

Horace Cureton 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)

Entity	Contact Information
School Name	Horace Cureton Elementary School
Street	3720 East Hills Drive
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-7350
Principal	Alfredo Acosta
Email Address	Alfredo.acosta@arUSD.org
Website	https://cureton.arUSD.org
County-District-School (CDS) Code	43-69369-6046189

Entity	Contact Information
District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arUSD.org
Website	www.arUSD.org

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

Cureton School has been providing a quality education to our community for over fifty years. Our teachers are dedicated to providing each and every student with the best educational opportunities possible. Our staff recognizes the importance of developing, in each student, an attitude of self-respect, self-worth, self-confidence, and a desire to be lifelong learners.

Consequently, the whole Cureton staff is committed to create an exciting and challenging learning environment for all of our students.

We are a Visual and Performing Arts focused school, with students participating in choir, band, and art related instruction to enhance the core curricular areas. We have strengthened our two small learning communities at Cureton. Discovery small learning community is comprised of students in grades K-2, and Endeavor small learning community is comprised of students in grades 3-5. The small learning communities allow us to personalize education and strengthen the meaningful relationships we seek to develop with all students.

Cureton has continued its partnership with City Year. City Year is comprised of 6-10 corps members who provide student support from 8:00am-6:00pm each school day, including daily tutoring and mentoring for intensive students, leading academic clubs during recess and lunch periods, and supervising after-school activities for 120 students. We are also partnering with Reading Partners to provide academic tutoring for intensive and strategic students.

In addition, Cureton has welcomed the Little Heroes program which continues to provide us with a coach who offers recess, lunchtime and physical education activities for all students, and a before school recess for all students who arrive early.

Our community partnerships have grown in intentional and meaningful ways. We now have the Family Resource Center/ First 5, who shall be a vital resource for our families and community. We have renewed and strengthened relations with Audacity to support our VAPA theater strand and Silicon Valley Faces to provide Restorative Practices training to parents, staff and students.

Cureton staff strongly believes that parents are very important members of the school community. As a result, one of our continual goals is to make Cureton Elementary School a significant part of your family's life. To be the most effective we can be, we need to work together to create a positive learning environment for all our students. Therefore, we encourage you to become active and informed. This may be done by attending meetings of the School Site Council or the English Learners Advisory Committee, joining the Parent Teacher Association, volunteering to assist in the classroom, attending as many school programs and events as possible, and by keeping close communication with your child's teacher. Maintaining this type of parent participation and communication will play a vital role in your child's success. We are also happy to be developing a parent participation program and will be working with all families to assist them in completing 30 hours of parent participation hours.

Thank you in advance for your support. We welcome your suggestions, and we will solicit your help throughout the school year. If you need additional information or assistance, please do not hesitate to contact us at (408)928-7350.

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	58
Grade 2	63
Grade 3	63
Grade 4	73
Grade 5	67
Total Enrollment	385

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1
Asian	5.7
Filipino	4.4
Hispanic or Latino	83.6
White	1.8
Two or More Races	2.6
Socioeconomically Disadvantaged	89.1
English Learners	45.2
Students with Disabilities	13
Homeless	0.3

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	23	20	17	433
Without Full Credential	1	2	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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	1	1	1

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: August 2019

The following are the most recent adoptions for Alum Rock Union Elementary School District:

- Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools
- Pearson enVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Learning A-Z: Science A-Z Online 2019 -Elementary/Accelerate Learning:STEMscopes 2019-Middle Schools
- Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools	Yes	0
Mathematics	Pearson: enVision Math 2015-Elementary / CPM 2015- Middle Schools	Yes	0
Science	Learning A-Z: Science A-Z online 2019- Elementary/Accelerate Learning:STEMscopes 2019-Middle School	Yes	0
History-Social Science	Benchmark 2019- Elementary /TCI Curriculum 2018- Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district makes every effort to ensure 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. The results of this survey are available at the school office and at the district office.

