Curtis Creek Elementary
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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).

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.

About This School

Contact Information (School Year 2018-19)

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	Sharon Johnson/ Terri Bell
E-mail Address	sjohnson@ccreekmustangs.com
Web Site	www.curtiscreekschool.com
CDS Code	55723556054894

District Contact Information	
District Name	Curtis Creek Elementary School District
Phone Number	(209) 533-1083
Superintendent	Sharon Johnson
E-mail Address	Sjohnson@ccreekmustangs.com
Web Site	www.curtiscreekschool.com

School Description and Mission Statement (School Year 2018-19)

Founded in 1865, Curtis Creek School District has served the 'gold country' for nearly two centuries. Located in the Sierra Nevada foothills, near Yosemite National Park, Curtis Creek strives to build partnerships with family and community to ensure that every student has the opportunity to acquire the knowledge, skills, and attitudes to continue to learn, live a productive life and contribute to a diverse, rapidly changing society. Curtis Creek Elementary is the only school within the Curtis Creek Elementary District. Serving a population from diverse socio-economic backgrounds, our school draws from a rural community surrounding the city of Sonora. Students develop proficiency in reading, writing, spelling, math, science and social studies as their academic core curriculum which is derived from the California State Frameworks. In addition to high standards for academic achievement, the school supports character development, exploration of the arts and athletics, and a school climate based on fairness and respect. During the 2017-2018 school year, approximately 441 K-8th grade students attended the school, with classes arranged on a traditional schedule. SARC aaproved by Board on 1-8-2019. Suspension data will not be released by CDE until January, 2019.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	57
Grade 1	54
Grade 2	50
Grade 3	45
Grade 4	39
Grade 5	55
Grade 6	48
Grade 7	46
Grade 8	47
Total Enrollment	441

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	2.7
Asian	0.5
Filipino	0.2
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	0.0
White	73.9
Socioeconomically Disadvantaged	52.2
English Learners	4.1
Students with Disabilities	11.6
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	20.5	19	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December, 2018

Curtis Creek Elementary held a public hearing on September 12, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State

of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-8 Houghton-Mifflin/Open Court 2003 6-8 Holt 1993 K-5 Houghton-Mifflin Journeys, 2016-17 6-8 McGraw Hill Study Synch, 2016-17		0
Mathematics	K-5 Houghton Mifflin 2009 6-8 Prentice Hall 2009 K-3, 7-8 Great Minds 4-6 Envision Math		0
Science	K-5 Full Option Scientific System Delta Ed (FOSS) 2007 6-8 Prentice Hall (Ear4th, Life, Physical) 2007		0
History-Social Science	K-5 Houghton Mifflin 2006 6-8 Teacher's Curriculum Institute (TCI) /History Alive 2006		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Curtis Creek Elementary was originally constructed in 1865. It is comprised of 32 classrooms, a gymnasium/multipurpose room/cafeteria, a library, a staff lounge, and three playgrounds. The Director of Maintenance/ Operations/Transportation (MOT) works daily with Custodial and Maintenance/Grounds staff. There are six Custodial positions (five PT and 1 FT) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Site Maintenance/Grounds staff (two positions - one FT and one PT) ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. The items noted in the table have been corrected or are in the process of remediation. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. In January, 2017 there was a mudslide near portables A -11 through A-4. Those rooms were deemed unsafe for students. Then two weeks later, there was a fire that destroyed the entire A wing - 9 classrooms and the library. Portables were eventually brought in. New construction started in January, 2018. Proposition 39 funding was also released to replace windows, HVAC, and lights.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 12/29/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	B - Building & B - 7: B - 1 needs new carpet. District Office: Gym & Kitchen: Parking lot and road needs re-paving Upper C Portables: C-10, C-11 & C-13 need new carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	School Office: Communications, clock and bell systems need re-wiring and replacing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	
Structural: Structural Damage, Roofs	Fair	District Office: Upper C Portables: C-10, C-11 & C-13 need new carpet.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	C- Building: Parking lot needs re-paving. Playground needs a proactive replacement plan.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/29/2018	
Overall Rating	**Poor**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	49.0	48.0	49.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	36.0	32.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	281	95.58	47.69
Male	159	153	96.23	45.10
Female	135	128	94.81	50.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	55	52	94.55	36.54
White	214	205	95.79	48.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	160	149	93.13	34.90
English Learners	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	37	30	81.08	23.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	276	93.88	36.23
Male	159	151	94.97	39.07
Female	135	125	92.59	32.8
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	55	50	90.91	18
White	214	203	94.86	40.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	160	145	90.63	27.59
English Learners	--	--	--	--
Students with Disabilities	37	30	81.08	13.33
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.3	24.5	53.1
7	10.2	22.4	57.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Curtis Creek Elementary greatly benefits from its supportive parents who organize school activities and fundraisers to support students. The school has a strong base of parent volunteers who participate in the Curtis Creek Parent Association. Parents are also welcome to join art/band boosters, athletic boosters, or School Site Council. The school also benefits from several community partnerships, including Front Porch Technology, the California Arts Council, AATCA; the Tuolumne County Association of School Administrators and local businesses. The school also sponsors an annual Back to School night, concerts, performances, Art Show and Science Fair and special programs that highlight the successes and talents of our students.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.6	5.0	2.3	8.6	5.0	2.3	3.7	3.7	3.5
Expulsions	0.2	0.0	0.2	0.2	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a primary concern of Curtis Creek Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was reviewed by School Site Council on 11/27/2018, approved by the School Board on 11/13/18 and reviewed by staff management in the September of 2018.
The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held at least once a year. Students are supervised before school, during lunch, and after school by certificated staff, classified staff, and by the school principal. There is a designated area for student drop off and pick up. Visitors are required to check in at the school office and wear a visitor's badge.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	24			22		21		29		10	
1	24		16		25		14		26		10	
2	20	9	8		22		15		24		10	
3	18	25			18	4	14		21	4	5	
4	24		15		28		15		19	16		
5	24		14		22	1	13		26		16	
6	22	3	9		22	1	10		22	1	12	
Other	5	3			4	2			11	4	1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8850	6999.60	1859.18	$58,887
District	N/A	N/A		$65,688
Percent Difference: School Site and District	N/A	N/A		0
State	N/A	N/A	$7,125	$63,218
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Title I funds are augmented with General Fund dollars to support an intensive reading program for students grades 1 - 5 who may need additional reading support. Two Mighty Mustang programs are run in the AM (one for primary, one for upper grades) to assist students with homework.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,569	$44,375
Mid-Range Teacher Salary	$57,043	$65,926
Highest Teacher Salary	$81,540	$82,489
Average Principal Salary (Elementary)	$0	$106,997
Average Principal Salary (Middle)	$0	$109,478
Average Principal Salary (High)	$0	
Superintendent Salary	$120,000	$121,894
Percent of Budget for Teacher Salaries	27.0	32.0
Percent of Budget for Administrative Salaries	5.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Much of the PD is delivered through the Tuolumne County Office of Education (TCOE) to all of the school districts in the county. TCOE also works closely with the Stanislaus County Office of Education and often partner with PD opportunities. Most of the PD is offered through school day or after school workshops. As an adoption year for ELA, PD was also offered to teachers on the new curriculum. There also has been an emphasis on Science in Tuolumne County. In 206-17, several Science lead staff have attended those series of PD on Next Generation Science Standards.