# Curtis Creek Elementary
# School Accountability Report Card
# Reported Using Data from the 2018-19 School Year
### Published During 2019-20

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

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

**DataQuest**

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

**Internet Access**

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

## About This School

### School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|---|---|
| **School Name** | Curtis Creek Elementary |
| **Street** | 18755 Standard Rd. |
| **City, State, Zip** | Sonora, CA 95370-7542 |
| **Phone Number** | (209) 532-1428 |
| **Principal** | Terri Bell |
| **Email Address** | tbell@ccreekmustangs.com |
| **Website** | www.curtiscreekschool.com |
| **County-District-School (CDS) Code** | 55723556054894 |

| Entity | Contact Information |
|---|---|
| **District Name** | Curtis Creek Elementary School District |
| **Phone Number** | (209) 533-1083 |
| **Superintendent** | Terri Bell |
| **Email Address** | Tbell@ccreekmustangs.com |
| **Website** | www.curtiscreekschool.com |

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

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 diverse population with varying socio-economic backgrounds, our school is situated between Hwy 108 and Tuolumne Road. It is a rural community on the edge of the city of Sonora. Students develop proficiency in academic core curriculum areas using guidance 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. 2019 has brought changes to our campus with the completed Primary wing, fire renovation build. During the 2017-2018 school year, approximately 441 K-8th grade students attended the school, with classes arranged on a traditional schedule. SARC aaproved by Board on 1-8-2019. Suspension data will not be released by CDE until January, 2019.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 52 |
| **Grade 1** | 56 |
| **Grade 2** | 50 |
| **Grade 3** | 49 |
| **Grade 4** | 48 |
| **Grade 5** | 45 |
| **Grade 6** | 53 |
| **Grade 7** | 50 |
| **Grade 8** | 51 |
| **Total Enrollment** | 454 |

### Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 0.4 |
| **American Indian or Alaska Native** | 2.4 |
| **Asian** | 1.3 |
| **Filipino** | 0.4 |
| **Hispanic or Latino** | 16.7 |
| **Native Hawaiian or Pacific Islander** | 0.9 |
| **White** | 73.8 |
| **Two or More Races** | 1.1 |
| **Socioeconomically Disadvantaged** | 55.7 |
| **English Learners** | 3.3 |
| **Students with Disabilities** | 10.1 |
| **Foster Youth** | 0.9 |
| **Homeless** | 4.6 |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| **With Full Credential** | 20.5 | 19 | 24.50 | |
| **Without Full Credential** | 1 | 1 | 2 | |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | |
| **Total Teacher Misassignments*** | 0 | 0 | |
| **Vacant Teacher Positions** | 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December, 2019

Curtis Creek Elementary holds a yearly public hearing to determined that our school site 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 and logins. 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. We are currently piloting for a Science adoption.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | K-8 Houghton-Mifflin/Open Court 2003<br>6-8 Holt 1993<br>K-5 Houghton-Mifflin Journeys, 2016-17<br>6-8 McGraw Hill Study Syn, 2016-17 | Yes | 0 |
| **Mathematics** | K-5 Houghton Mifflin 2009<br>K-3, 7-8 Great Minds<br>4-6 Envision Math | No | 0 |
| **Science** | K-5 Full Option Scientific System Delta Ed (FOSS) 2007<br>6-8 Prentice Hall (Ear4th, Life, Physical) 2007 | Yes | 0 |
| **History-Social Science** | K-5 Houghton Mifflin 2006<br>6-8 Teacher's Curriculum Institute (TCI) /History Alive 2006 | Yes | 0 |

