

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



Horace Cureton Elementary

Address: 3720 East Hills Dr. San Jose, CA 95127-2418

Principal: Le Tran, Principal

Phone: (408) 928-7650

Email: le.tran@arUSD.org

Web Site:

CDS Code: 43693696046189



Alum Rock Union Elementary

Superintendent: Hilaria Bauer

Phone: (408) 928-6800

Email: hilaria.bauer@arUSD.org

Web Site: www.arUSD.org



I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Alum Rock Union Elementary
Phone Number: (408) 928-6800
Superintendent: Hilaria Bauer
E-mail Address: hilaria.bauer@arUSD.org
Web Site: www.arUSD.org

School Contact Information Most Recent Year

School Name: Horace Cureton Elementary
Street: 3720 East Hills Dr.
City, State, Zip: San Jose, CA 95127-2418
Phone Number: (408) 928-7650
Principal: Le Tran, Principal
E-mail Address: le.tran@arUSD.org
Web Site:
County-District-School
(CDS) Code: 43693696046189

School Description and Mission Statement – Most Recent Year

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 teachers and I do our very best to create an exciting and challenging learning environment for all of our students.

We are now 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 8-10 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.

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 2014-15)

Grade Level	Number of Students
Kindergarten	93
Grade 1	86
Grade 2	83
Grade 3	89
Grade 4	90
Grade 5	86
Total Enrollment	527

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.6%
Asian	8%
Filipino	3%
Hispanic or Latino	82.9%
Native Hawaiian/Pacific Islander	0.8%
White	2.5%
Two or More Races	1.9%
Socioeconomically Disadvantaged	87.1%
English Learners	54.5%
Students with Disabilities	9.9%
Foster Youth	1.5%

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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	26	24	26	568
Without Full Credential	0	1	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92.31%	7.69%
All Schools in District	94.37%	5.63%
High-Poverty Schools in District	94.37%	5.63%
Low-Poverty Schools in District	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 – Most Recent Year

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

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	2008	Yes	0%
Mathematics	2008	Yes	0%
Science	2006	Yes	0%
History-Social Science	2007	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 recent 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

Month and year in which data were collected: January 2016

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

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: January 2016

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	31%	33%	44%
Mathematics (grades 3-8 and 11)	20%	23%	33%

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 Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	91	90	98.9%	27%	34%	23%	16%
Male	91	57	62.6%	28%	39%	23%	11%
Female	91	33	36.3%	24%	27%	24%	24%
Black or African American							
American Indian or Alaska Native							
Asian	91	4	4.4%	–	–	–	–
Filipino	91	2	2.2%	–	–	–	–
Hispanic or Latino	91	78	85.7%	27%	37%	23%	13%
Native Hawaiian or Pacific Islander	91	2	2.2%	–	–	–	–
White	91	2	2.2%	–	–	–	–
Two or More Races	91	2	2.2%	–	–	–	–
Socioeconomically Disadvantaged	91	81	89%	27%	37%	23%	12%
English Learners	91	59	64.8%	25%	37%	22%	15%
Students with Disabilities	91	11	12.1%	91%	9%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	89	100%	48%	26%	15%	11%
Male	89	45	50.6%	60%	22%	7%	11%
Female	89	44	49.4%	36%	30%	23%	11%
Black or African American							
American Indian or Alaska Native							
Asian	89	9	10.1%	—	—	—	—
Filipino	89	1	1.1%	—	—	—	—
Hispanic or Latino	89	73	82%	52%	26%	14%	8%
Native Hawaiian or Pacific Islander	89	1	1.1%	—	—	—	—
White	89	2	2.2%	—	—	—	—
Two or More Races	89	3	3.4%	—	—	—	—
Socioeconomically Disadvantaged	89	75	84.3%	56%	25%	11%	8%
English Learners	89	40	44.9%	78%	20%	0%	3%
Students with Disabilities	89	18	20.2%	100%	0%	0%	0%
Students Receiving Migrant Education Services	89	1	1.1%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	87	87	100%	53%	20%	22%	6%
Male	87	53	60.9%	57%	25%	17%	2%
Female	87	34	39.1%	47%	12%	29%	12%
Black or African American	87	1	1.1%	—	—	—	—
American Indian or Alaska Native							
Asian	87	2	2.3%	—	—	—	—
Filipino	87	5	5.7%	—	—	—	—
Hispanic or Latino	87	74	85.1%	59%	20%	19%	1%
Native Hawaiian or Pacific Islander							
White	87	4	4.6%	—	—	—	—
Two or More Races	87	1	1.1%	—	—	—	—
Socioeconomically Disadvantaged	87	78	89.7%	56%	21%	18%	5%
English Learners	87	30	34.5%	90%	3%	7%	0%
Students with Disabilities	87	15	17.2%	93%	7%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	91	91	100%	45%	32%	15%	8%
Male	91	57	62.6%	47%	26%	21%	5%
Female	91	34	37.4%	41%	41%	6%	12%
Black or African American							
American Indian or Alaska Native							
Asian	91	4	4.4%	–	–	–	–
Filipino	91	2	2.2%	–	–	–	–
Hispanic or Latino	91	79	86.8%	47%	32%	14%	8%
Native Hawaiian or Pacific Islander	91	2	2.2%	–	–	–	–
White	91	2	2.2%	–	–	–	–
Two or More Races	91	2	2.2%	–	–	–	–
Socioeconomically Disadvantaged	91	82	90.1%	46%	34%	15%	5%
English Learners	91	60	65.9%	43%	35%	17%	5%
Students with Disabilities	91	11	12.1%	91%	9%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	–	–	–	–	–	–	–

