

# Curtis Creek Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Curtis Creek Elementary
<b>Street</b>	18755 Standard Rd.
<b>City, State, Zip</b>	Sonora, CA 95370-7542
<b>Phone Number</b>	(209) 532-1428
<b>Principal</b>	Sharon Johnson/ Terri Bell
<b>E-mail Address</b>	<a href="mailto:sjohnson@ccreekmustangs.com">sjohnson@ccreekmustangs.com</a>
<b>CDS Code</b>	55723556054894

<b>District Contact Information</b>	
<b>District Name</b>	Curtis Creek Elementary School District
<b>Phone Number</b>	(209) 533-1083
<b>Superintendent</b>	Sharon Johnson
<b>E-mail Address</b>	Sjohnson@ccreekmustangs.com
<b>Web Site</b>	www.curtiscreekschool.com

### School Description and Mission Statement (School Year 2016-17)

Founded in 1865, Curtis Creek School District has served the 'gold country' for nearly two centuries. Located in the Sierra Nevada foothills, near Yosemite National Park, Curtis Creek strives to build partnerships with family and community to ensure that every student has the opportunity to acquire the knowledge, skills, and attitudes to continue to learn, live a productive life and contribute to a diverse, rapidly changing society. Curtis Creek Elementary is the only school within the Curtis Creek Elementary District. Serving a population from diverse socio-economic backgrounds, our school draws from a rural community surrounding the city of Sonora. Students develop proficiency in reading, writing, spelling, math, science and social studies as their academic core curriculum which is derived from the California State Frameworks. In addition to high standards for academic achievement, the school supports character development, exploration of the arts and athletics, and a school climate based on fairness and respect. During the 2015-2016 school year, approximately 449 K-8th grade students attended the school, with classes arranged on a traditional schedule. SARC APPROVED BY SSC ON 12/7/16. Suspension data will not be released by CDE until January, 2017.

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	58
Grade 1	48
Grade 2	42
Grade 3	57
Grade 4	49
Grade 5	48
Grade 6	47
Grade 7	55
Grade 8	58
<b>Total Enrollment</b>	<b>462</b>

### Student Enrollment by Group (School Year 2015-16)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.6
American Indian or Alaska Native	1.1
Asian	0
Filipino	0.4
Hispanic or Latino	18.6
Native Hawaiian or Pacific Islander	0.2
White	73.4
Two or More Races	2.8
Socioeconomically Disadvantaged	56.5
English Learners	2.4
Students with Disabilities	13.6
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	28	26	
Without Full Credential	0	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	2	1
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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November, 2016

Curtis Creek Elementary held a public hearing on September 10, 2013 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-8 Houghton Mifflin/Open Court 2003 6-8 Holt 1993 K-5 Houghton-Mifflin Journeys, 2016-17 6-8 McGraw Hill Study Synch, 2016-17		0
<b>Mathematics</b>	K-5 Houghton Mifflin 2009 6-8 Prentice Hall 2009 K-8 Eureka Math, Supplemental (Non State-Adopted, nor Board adopted yet)		0
<b>Science</b>	K-5 Full Option Scientific System Delta Ed (FOSS) 2007 6-8 Prentice Hall (Ear4th, Life, Physical) 2007		0
<b>History-Social Science</b>	K-5 Houghton Mifflin 2006 6-8 Teacher's Curriculum Institute/History Alive 2006		0

