

# Curtis Creek Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

|  |                              |
|--|------------------------------|
| <b>School Name</b>                       | Curtis Creek Elementary      |
| <b>Street</b>                            | 18755 Standard Rd.           |
| <b>City, State, Zip</b>                  | Sonora, CA 95370-7542        |
| <b>Phone Number</b>                      | (209) 532-1428               |
| <b>Principal</b>                         | Stephen Sweitzer             |
| <b>Email Address</b>                     | ssweitzer@ccreekmustangs.com |
| <b>School Website</b>                    | www.curtiscreekschool.com    |
| <b>Grade Span</b>                        | K-8                          |
| <b>County-District-School (CDS) Code</b> | 55723556054894               |

## 2024-25 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Curtis Creek Elementary School District |
| <b>Phone Number</b>     | (209) 533-1083 ext 2                    |
| <b>Superintendent</b>   | Shawn Posey                             |
| <b>Email Address</b>    | sposey@ccreekmustangs.com               |
| <b>District Website</b> | www.curtiscreekschool.com               |

## 2024-25 School Description and Mission Statement

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. Currently, 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

## 2024-25 School Description and Mission Statement

academic achievement, the school supports leadership development, exploration of the arts and athletics, and a school climate based on fairness and respect.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 55                 |
| Grade 1          | 44                 |
| Grade 2          | 38                 |
| Grade 3          | 48                 |
| Grade 4          | 35                 |
| Grade 5          | 45                 |
| Grade 6          | 38                 |
| Grade 7          | 51                 |
| Grade 8          | 46                 |
| Total Enrollment | 404                |

### 2023-24 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 50.2                        |
| Male                                | 49.8                        |
| Non-Binary                          | 0.0                         |
| American Indian or Alaska Native    | 0.99                        |
| Asian                               | 0.74                        |
| Black or African American           | 1.49                        |
| Filipino                            | 0.99                        |
| Hispanic or Latino                  | 15.84                       |
| Native Hawaiian or Pacific Islander | .5                          |
| Two or More Races                   | 2.97                        |
| White                               | 74.75                       |
| English Learners                    | 2.7                         |
| Foster Youth                        | 2.0                         |
| Homeless                            | 4.46                        |
| Migrant                             | 0                           |
| Socioeconomically Disadvantaged     | 44.06                       |
| Students with Disabilities          | 20.79                       |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 18.00         | 83.50          | 18.00           | 83.50            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.60          | 7.39           | 1.60            | 7.39             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 12115.80     | 4.41          |
| <b>Unknown/Incomplete/NA</b>   | 1.90          | 9.06           | 1.90            | 9.06             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 21.60         | 100.00         | 21.60           | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 14.70         | 68.25          | 14.70           | 68.25            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.90          | 4.34           | 0.90            | 4.34             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 11953.10     | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 5.90          | 27.31          | 5.90            | 27.31            | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 21.60         | 100.00         | 21.60           | 100.00           | 279044.80    | 100.00        |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 12.90         | 61.43          | 12.90           | 61.43            | 231142.40    | 100.00        |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 5566.40      | 2.00          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.40          | 16.33          | 3.40            | 16.33            | 14938.30     | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 0.00            | 0.00             | 11746.90     | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 4.60          | 22.19          | 4.60            | 22.19            | 14303.80     | 5.15          |
| <b>Total Teaching Positions</b>  | 21.00         | 100.00         | 21.00           | 100.00           | 277698       | 100           |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                      | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Permits and Waivers</b>                    | 0.00    | 0.00    | 1.8     |
| <b>Misassignments</b>                         | 1.60    | 0.90    | 1.6     |
| <b>Vacant Positions</b>                       | 0.00    | 0.00    | 0       |
| <b>Total Teachers Without Credentials and</b> | 1.60    | 0.90    | 3.4     |

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.00    | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0.00    | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0.00    | 0       |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 6.20    | 8       | 17      |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.70    | 0       | 0       |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Curtis Creek Elementary holds a yearly public hearing to determine that our school site has 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. All recommended materials are available for parent examination at the district office prior to adoption.

**Year and month in which the data were collected** December 2024

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption                            | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>  | K-5 Houghton-Mifflin Journeys, 2016-17<br>6-8 McGraw Hill Study Sync, 2016-17           | Yes                         | 0  |
| <b>Mathematics</b>            | K-3 Great Minds<br>4-8 Envision Math  | Yes                         | 0  |
| <b>Science</b>                | K-8 Amplify Science 2021  | Yes                         | 0  |
| <b>History-Social Science</b> | K-4 Studies Weekly 2021<br>5-8 Teacher's Curriculum Institute (TCI) /History Alive 2021 | Yes                         | 0  |

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

## School Facility Conditions and Planned Improvements

Curtis Creek Elementary School was originally constructed in 1865. It is comprised of 35 classrooms, which includes a multipurpose room/gymnasium, a student learning center (library), and a staff lounge. There are three playgrounds on the campus. The Director of Maintenance, Operations, and Transportation (MOT) works daily with custodial and maintenance/grounds staff. Both the custodial and the maintenance staff work to ensure that the school is properly maintained and in proper condition, and ensure cleanliness and safety. Through the use of a work order process system, efficient service is achieved, with the ability to address high priority repairs. The items noted in the table have been corrected or are in the process of remediation. Our goal is to continuously improve the campus not only for safety, but for the enjoyment of students and ability to thrive in their environment for years to come.