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	89	89	100%	52%	33%	11%	4%
Male	89	45	50.6%	60%	24%	9%	7%
Female	89	44	49.4%	43%	41%	14%	2%
Black or African American							
American Indian or Alaska Native							
Asian	89	9	10.1%	—	—	—	—
Filipino	89	1	1.1%	—	—	—	—
Hispanic or Latino	89	73	82%	56%	34%	7%	3%
Native Hawaiian or Pacific Islander	89	1	1.1%	—	—	—	—
White	89	2	2.2%	—	—	—	—
Two or More Races	89	3	3.4%	—	—	—	—
Socioeconomically Disadvantaged	89	75	84.3%	59%	32%	8%	1%
English Learners	89	40	44.9%	78%	18%	5%	0%
Students with Disabilities	89	18	20.2%	100%	0%	0%	0%
Students Receiving Migrant Education Services	89	1	1.1%	—	—	—	—
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	87	87	100%	60%	18%	15%	7%
Male	87	53	60.9%	62%	19%	15%	4%
Female	87	34	39.1%	56%	18%	15%	12%
Black or African American	87	1	1.1%	—	—	—	—
American Indian or Alaska Native							
Asian	87	2	2.3%	—	—	—	—
Filipino	87	5	5.7%	—	—	—	—
Hispanic or Latino	87	74	85.1%	66%	20%	9%	4%
Native Hawaiian or Pacific Islander							
White	87	4	4.6%	—	—	—	—
Two or More Races	87	1	1.1%	—	—	—	—
Socioeconomically Disadvantaged	87	78	89.7%	62%	21%	12%	6%
English Learners	87	30	34.5%	90%	10%	0%	0%
Students with Disabilities	87	15	17.2%	100%	0%	0%	0%
Students Receiving Migrant Education Services							
Foster Youth	—	—	—	—	—	—	—

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	37%	51%	29%	50%	52%	47%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47%	Native Hawaiian or Pacific Islander	
All Students at the School	29%	White	—
Male	30%	Two or More Races	—
Female	27%	Socioeconomically Disadvantaged	28%
Black or African American	—	English Learners	5%
American Indian or Alaska Native		Students with Disabilities	
Asian	—	Students Receiving Migrant Education Services	
Filipino	—	Foster Youth	—
Hispanic or Latino	22%		

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 OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	21.2%	12.9%	5.9%
7			
9			

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - Most Recent Year

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, PTA, Principal Chats 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.

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, Le Tran. 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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.05	0.84	1.19	3.41	2.28	3.22	5.07	4.36	3.8
Expulsions	0	0	0	0.01	0	0	0.13	0.1	0.09

School Safety Plan – Most Recent Year

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 2014. 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 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.

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 15 minutes prior to the start of instruction, 15 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	38.1%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22		5		19	3	2	
1	20	2	2		20	4			21	1	2	
2	18	5			22		4		21	1	3	
3	17	5			21	1	4		18	3	2	
4	28		3		33			2	33		1	1
5	27	1	3		27	1	1	2	31		2	1
Other									18	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,551	\$2,355	\$6,195	\$71,953
District	N/A	N/A	\$6,466	\$70,088
Percent Difference – School Site and District	N/A	N/A	-4.19%	2.66%
State	N/A	N/A	\$5,348	\$72,993
Percent Difference – School Site and State	N/A	N/A	15.84%	-1.42%

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

Types of Services Funded (Fiscal Year 2014-15)

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:

- Resource Teacher
- Reading interventions
- 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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,266	\$43,091
Mid-Range Teacher Salary	\$73,584	\$70,247
Highest Teacher Salary	\$85,887	\$89,152
Average Principal Salary (Elementary)	\$108,978	\$112,492
Average Principal Salary (Middle)	\$114,421	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$204,900	\$192,072
Percent of Budget for Teacher Salaries	43%	41%
Percent of Budget for Administrative Salaries	6%	6%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 API and AYP goals. In addition, grade-level teams received training in backwards curricular mapping with the focus to align the Open Court teacher with the CA Standards and to "fill the gap" for any Standard that wasn't being addressed. Additional training topics included reading strategies, teaching strategies, motivating low-level students, accelerating students, best practices, differentiated instruction, Step-Up-to-Writing and other areas as determined by the staff. The Literacy Coach will attend AB466 training and on-going district training.

Staff attend literacy support and professional development (CRA, Asilomar Reading 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.