Curtis Creek Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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
County-District-School (CDS) Code	55723556054894

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Founded in 1865, Curtis Creek School District has served the 'gold country' for nearly two centuries. Located in the Sierra Nevada foothills, near Yosemite National Park, Curtis Creek strives to build partnerships with family and community to ensure that every student has the opportunity to acquire the knowledge, skills, and attitudes to continue to learn, live a productive life and contribute to a diverse, rapidly changing society. Currently, Curtis Creek Elementary is the only school within the Curtis Creek Elementary District. Serving a diverse population with varying socio-economic backgrounds, our school is situated between Hwy 108 and Tuolumne Road. It is a rural community on the edge of the city of Sonora. Students develop proficiency in academic core curriculum areas using guidance from the California State Frameworks. In addition to high standards for 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	56
Grade 2	38
Grade 3	47
Grade 4	43
Grade 5	52
Grade 6	51
Grade 7	49
Grade 8	51
Total Enrollment	440

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	2.3%
Asian	0.7%
Black or African American	0.5%
Filipino	0.9%
Hispanic or Latino	22%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.3%
White	70.5%
English Learners	3.2%
Homeless	5.9%
Socioeconomically Disadvantaged	53.6%
Students with Disabilities	15%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.60	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	8.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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 Sync, 2016-17	Yes	0
Mathematics	K-3 Great Minds 4-8 Envision Math	Yes	0
Science	K-8 Amplify Science 2021	Yes	0
History-Social Science	K-4 Studies Weekly 2021 5-8 Teacher's Curriculum Institute (TCI) /History Alive 2021	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	12/6/2023

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	District Office: (4) janitor closet needs new flooring
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			C Building: (7) intercom system needs upgrade
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C14: (8) Restroom does not appear in working order
Safety: Fire Safety, Hazardous Materials	X			B Building & B7: (11) chipping paint on siding C Building: (10) pull station not working Upper C Portables: (11) peeling paint on the eaves of 11-13
Structural: Structural Damage, Roofs			X	A- 11-14 Portables: (13)roof and gutter repairs are needed C Building: (13) roof leaks, trim replacement needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	B Building & B7: (14) tripping hazard behind rm B7, B4, B5, drainage issue by B7

School Facility Conditions and Planned Improvements

			C Building: (14) parking lot has tripping hazards, disintegrating - needs repaving District Office: (14) parking lot has cracking, holes and trip hazards Gym & Kitchen: (14) parking lot and roads need repaving

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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	35	36	35	47	46
Mathematics (grades 3-8 and 11)	35	30	35	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	296	290	98%	2%	34.83%
Female	151	146	96.69	3.31	37.67
Male	145	144	99.31	0.69	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	30.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	50.00
White	211	208	98.58	1.42	33.17
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	118	97.52	2.48	27.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	47	94.00	6.00	14.89

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	295	289	98%	2%	29.75%
Female	150	145	96.67	3.33	24.14
Male	145	144	99.31	0.69	35.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	62	98.41	1.59	27.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	12	85.71	14.29	33.33
White	210	207	98.57	1.43	29.95
English Learners	13	13	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	118	97.52	2.48	20.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	46	93.88	6.12	17.39

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.23	21.82	23.00	21.82	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	110	98%	2%	21.82
Female	51	49	96.08	3.92	22.45
Male	61	61	100.00	0.00	21.31
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	15.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	86	85	98.84	1.16	21.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	41	95.35	4.65	17.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	13.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	91	89	91	91	91
Grade 7	98	98	98	98	98
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

During the 2022-2023 school year the School Site Council continued to meet monthly. Parents, staff members and the Principal meet regularly to discuss school site needs. In 2023, monthly coffee meetings with the Superintendent were established to provide an opportunity for the community to engage with the Superintendent. Curtis Creek School encourages community participation and involvement. CCSD greatly benefits from its supportive parent organization who organize school activities and fundraisers to support students. As a Leader in Me school, there is a team focused on expanding opportunities for parental involvement. 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. 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students		462	150	32.5%
Female	231	227	72	31.7
Male	241	235	78	33.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	4	4	0	0.0
Black or African American	2	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	101	99	26	26.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	19	19	7	36.8
White	335	327	116	35.5
English Learners	14	14	2	14.3
Foster Youth	0	0	0	0.0
Homeless	28	28	16	57.1
Socioeconomically Disadvantaged	265	260	100	38.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	68	27	39.7

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.02	4.72	7.42	4.02	4.71	7.40	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.4%	0%
Female	1.73	0
Male	12.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.53	0
White	8.06	0
English Learners	0	0
Foster Youth	0	0
Homeless	25	0
Socioeconomically Disadvantaged	9.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.59	0

2023-24 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, 2023.

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.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	23	2		
1	20	2		
2	20	2		
3	26		2	
4	24		2	
5	23		2	
6	24		2	
Other	17	3		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	19	2		
2	24		2	
3	22		2	
4	28		2	
5	27		2	
6	24		2	
Other		3		

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	16	2		
1	18	3		
2	18	2		
3	24		2	
4	22		2	
5	26		2	
6	26		2	
Other	21		1	

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,392.00	1,054.00	13,643.00	55,895.77
District	N/A	N/A	749.00	$60,920
Percent Difference - School Site and District	N/A	N/A	179.2	-8.6
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	2.3	-30.2

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$43,239.00	$48,481
Mid-Range Teacher Salary	$60,984.00	$73,129
Highest Teacher Salary	$91,361	$99,406
Average Principal Salary (Elementary)	$119,000	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$144,000	$138,991
Percent of Budget for Teacher Salaries	28.09%	29.34%
Percent of Budget for Administrative Salaries	6.28%	5.99%

Professional Development

PD is often offered on site after early release time on Fridays. Each Friday staff has the opportunity to meet and develop school site initiatives and programs. In an adoption year PD is often offered prior to, during and following the adoption. Targeted PD was provided this school year in SEL, Leader in Me, and small group instruction.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	36	26