

Creekview Ranch School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Creekview Ranch School
Street	8779 Cook Riolo Road
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 770-8845
Principal	Amberly Branson
Email Address	abranson@dcjes.us
School Website	https://cv.drycreek.k12.ca.us/
Grade Span	K-8
County-District-School (CDS) Code	31-66803-0116574

2025-26 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Cliff De Graw
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2025-26 School Description and Mission Statement

Principal's Message

The Creekview Ranch TK-8 School was named a Taking Center Stage-National Schools to Watch and was redesigned with this award in the 2025-2026 school year. The staff has high expectations academically and behaviorally for all students. Staff members at Creekview Ranch come together to promote positive self-esteem, self-motivation, acceptance of differences, and a sense of responsibility in their students. Visitors to Creekview Ranch will see our pledge/"personal standards" in action by observing the positive interaction between adults and students, focusing on academics, students' well-being socially and emotionally, student engagement, family engagement, and programs encouraging student achievement and involvement in our

2025-26 School Description and Mission Statement

educational community. Creekview Ranch School is also a PBIS school where all staff and students strive always to follow "The Raptor Way" (Show Respect, Make Good Decisions, and Solve Problems).

Creekview Ranch Vision

The Creekview Ranch School staff, students, and parents collaboratively pledge to create:

- An engaged school community
- Mentoring, support (academic, social, emotional), and enrichment for all students
- A safe and encouraging learning environment

Mission Statement

Creekview Ranch School pledges to make the following happen, whatever it takes:

- All students will learn and be academically successful.
- All students will be supported academically, socially, and emotionally.
- Raptors will soar high and be college-ready!

School Profile

Creekview Ranch School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Creekview Ranch focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. Creekview Ranch is rich with opportunities in science, technology, engineering, and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students.

In August of 2014, Creekview Ranch K-8 opened on the beautiful, state-of-the-art, award-winning Creekview Ranch campus with the relocation of the Dry Creek Elementary School campus. The school, now in our eleventh year as a TK-8 school, serves over 800 students in grades transitional kindergarten through eight from all three communities of the district: Antelope, Dry Creek, and Roseville.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	85
Grade 2	83
Grade 3	83
Grade 4	77
Grade 5	92
Grade 6	100
Grade 7	98
Grade 8	104
Total Enrollment	838

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.2
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	12.6
Black or African American	3.5
Filipino	2.1
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	11.5
White	44.6
English Learners	11.8
Foster Youth	0.5
Homeless	1.9
Socioeconomically Disadvantaged	46.2
Students with Disabilities	9.4

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.7	86.22	280.5	88.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.5	0.16	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	11.05	27.5	8.63	11953.1	4.28
Unknown/Incomplete/NA	1	2.7	10.1	3.2	15831.9	5.67
Total Teaching Positions	39.1	100	318.8	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.9	89.35	270.1	87.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.9	0.97	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.1	10.62	25.5	8.28	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.31	11746.9	4.23
Unknown/Incomplete/NA	0	0	6	1.96	14303.8	5.15
Total Teaching Positions	39.1	100	308.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.9	83.65	270.5	86.16	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.32	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	9.54	29.9	9.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	6.8	6.9	2.21	12112.8	4.34
Unknown/Incomplete/NA	0	0	5.5	1.76	13705.8	4.91
Total Teaching Positions	44.1	100	314	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	4.1	4.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	4.1	4.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	4.30	0	2
Total Out-of-Field Teachers	4.30	0	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	21.4	19.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 11, 2025, and determined that each school within the District 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, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by 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 each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017) 6-8 Study Sync - McGraw Hill (Adopted 2017)	0.0%
Mathematics	TK-2, Houghton Mifflin Harcourt, California GoMath! @ 2014 (Adopted 2014) 3-5, Houghton Mifflin Harcourt, Expressions California @ 2014 (Adopted 2014) 6-8, Pearson, California Digits @ 2014 (Adopted 2014) 6-8, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/High School Course) (Adopted 2014) 6-8, Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2014)	0.0%
Science	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020) McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	0.0%
History-Social Science	K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	0.0%

	6-8,National Geographic World History - National Geographic (Adopted 2018)	
Foreign Language	N/A	0%
Health	K-5, Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017) 6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017)	0.0%
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Creekview Ranch School was originally constructed in 2008 as a middle school. In 2014, Creekview Ranch opened as a K-8 school with 38 classrooms, one gym, one multipurpose room/cafeteria, one library, and one staff lounge. In 2020, 5 new classrooms were built, expanding the capacity to 43 classrooms. The District is in the process of expanding the campus with an additional 2.8 acres by the 2027-28 school year. The project will add approximately 10 classrooms, a new quad, parking lot, and queuing area with access off Vineyard Road.