Cureton School was built in 1955. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

During the 2008-2009 school year, the school received renovations using Measure G Bond funds, which included new landscaping, new parking, a new bus and passenger drop off, new campus fencing, new exterior lighting, a new marquee sign, new trash enclosures, and a new playground.

This year we will schedule 3-5 campus clean up days.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm: M2-Carpet has wrinkles. Rm: #18-Ceiling tile is Loose. Rm: #18-Carpet has wrinkles. Rm: Music Room-Water Stain on Ceiling. Rm: 12-Carpet has wrinkles and tears. Rm: 11-Water Stain on Ceiling Tiles. Rm: 8-Ceiling Tile is Loose. Rm: 8-Water Stains on Ceiling. Rm: 5A-Water Stains on Ceiling Tiles. Rm: 5A-Missing Ceiling Tiles. Rm: 4-Water Stains on Ceiling. Rm: 3-Water Stains on Ceiling. Rm: 3-Carpet has wrinkles and tears. Rm: Cafeteria-Tears on Wall. Rm: Cafeteria-Floor Tiles has cracks. Rm: K1-Water Stains on Ceiling. Rm: K2-Water Stains on Ceiling.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Rm: 14B-Missing Light Fixture. Rm: 1A-Missing Light Fixtures. Rm: Health Office-Missing Light Fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm: Custodian Room-Faucet Leaking.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Rm: Music Room-Severe cracks are evident on outside fountain.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	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)	36	37	41	40	50	50
Mathematics (grades 3-8 and 11)	27	26	33	33	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	206	204	99.03	0.97	37.25
Male	107	106	99.07	0.93	33.02
Female	99	98	98.99	1.01	41.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	175	173	98.86	1.14	35.26
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	180	178	98.89	1.11	32.58
English Learners	129	128	99.22	0.78	27.34
Students with Disabilities	41	40	97.56	2.44	10.00
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	206	205	99.51	0.49	25.98
Male	107	106	99.07	0.93	26.42
Female	99	99	100.00	0.00	25.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	175	174	99.43	0.57	22.41
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	180	179	99.44	0.56	22.91
English Learners	129	129	100.00	0.00	18.75
Students with Disabilities	41	40	97.56	2.44	2.56
Students Receiving Migrant Education Services	--	--	--	--	--
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	22.5	25.4	22.5

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)

Pertinent school information, including school data and programs are also available to parents in the Principal's Newsletter, which is written in multiple languages. Because parent and community participation is essential to student achievement, Cureton School provides a number of parent and community involvement opportunities.

Parent education workshops enhance parent involvement in the development of their students' literacy skills. Literacy Night is scheduled in the spring. Students and parents are engaged in literacy activities with teacher guidance. Monthly newsletters are sent home to inform parents about the curricular programs and to communicate techniques for further development of students' literacy skills. Parent knowledge and parent involvement is increased in Reading and Language Arts through parent/teacher conferences, report cards, quarterly progress reports, and school-wide parent meetings (SSC, Coffee with the Principal, and ELAC).

In addition, our monthly community meetings provide another opportunity for parents to voice opinions and stay closely involved with the school.

Parents volunteer in our school-wide activities. Parents take part in some of the after-school intervention programs. Parents have also organized a walking school bus program before school in partnership with the City of San Jose Walk-n-Roll program and a Los Dichos group through YMCA. Auxiliary services for students and parents include: Establishing academic performance assemblies & incentives to motivate students Response to Intervention (RTI) for all students (grades K-5) in language arts and math

The Cureton contact person for parental involvement is our principal, Alfredo Acosta. She may be reached at 408-928-7350.

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
Suspensions	1.2	0.4	0.5	2.8	3.8	2.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Cureton Elementary School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan was revised in 2017. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the Cureton Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for approval. The plan was last approved by the school board in February 2013. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. The Cureton Safety Plan has a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and a nondiscriminatory policy on student rights and responsibilities. The Safety Plan is revised annually.