Year and month of the most recent FIT report

12/18/2024

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|--|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                                      |           | X         |           | ceiling tiles, new paint needed on A11-14 and upper portables, flooring in District Office closets |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |  |
| <b>Electrical</b>  | X         |           |           |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             |           | X         |           | Roof repair needed in some buildings   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences |           |           | X         | Asphalt needed in many locations to address many locations   |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject  | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 35             | 31             | 35               | 31               | 46            | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 30             | 23             | 30               | 23               | 34            | 35            |

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 269                     | 263                  | 97.77                 | 2.23                      | 30.80                          |
| Female  | 137                     | 133                  | 97.08                 | 2.92                      | 33.08                          |
| Male  | 132                     | 130                  | 98.48                 | 1.52                      | 28.46                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 56                      | 56                   | 100.00                | 0.00                      | 30.36                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 15                      | 14                   | 93.33                 | 6.67                      | 14.29                          |
| White   | 183                     | 179                  | 97.81                 | 2.19                      | 32.40                          |
| English Learners                              | 12                      | 12                   | 100.00                | 0.00                      | 8.33                           |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | 11                      | 11                   | 100.00                | 0.00                      | 9.09                           |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 154                     | 152                  | 98.70                 | 1.30                      | 21.05                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 49                      | 48                   | 97.96                 | 2.04                      | 16.67                          |

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 269                     | 263                  | 97.77                 | 2.23                      | 22.81                          |
| <b>Female</b>  | 137                     | 133                  | 97.08                 | 2.92                      | 20.30                          |
| <b>Male</b>  | 132                     | 130                  | 98.48                 | 1.52                      | 25.38                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                            | 56                      | 56                   | 100.00                | 0.00                      | 25.00                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 15                      | 14                   | 93.33                 | 6.67                      | 14.29                          |
| <b>White</b>   | 183                     | 179                  | 97.81                 | 2.19                      | 23.46                          |
| <b>English Learners</b>                              | 12                      | 12                   | 100.00                | 0.00                      | 8.33                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 11                      | 11                   | 100.00                | 0.00                      | 9.09                           |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 154                     | 152                  | 98.70                 | 1.30                      | 15.13                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 49                      | 48                   | 97.96                 | 2.04                      | 16.67                          |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject   | School<br>2022-23 | School<br>2023-24 | District<br>2022-23 | District<br>2023-24 | State<br>2022-23 | State<br>2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 21.82             | 17.58             | 21.82               | 17.58               | 30.29            | 30.73            |

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 95               | 91            | 95.79          | 4.21               | 17.58                   |
| Female  | 51               | 48            | 94.12          | 5.88               | 14.58                   |
| Male  | 44               | 43            | 97.73          | 2.27               | 20.93                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 18               | 18            | 100.00         | 0.00               | 22.22                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 64               | 61            | 95.31          | 4.69               | 16.39                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 62               | 61            | 98.39          | 1.61               | 11.48                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 15               | 14            | 93.33          | 6.67               | 14.29                   |

## B. Pupil Outcomes

### 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 area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 92                            | 95  | 92   | 95   | 95                       |
| Grade 7     | 100                           | 100   | 100  | 100  | 100                      |
| Grade 9     | --                            | --  | --   | --   | --                       |

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

During the 2023-2024 school year the School Site Council continued to meet monthly. Parents, staff members and the Principal meet regularly to discuss school site needs. In 2024, the Curtis Creek Parent Association added a standing agenda item "Posey's Corner" where the Superintendent attended and presented on happenings of the district and was available for question and answers on any topic. Curtis Creek School encourages community participation and involvement. CCSD greatly benefits from its supportive parent organization who organize school activities and fundraisers to support students. Community participation rates at Board meetings have maintained a steady rate, and members of the community provide input during public comments and during individual board agenda items. In 2024, the Curtis Creek Parents Association have a standing item under "Department Reports" for all board meetings. Parents are also invited to Parent/Teacher conferences two times a year to learn about their students progress and needs. Parent volunteers are welcome, and they are screened & trained prior to volunteering. Additionally, in 2024, the Curtis Creek Parents Association has a standing agenda item "Posey's Corner" for the Superintendent to give a parent update and have a question and answer period with the parents. Parents are encouraged to attend either the CCPA meeting or the school board meeting as two or many methods to learn about the happenings of the school.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 457                   | 448                                     | 142                       | 31.7                     |
| Female  | 222                   | 218                                     | 71                        | 32.6                     |
| Male  | 235                   | 230                                     | 71                        | 30.9                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 81                    | 77                                      | 31                        | 40.3                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 18                    | 18                                      | 7                         | 38.9                     |
| White   | 327                   | 323                                     | 96                        | 29.7                     |
| English Learners                              | 13                    | 13                                      | 6                         | 46.2                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 22                    | 18                                      | 10                        | 55.6                     |
| Socioeconomically Disadvantaged               | 267                   | 261                                     | 104                       | 39.8                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 83                    | 83                                      | 34                        | 41.0                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 4.72           | 7.42           | 6.35           | 4.71             | 7.4              | 6.29             | 3.17          | 3.6           | 3.28          |

