

Curtis Creek Elementary School District

Curtis Creek Elementary School

2011-2012 School Accountability Report Card

**Mrs. Terri Bell,
Principal**

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18755 Standard Rd.
Sonora, CA 95370
209-532-1428**

**Diane Dotson,
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18755 Standard Rd.
Sonora, CA 95370
209-533-1083**

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School Profile

Founded in 1812, 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. Teachers are trained to deliver California Content Standards which may be accessed at <http://www.cde.ca.gov/be/st/ss/index.asp>. 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 and may be accessed at <http://www.cde.ca.gov/ci/cr/cf/index.asp>. 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 2011-2012 school year, 513 K-8th grade students were enrolled at the school, with classes arranged on a traditional schedule.

Student Enrollment by Ethnic Group

2011-12	
	Percentage
African American	0.2%
American Indian	2.3%
Asian	0.8%
Filipino	0.2%
Hispanic or Latino	14.4%
Pacific Islander	0.2%
White	81.9%
Two or More	-
None Reported	-

Discipline & Climate for Learning

Students at Curtis Creek Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Curtis Creek Elementary discipline program is to promote positive character development and responsibility.

Parents and students are informed of school rules and discipline policies through the Curtis Creek Parent/Student handbook, newsletters, and classroom expectations for behavior which are sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	60	95	50	60	95	50
Suspension Rate	16.1%	19.0%	9.7%	16.0%	19.0%	9.7%
Expulsions	6	3	6	0	3	6
Expulsion Rate	1.6%	0.6%	1.2%	0.0%	0.6%	1.2%

Extracurricular activities, clubs, and programs sponsored by the Leadership class and parent club. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: boys and girls basketball, wrestling, girls volleyball, and track. Curtis Creek School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, by their classroom teacher, or at special meetings.

The School Site Council conducts an annual school climate survey to measure our school community's understanding and satisfaction. The results of the survey are used to inform practices and modify programs.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	43	48	57
1st	28	53	48
2nd	35	52	51
3rd	34	63	59
4th	40	53	62
5th	40	59	58
6th	40	59	62
7th	55	59	55
8th	57	54	63

Class Size

Average class sizes vary by grade level and subject area taught. The district operates class size reduction in K - 3rd grade classes where average class sizes range around 22:1. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
10	11	12	10	11	12	10	11	12	10	11	12	
By Grade Level												
K	-	24	29	-	-	-	-	2	2	-	-	-
1	-	27	24	-	-	-	-	2	2	-	-	-
2	-	15	26	-	3	-	-	-	2	-	-	-
3	-	23	21	-	1	1	-	2	2	-	-	-
4	-	27	31	-	-	-	-	2	2	-	-	-
5	-	20	28	-	1	-	-	2	2	-	-	-
6	-	27	24	-	-	5	-	12	11	-	-	-
By Subject Area												
English	-	19	-	-	2	-	-	4	-	-	-	-
Mathematics	-	21	14	-	2	8	-	3	-	-	-	-
Science	-	27	26	-	-	1	-	4	3	-	-	-
Social Science	-	26	27	-	-	-	-	4	4	-	-	-

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and the school site to administrators, teachers, and classified staff. The district offers staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies as preparation for the school year. Staff meets weekly to discuss ongoing school improvement, safety, curriculum standards, and programs.

Teacher Assignment

Curtis Creek Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	24	23	23	23
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Parents may look up the qualifications of teachers at Curtis Creek School by visiting the California Commission on Teacher Credentialing website.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

Support Staff (School Year 2011-12)

It is the goal of Curtis Creek Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school has a part-time school psychologist through the Tuolumne County SELPA office and teachers credentialed to provide special education instruction through the individualized educational plan. The school has the support of a part time library clerk and technology specialist.

Instructional Materials (School Year 2012-13)

Curtis Creek Elementary held a public hearing on September 11, 2012 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. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt	1993	Yes	0.0%
K-8	English/ Language Arts	Houghton Mifflin/Open Court	2003	Yes	0.0%
K-5	History/Social Science	Harcourt	2006	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute/ History Alive	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2009	Yes	0.0%
K-5	Science	Harcourt	2007	Yes	0.0%
6th-8th	Science	Harcourt	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Sonora, which contain numerous computer workstations.