Horace Cureton Elementary School is a closed campus during the hours of 8:00am-6:00 pm. Any persons wishing to enter the facility must obtain clearance in our office before entering campus. This includes outside organizations and all visitors. Once checked into the office, which consists of noting the date and time of visit, as well as the reason for the visit, all visitors are provided with a visitor badge. Visitors must also log their time of departure upon leaving the school. All classroom observations must also be pre-arranged 24 hours in advanced.

Campus safety is supported by exterior gates which remain closed and locked during the time of instruction. All entrants must pass through the office through our large double gates which remain open during the school day. Lighting is provided in all hallways and in the front of school beginning at 6:00pm each evening until 7:00am each morning. Furthermore, the grounds are monitored by the morning custodian beginning at 6:00am and concluding at 9:00pm with the evening custodian. During school hours, the administrators and teachers serve to provide safety support during the 10 minutes prior to the start of instruction, 10 minutes following the instructional day, and during all organized breaks (recess, lunch, and organized community events).

Our safety committee convenes to review and update the safety plan, identify new areas of concern, and calendar fire, earthquake, and disaster drills.

A comprehensive approach to creating safe and effective schools must include four components that interact and affect the safety of the whole campus. The four components are: the personal characteristics (students, school, community and staff); the school's physical environment; the school's social environment; and the school's culture.

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	21	1	3		18	2	2		20	1	2	
1	24		3		20	2	1		19	3		
2	23		3		22		3		24		2	
3	18	4	1		18	2	2		20	1	3	
4	29		3		35			2	34			2
5	25	1	3		22	1	3		24	1	2	
Other**												

*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	13,755.55	3,640.86	10,114.69	87,515.51
District	N/A	N/A	\$1,148.34	\$87,160.00
Percent Difference - School Site and District	N/A	N/A	159.2	0.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	29.6	5.7

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)

Cureton receives two categories of funding each year. Our general fund essentially covers the cost of our teachers and staff salaries. The majority of our school funding is defined as categorical funding. Categorical funding is money that can be spent on very specific demographics of students, such as English learners. Categorical funding requires justification prior to spending, including careful review by our School Site Council and leadership team. This funding is utilized to provide the support mechanisms our students need to succeed such as:

- Supplementary materials are available, such as: leveled readers, Big Books, Books on Tape, poetry charts, Scholastic News, Spelling books (grades 1-5), phonics books (grades 1 and 2), dictionaries, thesauruses, class sets of trade books, classroom library books, educational software.
- In-services, release time, classroom/school visitations, extra-duty pay to support assessment
- “Building capacity” through demonstration sessions, workshops and seminars as provided by consultants, peer coaches, administrator, and whenever possible, the expertise of a classroom teacher
- Field trips based on content standards Assemblies based on content standards
- Supplemental materials for RSP and SDC students
- Response to Intervention (RTI) for all students in grades K-5 in language arts and math. Support for the standards-based science program
- Teachers’ professional library DVD’s, CD’s, videos, computer software, books

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,473	\$45,741
Mid-Range Teacher Salary	\$89,476	\$81,840
Highest Teacher Salary	\$106,470	\$102,065
Average Principal Salary (Elementary)	\$119,374	\$129,221
Average Principal Salary (Middle)	\$131,610	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$212,178	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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			

Staff development and professional collaboration:

- Further staff development in reading has been provided. All grade-level teams received training in collaboration and the strategies used to meet goals. In addition, grade-level teams received training in backwards curricular mapping with the focus to align to Common Core State Standards. Additional training topics included reading strategies, teaching strategies, motivating low-level students, accelerating students, best practices, differentiated instruction, small group instruction and other areas as determined by the staff. The Instructional Coach will attend on-going district training.
- Staff attend literacy support and professional development (CABE, CUE Conference, ACSA conference, New Teacher Support)
- Leadership Team attend training at the SCCOE for leadership (Leadership Team Training)
- Teachers receive support, training, materials, and other necessary assistance for the language arts program, Guided Reading, Restorative Practices, SEL, technology in the classroom.