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

Curtis Creek Elementary was originally constructed in 1865. It is comprised of 32 classrooms, a gymnasium/multipurpose room/cafeteria, a library, a staff lounge, and three playgrounds. The Director of Maintenance/ Operations/Transportation (MOT) works daily with Custodial and Maintenance/Grounds staff. Our custodial staff work to ensure that the the school is maintained in a clean and safe manner. Site Maintenance/Grounds staff ensures that the necessary repairs are made 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. The items noted in the table have been corrected or are in the process of remediation. 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. In January, 2017 there was a mudslide near portables A -11 through A-4. Those rooms were deemed unsafe for students. As the process is slow these rooms are still not useable and the hillside is waiting to be secured. CAL OSHA and FEMA are working together on this project.The 2017 fire that destroyed the entire A wing - 9 classrooms and the library. We have seen the rebuilding of our primary wing. Our new building is being used and the library has been transformed into a Learning Commons. We are diligently working to create spaces for our students to learn and grow.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/29/2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Poor | Our school office and our District office need repairs and replacement of HVAC, flooring and roofing. |
| **Interior:** Interior Surfaces | Poor | B - Building in need of new carpet...work in progress at this time<br>District Office: roofing, ceiling tile replacement and drainage<br>Gym & Kitchen: Parking lot and road needs re-paving<br>Upper C Portables: C-10, C-11 & C-13 need new carpet. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Fair | Our mudslide rooms will need a complete cleaning and possible carpet replacement as soon as we can occupy these rooms. |
| **Electrical:** Electrical | Fair | School Office: Communications, clock and bell systems need re-wiring and replacing, fire alarm system needs to be compatible with new build. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Poor | fire alarm needs to be reworked |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Structural:** Structural Damage, Roofs | Poor | District Office: Roof leaks and ceiling tile replacement; B building leaks and roof repair/replacement need to occur<br>Upper C Portables: C-10, C-11 & C-13 need new carpet. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Poor | Parking lot needs re-paving. Playgrounds needs a proactive replacement plan. Our primary play structure is in the process of being torn out and replaced |
| **Overall Rating** | Poor | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy (grades 3-8 and 11)** | 48 | 48 | 48 | 48 | 50 | 50 |
| **Mathematics (grades 3-8 and 11)** | 36 | 36 | 36 | 36 | 38 | 39 |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

## CAASPP Test Results in ELA by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 322 | 316 | 98.14 | 1.86 | 47.62 |
| **Male** | 178 | 176 | 98.88 | 1.12 | 41.14 |
| **Female** | 144 | 140 | 97.22 | 2.78 | 55.71 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Filipino** | | | | | |
| **Hispanic or Latino** | 50 | 48 | 96.00 | 4.00 | 44.68 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **White** | 243 | 241 | 99.18 | 0.82 | 46.47 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 195 | 192 | 98.46 | 1.54 | 37.17 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 40 | 36 | 90.00 | 10.00 | 16.67 |
| **Students Receiving Migrant Education Services** | | | | | |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 22 | 22 | 100.00 | 0.00 | 22.73 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Mathematics by Student Group
## Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 323 | 316 | 97.83 | 2.17 | 36.19 |
| **Male** | 179 | 176 | 98.32 | 1.68 | 37.14 |
| **Female** | 144 | 140 | 97.22 | 2.78 | 35.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **Black or African American** | -- | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Filipino** | | | | | |
| **Hispanic or Latino** | 51 | 49 | 96.08 | 3.92 | 32.65 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **White** | 243 | 240 | 98.77 | 1.23 | 35.98 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 196 | 192 | 97.96 | 2.04 | 29.32 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 40 | 36 | 90.00 | 10.00 | 16.67 |
| **Students Receiving Migrant Education Services** | | | | | |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 22 | 22 | 100.00 | 0.00 | 18.18 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students
## Grades Five, Eight, and Ten
## Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|
| **Science (grades 5, 8 and high school)** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| Grade *Level* | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| **5** | 12.0 | 16.0 | 60.0 |
| **7** | 7.0 | 10.5 | 64.9 |

