Curtis Creek Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

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	Sherri Wels
Email Address	swels@ccreekmustangs.com
Website	www.curtiscreekschool.com
County-District-School (CDS) Code	55723556054894

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Curtis Creek Elementary School District
Phone Number	(209) 533-1083 ext 2
Superintendent	Terri Bell
Email Address	Tbell@ccreekmustangs.com
Website	www.curtiscreekschool.com

School Description and Mission Statement (School Year 2020-2021)

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 brought changes to our campus with the completion of our Primary wing which was destroyed by fire in 2017. March of 2020 changed the educational landscape of our school with the campus closing due to the global pandemic. We offered Distance Learning to all families along with weekly food distribution. We ended the school year, with approximately 470 K-8th grade students.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	57
Grade 1	47
Grade 2	62
Grade 3	55
Grade 4	49
Grade 5	54
Grade 6	56
Grade 7	55
Grade 8	60
Total Enrollment	495

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.4
Asian	0.6
Filipino	0.4
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.6
White	71.5
Two or More Races	1
Socioeconomically Disadvantaged	52.7
English Learners	3
Students with Disabilities	13.9
Foster Youth	1.2
Homeless	7.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	24.50	22.60	22.60
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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-5 Houghton-Mifflin Journeys, 2016-17 6-8 McGraw Hill Study Syn, 2016-17	Yes	0
Mathematics	K-3, 7-8 Great Minds 4-6 Envision Math	No	0
Science	K-5 Full Option Scientific System Delta Ed (FOSS) 2007 6-8 Prentice Hall (Ear4th, Life, Physical) 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin 2006 6-8 Teacher's Curriculum Institute (TCI) /History Alive 2006	Yes	0

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

School Facility Conditions and Planned Improvements

Curtis Creek Elementary was originally constructed in 1865. It is comprised of 32 classrooms, a gymnasium/multipurpose om/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. We are now able to refurbish these rooms after many years of nonuse. CAL OSHA and FEMA are worked together on securing our hillside and making these rooms available. Our original library has been transformed into a Learning Commons. We are diligently working to create spaces for our students to learn and grow. The Learning Commons is a unique space to explore STEAM activities.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/29/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (13) Roof needs replacing (14) Repave parking lot School Office: (2) possible replace old HVAC unit (8) restroom walls need repair at base

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	A 11-14: (4/5) ceiling tiles, carpet cleaning, walls TSP/paint (13) roofs need general maintenance/repair B-Building & B-7: (4) B-1 needs new carpet, ceiling tiles need replacing C-Building: (4) replace carpet C1,2,3,5 ceiling tiles need replacing (8) G/B rr needs upgrade (14) Parking lot needs re-paving/trip hazards and playground proactive plan. District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (13) Roof needs replacing (14) Repave parking lot Gym & Kitchen: (4) Kitchen needs upgrade, gym restrooms need warm water(14) Parking lot & roads need repaving. MPR & Kitchen: (4) MPR walls need paint and new linolium recommended Upper C Portables: (4) C-10, C-11 & C-14 need new carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	A 11-14: (4/5) ceiling tiles, carpet cleaning, walls TSP/paint (13) roofs need general maintenance/repair
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	C-Building: (4) replace carpet C1,2,3,5 ceiling tiles need replacing (8) G/B rr needs upgrade (14) Parking lot needs re-paving/trip hazards and playground proactive plan. Room 3,4,5 of B Pod: (8) no locks on stalls School Office: (12) E-side wall replace damaged shingles and weather stain (9) fountain hose needs repair School Office: (2) possible replace old HVAC unit (8) restroom walls need repair at base
Safety: Fire Safety, Hazardous Materials	Poor	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, `oofs	Poor	C-14: (1-15) Currently vacant for minor repairs A 11-14: (4/5) ceiling tiles, carpet cleaning, walls TSP/paint (13) roofs need general maintenance/repair B-Building & B-7: (4) B-1 needs new carpet, ceiling tiles need replacing District Office: (2) Replace ducting on roof. (4) Needs new carpet. Janitor room needs new flooring (13) Roof needs replacing (14) Repave parking lot Rm 9: (12) Outside holes in wall School Office: (12) E-side wall replace damaged shingles and weather stain (9) fountain hose needs repair Upper C Portables: (4) C-10, C-11 & C-14 need new carpet.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	C-Building: (4) replace carpet C1,2,3,5 ceiling tiles need replacing (8) G/B rr needs upgrade (14) Parking lot needs re-paving/trip hazards and playground proactive plan. Gym & Kitchen: (4) Kitchen needs upgrade, gym restrooms need warm water(14) Parking lot & roads need repaving.
Overall Rating	Fair	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	48	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	36	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
wo or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
emale	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
omeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	32	N/A	32	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Most of our volunteer and community activities have been curtailed due to COVID-19. We closed in person instruction in March and began Distance Learning through September. We currently have essential personnel and students only on campus. As soon as it is safe we will bring back more on campus supports and services. Traditionally 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	13	11	13	11		
Expulsions	2	1	2	1		

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10	10	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 was reviewed by our 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 install 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	29		10		17	5	10	1	19	3		
1	26		10		28		10		24		2	
2	24		10		25		10		20	3		
3	21	4	5		16	5	10		27		2	
4	19	16			20	1	15		27		2	
5	26		16		18	6	13		27		2	
6	22	1	12		26		12		29		2	
Other**	11	4	1		13	2	1		4	2		

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		$72,084
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	$10,281	$82,746
Percent Difference - School Site and State	N/A	N/A	-17.5	-13.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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.
We continue to provide supports throughout the COVID-19 adjustment to our school year.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,756	$46,965
Mid-Range Teacher Salary	$57,378	$67,638
Highest Teacher Salary	$86,336	$88,785
Average Principal Salary (Elementary)	$105,075	$112,524
Average Principal Salary (Middle)		$117,471
Average Principal Salary (High)		
Superintendent Salary	$120,000	$128,853
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
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.
Spring of 2020 brought multiple opportunities for staff development. Curtis creek teachers participated in Distance Learning, technology and Social Emotional support activities. Sessions continue to be offered through TCSOs and StanCo.