0.94	81.90
Female	121	119	98.35	1.65	68.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	91	90	98.90	1.10	88.89
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	51.06
Native Hawaiian or Pacific Islander					
White	63	61	96.83	3.17	72.13
Two or More Races	15	15	100.00	0.00	93.33
Socioeconomically Disadvantaged	30	29	96.67	3.33	27.59
English Learners	30	30	100.00	0.00	63.33
Students with Disabilities	24	21	87.50	12.50	23.81
Students Receiving Migrant Education Services					

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

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.9	25.0	47.4

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities in the district for parental involvement through participation in parent surveys, support organizations, booster clubs, school site councils, DELAC and district-level advisory committees with the superintendent.

Parents at the school participate in activities such as PTO, classroom volunteering, Back to School Night, Open House, Fundraisers, Kindness Klub, Website Support, Jog-A-thon, Pioneer Day Carnival, Movie Nights, Parent Education Nights, School Site Council, English Language Advisory Council, Superintendent's Advisory Council, and GATE Advisory Council.

For more information on how to become involved at the school, please contact Brooke Carreras (principal) or Mickey Brady (PTO president) at (714) 730-7540.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	2.8	2.7	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Date Last Reviewed by School Site Council (SSC): 10/29/19

Date Updated and Approved by SSC: 10/29/19

Date Discussed by Staff: 8/8/19

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

School personnel and students participate in monthly fire/earthquake and evacuation drills. Annually, staff members participate in training on the safety procedures, as well as, a crisis drill and mock lockdown to help prepare teachers in the event of an emergency.

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	7	1		16	7	1		14	6	1	
1	26		2		26		2		26		2	
2	26		3		26		3		26		4	
3	29		2		23	1	2		30		2	
4	26		3		33		1	1	24	1	1	1
5	26	1	3		33			2	28	1		3
Other**					20	1	1					

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

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

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,154	\$2,483	\$7,671	\$94,626
District	N/A	N/A	\$7,934	\$86,495.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.4	7.5
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-5.4	13.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

In addition to base funding, Peters Canyon Elementary School receives LCFF-EL and site supplemental funds to support all students and student subgroups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial support throughout the year to support school-wide programs and events for students. The school's School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Supports. The base and supplemental funds are used to provide tiered and targeted supports or interventions for at-risk students in the areas of academics, behavior and social-emotional learning, and absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Peters Canyon Elementary receives funding from the following state and federal categorical funds for programs and services: LCFF-Supplemental. Through the School Plan for Student Achievement, Peters Canyon Elementary has identified and allocated areas of funding to support student success. Current services funded through site categorical funds include professional development, ELD instructional materials, technology, and ELD instructional and assessment support.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,636	\$48,612
<b>Mid-Range Teacher Salary</b>	\$83,297	\$74,676
<b>Highest Teacher Salary</b>	\$110,872	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$139,850	\$125,830
<b>Average Principal Salary (Middle)</b>	\$158,854	\$131,167
<b>Average Principal Salary (High)</b>	\$162,561	\$144,822
<b>Superintendent Salary</b>	\$329,796	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Tustin Unified School District provides dedicated time for professional development for all staff. Schools often provide additional professional development time based on specific school-site scheduling and budgetary decisions. The District provides intensive workshops in August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming year. Staff development opportunities are also offered after school and by release time throughout the school year. Additionally, professional development is provided one non-student day in the fall and one afternoon per month after school. New teachers are provided an extensive new teacher training program throughout the year to support their implementation of effective instruction.

All Tustin Unified School District certificated teachers participate in professional development day annually. Peters Canyon receives on-site coaching by a full-time release teacher funded through the Cotsen Foundation. This full-time coach works specifically with five mentee teachers for two years. The principal, coach, and mentees participate in off-site training, attend conferences, collaborate and plan on a regular basis. The Cotsen Coach collaborates with our part-time Connect Coach to provide after school workshops in the areas of Balanced Literacy, mathematics, and science. All teachers are provided district staff development opportunities in Gifted and Talented Education, working with students with special needs, Social-Emotional Learning, mathematics, and technology. In 2017-18, teachers participated in staff development in the following areas: Cognitively Guided Instruction, Readers Workshop, and technology integration through after school workshops, off-site visitations, coaching, and professional readings. In 2018-19, staff development will focus on mathematics instruction, refining Readers and Writers Workshop, and social-emotional learning. Areas for professional development were selected based on teacher survey and site, district, and state assessment data. Classified staff is provided with opportunities to grow professionally through our district Leadership Academy as well as a job alike staff development day each year.