

Creekside Elementary

1770 Kittery • Salinas CA, 93906 • (831) 753-5252 • Grades K-6

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<http://www.alisal.org/creekside/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alisal Union School District

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Salinas, CA 93905
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District Governing Board

Guadalupe Ruiz Gilpas, President

Robert Ocampo, Vice President

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District Administration

James Koenig, Interim
Superintendent
Superintendent

Mr. James Koenig
**Associate Superintendent,
Business and Fiscal Services**

Mr. Quoc Tran
**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera
**Associate Superintendent,
Human Resources**

Dr. Jairo Arellano
**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 committed to working in collaborative teams in order to meet the academic and emotional needs of all students.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	96
Grade 2	84
Grade 3	88
Grade 4	101
Grade 5	95
Grade 6	77
Total Enrollment	651

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	2.6
Filipino	3.7
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.3
White	4.1
Two or More Races	1.8
Socioeconomically Disadvantaged	67.6
English Learners	43.2
Students with Disabilities	8.8
Foster Youth	0.6
Homeless	7.2

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 for Creekside Elementary	17-18	18-19	19-20
With Full Credential	23	22	28
Without Full Credential	8	4	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Creekside Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

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: 2019

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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 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	Not applicable The textbooks listed are from most recent adoption: No 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, 2019

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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	38	32	36	50	50
Math	25	26	23	28	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.9	4.2	7.4

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.

School Year 2018-19 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	363	338	93.11	37.87
Male	200	189	94.50	32.80
Female	163	149	91.41	44.30
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	58.33
Filipino	18	18	100.00	50.00
Hispanic or Latino	294	275	93.54	33.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	68.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	270	246	91.11	34.55
English Learners	203	178	87.68	30.34
Students with Disabilities	30	30	100.00	10.00
Students Receiving Migrant Education Services	16	3	18.75	0.00
Foster Youth	--	--	--	--
Homeless	23	18	78.26	21.74

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 2018-19 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	363	357	98.35	26.05
Male	200	197	98.50	29.95
Female	163	160	98.16	21.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	50.00
Filipino	18	18	100.00	44.44
Hispanic or Latino	294	293	99.66	23.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	270	265	98.15	21.89
English Learners	203	197	97.04	18.27
Students with Disabilities	30	30	100.00	13.33
Students Receiving Migrant Education Services	16	16	100.00	0.00
Foster Youth	--	--	--	--
Homeless	23	23	100.00	0.00

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 2019-20)

In the 2018-2019 school year our parent involvement included multiple LCAP meetings to inform parents of the new LCFF funding allotments. We have monthly 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, and classified employees and approved at a public meeting on January 31, 2019. The most current revision was completed in Winter 2020. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	3.8	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	2	3		24	1	3		23	2	3	
1	22	1	3		27		3		21	1	3	
2	24		4		19	3	2		19	3	2	
3	27		3		25		4		29		3	
4	28		3		26	1	3		31		3	
5	28	1	4		26		3		26	1	3	
6	33		1	2	30		4		26		3	
Other**	12	1										

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2018-2019 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.
- Guided Reading in grades K-2
- 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,391	\$468	\$3,923	\$66,350
District	N/A	N/A	\$5,459	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.1	2.3
School Site/ State	-16.4	-6.3

Note: Cells with N/A values 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.