Creekside Elementary

1770 Kittery • Salinas CA, 93906 • (831) 753-5252 • Grades K-6
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Alisal Union Elementary School District
1205 East Market Street
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

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Guadalupe Guzman, Vice President

Fernando Mercado, Clerk

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Mr. John Ramirez Jr.
Superintendent

Ms. Jeanne Herrick
Associate Superintendent, Educational Services

Mr. James Koenig
Associate Superintendent, Business and Fiscal Services

Mr. Ricardo Cabrera
Assistant Superintendent, Human Resources

School Description

Creekside School is located in a quiet suburban neighborhood on the north side of Salinas. The motto of our school is Excellence In Education. The school's mission is to provide quality multicultural education in a safe, nurturing environment. We challenge students to achieve to their highest potential through a supportive partnership of teachers, administrators, classified employees, parents, and community. At Creekside Elementary School we are committed to educating all students, we live by the belief that all students can and will learn.

The challenge that Creekside faces are common throughout many educational facilities nation wide: poverty, language barriers, and limited resources for families. We are committed to bring all students to a level of proficiency in the English Language as a means to ensure their success and be competitive in higher education markets. As a team of professional educators we instruct, assess, and analyze student data as a means to guide instruction specific to the needs of all students. We are making tremendous gains in the areas of curriculum and instruction development as well as technological proficiency that supports the new Common Core State Standards.

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 753-5252 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	140
Grade 1	85
Grade 2	90
Grade 3	123
Grade 4	99
Grade 5	98
Grade 6	79
Total Enrollment	714

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.5
Asian	3.4
Filipino	4.8
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	1.1
White	4.8
Two or More Races	0.6
Socioeconomically Disadvantaged	79.4
English Learners	49.6
Students with Disabilities	5.6
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	**13-14**	**14-15**	**15-16**
With Full Credential	24 out	24	30
Without Full Credential	0	2	5
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union Elementary School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	328
Without Full Credential	♦	♦	44
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

In order to support classroom professionals in teaching the Language Arts and Math Common Core State Standards, Engage NY curriculum, in both content areas was recommended and adopted as district curriculum. Both Engage NY Language Arts and Math were piloted and feedback from teachers attested to the ability of these common core resources to meet the requirements of the new common core state standards (CCSS).

In Language Arts:
K-1-2 continued to use Treasures to teach Foundational Skills and use the Engage NY Listening and Learning Domains to address the remaining standards.
3-6 used Engage NY solely to teach all Language Arts standards.
Because Engage NY is not yet available in Spanish, Bilingual Transference classrooms continued to use Tesoros and adapted it as needed to meet the common core state standards.

In Math:
At K-6, teachers used both the adopted Everyday Math curriculum and Engage NY Math, selecting one as their primary resource and the other as a secondary resource.
Bilingual Transference classrooms were able to use the Engage NY Math because student materials became available.

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Engage New York Language Arts- Adopted 2014 McMillan / McGraw-Hill, Treasures-Adopted 2010 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Mathematics	Engage New York Math- Adopted 2014 McMillan / McGraw-Hill, Every Day Math- Adopted 2012 **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

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 completey secured by locking gates (closed campus).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	29	20	44
Math	22	13	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	39	37	34	33	32	31	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	26.80	15.50	10.30

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	31
All Student at the School	34
Male	40
Female	27
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	30
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	29
Foster Youth	--

