

Clear Creek Elementary School

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2008-2009

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About This Document

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in 1988, and amended by AB 572 in 1998. This report is based on data gathered in the fall of 2009/2010 school year. It is designed to provide information about our school's programs, progress and needs.

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Clear Creek — A Special Place For Learning

Clear Creek is a one-school elementary district located in rural, western Nevada County (The Gold Country) near the communities of Grass Valley and Penn Valley. Clear Creek School, established in 1867, is the oldest, continuously operating school in the county. The school served 130 students in kindergarten through eighth grade in 2008/2009.

Our mission is to encourage students to reach their potential as productive citizens in a changing world. To fulfill our mission, the staff, parents, students and neighbors work together as a caring community to ensure that all students develop the knowledge, skills and understandings necessary for creative, productive, thoughtful and successful lives.

This partnership with the community includes an active volunteer program in classrooms, the library, playgrounds and special programs. Through advisory committees, School Site Council, Parent-Teacher Club, Art Docent Program, and other groups, all collaborate to shape curriculum and policies, and fund special projects to support our students' academic, athletic, civic and social achievements.

Clear Creek School students participate in league sports, community service learning events and student leadership activities like Student Council.

Quality of Instruction and Leadership

Clear Creek's instructional program is guided by the district's continuums which have been developed by teachers, administrators, and parents in each of the content areas. They are in alignment with California's Content Standards and Curriculum Frameworks.

There is a strong academic orientation throughout the curriculum, with clear concepts and skills objectives for learning. Instruction focuses on grade-level goals with high expectations for all students, encouraging each student to achieve his or her highest potential.

The leadership team (superintendent/principal, teachers, specialists, classified staff, and parents) is responsible for promoting shared decision-making which supports all efforts to continuously improve instructional strategies, district-adopted program implementation, and operations for the benefit of all our children.

This extensive leadership is founded in mutual cooperation, collegiality, and respect, and is enhanced through enthusiastic, voluntary participation and commitment in School Site Council, Parent Teacher Club, and numerous advisory committees.

In the last Program Quality Review (PQR), the findings concluded "Clear Creek School has a broad-based curriculum with clearly defined goals and objectives that encourage consistently high standards of education. The staff, administration, and community provide an exemplary learning situation and well-rounded curriculum. The care and concern of the staff for students has created a successful learning environment in which all thrive."

"All" includes our special needs students through a variety of strategies. There is an emphasis on maximizing active engagement in learning. Our instructional staff provide services through integrated approaches. Our multi-graded classes increase learning opportunities. Effective communication between staff, students and parents makes possible equitable access to core academic instruction for all students in our classrooms.

2 Student Achievement

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English-Language Arts	61	66	60	61	66	60	43	46	50
Mathematics	56	61	53	56	61	53	40	43	46
Science	43	59	79	43	59	79	38	35	50
History-Social Science	64	64	82	64	64	82	33	36	41

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Other	White (not Hispanic)
English-Language Arts		*	*		*	*	61
Mathematics		*	*		*	*	63
Science		*	*			*	91
History-Social Science			*			*	*

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	*	*	*	*	*	
Mathematics	*	*	*	*	*	
Science	*	*	*	*	*	
History-Social Science	*	*	*	*	*	

Student Achievement Cont.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or Less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	77	*	*	77	*	*	29	32	26
7	50	*	*	50	*	*	34	37	31

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide, and similar schools ranks, and percent tested.

	API Base Data			API Growth Data			
	2007	2008	2009		From 2006 to 2007	From 2007 to 2008	From 2008 to 2009
Percent Tested	100	100	100	Percent Tested	100	100	100
API Base Score	819	815	824	API Growth Score	823	816	836
Growth Target	A	A	A	Actual Growth	0	0	13
Statewide Rank	9	9	9				
Similar Schools Rank	N/A	N/A	N/A				

Student Achievement Cont.

Clear Creek students scored above the state average in all content areas and at all grade levels.

Clear Creek School students participated in the state assessment program, STAR, (Standardized Testing and Reporting) in April 2009. This test (Harcourt Brace CAT/ 6) is a multiple choice test which allows comparisons to be made with a national sample of students in reading, mathematics, written expression, and spelling. All students are required to be tested.

These scores, when taken into consideration with other multiple measures (student grades, criterion referenced tests, performance tests), guide the staff in developing curriculum goals and objectives, building on strengths and improving areas of weakness. As our curriculum becomes better aligned with the state content standards and assessments, our students' achievement and scores on the STAR's CAT/6 will reflect that match.