Parent Involvement

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, California Arts Council, ICES; AATCA; TCACSA; and local businesses. The school also sponsors an annual back to school night, open house, concerts, performances, and special programs to share the successes and talents of our students with our community and parents.

Contact Information

Curtis Creek Elementary School, including the District Office, is located at 18755 Standard Road, Sonora, California, 95370. The school office phone is 209-532-1428. The District office phone is 209-533-1083. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Curtis Creek Parent Association at 209-532-1428. We welcome your support!

Safe School Plan

Safety of students and staff is a primary concern of Curtis Creek Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed in December 2012. 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. Lockdown drills are held once a year and as needed. 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.

School Facilities

Curtis Creek Elementary was originally constructed in 1893 and is comprised of 22 classrooms, a gymnasium/multipurpose room/cafeteria, a library, a staff lounge, two computer labs, and two playgrounds.

The director of maintenance works daily with the custodial staff of five (two full-time and three part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. District maintenance staff 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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/27/2012				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		
Restrooms/Fountains		X		
Safety (Fire Safety, Hazardous Materials)			X	
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	

Deferred Maintenance Budget

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. For the 2011-2012 school year, no funds were allocated to the Deferred Maintenance Budget.

Adequate Yearly Progress (School Year 2011-2012)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	6	4	5
Similar Schools	4	3	6
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-17	13	27
White			
Actual API Change	-16	14	30
Socioeconomically Disadvantaged			
Actual API Change	-32	25	11

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	368	821	374	819	4,664,264	788
American Indian or Alaska Native	11	616	11	616	31,606	742
Hispanic or Latino	55	800	55	800	2,425,230	740
White	295	830	299	827	1,221,860	853
Socioeconomically Disadvantaged	192	767	198	764	2,779,680	737
English Learners	13	820	13	820	1,530,297	716
Students with Disabilities	55	584	61	593	530,935	607

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2010-2011	-
Year in PI (2012-13)	Year 3	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	50.00%

Physical Fitness (School Year 2011-12)

In the spring of each year, Curtis Creek Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

During the 2011-2012 school year, Curtis Creek Elementary School students participated in "Fit for the Future" program, designed to promote fitness, wellness, and good nutrition.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	17.0%	54.7%
7	8.0%	28.0%	62.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	58	58	61	58	58	61	52	54	56
Mathematics	49	52	57	49	52	57	48	50	51
Science	69	50	66	68	50	66	54	57	60
History/Social Science	52	60	66	51	60	66	44	48	49

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	61	57	66	66
School	61	57	66	66
African American/ Black	*	*	*	*
American Indian	25	17	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	55	44	*
Pacific Islander	*	*	*	*
White	63	58	70	69
Males	59	60	80	75
Females	63	54	54	60
Socioeconomically Disadvantaged	46	49	50	55
English Learners	40	73	*	*
Students with Disabilities	19	27	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in English/Language Arts for grades three through eleven; Mathematics for grades three through seven; Algebra I, Geometry, and Science in grades five and eight; and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes English/Language Arts and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Curtis Creek Elementary receives state and federal funding for categorically funded programs such as Title I, Title II, GATE, and support programs for students at risk.

District Expenditures (Fiscal Year 2010-11)

Curtis Creek Elementary spent an average of \$7548 to educate each student (based on 2010-11 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,548
From Supplemental/Restricted Sources	\$2,101
From Basic/Unrestricted Sources	\$5,447
District	
From Basic/Unrestricted Sources	\$5,447
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-0.15%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$66,757
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,019
Percentage of Variation	17.07%

Teacher & Administrative Salaries as a Percentage of Total Budget (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	-	\$38,625
Mid-Range Teachers	-	\$55,530
Highest Teachers	-	\$70,729
Elementary School Principals	-	\$92,955
Middle School Principals	-	\$96,092
High School Principals	-	\$94,993
Superintendent	-	\$106,757
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.6%	37.0%
Administrative Salaries	6.1%	6.9%

Data Sources

Data within the SARC was provided by Curtis Creek Elementary School District, retrieved from the 2011-2012 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