The principal works daily with the custodial staff of 5 (4 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide a clean and safe school. District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed promptly.

An administrator and the lead custodian regularly inspect all facilities to ensure all facilities are well maintained, clean and safe for our students. Although student growth is on the rise, we have maintained proper facilities to accommodate our academic needs school-wide. To ensure student safety, staff along with campus supervisors monitor school grounds before, during and after school hours. All campus supervisors are trained and assigned specific locations to monitor. Our school strictly enforces our school visitor pass and employee identification badge requirements.

The District makes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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:
	Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	64	54	54	47	48
Mathematics (grades 3-8 and 11)	49	51	46	45	35	37

2024-25 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	564	557	98.76	1.24	64.21
Female	270	266	98.52	1.48	70.30
Male	293	290	98.98	1.02	58.48
American Indian or Alaska Native	--	--	--	--	--
Asian	65	64	98.46	1.54	76.56
Black or African American	22	22	100.00	0.00	45.45
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	131	131	100.00	0.00	57.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	66	100.00	0.00	66.67

White	261	255	97.70	2.30	63.53
English Learners	58	54	93.10	6.90	20.75
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	151	96.79	3.21	47.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	23.81

2024-25 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
All Students	565	562	99.47	0.53	50.53
Female	270	269	99.63	0.37	50.93
Male	294	292	99.32	0.68	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	66	65	98.48	1.52	61.54
Black or African American	22	22	100.00	0.00	45.45
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	131	131	100.00	0.00	43.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	66	100.00	0.00	46.97
White	261	259	99.23	0.77	53.28
English Learners	59	59	100.00	0.00	15.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	156	154	98.72	1.28	30.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	12.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	42.86	42.05	41.33	43.73	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	200	99.50	0.50	41.50
Female	92	92	100.00	0.00	41.30
Male	109	108	99.08	0.92	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	55.56
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	38.71
White	87	86	98.85	1.15	44.19
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	0.00	31.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	16.13

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.

2024-25 California Physical Fitness Test Participation Rates					
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	99%	99%	99%	99%	99%
Grade 7	89%	71%	71%	70%	71%
Grade 9	n/a	n/a	n/a	n/a	n/a

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.

2025-26 Opportunities for Parental Involvement
At Creekview Ranch TK-8 School, parents play an essential role in their child's education and our school's success. Our goal is to create opportunities for our parent community to be a part of the Creekview Ranch TK-8 School programs to increase parent involvement. Parents and community members have the opportunity to become involved in a variety of activities at Creekview Ranch. These opportunities include the Parent-Teacher Association, School Site Council, ELL Parent Advisory Committee, classroom volunteers, field trip chaperones, the Book Fair, athletic events, parent education nights, and other programs and events. Communicating with parents regarding the progress of their child is a top priority at Creekview Ranch. Parents are regularly informed of student progress through parent-teacher conferences, progress reports every sixth week of a new trimester, report cards, Student Success Team meetings, IEP meetings, the tiers of our Responses to Intervention, Intervention Plan conferences, Parent/School Communication Folders (TK-5), and student planners (4-8). Parents also can view their child's current grades and attendance using an Internet-based parent portal to the student information system. All teachers/grade levels send home weekly emails to parents with an overview of the week's curricular focus and school events/reminders. In addition, every Monday, an email is sent home with reminders of important information, and on the last Friday of the month, a school newsletter is sent home. Each year we educate parents about volunteer opportunities and improve their understanding of District and school-wide programs and activities. Parent education and training topics include School Site Council Roles, Technology Platforms, Procedures & Responsibilities, assessment results, Standards-Based Report Card, District Standards and Assessments, intervention programs, school budget, GATE and ELL programs and activities, and Love and Logic for Parents. Parents are kept informed through weekly announcements, e-messages/reminders, the monthly newsletter, the Creekview Ranch School Handbook/Planner, Back-to-School Nights, Open House, teacher and program newsletters, parent-teacher conferences, the school website, Instagram, Facebook, teacher website/page, School Site Council and PTA meetings.

