

# Clear Creek Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## Carolyn Cramer, Principal

 Principal, Clear Creek Elementary

### About Our School

---

### Contact

---

*Clear Creek Elementary*  
*17700 McCourtney Rd.*  
*Grass Valley, CA 95949-7636*

*Phone: 530-273-3664*  
*Email: [ccramer@clearcreekschool.org](mailto:ccramer@clearcreekschool.org)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Clear Creek Elementary
<b>Phone Number</b>	530-273-3664
<b>Superintendent</b>	Carolyn Cramer
<b>Email Address</b>	<a href="mailto:ccramer@clearcreekschool.org">ccramer@clearcreekschool.org</a>
<b>Website</b>	<a href="http://www.clearcreekschool.org">www.clearcreekschool.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Clear Creek Elementary
<b>Street</b>	17700 McCourtney Rd.
<b>City, State, Zip</b>	Grass Valley, Ca, 95949-7636
<b>Phone Number</b>	530-273-3664
<b>Principal</b>	Carolyn Cramer, Principal
<b>Email Address</b>	<a href="mailto:ccramer@clearcreekschool.org">ccramer@clearcreekschool.org</a>
<b>Website</b>	<a href="http://www.clearcreekschool.org">www.clearcreekschool.org</a>
<b>County-District-School (CDS) Code</b>	29663246027098

*Last updated: 2/5/2020*

### School Description and Mission Statement (School Year 2019—20)

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. At Clear Creek School, our goal is to provide high quality academic and social development in a safe, nurturing and family-friendly environment. Our school currently serves 180 students in grades TK-8. In addition to the rigorous standards based curriculum provided to all students, we have additional pull-out support services in the areas of Special Education and Speech.

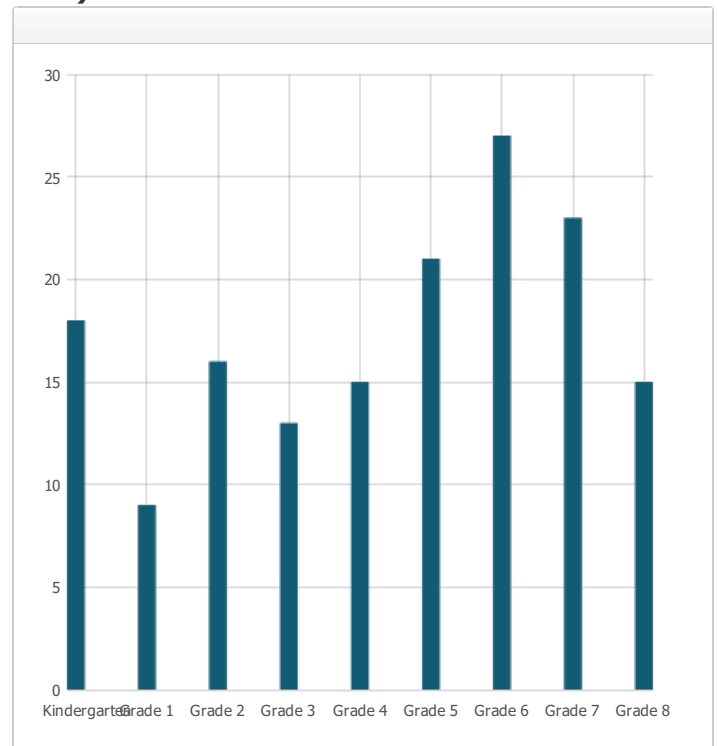
Clear Creek School is dedicated to providing quality instruction that addresses the whole child. For this reason, we provide additional programs to support the core curriculum and fully engage students. We have multiple class sets of computers so teachers and students can integrate the learning process with technology use. We offer in school and after school music instruction throughout the grade levels as well as P.E. , Art, after-school sports, cross grade-level buddy activities, cribbage, Kuk Sool Won, a robust after school care program, and a very active PTC.

Clear Creek was recognized as a California Distinguished School and District in 2018. In order to support all students in their learning process, we provide whole group classroom instruction as well as small group intervention support and an after-school homework club. Our dedicated and caring staff is always willing and available to support and assist students and parents throughout the school system creating and maintaining our small school family-friendly learning environment.