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.07          | 0.08          | 0.07          |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 6.35             | 0.00            |
| Female  | 3.15             | 0.00            |
| Male  | 9.36             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 3.70             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 5.56             | 0.00            |
| White   | 7.34             | 0.00            |
| English Learners                              | 7.69             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 4.55             | 0.00            |
| Socioeconomically Disadvantaged               | 6.74             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 8.43             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Safety of students and staff is a high priority for Curtis Creek School. This year a team worked on updating and realigning our safety procedures/plan. Safety is an ongoing discussion at School Site Council Meetings. The CCSD School Board approved the most recent safety plan on February 7, 2024.

## 2024-25 School Safety Plan

The Safety Plan is designed to assist staff & students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school learning environment. The school's safety plan continues to include best practice for ensuring student and staff safety during a disaster. Drills are conducted on a regular basis to prepare in the case of fire, disaster or lock down. To ensure a safe and secure campus on a daily basis, students are supervised throughout the entirety of the day by certificated staff, classified staff, and by the school principal. The school is committed to maximizing school safety from designating a safe/secure area for drop off and pick up, monitoring campus visitors, and by continuing to implement strategies for violence prevention to create a positive learning environment for all. CCSD has security cameras that monitor the campus for safety. The staff undergoes ALICE training each school year. The school has an active partnership with the Tuolumne County Sheriff Department as local deputies observe and consult with school officials during many of the school's safety drills.

### D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 20                 | 2                                    | 1                                     |                                     |
| 1           | 20                 | 2                                    |                                       |                                     |
| 2           | 24                 |                                      | 2                                     |                                     |
| 3           | 22                 |                                      | 2                                     |                                     |
| 4           | 29                 |                                      | 12                                    |                                     |
| 5           | 19                 | 5                                    | 12                                    |                                     |
| 6           | 13                 | 11                                   | 12                                    |                                     |
| Other       | 3                  | 1                                    |                                       |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 18                 | 2                                    | 1                                     |                                     |
| 1           | 19                 | 3                                    |                                       |                                     |
| 2           | 19                 | 2                                    |                                       |                                     |
| 3           | 24                 |                                      | 2                                     |                                     |
| 4           | 22                 |                                      | 12                                    |                                     |
| 5           | 26                 |                                      | 12                                    |                                     |
| 6           | 26                 |                                      | 12                                    |                                     |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 21                 | 2                                    | 1                                     |                                     |
| 1           | 21                 |                                      | 1                                     |                                     |
| 2           | 18                 | 2                                    |                                       |                                     |
| 3           | 19                 | 1                                    |                                       |                                     |
| 4           | 22                 |                                      | 12                                    |                                     |
| 5           | 22                 |                                      | 12                                    |                                     |
| 6           | 24                 | 1                                    | 12                                    |                                     |
| Other       | 23                 |                                      | 2                                     |                                     |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 422   |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.2                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               | 1.0                              |
| Psychologist  | 1.0                              |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 1.0                              |
| Resource Specialist (non-teaching)                            | 2.0                              |
| Other   |                                  |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 14,392.00                    | 1,054.00                            | 13,643.00                             | 55,895.77              |
| District                                      | N/A                          | N/A                                 | 749.00                                | \$60,918               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 179.2                                 | -8.6                   |
| State   | N/A                          | N/A                                 | \$10,771                              | \$79,413               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 23.5                                  | -34.8                  |

## Fiscal Year 2023-24 Types of Services Funded

Title I funds are augmented with General Fund dollars to support an intensive reading program for students grades 1-6 who may need additional reading support. We provide needed support services in academics (tutoring) and outside counseling support on campus. The district is also hoping to expand our intervention reading program by hiring an intervention teacher to provide more support to students who need additional reading & math support. Summer school was hosted this year as an additional service for students needing more academic support. The District also funds a full time Board Certified Behavior Analyst and Counselor. PBIS efforts continue to be one of the District's funding priorities.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$43,239        | \$51,352                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$60,984        | \$80,424                                     |
| <b>Highest Teacher Salary</b>                        | \$91,361        | \$103,442                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$130,433       | \$124,852                                    |
| <b>Average Principal Salary (Middle)</b>             | \$0             | \$135,030                                    |
| <b>Average Principal Salary (High)</b>               | \$0             |  |
| <b>Superintendent Salary</b>                         | \$155,000       | \$145,237                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 27%             | 26%  |
| <b>Percent of Budget for Administrative Salaries</b> | 6%              | 6%   |

## Professional Development

PD is often offered on site after early release time on Fridays. Each Friday staff has the opportunity to meet and develop school site initiatives and programs. In an adoption year PD is often offered prior to, during and following the adoption. Targeted PD was provided this school year in Social Emotional Learning, Diagnostic Assessments, and Differentiated Instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 36      | 26      | 31      |