Curtis Creek Elementary

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.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Founded in 1865, Curtis Creek Elementary 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 School is the only school within the Curtis Creek Elementary School District. Serving a diverse population with varying socioeconomic 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 leadership development, exploration of the arts and athletics, and a school climate based on fairness and respect.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	44
Grade 2	41
Grade 3	47
Grade 4	34
Grade 5	46
Grade 6	38
Grade 7	55
Grade 8	49
Total Enrollment	410

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	1.5
Asian	0.7
Black or African American	1.5
Filipino	1
Hispanic or Latino	16.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.2
White	74.4
English Learners	2.7
Foster Youth	2
Homeless	4.4
Socioeconomically Disadvantaged	51.7
Students with Disabilities	19.8

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)	14.7	68.25	14.7	68.25	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	4.34	0.9	4.34	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	5.9	27.31	5.9	27.31	15831.9	5.67
Total Teaching Positions	21.6	100	21.6	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)	12.9	61.43	12.9	61.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	16.33	3.4	16.33	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	4.6	22.19	4.6	22.19	14303.8	5.15
Total Teaching Positions	21	100	21	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)	10.6	56.21	10.6	56.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.6	29.68	5.6	29.68	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	2.6	14	2.6	14	13705.8	4.91
Total Teaching Positions	19	100	19	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	1.8	2.5
Misassignments	0.90	1.6	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	3.4	5.6

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	8	17	12.5
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	1.2

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

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	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 Houghton-Mifflin Journeys, 2016-17 6-8 McGraw Hill Study Sync, 2016-17	0
Mathematics	K-3 Great Minds 4-8 Envision Math	0
Science	K-8 Amplify Science 2021	0
History-Social Science	K-4 Studies Weekly 2021 5-8 Teacher's Curriculum Institute (TCI) /History Alive 2021	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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	12/10/2025

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			B wing has stained ceiling tiles; plan in place to replace tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C14 restroom does not appear in working order. This building's primary use is to house curriculum and that restroom is generally not in use. Gym restroom exhaust fan not working. Staff restroom in school office has paint bubbling; further investigation/planning needed.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			B wing downspouts need repair; action will be taken to repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Asphalt repair needed in many locations. District is to consider parking lot on maintenance plan. Upper playground has slide that is cracked; since inspection that slide has been replaced. Playground surface has a spot that is worn and needs repairing; corrective action planned.

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 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)	31	34	31	34	47	48
Mathematics (grades 3-8 and 11)	23	30	23	30	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	261	253	96.93	3.07	33.99
Female	129	123	95.35	4.65	35.77
Male	132	130	98.48	1.52	32.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	187	179	95.72	4.28	34.08
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	110	95.65	4.35	31.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	18.97

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	261	253	96.93	3.07	30.04
Female	129	123	95.35	4.65	26.02
Male	132	130	98.48	1.52	33.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	187	179	95.72	4.28	27.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	110	95.65	4.35	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	18.97

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)	17.58	37.5	17.58	37.5	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	93	90	96.77	3.23	38.89
Female	53	50	94.34	5.66	34.00
Male	40	40	100.00	0.00	45.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	68	65	95.59	4.41	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	34.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	36.36

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	93%	96%	96%	93%	99%
Grade 7	94%	94%	98%	92%	96%

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

During the 2025-2026 school year the School Site Council continued to meet monthly. Parents, staff members and the Principal meet regularly to discuss school site needs. The Curtis Creek Parent Association's monthly agenda includes a standing 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. Curtis Creek School District has parent volunteer support numbering over 102 volunteers. The Curtis Creek Parent Organization organizes 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.

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. Parents are encouraged to attend either the Curtis Creek Parent Association meeting or the school board meeting as two or many methods to learn about the happenings of the school.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	431	111	25.8
Female	223	216	55	25.5
Male	218	215	56	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	79	77	24	31.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	5	38.5
White	324	316	76	24.1
English Learners	11	11	3	27.3
Foster Youth	11	11	2	18.2
Homeless	22	22	6	27.3
Socioeconomically Disadvantaged	255	249	77	30.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	86	30	34.9

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
7.42	6.35	11.79	7.4	6.29	11.76	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	0	0	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	11.79	0.00
Female	4.48	0.00
Male	19.27	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	10.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	12.04	0.00
English Learners	18.18	0.00
Foster Youth	27.27	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	13.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.69	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

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.

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.

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	0
1	19	3	0	0
2	19	2	0	0
3	24	0	2	0
4	22	0	12	0
5	26	0	12	0
6	26	0	12	0
Other	0	0	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
TK	23	0	1	
K	21	0	2	0
1	21	0	2	0
2	18	2	0	0
3	19	2	0	0
4	22	0	2	0
5	22	0	2	0
6	24	0	2	0
Other		0	2	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
TK	23		1	
K	17	2		
1	23		2	
2	21	1	1	
3	24		2	
4	17	2		
5	25		2	
6	20	2		

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	422

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2
Other	1

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	14,392.00	1,054.00	13,643.00	55,895.77
District	N/A	N/A	749.00	$67,209
Percent Difference - School Site and District	N/A	N/A	179.2	-18.4
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	20.1	-41.6

Fiscal Year 2024-25 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. Positive Behavior Intervention and Support efforts continue to be one of the District's funding priorities.

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	$47,671	$55,248
Mid-Range Teacher Salary	$66,812	$80,746
Highest Teacher Salary	$91,610	$109,655
Average Principal Salary (Elementary)	$136,955	$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$160,000	$155,954
Percent of Budget for Teacher Salaries	21.73%	25.26%
Percent of Budget for Administrative Salaries	6.59%	6.12%

Professional Development

Professional Development 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, Professional Development 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.

In 2025-2026, the District added a day to the teacher contract day for a mid-year professional development day. In 2025-2026, that day was November 10, 2025.

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	26	31	32