*Last updated: 2/7/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	18
Grade 1	9
Grade 2	16
Grade 3	13
Grade 4	15
Grade 5	21
Grade 6	27
Grade 7	23
Grade 8	15
Total Enrollment	157



Last updated: 2/3/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	1.30 %
Asian	%
Filipino	0.60 %
Hispanic or Latino	12.10 %
Native Hawaiian or Pacific Islander	%
White	81.50 %
Two or More Races	4.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.60 %
English Learners	0.60 %
Students with Disabilities	8.30 %
Foster Youth	%
Homeless	1.30 %

## A. Conditions of Learning

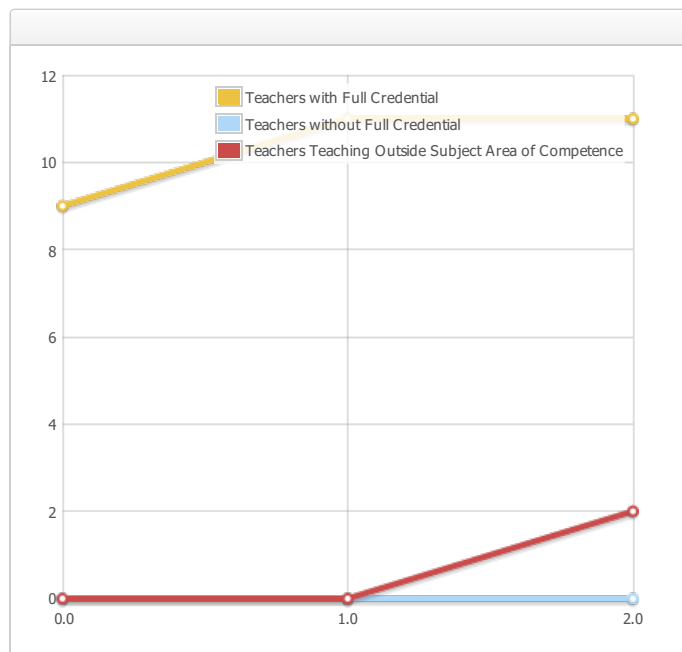
### State Priority: Basic

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

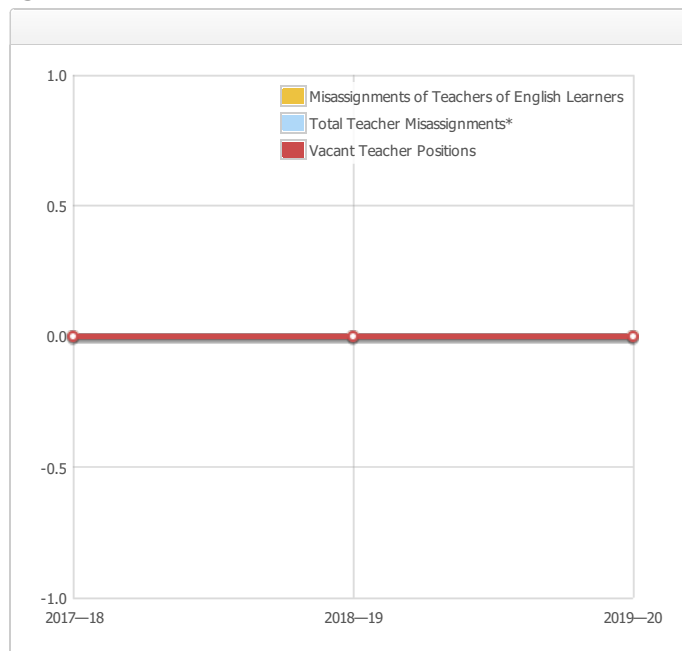
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	9	11	11	11
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2



Last updated: 2/3/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 2/3/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: January 2020