2025-26 Opportunities for Parental Involvement

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Branson at 916-770-8845.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	883	859	110	12.8
Female	434	423	47	11.1
Male	448	435	63	14.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	112	104	13	12.5
Black or African American	32	31	6	19.4
Filipino	20	20	0	0.0
Hispanic or Latino	209	205	30	14.6
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	100	99	13	13.1
White	390	382	45	11.8
English Learners	113	109	14	12.8
Foster Youth	--	--	--	--
Homeless	19	18	8	44.4
Socioeconomically Disadvantaged	437	425	72	16.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	99	17	17.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.48	2.18	3.85	2.22	2.51	2.66	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	2.07	0.00
Male	5.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.89	0.00
Black or African American	9.38	0.00
Filipino	5.00	0.00
Hispanic or Latino	3.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	4.10	0.00
English Learners	1.77	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	4.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.10	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.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Creekview Ranch K-8 School. The school complies with all laws, rules, and regulations on hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed on January 23, 2025. All revisions were communicated to both the classified and certificated staff. The annual review is scheduled for January 2025, including a consultation with the local police department contact to review the school's safety plan. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Lock-down/barricade drills are held at least twice a year.

Throughout the year, several initiatives, assemblies, and ongoing programs educate students about bullying and ensure a positive campus environment. School goals are written to monitor and assess the school's positive environment. Staff, counselors, and administrators provide student services that enable students to have a connection to a caring adult on campus. Students are supervised before and after school by certificated staff/administration. A well-trained and knowledgeable team of campus supervisors monitors students during the school day during lunch and recess. There is a designated area for student drop off and pick up. Before proceeding onto campus, visitors are to report to the administration office, sign in, and receive a visitor label using the Raptor Visitor System. In addition, all visitors who volunteer in classrooms complete a Volunteer Application that is reviewed by site administration.

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.

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	22	2	3	0
1	25	0	6	0
2	20	2	6	0
3	20	2	6	0
4	24	2	4	0
5	24	2	4	0
6	19	14	15	2
Other	13	1	0	0

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	26	0	3	0
1	20	2	6	0
2	17	5	4	0
3	22	1	6	0
4	22	2	6	0
5	20	2	6	0
6	21	12	16	2
Other	10	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25		3	
1	21	2	6	
2	21	2	7	
3	21	2	6	
4	26		6	
5	31		6	
6	20	17	11	3
Other	15	1	1	

2024-25 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	844

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	10455.14	1912.68	8542.46	105,119.92
District	N/A	N/A	9885.46	\$105,586
Percent Difference - School Site and District	N/A	N/A	-14.6	-0.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-26.4	3.3

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
 Mandated Cost Reimbursement
 Other State
 Lottery
 Extended Learning Opportunities Program
 Title 1
 ESSER II
 Special Education
 Special Education: Preschool
 Title 2, Part A Teacher Quality
 Title 4, Part A

Fiscal Year 2024-25 Types of Services Funded

Title 3, Immigrant
 Title 3, Limited English
 ARP Homeless
 Pre K Planning
 Lottery: Instructional Materials
 Sp Ed Learning Recovery
 Sp Ed Mental Health
 Mental Health
 Discretionary Block Grant
 Prop. 28 Art Music
 Class Summer Assist Program
 Learning Recovery BG
 STRS on Behalf
 Literacy PD

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,145	\$61,597
Mid-Range Teacher Salary	\$92,483	\$98,902
Highest Teacher Salary	\$123,727	\$126,340
Average Principal Salary (Elementary)	\$152,501	\$158,383
Average Principal Salary (Middle)	\$163,031	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$314,542	\$288,332
Percent of Budget for Teacher Salaries	38.87%	31.29%
Percent of Budget for Administrative Salaries	5.73%	5.38%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

Professional Development

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Restorative Practices
- Toolbox for Educators
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction
- Grading Practices at 6-8 grade
- Math: Problem Solving
- Executive Functioning Skills
- Early Literacy Training
- NGSS/CAST Alignment 4-8 grade
- Love and Logic in the Classroom

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	