

# Creekside Elementary

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

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Alisal Union School District**

1205 East Market Street  
Salinas, CA 93905  
(831) 753-5700  
[www.alisal.org](http://www.alisal.org)

### **District Governing Board**

Fernando Mercado, President  
Guadalupe Ruiz Gilpas, Vice  
President  
Maricela Cruz, Clerk  
Noemí M. Armenta, Member  
Guadalupe Guzmán, Member

### **District Administration**

Dr. Héctor Rico  
**Superintendent**  
Mr. James Koenig  
**Associate Superintendent, Business  
and Fiscal Services**  
Mr. Quoc Tran  
**Assistant Superintendent,  
Educational Services**  
Mr. Ricardo Cabrera  
**Associate 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. 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.

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 during the 2015-16 school year!

## 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	97
Grade 2	97
Grade 3	82
Grade 4	94
Grade 5	131
Grade 6	100
<b>Total Enrollment</b>	<b>713</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	4.3
Filipino	4.5
Hispanic or Latino	82.7
Native Hawaiian or Pacific Islander	0.7
White	2.9
Two or More Races	1.1
Socioeconomically Disadvantaged	66.5
English Learners	42.8
Students with Disabilities	10.4
Foster Youth	0.1

## 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	15-16	16-17	17-18
With Full Credential	27	25	23
Without Full Credential	5	8	8
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	15-16	16-17	17-18
With Full Credential	♦	♦	334
Without Full Credential	♦	♦	61
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Elementary	15-16	16-17	17-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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-1-2-3 Wonders is used to teacher all Language Arts standards.

4-6 used Engage NY solely to teach all Language Arts 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	McMillan / McGraw-Hill, Wonders- Adopted 2017 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
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	37	24	28	48	48
Math	29	30	18	21	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	105	104	99.1	26.9
Male	64	63	98.4	28.6
Female	41	41	100.0	24.4
Hispanic or Latino	89	89	100.0	21.4
Socioeconomically Disadvantaged	82	81	98.8	24.7
English Learners	24	24	100.0	12.5
Students with Disabilities	17	17	100.0	11.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	34	27	31	28	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.2	14	3.1

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	418	407	97.37	37.1
<b>Male</b>	233	226	97	31.42
<b>Female</b>	185	181	97.84	44.2
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	17	17	100	76.47
<b>Filipino</b>	20	20	100	75
<b>Hispanic or Latino</b>	352	344	97.73	31.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	11	11	100	54.55
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	298	290	97.32	34.83
<b>English Learners</b>	240	233	97.08	32.62
<b>Students with Disabilities</b>	31	31	100	22.58
<b>Students Receiving Migrant Education Services</b>	13	13	100	15.38
<b>Foster Youth</b>	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	418	417	99.76	30.46
Male	233	232	99.57	34.05
Female	185	185	100	25.95
Black or African American	--	--	--	--
Asian	17	17	100	64.71
Filipino	20	20	100	70
Hispanic or Latino	352	351	99.72	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	298	297	99.66	29.63
English Learners	240	240	100	29.58
Students with Disabilities	31	31	100	22.58
Students Receiving Migrant Education Services	13	13	100	15.38
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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

In the 2016-2017 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 Urquiza, 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 2017. We conduct fire, earthquake, hostile intruder, or evacuation safety drills monthly.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.0	0.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	61.5	

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.



### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	22	22	1	3	2	5	3	3			
1	27	24	22			1	3	4	3			
2	30	27	24				3	3	4			
3	25	29	27				5	3	3			
4	33	32	28				1	1	3	2	2	
5	31	33	28			1	3		4		3	
6	28	29	33	1	1				1	2	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).

### Professional Development provided for Teachers

The major areas of professional development for teachers in 2016-2017 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.
- GLAD, Guided Language Acquisition and Design

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,752	\$48,678
Mid-Range Teacher Salary	\$67,888	\$78,254
Highest Teacher Salary	\$94,604	\$96,372
Average Principal Salary (ES)	\$114,725	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$190,800	\$212,818
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 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	\$68,478
State	◆	◆	\$6,574	\$78,363
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; 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.

### 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 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.