Curtis Creek Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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/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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Curtis Creek Elementary
Street	18755 Standard Rd.
City, State, Zip	Sonora, CA 95370-7542
Phone Number	(209) 532-1428
Principal	Sharon Johnson/ Terri Bell
E-mail Address	sjohnson@ccreekmustangs.com
Web Site	
Grades Served	
CDS Code	55723556054894

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

School Description and Mission Statement (Most Recent Year)

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 2014-2015 school year, approximately 449 K-8th grade students attended the school, with classes arranged on a traditional schedule. SARC APPROVED BY SSC ON 12/1/15. Suspension data will not be released by CDE until January, 2015.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	28	24	
Without Full Credential	0	0	2	
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	

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	2
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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 2015-16)

Year and month in which data were collected: November, 2014

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 Houghton Mifflin/Open Court 2003 6-8 Holt 1993 Engage NY ELA - Supplemental		0
Mathematics	K-5 Houghton Mifflin 2009 6-8 Prentice Hall 2009 K-8 Eureka Math, Supplemental (Non State-Adopted)		0
Science	K-5 Harcourt 2007 6-8 Harcourt 2007		0
HistorySocial Science	K-5 Harcourt 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 two playgrounds. The director of maintenance works daily with the custodial staff of five (two full-time and three part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff 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 in which data were collected: 9/28/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		DO: Replace ducting on roof. Sewer line outside kitchen needs replacing.Boy's sewer needs replacing.
Interior: Interior Surfaces			X	Needs new carpet in office. C-10, C-11 need new carpet. Kitchen & gym need paint. Replace carpet A-3, 4, 6, & 10, and in PM Club.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Communications, clock and bell alarm systems rewiring.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	DO: No fire alarm system.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/28/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Roofs need resealing C-11, 12, 13.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repave parking lot.C Building: Playground/parking lot needs repaving. Repave lower playground. Walkway between gym & A Bldg need replacing. Parking lot needs repaving.A Building area: Playground needs repaving.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 9/28/2015				
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], 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)			
Mathematics (grades 3-8 and 11)			

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	All*	304	296	97.4	32	32	27	9
	3	51	51	100.0	35	29	16	20
	4	45	41	91.1	49	20	22	10
	5	50	48	96.0	23	25	31	21
	6	48	48	100.0	29	54	17	0
	7	63	62	98.4	39	24	35	2
	8	47	46	97.9	15	39	39	7
Male	All*	304	162	53.3	35	32	22	10
	3	51	30	58.8	43	17	20	20
	4	45	22	48.9	55	18	18	9
	5	50	24	48.0	29	21	21	29
	6	48	32	66.7	28	50	22	0
	7	63	30	47.6	40	30	27	3
	8	47	24	51.1	17	54	25	4
Female	All*	304	134	44.1	28	31	33	8
	3	51	21	41.2	24	48	10	19
	4	45	19	42.2	42	21	26	11
	5	50	24	48.0	17	29	42	13
	6	48	16	33.3	31	63	6	0
	7	63	32	50.8	38	19	44	0
	8	47	22	46.8	14	23	55	9
Black or African American	All*	304	1	0.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
American Indian or Alaska Native	All*	304	5	1.6	*	*	*	*
	3	51	1	2.0	*	*	*	*
	6	48	2	4.2	*	*	*	*
	7	63	1	1.6	*	*	*	*
	8	47	1	2.1	*	*	*	*
Filipino	All*	304	3	1.0	*	*	*	*
	3	51	1	2.0	*	*	*	*
	8	47	2	4.3	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	All*	304	57	18.8	40	39	16	5
	3	51	9	17.6	*	*	*	*
	4	45	10	22.2	*	*	*	*
	5	50	9	18.0	*	*	*	*
	6	48	11	22.9	27	73	0	0
	7	63	10	15.9	*	*	*	*
	8	47	8	17.0	*	*	*	*
Native Hawaiian or Pacific Islander	All*	304	1	0.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
White	All*	304	210	69.1	31	30	28	10
	3	51	36	70.6	31	33	17	19
	4	45	29	64.4	48	10	28	14
	5	50	35	70.0	20	26	29	26
	6	48	32	66.7	31	50	19	0
	7	63	47	74.6	38	26	36	0
	8	47	31	66.0	16	39	39	6
Two or More Races	All*	304	19	6.3	16	21	53	11
	3	51	2	3.9	*	*	*	*
	4	45	2	4.4	*	*	*	*
	5	50	4	8.0	*	*	*	*
	6	48	3	6.3	*	*	*	*
	7	63	4	6.3	*	*	*	*
	8	47	4	8.5	*	*	*	*
Socioeconomically Disadvantaged	All*	304	151	49.7	46	30	20	4
	3	51	27	52.9	48	30	11	11
	4	45	23	51.1	74	13	9	4
	5	50	20	40.0	45	20	25	10
	6	48	22	45.8	36	41	23	0
	7	63	39	61.9	49	26	26	0
	8	47	20	42.6	20	55	25	0
English Learners	All*	304	10	3.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
	4	45	2	4.4	*	*	*	*
	5	50	1	2.0	*	*	*	*
	6	48	1	2.1	*	*	*	*
	7	63	2	3.2	*	*	*	*
	8	47	3	6.4	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	**All***	304	34	11.2	74	18	9	0
	3	51	4	7.8	*	*	*	*
	4	45	5	11.1	*	*	*	*
	5	50	4	8.0	*	*	*	*
	6	48	10	20.8	*	*	*	*
	7	63	7	11.1	*	*	*	*
	8	47	4	8.5	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

