

Creekside Elementary

1770 Kittery • Salinas CA, 93906 • (831) 753-5252 • Grades K-6
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<http://www.alisal.org/creekside/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Alisal Union School District

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District Governing Board

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**Associate Superintendent,
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**Assistant Superintendent,
Whole Child Services**

School Description

Our mission at Creekside is to develop responsible lifelong learners with values that are used to be productive, self-sufficient, and open-minded individuals. We strive to increase academic, social, and emotional development for all. By creating a safe, positive, engaging, and collaborative environment our students will be innovative in an evolving world. Creekside Elementary School is proud to have been recognized by the state of California as recipient of the Golden Ribbon and Title I Academic Achievement awards.

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	92
Grade 2	87
Grade 3	98
Grade 4	102
Grade 5	77
Grade 6	120
Total Enrollment	667

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	3.7
Filipino	3.9
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0.4
White	2.7
Socioeconomically Disadvantaged	69.9
English Learners	46.3
Students with Disabilities	9.1
Foster Youth	0.7

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			
Creekside Elementary	16-17	17-18	18-19
With Full Credential	25	23	22
Without Full Credential	8	8	4
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Elementary	16-17	17-18	18-19
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.

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

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Creekside School opened in September 1998 and is a modern educational facility. The school site is located adjacent to a city park. There are 33 modern classrooms, a large multipurpose room and cafeteria, an office building incorporating a staff lounge, nurse's office, and handicapped-accessible bathroom facilities. The library is in a separate building and combined with the brand new computer lab. We have one day custodian and two night custodians who keep our facilities clean and well maintained. The campus also became completely secured by locking gates (closed campus).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	33.0	28.0	32.0	48.0	50.0
Math	30.0	25.0	21.0	23.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.3	6.3	

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	397	99.50	33.00
Male	218	216	99.08	30.56
Female	181	181	100.00	35.91
Black or African American	--	--	--	--
Asian	17	16	94.12	56.25
Filipino	16	16	100.00	81.25
Hispanic or Latino	326	325	99.69	29.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	276	99.64	27.17
English Learners	230	228	99.13	27.63
Students with Disabilities	35	34	97.14	11.76
Students Receiving Migrant Education Services	14	14	100.00	7.14
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	399	396	99.25	25.25
Male	218	215	98.62	27.91
Female	181	181	100	22.1
Black or African American	--	--	--	--
Asian	17	16	94.12	50
Filipino	16	16	100	62.5
Hispanic or Latino	326	325	99.69	21.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	277	275	99.28	21.45
English Learners	230	227	98.7	18.06
Students with Disabilities	35	34	97.14	11.76
Students Receiving Migrant Education Services	14	14	100	7.14
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.

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)

In the 2017-2018 school year our parent involvement included multiple LCAP meetings to inform parents of the new LCFF funding allotments. We have bimonthly Parent "Coffee Klatches" that provide parents the opportunity to have informal coffee meetings with the Principal as a way to provide feedback. The Creekside Parent Teacher Club (PTO) involves parents and staff in raising funds to support student academic achievement. The PTO supports many valued additions to the Creekside curriculum, including educational field trips, supplemental reading materials, Literacy Month activities. Creekside parents participate in school governance through the School Site Council, the English Learner Advisory Committee, and the District English Learner Advisory Committee. During this school year we also held parenting classes. Creekside offered the Parenting Partners Program which consisted of eight workshops providing leadership and communication skills to parents. In addition, we offered the Positive Parenting Program which provided a ten class course focusing on positive relationships between parents and children. For more information about how to get involved at your school, please contact Mr. Jose Juan Urquizo, School Principal at (831) 753-5252.

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.

School Safety Plan

The safety of students and staff is a top priority at Creekside. The buildings and grounds are monitored and inspected each morning by the head custodian and the administration to note potential physical dangers. Supervisors, custodians, and administrators consistently monitor the school site for adults entering the campus. All visitors are directed to check in and out at the front office and wear a visitor badge while on campus. We hold monthly safety meetings with the yard supervisor staff to review safety procedures.

The initial School Safety Plan was developed by a safety committee consisting of school administration, teachers, parents, and classified employees and approved at a public meeting on October 6, 1998. The most current revision was completed in Spring 2018. We conduct fire, earthquake, hostile intruder, or evacuation safety drills monthly. Our safety committee members attended an initial training on the A.L.I.C.E protocol and has begun discussing these procedures with our entire staff.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	3.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	24	3	2	1	3	3	3			
1	24	22	27		1		4	3	3			
2	27	24	19			3	3	4	2			
3	29	27	25				3	3	4			
4	32	28	26			1	1	3	3	2		
5	33	28	26		1			4	3	3		
6	29	33	30	1				1	4	3	2	
Other	33	12			1					1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The major areas of professional development for teachers in 2017-2018 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- ELD
- Close Reading
- Coaching Cycles (for Academic Coaches)
- Engage New York Common Core Language Arts and Math trainings.
- STORM Your Way with Argumentative Reading Comprehension and Writing.

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach and by the Assistant Principal and Principal.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$50,084
Mid-Range Teacher Salary	\$71,785	\$80,256
Highest Teacher Salary	\$100,035	\$100,154
Average Principal Salary (ES)	\$117,416	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$195,000	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following priorities were included in the SPSA with support from funding allocated to the site; two intervention teachers that focused on literacy with primary grade teachers. The Accelerated Math program was purchased for grades 3rd -6th and Scholastic Reading was used in grades 2nd-6th. We also implemented PBIS (positive behavior intervention system) as a Tier 1 School. The Stick-n-Stones program complemented our PBIS efforts by helping us reduce bullying on campus. Library books were purchased in order to provide students more access to non-fiction books. We also implemented Peer Mediators through the Restorative Justice Partners in the Schools program. In regards to our instructional program, all teachers were trained on Close Reading and Writing strategies through the STORM program.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,391	\$468	\$3,923	\$66,350
District	◆	◆	\$5,459	\$71,625
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-28.1	2.3
Percent Difference: School Site/ State			-16.4	-6.3

* Cells with ◆ 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.