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys Edition TK-6th Grades Houghton Mifflin Harcourt California Collections Edition 7th-8th Grades	Yes	0.00 %
Mathematics	Houghton Mifflin Expressions TK-5th Grades Houghton Mifflin Big Ideas 6th-8th Grades	Yes	0.00 %
Science	Harcourt California Science K-6th National Geographic 7th-8th	Yes	0.00 %
History-Social Science	Studies Weekly TK-6th Pearson 7th & 8th Grades	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/7/2020

## School Facility Conditions and Planned Improvements

During the 2004-2005 school years, our school completed a \$1.5 million project to renovate 75% of our campus, and 2600sq ft. to our gym. The results are energy efficient HVAC units, new interiors to classrooms, and additional classrooms space. Since this time, we have continued to upgrade carpets, interior and exterior paint, and concrete work. We have resurfaced our public parking area as well as our blacktop play area. We have replaced all HVAC units, as well as our lighting with energy efficient LED bulbs. We made improvements to building trim and gutters. We also completed a large solar array project which as significantly reduced our electricity costs. Our latest improvements include a building remodel in order to create an additional meeting and instructional space for support services as well as creating a more effective work/prep space for staff.

Based on the latest Facility Inspection Tool completed and Board approved all school facilities areas are maintained are in exemplary condition.

*Last updated: 2/7/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary
----------------	-----------

*Last updated: 2/3/2020*

## 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 ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	60.0%	67.0%	60.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	61.0%	54.0%	61.0%	54.0%	38.0%	39.0%

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.

*Last updated: 2/3/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00%	0.00%	54.31%
Male	67	67	100.00%	0.00%	50.75%
Female	49	49	100.00%	0.00%	77.55%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	11	11	100%	0%	54.55%
Native Hawaiian or Pacific Islander					
White	100	100	100.00%	0.00%	64.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	50.00%
English Learners	--	--	--	--	
Students with Disabilities	12	12	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

*Last updated: 2/7/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	116	100.00%	0.00%	54.31%
Male	67	67	100.00%	0.00%	50.75%
Female	49	49	100.00%	0.00%	59.18%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	11	11	100.00%	0.00%	54.55%
Native Hawaiian or Pacific Islander					
White	100	100	100.00%	0.00%	53.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	46.34%
English Learners	--	--	--	--	
Students with Disabilities	12	12	100.00%	0.00%	50.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

*Last updated: 2/3/2020*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 2/3/2020*

# 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

## California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.00%	20.00%	25.00%
7	14.30%	42.90%	42.90%

Note: 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.

*Last updated: 2/3/2020*

## 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 2019—20)

The Clear Creek School's partnership with the community involves an active volunteer program in classrooms, the library, playgrounds, and special programs. Through advisory committees such as School Site Council, Parent Teacher Club, Art Docent program and other groups, we all collaborate to shape curriculum, and fund special projects to support our students' academic, athletic, civic and social achievements. Clear Creek School participates in league sports, community service learning events, and student activities such as Student Council. We keep parents informed on school events through our monthly newsletter, a comprehensive updated school website, as well as a School Messenger system which provides parenting, homework, information, health related tips, community events as well as emergency notifications.

### State Priority: Pupil Engagement

*Last updated: 2/7/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	1.70%	0.00%	0.00%	1.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 2/3/2020*

## School Safety Plan (School Year 2019—20)

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 as 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 its culture. It puts in place a county wide response plan as well as a localized chain of command. The plan is reviewed, updated, and approved by Site Council and our School Board each year. In support of community activities, we open our facilities and welcome groups' use of buildings, grounds, and equipment per our board policy.

*Last updated: 2/5/2020*

## 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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.00	1		
1	13.00	1		
2	14.00	1		
3	17.00	1		
4	21.00		1	
5	22.00		1	
6	16.00	1		
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.00	1		
1	16.00	1		
2	23.00		1	
3	21.00		1	
4	22.00		1	
5	26.00		1	
6	25.00		1	
Other**				

\* 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	1		
1	9.00	1		
2	16.00	1		
3	13.00	1		
4	15.00	1		
5	21.00		1	
6	27.00		1	
Other**				

\* 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.