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.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**All***	304	298	98.0	41	39	16	5
	3	51	51	100.0	37	35	18	10
	4	45	44	97.8	34	50	14	2
	5	50	48	96.0	42	21	23	15
	6	48	47	97.9	36	57	6	0
	7	63	62	98.4	50	34	16	0
	8	47	46	97.9	43	37	17	2
Male	**All***	304	163	53.6	41	37	17	5
	3	51	30	58.8	43	27	23	7
	4	45	23	51.1	30	48	17	4
	5	50	24	48.0	38	21	25	17
	6	48	32	66.7	38	56	6	0
	7	63	30	47.6	50	30	20	0
	8	47	24	51.1	46	38	13	4
Female	**All***	304	135	44.4	41	41	14	4
	3	51	21	41.2	29	48	10	14
	4	45	21	46.7	38	52	10	0
	5	50	24	48.0	46	21	21	13
	6	48	15	31.3	33	60	7	0
	7	63	32	50.8	50	38	13	0
	8	47	22	46.8	41	36	23	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	**All***	304	1	0.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
American Indian or Alaska Native	**All***	304	5	1.6	*	*	*	*
	3	51	1	2.0	*	*	*	*
	6	48	2	4.2	*	*	*	*
	7	63	1	1.6	*	*	*	*
	8	47	1	2.1	*	*	*	*
Filipino	**All***	304	3	1.0	*	*	*	*
	3	51	1	2.0	*	*	*	*
	8	47	2	4.3	*	*	*	*
Hispanic or Latino	**All***	304	58	19.1	45	50	5	0
	3	51	9	17.6	*	*	*	*
	4	45	11	24.4	36	55	9	0
	5	50	9	18.0	*	*	*	*
	6	48	11	22.9	36	64	0	0
	7	63	10	15.9	*	*	*	*
	8	47	8	17.0	*	*	*	*
Native Hawaiian or Pacific Islander	**All***	304	1	0.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
White	**All***	304	210	69.1	41	35	19	6
	3	51	36	70.6	33	33	22	11
	4	45	30	66.7	33	47	17	3
	5	50	35	70.0	40	14	26	20
	6	48	31	64.6	39	55	6	0
	7	63	47	74.6	53	28	19	0
	8	47	31	66.0	42	39	19	0
Two or More Races	**All***	304	20	6.6	25	45	25	5
	3	51	2	3.9	*	*	*	*
	4	45	3	6.7	*	*	*	*
	5	50	4	8.0	*	*	*	*
	6	48	3	6.3	*	*	*	*
	7	63	4	6.3	*	*	*	*
	8	47	4	8.5	*	*	*	*

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	**All***	304	153	50.3	59	31	10	0
	3	51	27	52.9	56	33	11	0
	4	45	25	55.6	56	40	4	0
	5	50	20	40.0	60	25	15	0
	6	48	22	45.8	50	41	9	0
	7	63	39	61.9	62	26	13	0
	8	47	20	42.6	70	25	5	0
English Learners	**All***	304	10	3.3	*	*	*	*
	3	51	1	2.0	*	*	*	*
	4	45	2	4.4	*	*	*	*
	5	50	1	2.0	*	*	*	*
	6	48	1	2.1	*	*	*	*
	7	63	2	3.2	*	*	*	*
	8	47	3	6.4	*	*	*	*
Students with Disabilities	**All***	304	33	10.9	85	15	0	0
	3	51	4	7.8	*	*	*	*
	4	45	5	11.1	*	*	*	*
	5	50	4	8.0	*	*	*	*
	6	48	9	18.8	*	*	*	*
	7	63	7	11.1	*	*	*	*
	8	47	4	8.5	*	*	*	*

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.

All grades refers to grades 3-8 and 11 respectively.

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.

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)									

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

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 (Most Recent Year)

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 Technolgy, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions									
Expulsions									

School Safety Plan (Most Recent Year)

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 8/11/15 and by staff management on 9/29/15.
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.

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

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate: English-Language Arts			
Met Participation Rate: Mathematics			
Met Percent Proficient: English-Language Arts			
Met Percent Proficient: Mathematics			
Met Attendnace Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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+

Note: 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	2012-13				2013-14				2014-15			
	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+
English												
Mathematics												
Science												
Social Science												

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	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 2013-14)

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		
Percent Difference: School Site and District	N/A	N/A		0
State	N/A	N/A		
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 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2014-15 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. There also has been an emphasis on Science in Tuolumne County. Several Science lead staff have attended those series of Next Generation Science Standards PD as well.