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

Curtis Creek Elementary was originally constructed in 1865. It is comprised of 32 classrooms, a gymnasium/multipurpose room/cafeteria, a library, a staff lounge, and three playgrounds. The Director of Maintenance and Operations works daily with Custodial and Maintenance/Grounds staff. There are seven Custodial positions (six PT and 1 FT) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Site Maintenance/Grounds staff (two positions - one FT and one PT) ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-2013 and 2013-14 school year, no funds were allocated to the Deferred Maintenance Budget.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		A-Building & A-11, 12, 13, 14 & Modular Restroom: (3) Boys primary restroom sewer lines need replacing. (4) modular restroom girls & boys flooring needs replacing. Carpets in A-3, 6 & 10 need replacing. (12) Eve by A-1 needs repairing. (15) Back windows of A-building need re-glazing. District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (14) Repave parking lot Gym & Kitchen: (3) Sewer line outside of kitchen needs replacing. (4) Kitchen & gym need paint. (14) Parking lot & roads need repaving.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces			X	A-Building & A-11, 12, 13, 14 & Modular Restroom: (3) Boys primary restroom sewer lines need replacing. (4) modular restroom girls & boys flooring needs replacing. Carpets in A-3, 6 & 10 need replacing. (12) Eve by A-1 needs repairing. (15) Back windows of A-building need re-glazing. B-Building & B-7: (4) B-1 needs new carpet. District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (14) Repave parking lot Gym & Kitchen: (3) Sewer line outside of kitchen needs replacing. (4) Kitchen & gym need paint. (14) Parking lot & roads need repaving. PM Club C-14: (4) Carpet needs replacing. Upper C Portables: (4) C-10, C-11 & C-14 need new carpet.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		School Office: (7) Communications, clock & bell systems need re-wiring & replacing.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	DO: No fire alarm system.
<b>Structural:</b> Structural Damage, Roofs	X			A-Building & A-11, 12, 13, 14 & Modular Restroom: (3) Boys primary restroom sewer lines need replacing. (4) modular restroom girls & boys flooring needs replacing. Carpets in A-3, 6 & 10 need replacing. (12) Eve by A-1 needs repairing. (15) Back windows of A-building need re-glazing.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		A-Building & A-11, 12, 13, 14 & Modular Restroom: (3) Boys primary restroom sewer lines need replacing. (4) modular restroom girls & boys flooring needs replacing. Carpets in A-3, 6 & 10 need replacing. (12) Eve by A-1 needs repairing. (15) Back windows of A-building need re-glazing. C-Building: (14) Parking lot needs re-paving. District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (14) Repave parking lot Gym & Kitchen: (3) Sewer line outside of kitchen needs replacing. (4) Kitchen & gym need paint. (14) Parking lot & roads need repaving.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/21/2016				
Overall Rating	Exemplary	Good	Fair	Poor

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	36	39	36	39	44	48
Mathematics	20	26	20	26	34	36

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

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	65	63	96.9	46.8
	4	49	49	100.0	36.2
	5	50	49	98.0	43.8
	6	47	47	100.0	34.0
	7	54	54	100.0	35.2
	8	59	59	100.0	35.6
Male	3	37	35	94.6	38.2
	4	27	27	100.0	38.5
	5	27	26	96.3	44.0
	6	24	24	100.0	37.5
	7	32	32	100.0	40.6
	8	28	28	100.0	35.7
Female	3	28	28	100.0	57.1
	4	22	22	100.0	33.3
	5	23	23	100.0	43.5
	6	23	23	100.0	30.4
	7	22	22	100.0	27.3
	8	31	31	100.0	35.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	5	12	12	100.0	41.7
	6	11	11	100.0	27.3
	7	11	11	100.0	18.2
White	3	49	47	95.9	47.8
	4	37	37	100.0	40.0
	5	35	34	97.1	45.5
	6	34	34	100.0	35.3
	7	39	39	100.0	38.5
	8	47	47	100.0	34.0
Socioeconomically Disadvantaged	3	43	42	97.7	40.5
	4	29	29	100.0	25.9
	5	26	26	100.0	15.4
	6	20	20	100.0	10.0
	7	29	29	100.0	20.7
	8	35	35	100.0	22.9
Students with Disabilities	3	12	10	83.3	33.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	65	62	95.4	48.4
	4	50	50	100.0	32.0
	5	51	49	96.1	22.9
	6	47	47	100.0	23.4
	7	54	54	100.0	18.5
	8	54	54	100.0	18.5
Male	3	37	34	91.9	44.1
	4	28	28	100.0	35.7
	5	28	26	92.9	32.0
	6	24	24	100.0	25.0
	7	32	32	100.0	25.0
	8	32	32	100.0	25.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	28	28	100.0	53.6
	4	22	22	100.0	27.3
	5	23	23	100.0	13.0
	6	23	23	100.0	21.7
	7	22	22	100.0	9.1
	8	22	22	100.0	9.1
Hispanic or Latino	5	13	13	100.0	8.3
	6	11	11	100.0	
	7	11	11	100.0	
	8	11	11	100.0	
White	3	49	46	93.9	47.8
	4	38	38	100.0	36.8
	5	35	33	94.3	30.3
	6	34	34	100.0	32.4
	7	39	39	100.0	20.5
	8	39	39	100.0	20.5
Socioeconomically Disadvantaged	3	43	42	97.7	38.1
	4	29	29	100.0	17.2
	5	27	27	100.0	7.7
	6	20	20	100.0	10.0
	7	29	29	100.0	13.8
	8	29	29	100.0	13.8
Students with Disabilities	3	12	9	75.0	44.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	75	71	44	75	71	44	60	56	54