Last updated: 2/5/2020

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11189.78	\$3284.42	\$7905.36	\$63733.23
District	N/A	N/A	\$7905.36	\$63733.23
Percent Difference – School Site and District	N/A	N/A	0.10%	0.10%
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	5.10%	-2.10%

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

*Last updated: 2/5/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

Services throughout the district include:

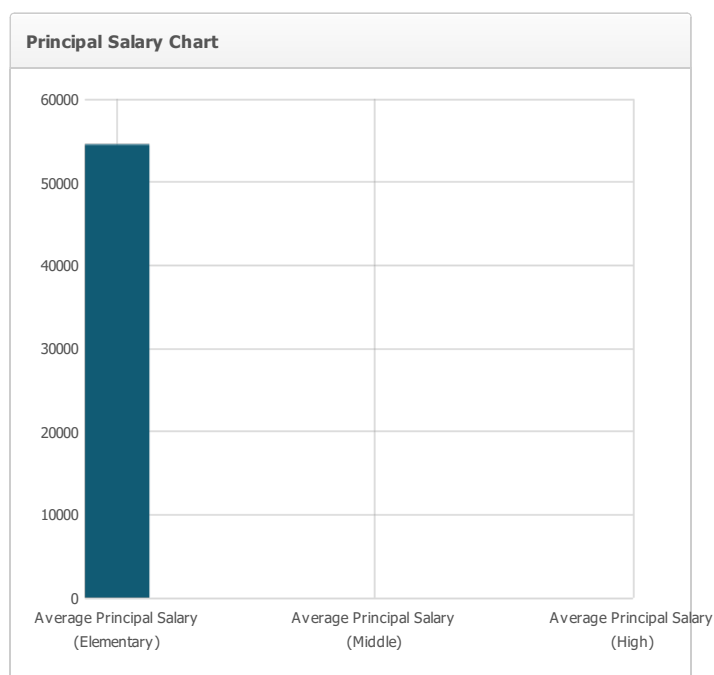
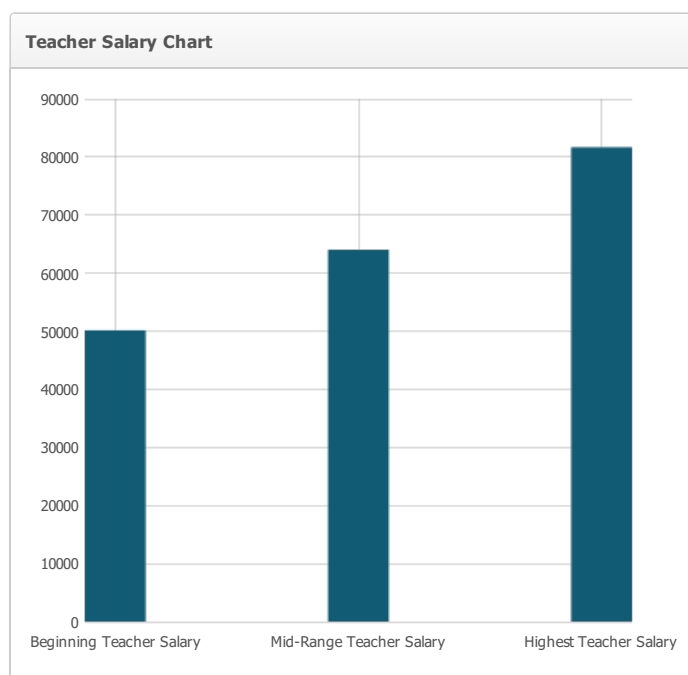
- Access to technology
- Enrichment programs
- Extended Day Care
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Family Nights
- Social Services/Counseling
- Special Education
- Supplemental Instructional materials and books in Mathematics, reading/language arts, science and social science

*Last updated: 2/5/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,164	\$45,252
Mid-Range Teacher Salary	\$64,013	\$65,210
Highest Teacher Salary	\$81,673	\$84,472
Average Principal Salary (Elementary)	\$54,543	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$70,824	\$124,686
Percent of Budget for Teacher Salaries	31.00%	31.00%
Percent of Budget for Administrative Salaries	11.00%	7.00%

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



Last updated: 2/3/2020

### Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5