

Horace Cureton Elementary School

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)

School 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	Le Tran
E-mail Address	le.tran@arUSD.org
Web Site	www.arUSD.org/Cureton
CDS Code	43-69369-6046189

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

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

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 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 2015-16)

Grade Level	Number of Students
Kindergarten	81
Grade 1	73
Grade 2	89
Grade 3	97
Grade 4	85
Grade 5	81
Total Enrollment	506

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	7.5
Filipino	3.4
Hispanic or Latino	83.8
Native Hawaiian or Pacific Islander	0.8
White	2.2
Two or More Races	1.4
Socioeconomically Disadvantaged	88.7
English Learners	58.7
Students with Disabilities	11.1
Foster Youth	1.2

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	24	26	23	496
Without Full Credential	1	1	1	43
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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	88.0	12.0
All Schools in District	86.3	13.7
High-Poverty Schools in District	86.3	13.7
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: January 2016

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

- Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools
- EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools
- Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools
- Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (ELA and ELD) 2016-Elementary/Engage NY 2016- Middle Schools	Yes	0%
Mathematics	EnVision Mathematics 2015-Elementary / CPM 2015-Middle Schools	Yes	0%
Science	Scott Foresman Science 2006- Elementary/Glencoe Science 2006-Middle Schools	Yes	0%
History-Social Science	Scott Foresman Social Studies 2007- Elementary /TCI Curriculum 2007- Middle School	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	31	38	34	39	44	48
Mathematics	20	19	25	30	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	97	97	100.0	32.3
	4	90	87	96.7	42.5
	5	79	78	98.7	39.7
Male	3	45	45	100.0	24.4
	4	55	53	96.4	39.6
	5	40	40	100.0	37.5
Female	3	52	52	100.0	39.2
	4	35	34	97.1	47.1
	5	39	38	97.4	42.1
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	86	86	100.0	28.2
	4	75	72	96.0	40.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	63	63	100.0	36.5
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	87	87	100.0	27.9
	4	78	76	97.4	39.5
	5	68	67	98.5	31.3
English Learners	3	57	57	100.0	19.6
	4	49	48	98.0	41.7
	5	38	37	97.4	21.6
Students with Disabilities	3	15	15	100.0	
	4	13	12	92.3	16.7
	5	21	21	100.0	4.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	97	96	99.0	16.7
	4	90	89	98.9	24.7
	5	79	79	100.0	15.2
Male	3	45	45	100.0	11.1
	4	55	54	98.2	29.6
	5	40	40	100.0	17.5
Female	3	52	51	98.1	21.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	35	35	100.0	17.1
	5	39	39	100.0	12.8
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	86	85	98.8	15.3
	4	75	74	98.7	23.0
	5	63	63	100.0	12.7
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	87	86	98.8	13.9
	4	78	77	98.7	22.1
	5	68	68	100.0	10.3
English Learners	3	57	56	98.3	8.9
	4	49	49	100.0	18.4
	5	38	38	100.0	7.9
Students with Disabilities	3	15	15	100.0	
	4	13	12	92.3	8.3
	5	21	21	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)	51	29	25	52	47	49	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	79	79	100.0	25.3
Male	40	40	100.0	32.5
Female	39	39	100.0	18.0
Hispanic or Latino	63	63	100.0	23.8
Socioeconomically Disadvantaged	68	68	100.0	22.1
English Learners	38	38	100.0	18.4
Students with Disabilities	21	21	100.0	14.3

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	12.8	17.9	11.5

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)

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. 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 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
Suspensions	0.8	1.2	2.1	2.3	3.2	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2015. 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.

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.

Federal Intervention Program (School Year 2016-17)

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 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+
K	22	0	5	0	19	3	2	0	21	1	3	0
1	20	4	0	0	21	1	2	0	19	4	0	0
2	22	0	4	0	21	1	3	0	21	1	3	0
3	21	1	4	0	18	3	2	0	21	0	4	0
4	33	0	0	2	33	0	1	1	30		2.5	
5	27	1	1	2	31	0	2	1	30		2.5	
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 2015-16)

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	.8	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,551	\$2,355	\$6,195	\$71,953
District	N/A	N/A	\$6,466	\$74,018
Percent Difference: School Site and District	N/A	N/A	-4.2	-2.8
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	9.1	-4.2

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,684	\$44,573
Mid-Range Teacher Salary	\$75,792	\$72,868
Highest Teacher Salary	\$88,464	\$92,972
Average Principal Salary (Elementary)	\$106,896	\$116,229
Average Principal Salary (Middle)	\$112,241	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$185,000	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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 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, Step-Up-to-Writing and other areas as determined by the staff. The Literacy 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.