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Curtis Creek School encourages community participation and involvement. Monthly volunteer trainings are held by administration for anyone wishing to spend time working with students or attending school field trips. CCSD greatly benefits from its supportive parent organization who organize school activities and fundraisers to support students. Parents and community members are also welcome to join art/band boosters, athletic boosters, or School Site Council. Our school also benefits from several community partnerships; Front Porch Technology, the California Arts Council, Tuolumne Arts Council, ATCCA Food Bank, Center for Nonviolent Community, Tuolumne County Behavioral Health, the Tuolumne County Association of School Administrators and other local businesses. Curtis Creek also holds an annual Back to School night, trimester band concerts, holiday performances, STEAM nights and activities as well as special programs that highlight the successes and talents of our students.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|---|---|---|---|---|---|---|---|---|---|
| **Suspensions** | 5.0 | 2.3 | 1.8 | 5.0 | 2.3 | 1.8 | 3.6 | 3.5 | 3.5 |
| **Expulsions** | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 |

### School Safety Plan (School Year 2019-20)

Safety of students and staff is a high priority for Curtis Creek School. School staff attended a school safety training along with local law enforcement officers in 6-2019 Currently this team is working on updating and realigning our safety procedures/plan with our new classroom building. The School Site Safety plan will be reviewed by School Site Council, then approved by the School Board and reviewed by staff and management in the February of 2020. The school's disaster preparedness plan continues to include best practice for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down 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. Classrooms are secured throughout the day and staff are vigilant regarding the safety needs of our students. Most recently CCSD was able to instal and begin monitoring campus with the use of strategically located security cameras.

## D. Other SARC Information

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

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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 22 | | 21 | | 29 | | 10 | | 17 | 5 | 10 | |
| 1 | 25 | | 14 | | 26 | | 10 | | 28 | | 10 | |
| 2 | 22 | | 15 | | 24 | | 10 | | 25 | | 10 | |
| 3 | 18 | 4 | 14 | | 21 | 4 | 5 | | 16 | 5 | 10 | |
| 4 | 28 | | 15 | | 19 | 16 | | | 20 | 1 | 15 | |
| 5 | 22 | 1 | 13 | | 26 | | 16 | | 18 | 6 | 13 | |
| 6 | 22 | 1 | 10 | | 22 | 1 | 12 | | 26 | | 12 | |
| Other** | 4 | 2 | | | 11 | 4 | 1 | | 13 | 2 | 1 | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|---|---|
| Academic Counselors* | .0 |

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

### Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |

| Title | Number of FTE* Assigned to School |
|---|---|
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | 1.0 |
| **Other** | |

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 8850 | 6999.60 | 1859.18 | $58,887 |
| **District** | N/A | N/A | | $66,424.00 |
| **Percent Difference - School Site and District** | N/A | N/A | | 0 |
| **State** | N/A | N/A | $7,506.64 | $64,941.00 |
| **Percent Difference - School Site and State** | N/A | N/A | | |

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

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

## Types of Services Funded (Fiscal Year 2018-19)

Title I funds are augmented with General Fund dollars to support an intensive reading program for students grades 1 - 3 who may need additional reading support. A Mighty Mustang program is run in the AM to assist students with homework. We provide needed support services in academics (tutoring) and outside counseling support on campus.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $40,756 | $45,252 |
| **Mid-Range Teacher Salary** | $57,378 | $65,210 |
| **Highest Teacher Salary** | $83,836 | $84,472 |
| **Average Principal Salary (Elementary)** | $114,337 | $107,614 |
| **Average Principal Salary (Middle)** | $0 | $112,242 |
| **Average Principal Salary (High)** | $0 | $ |
| **Superintendent Salary** | $120,000 | $124,686 |
| **Percent of Budget for Teacher Salaries** | 21% | 31% |
| **Percent of Budget for Administrative Salaries** | 5% | 7% |

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

## Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | | 30 | |

PD is delivered often 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 to offer other PD opportunities. PD is often offered on site during our Friday early release time. Each Friday staff has the opportunity to meet and develop school site initiatives and programs.As an adoption year approaching PD is often offered prior to, during and following the adoption. Science support has been given for the past 12-18 months. This emphasis on Science has been supported by Tuolumne County. Several Science lead staff have attended a series of PD on Next Generation Science Standards. ACSA has also provided Academy support to staff that hold new positions.