Our staff uses other assessments (essays, oral presentations, written work samples, research projects, experiment data, etc.) to ensure that they are aware of what our students know and can do, as well as how they learn and progress, and what areas of learning need further emphasis. Taken all together, varied assessment data provides a more complete and useful portrait about student achievement. Our staff, parents, and community are committed to achieving high levels of student learning.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	*		
Mechanical Systems	*		
Windows/Doors/Gates (interior and exterior)	*		
Interior Surfaces (walls, floors, and ceilings)	*		
Hazardous Materials (interior and exterior)	*		
Structural Damage	*		
Fire Safety	*		
Electrical (interior and exterior)	*		
Pest/Vermin Infestation	*		
Drinking Fountains (inside and outside)	*		
Restrooms	*		
Sewer	*		
Playground/School Grounds	*		
Other	*		

Cleanliness, Safety, and Adequacy of Facilities

During the 2004-05 school year, our school completed a \$1.5 million project to renovate 75% of our campus, add 2 portable classrooms, and 2600 sq. ft. to our gym. The results are energy efficient HVAC units, new interiors to classrooms, and additional classroom space.

Students, staff, and parents share in the responsibility of maintaining a clean, safe, and orderly school environment. Together, we have developed a Comprehensive School Safety Plan which incorporates known procedures to be implemented, such as fire and earthquake drills, as well procedures for unpredictable situations or disasters.

The plan was prepared after considering such factors as the school's physical and social environment as well as it's culture. It puts in place a county- wide response plan as well as a localized chain of command. All staff have been inserviced on the procedure.

In support of community activities, we open our facilities and welcome community groups' use of buildings, grounds and equipment per our board policy.

Attendance and Enrollment

The percentage of actual attendance for Clear Creek School in 2008-09 was 97.09%.

Notable achievement at school and success beyond school are directly related to consistent school attendance and completion of course requirements. Knowing this, the Clear Creek staff makes a conscientious effort to work with families to ensure students attend regularly and arrive on time. Any causes of poor attendance are resolved to improve the learning environment for all students. Under new legislation, it is crucial for students to be present to maintain a consistent funding base. Students who are absent, even for illness or doctor appointment, no longer generate funds for our school.

Attendance rates by grade level:

K — 97.4% 4/5/6 — 96.7%
1/2/3 — 97.4% 7/8 — 97.3%

Class Sizes and Teaching Loads

Our class size averages are determined by dividing the total number of students, within grade ranges, by the number of teaching staff. The school's average class size was 18.6 students in the fall of 2008-09. Actual class sizes were:

K — 12	1 — 12
2 — 19	3 — 16
4 — 17	5/6 — 31
7/8 — 23	

Clear Creek School participates in the Class Size Reduction Program which maintains the K-3 teacher-pupil ratio at 20:1 or lower. This allows the teachers to provide small group instruction, and a high level of academic support and attention as well as frequent communication with parents.

Teacher Assignments

Clear Creek School employed a total of seven certificated teachers. All our teachers meet the credential requirements of the California Commission on Teacher Credentialing.

No teachers are assigned outside of their credential authorizations or subject areas of competence.

Substitute Teachers

Our staff demonstrates exceptionally high attendance rates. However, when subs are needed, we are fortunate to have access to numerous qualified substitute teachers. Because Clear Creek School is considered an "excellent place to teach," substitutes eagerly respond to our calls to meet our students' needs.

Student Support Services

Clear Creek students have access to student support personnel to meet a variety of needs. Student support services are funded at the following rates:

Job Title	Caseload	Time
Title I Teacher	25	25% FTE daily
Nurse	124	1 day/month
Psychologist	5	1 day/month
RSP Teacher	8	50% FTE
Speech/Lang. Ther.	8	1 day/week

Staff Training and Curriculum Improvement

Clear Creek School District believes that true accountability involves supporting changes in instruction and curriculum that increase students' success. Appropriate teacher training has been found to be a significant determinant in student success and so Clear Creek participates in ongoing professional development, honing staff and teachers' knowledge and skills. Increasing teachers' understanding of subject matter, and of learning and teaching strategies, increases their ability to offer challenging activities and enriched curriculum materials.

Our staff, in conjunction with the School Site Council, creates a plan for professional development annually. Using information obtained from our Program Quality Review, School Improvement Plan, Needs Assessment, and the State Adoption Cycle, we set goals for updating our curriculum to meet or exceed the new California Content Standards, and goals for supporting skillful teaching in curriculum implementation.

Our district's Peer Assistance and Review (PAR) program is focusing on the unique needs of a small school. We are working with experts in multi-graded classrooms for new strategies and ideas. We have also funded a mentor within the PAR program to coordinate class projects and school-wide assemblies.

Teacher Evaluations and Professional Improvement

All teachers are evaluated annually on the effectiveness of teaching techniques and instructional methodologies, appropriateness of lesson content and learning activities and materials, classroom climate, communication skills, expectations, ability to perceive students' learning styles, needs and potentials, and overall responsibilities.