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

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



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	110	103	93.6	43.7
Male	56	51	91.1	45.1
Female	54	52	96.3	42.3
Hispanic or Latino	20	20	100.0	40.0
White	83	77	92.8	41.6
Socioeconomically Disadvantaged	62	57	91.9	31.6
Students with Disabilities	11	9	81.8	44.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.2	14.3	67.3
7	16.7	9.3	66.7

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2016-17)**

Curtis Creek Elementary greatly benefits from its supportive parents who organize school activities and fundraisers to support students. The school has a strong base of parent volunteers who participate in the Curtis Creek Parent Association. Parents are also welcome to join art/band boosters, athletic boosters, or School Site Council. The school also benefits from several community partnerships, including Front Porch Technology, the California Arts Council, AATCA; the Tuolumne County Association of School Administrators and local businesses. The school also sponsors an annual Back to School night, Open House, as well as concerts, performances, and special programs that highlight the successes and talents of our students.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.6	3.8	8.6	18.7	3.8	8.6	4.4	3.8	3.7
<b>Expulsions</b>	18.7	0.6	0.2	0.6	0.6	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Safety of students and staff is a primary concern of Curtis Creek Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed by the School Board on 10/11/16 and reviewed by staff management in the Fall of 2015.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at least once a year. Students are supervised before school, during lunch, and after school by certificated staff, classified staff, and by the school principal. There is a designated area for student drop off and pick up. Visitors are required to check in at the school office and wear a visitor's badge.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	Not In PI
<b>First Year of Program Improvement</b>	2010-2011	
<b>Year in Program Improvement*</b>	Year 4	
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	22		3		19	4	4		19	4	4	
<b>1</b>	24		4		18	2	1		18	2	1	
<b>2</b>	17	6			20	2	2		20	2	2	
<b>3</b>	26		4		20	4	2		20	4	2	
<b>4</b>	20	4	15		23	1	13	1	23	1	13	1
<b>5</b>	26		14		22	4	14	1	22	4	14	1
<b>6</b>	30	1	5	6	20	7	4		20	7	4	
<b>Other</b>	2	3			23		1		23		1	

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	24	2	2		17	7			17	7		
<b>Mathematics</b>	20	5	4									
<b>Science</b>	23	2	2		21	3	2		21	3	2	
<b>Social Science</b>	24	2	2		21	3	2		21	3	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8850	6999.60	1859.18	\$58,887
District	N/A	N/A		\$63,678
Percent Difference: School Site and District	N/A	N/A		0
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

Title I funds are augmented with General Fund dollars to support an intensive reading support program for students grades 1 - 5 who may need additional reading support. Two Mighty Mustang programs are run in the AM (one for primary, one for upper grades) to assist students with homework.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,604	\$41,085
Mid-Range Teacher Salary	\$54,673	\$59,415
Highest Teacher Salary	\$79,672	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$116,069
Percent of Budget for Teacher Salaries	40%	33%
Percent of Budget for Administrative Salaries	7%	7%

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

**Professional Development (Most Recent Three Years)**

Staff development in 2015-16 included a focus on the new Common Core State Standards (CCSS). All teachers had the opportunity to sign up for PD. CCSD has had lower scores on the CST Mathematics results than the English-Language Arts. Much of the PD is delivered through the Tuolumne County Office of Education (TCOE) to all of the school districts in the county. TCOE also works closely with the Stanislaus County Office of Education and often partner with PD opportunities. Most of the PD is offered through school day or after school workshops. As an adoption year for ELA, PD was also offered to teachers on the new curriculum. There also has been an emphasis on Science in Tuolumne County. Several Science lead staff have attended those series of PD on Next Generation Science Standards.