* Scores are not shown 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.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	127	126	99.2	46	27	17	10
	4	100	96	96.0	47	27	14	13
	5	99	97	98.0	47	24	23	5
	6	76	76	100.0	33	29	37	1
Male	3		66	52.0	58	18	14	9
	4		56	56.0	45	25	16	14
	5		53	53.5	51	21	23	4
	6		39	51.3	38	28	31	3
Female	3		60	47.2	33	37	20	10
	4		40	40.0	50	30	10	10
	5		44	44.4	43	27	23	7
	6		37	48.7	27	30	43	0
Black or African American	3		1	0.8	--	--	--	--
	4		2	2.0	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.3	--	--	--	--
Asian	3		6	4.7	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	2.6	--	--	--	--
Filipino	3		5	3.9	--	--	--	--
	4		3	3.0	--	--	--	--
	5		5	5.1	--	--	--	--
	6		3	3.9	--	--	--	--
Hispanic or Latino	3		110	86.6	49	25	17	8
	4		84	84.0	52	26	12	10
	5		83	83.8	48	25	23	2
	6		67	88.2	36	30	34	0
Native Hawaiian or Pacific Islander	3		2	1.6	--	--	--	--
	4		3	3.0	--	--	--	--
	5		1	1.0	--	--	--	--
White	3		2	1.6	--	--	--	--
	4		3	3.0	--	--	--	--
	5		3	3.0	--	--	--	--
	6		3	3.9	--	--	--	--
Two or More Races	5		1	1.0	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		104	81.9	48	25	16	10
	4		74	74.0	53	23	15	9
	5		76	76.8	53	22	20	4
	6		67	88.2	37	28	33	1
English Learners	3		61	48.0	62	20	10	7
	4		38	38.0	63	16	16	5
	5		34	34.3	76	24	0	0
	6		28	36.8	71	25	4	0
Students with Disabilities	3		10	7.9	--	--	--	--
	4		9	9.0	--	--	--	--
	5		4	4.0	--	--	--	--
	6		8	10.5	--	--	--	--
Students Receiving Migrant Education Services	3		2	1.6	--	--	--	--
	4		2	2.0	--	--	--	--
	6		1	1.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	127	124	97.6	35	40	23	2
	4	100	97	97.0	48	38	11	2
	5	99	98	99.0	53	22	16	8
	6	76	76	100.0	37	37	18	8
Male	3		64	50.4	34	33	31	2
	4		57	57.0	42	40	14	4
	5		54	54.5	50	20	17	13
	6		39	51.3	38	36	18	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		60	47.2	37	47	13	3
	4		40	40.0	58	35	8	0
	5		44	44.4	57	25	16	2
	6		37	48.7	35	38	19	8
Black or African American	3		1	0.8	--	--	--	--
	4		2	2.0	--	--	--	--
	5		3	3.0	--	--	--	--
	6		1	1.3	--	--	--	--
Asian	3		6	4.7	--	--	--	--
	4		1	1.0	--	--	--	--
	5		1	1.0	--	--	--	--
	6		2	2.6	--	--	--	--
Filipino	3		6	4.7	--	--	--	--
	4		4	4.0	--	--	--	--
	5		6	6.1	--	--	--	--
	6		3	3.9	--	--	--	--
Hispanic or Latino	3		107	84.3	38	39	21	2
	4		84	84.0	52	38	8	1
	5		83	83.8	58	22	16	5
	6		67	88.2	42	34	16	7
Native Hawaiian or Pacific Islander	3		2	1.6	--	--	--	--
	4		3	3.0	--	--	--	--
	5		1	1.0	--	--	--	--
White	3		2	1.6	--	--	--	--
	4		3	3.0	--	--	--	--
	5		3	3.0	--	--	--	--
	6		3	3.9	--	--	--	--
Two or More Races	5		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		101	79.5	37	39	23	2
	4		74	74.0	53	34	12	1
	5		76	76.8	59	22	12	7
	6		67	88.2	42	37	13	7
English Learners	3		61	48.0	48	38	15	0
	4		39	39.0	59	31	10	0
	5		35	35.4	77	20	3	0
	6		28	36.8	82	14	4	0

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		10	7.9	--	--	--	--
	4		9	9.0	--	--	--	--
	5		4	4.0	--	--	--	--
	6		8	10.5	--	--	--	--
Students Receiving Migrant Education Services	3		2	1.6	--	--	--	--
	4		2	2.0	--	--	--	--
	6		1	1.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
In the 2014-15 school year our parent involvement included multiple LCAP meetings to inform parents of the new LCFF funding allotments. 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. Creekside teachers held grade level meetings as a means to bring parent awareness in ways to support their children in their academic progress. During this school year we also held parenting classes. For more information about how to get involved at your school, please contact Ms. Marilyn Cline, School Principal at (831) 753-5252.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (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 meetigs 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 2015. We conduct fire, earthquake, hostile intruder, or evacuation safety drills monthly.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.21	2.33	0.00
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.05	1.92	1.10
Expulsions Rate	0.00	0.00	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	28	23	24		1	1	3	4	5			
1	28	29	27				4	3	3			
2	27	28	30				4	4	3			
3	32	25	25				1	4	5	2		
4	25	31	33				3	3	1			2
5	31	35	31				3		3		2	
6	29	27	28	1	1	1	1	2		2	1	2

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	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.

Professional Development provided for Teachers

The major areas of professional development for teachers in 2013-2014 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Side by Side (for teachers facilitating Structured English Immersion classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards (primary grade teachers)
- Engage New York Common Core Languge Arts and Math trainings.

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,876	$43,091
Mid-Range Teacher Salary	$63,212	$70,247
Highest Teacher Salary	$87,106	$89,152
Average Principal Salary (ES)	$102,512	$112,492
Average Principal Salary (MS)		$116,021
Average Principal Salary (HS)		$117,511
Superintendent Salary	$180,000	$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	6%	6%

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

FY 2013-14 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	$66,202
State	♦	♦	$5,348	$72,993
Percent Difference: School Site/District			-28.1	2.3
Percent Difference: School Site/ State			-16.4	-6.3

* Cells with ♦ do not require data.

Types of Services Funded

The following priorities were included in the SPSA with support from funding allocated to the site; intervention teachers, PBIS (positive behavior intervention system) Accelrated Math (third -sixth grades), Stick-n-Stones, Scholastic Reading, Updated Library to include nonfiction materials.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.