Teachers, support staff and the administrator receive ongoing, formal training through district, county and state programs. This enhances their skills, knowledge, understanding, and ability to work with students and their families.

There were three Professional Development days in 2008-09, focusing on development of content standards in core subjects, student assessments, school safety, parent education, and technology.

Instructional Minutes and Minimum Days

Clear Creek School has 180 instructional days, including seven School Improvement Plan/professional development days and five minimum days. Minimum days are primarily used for parent conferences. All but six minimum conference days met or exceeded the state requirement for instructional minutes per grade level.

Clear Creek meets or exceeds the minimum annual total number of instructional minutes per grade level per year, as noted:

Grade	State (Required)	Clear Creek (Actual)
K	36,000	36,000 minutes
1-3	50,400	53,500 minutes
4-8	54,000	54,400 minutes

The average number of instructional minutes per year by subject area:

Grade	Lang. Arts/ Literature	Math	PE	Science	History/Arts Social Science
K	16,200	8500	3000	2800	2700 2800
1-3	16,200	10,800	3600	8000	7325 8100

Textbooks and Instructional Materials

Clear Creek's textbooks and other instructional materials, supplies, and equipment are provided in sufficient quantity and quality to support our instructional programs.

We adhere to the California adoption cycle, purchasing items as recommended on state-adopted or approved text and materials lists, and state frameworks which support our curriculum objectives. In addition, we have new library media resources made available through a recent Library Plan grant.

Students have daily access to personal computers in their classrooms and in our library enabling them to connect to the world through the Internet. Technological literacy skills are an important component of our instructional programs. Our Technology Plan maps out computer use in all grades.

Classroom Discipline and Climate For Learning

Clear Creek promotes a positive learning environment based on the belief that all individuals deserve to be treated with respect and dignity. In our small school setting, it is possible to create a sense of self-reliance, personal and academic worth, and independence. A long-established program of positive recognition and awards for student achievement, citizenship, and community service is in place. Standards for student behavior are developed by students, staff and parents, and are well-known and accepted. The Student Conduct Code is applied consistently and equitably. This system of logical consequences maintains appropriate, desired behavior, including strong attendance.

Recognition and awards for student achievement, citizenship, and community service is in place.

Clear Creek had no expulsions, 3 home suspensions, and 9 in school suspensions in 2008-09.

Expenditures and Services Funded

The estimated expenditures per student are \$8,217.67 year. Expenditures provide for all educational services including, but not limited to: instructional materials, special education, Title I, library and instructional assistants, playground supervision, food service, and support services through General Fund, lottery, categorical aid programs and other state and federal funds.

Students at Clear Creek School receive a variety of services from the qualified, caring, regular and itinerant staff. They include:

- Special Education and Title I programs

For students assessed and determined to qualify for specialized academic support, Title I and Resource Specialist Program (RSP) provide individualized instruction and in-class tutorial assistance. Our RSP teacher serves in this capacity 50% of each day. We also have one 25% per day-Title I Teacher. Students with other exceptional needs may receive instruction from our Speech and Language therapist and/or an adaptive P.E. teacher. A school psychologist is available one day/month to assess students and share results with parents, guardians and teachers at I.E.P. (Individualized Education Plan) meetings.

Special education services provided always exceed the funding made available from federal and state sources.

- At-risk support services

Crisis intervention and substance abuse counseling is available to students whose problems may affect their ability to succeed in school. Students whose families need more intensive support may receive vouchers to attend Nevada County TEAM 3 Family Counseling Center.

- Health

Clear Creek students' health screening (vision, hearing, scoliosis), and immunization matters are addressed by the credentialed school nurse one day per month.

Clear Creek participates in the county nurses' junior high students' family life education component, "Baby, Think It Over," which uses computerized, full-care baby dolls.

- Parenting education

"Developing Capable Young People," a free parenting workshop series, is offered to parents, foster parents and grandparents in our district. This interactive program helps our families build stronger communication skills while developing respect, responsibility and compassion for one another.

- Team sports

Promoting physical fitness and sportsmanship beyond P.E. classes is evident in our involvement in countywide leagues for football, basketball, volleyball, cheerleading, cross country and track. Coaches meet legal requirements and all games are refereed.

- Referrals to outside agencies

Information concerning services provided by local agencies is available in our school office.

- Instructional assistants

These members of Clear Creek's support staff are funded through special education, Title I, General Fund and School Site Council-designated dollars. They provide a vital aspect in the education of our children through remedial instruction, library media program, and problem-solving/conflict resolution, particularly on the playground.

- Subsidized lunch program

Approximately 29% of our students received free or reduced price lunches.

