

# Curtis Creek Elementary

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	40
Grade 2	47
Grade 3	44
Grade 4	58
Grade 5	53
Grade 6	50
Grade 7	56
Grade 8	52
Total Enrollment	461

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
Non-Binary	0
American Indian or Alaska Native	1.5
Asian	0.7
Black or African American	0.4
Filipino	0.9
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.0
White	72.2
English Learners	2.8
Foster Youth	0.7
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	50.5
Students with Disabilities	13.9



**A. Conditions of Learning**

**State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

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

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

## 2021-22 Teacher Preparation and Placement

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

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

### 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
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.60</b>	<b>0.90</b>

### 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
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

### 2021-22 Class Assignments

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

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

### 2022-23 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. We are still in the process of finishing the History-Social Science adoption this school year. Once that is completed students in 5-8th grade will have access to Social Science textbooks. 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**

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	K-5 Houghton-Mifflin Journeys, 2016-17 6-8 McGraw Hill Study Syn, 2016-17	Yes	0
<b>Mathematics</b>	K-3, 7-8 Great Minds 4-6 Envision Math	No	0
<b>Science</b>	K-8 Amplify Science 2021	Yes	0
<b>History-Social Science</b>	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**

12/06/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	District Office: Needs new carpet, janitor closet needs new flooring C- Building: Stained ceiling tiles need replacing B-Building & B7: Stained ceiling tiles need replacing
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			C-Building: Intercom system needs upgrade
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			C14: Restroom does not appear in working order
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Upper C Portables: Siding has holes and damage, needs repair or replacement District Office: Roof leaks C-Building: Roof leaks, trim replacement needed B-Building & B-7: Roof leaks Gym & Kitchen: Roof leaks in AD office & bathroom foyer Well water system & well house: eaves are rotting
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	District Office: Parking lot has cracking, holes and trip hazards C-Building: Parking lot has tripping hazards, disintegrating-needs repaving B Building & B7: Tripping hazard behind room B7, B4, B5, drainage issue by B7 Gym & Kitchen: Parking lot and roads need repaving

School Facility Conditions and Planned Improvements			
			A Building: The shed on the playground has peeling paint and broken siding Well water system & well house: Roof leaks and covered with moss

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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	36	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	35	N/A	35	N/A	33

## 2021-22 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
<b>All Students</b>	308	296	96.10	3.90	35.81
<b>Female</b>	148	139	93.92	6.08	35.97
<b>Male</b>	160	157	98.13	1.87	35.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	71	97.26	2.74	33.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	11	84.62	15.38	27.27
<b>White</b>	213	205	96.24	3.76	35.61
<b>English Learners</b>	13	13	100.00	0.00	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	23	95.83	4.17	17.39
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	148	142	95.95	4.05	26.76
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	44	40	90.91	9.09	27.50

## 2021-22 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
<b>All Students</b>	308	295	95.78	4.22	35.15
<b>Female</b>	148	139	93.92	6.08	28.06
<b>Male</b>	160	156	97.50	2.50	41.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	73	71	97.26	2.74	25.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	11	84.62	15.38	45.45
<b>White</b>	213	204	95.77	4.23	36.45
<b>English Learners</b>	13	13	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	22	91.67	8.33	9.09
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	148	141	95.27	4.73	25.71
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	44	39	88.64	11.36	27.03

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	22	23.23	22	23	28.5	29.47

## 2021-22 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
<b>All Students</b>	103	99	96.12	3.88	23.23
<b>Female</b>	51	49	96.08	3.92	18.37
<b>Male</b>	52	50	96.15	3.85	28
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	24	23	95.83	4.17	13.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	70	67	95.71	4.29	26.87
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	48	96	4	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	33.33

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	96%	96%	96%	96%	96%
Grade 7	92%	90.38%	90.38%	88.46%	84.6%
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.

#### 2022-23 Opportunities for Parental Involvement

During the 2021-2022 school year a School Site Council was established and continues to meet monthly during the 2022-2023 school year. Parents, staff members and the Principal meet regularly to discuss school site needs. 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. With the option to Zoom into Board meetings, our community participation rates at Board meetings have increased. Parents 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 in classrooms. They receive training prior to starting their volunteer time and are screened for safety.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	508	495	186	37.6
Female	256	250	107	42.8
Male	252	245	79	32.2
American Indian or Alaska Native	7	7	3	42.9
Asian	3	3	1	33.3
Black or African American	2	2	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	108	107	40	37.4
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	10	10	3	30.0
White	371	359	137	38.2
English Learners	14	14	4	28.6
Foster Youth	4	4	0	0.0
Homeless	36	35	19	54.3
Socioeconomically Disadvantaged	274	265	124	46.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	83	37	44.6

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.49	2.49	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	4.02	4.72	4.02	4.71	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.72	0.00
<b>Female</b>	1.17	0.00
<b>Male</b>	8.33	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.85	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	5.39	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	2.78	0.00
<b>Socioeconomically Disadvantaged</b>	6.20	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	12.94	0.00



## 2022-23 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. The School Site Council approved the Comprehensive School Safety Plan (CSSP) on 2/15/22. Collaboration with law enforcement and the fire department was held via email on 2/22/22. The Board of Trustees approved the CSSP on 2/24/22, and it was reviewed by remaining staff and management in February 2022 as well.

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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	1	2	
1	24		2	
2	20	1	2	
3	27		2	
4	27		2	
5	24		2	
6	28		2	
Other	13	2		

## 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			

## 2021-22 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

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	11,371.16	2248.09	9123.08	73703.59
District	N/A	N/A	9833.89	\$62,913
Percent Difference - School Site and District	N/A	N/A	-7.5	15.8
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	32.2	-0.5

## 2021-22 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. This program may soon be expanded to include kindergarten. 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 may soon be funded as an additional service for students needing more academic support.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$41,164	\$46,844
<b>Mid-Range Teacher Salary</b>	\$57,952	\$73,398
<b>Highest Teacher Salary</b>	\$87,125	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$94,292	\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$121,200	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	29%	30%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

PD is often offered on site during our Friday early release time. Each Friday staff has the opportunity to meet and develop school site initiatives and programs. In an adoption year approaching 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. ACSA has also provided Academy support to staff that hold new positions.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	?	14	36