

# SARC

2019-20

School Accountability  
Report Card

Published in 2020-21



## Creekside Early Learning Center

Grades P-K  
CDS Code 37-67967-6118723

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<https://sites.google.com/a/alpineschools.net/creekside-early-learning-center>



## Alpine Union School District

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## Principal's Message

Creekside Early Learning Center (CELC), located in Alpine, California, is approximately 25 miles east of San Diego. Creekside is an early learning center with 170 students. The school serves both general education students and a full range of special education students in our preschool. We have a Special Education Preschool, a fee-based Dual Language Preschool, Early Admission Kindergarten, Transitional Kindergarten, and Kindergarten on our campus. CELC has a very active Parent Teacher Association (PTA). We typically have a high volume of parent volunteers on campus, however, due to COVID19 restrictions, we are not allowing volunteers on campus. We it is deemed safe, we will resume utilizing our volunteers.

Our school is dedicated to providing a strong, balanced instructional program for all students. Creekside Early Learning Center offers a Spanish-language program that promotes high academic achievement while supporting second-language development and cross-cultural understanding for all students enrolled. We have implemented the program in the two-year transitional kindergarten and kindergarten classes. Academic subjects are taught to the students in English and Spanish using the 50-50 model. The program provides students with a rigorous learning experience in Spanish and English that is both culturally and linguistically responsive. Our Spanish-language students will become bilingual, biliterate and culturally competent learners who demonstrate high academic achievement in all areas. The students demonstrate global competencies to engage effectively with the wider world and cultures.

The strategic plan for the Alpine Union School District (AUSD) promotes the goal of guiding children to become responsible, productive citizens who are lifelong learners. To help students achieve this goal, the students rotate daily through our Pathway time, which incorporates core reading instruction with approximately a 7:1 student-teacher ratio. Other rotations include phonemic awareness, word work, keyboarding, Sparks and the computer lab. These activities will increase the success of all students. Due to COVID19 restrictions, our Pathways Program is temporarily closed. Instead, we are utilizing an additional teacher to support learners via Zoom. The teachers work in collaboration to identify individuals and groups to target skills. In addition, we have tutoring available to students from both instructional aides and certificated teachers. These are also done via Zoom.

## School Mission Statement

Our mission is to prepare our students for the first-grade curriculum by teaching a comprehensive Common Core State Standards-Aligned curriculum. Once the kindergarten students complete the program at Creekside Early Learning Center, they attend first through fifth grade at one of the two elementary schools in the Alpine Union Elementary School District.

## School Vision Statement

Creekside Early Learning Center strives for excellence; values individuality; fosters a passion for learning; promotes the balanced development of mind, body and character; encourages service; and instills a respect for others. We promote higher-order thinking skills with an interdisciplinary approach by promoting social-emotional health, bilingualism, biliteracy, problem-based learning and connects to the real world, including the use of technology.

## Parental Involvement

Parent support is a key aspect of a successful educational system. We are pleased to have a high level of parental and community support. The Alpine community is extraordinarily generous and contributes to our school. Our very active PTA works hard to provide financial support and enrichment opportunities for Creekside students. Our School Site Council meets on a regular basis and is actively involved in decisions related to school needs. The Principal offers morning meetings for parents a minimum of four times a year to highlight events and programs, answers questions, and listens to ideas.

For more information on how to become involved with the school, contact Principal Tamara Ripke at (619) 659-8250.

## School Safety

A school safety plan is maintained and regularly updated. Monthly drills are conducted that cover fire, earthquake and site-evacuation emergencies.

The school safety plan was reviewed and discussed with school faculty in October 2020. Parents were given the opportunity to review the school safety plan on October 8, 2020.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Beliefs

Our Alpine Union School District believes:

Education is the foundation of a democratic society.

Each person has value.

Everyone in the community shares responsibility for the educational success of all children.

We have high expectations that challenge each individual to reach his or her potential.

Effective communication fosters good human relations.

All individuals deserve to be and feel safe. Safety optimizes the learning environment.

We value and live by the highest ethical standards of respect, integrity, honesty and fairness.

Educating our children is an investment in the future.



## Board of Trustees

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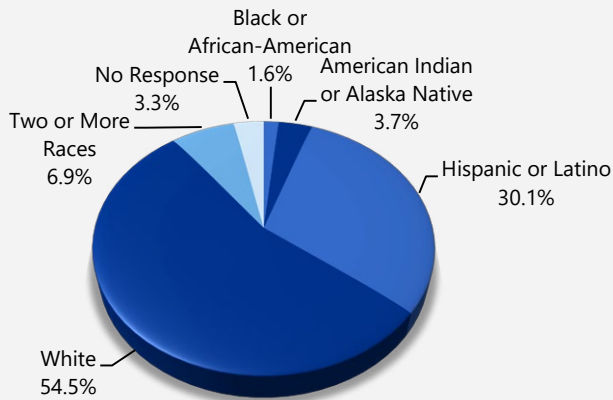
Al Guerra, Member



## Enrollment by Student Group

The total enrollment at the school was 246 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

**2019-20 School Year**

Socioeconomically disadvantaged	30.10%
English learners	6.10%
Students with disabilities	3.30%
Foster youth	0.80%
Homeless	0.00%

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

### 2019-20 Enrollment by Grade



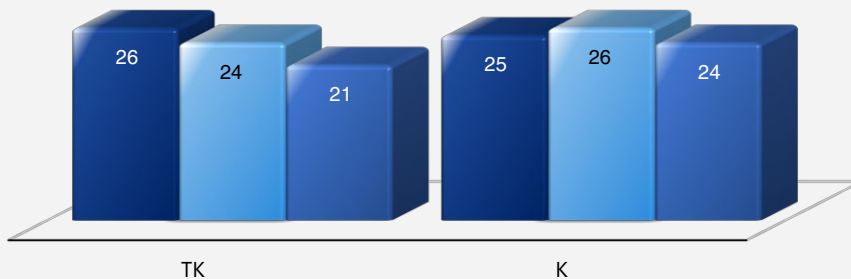
## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

### Average Class Size

**Three-Year Data**

■ 17-18 ■ 18-19 ■ 19-20



### Number of Classrooms by Size

**Three-Year Data**

	2017-18			2018-19			2019-20		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		2			2		1	1	
K		7			8			5	

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## Textbooks and Instructional Materials

Textbooks are adopted according to the state-mandated textbook-adoption cycle. Instructional materials are selected from the list of state-approved textbooks that align to state standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English learners.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill	2017
Mathematics	<i>My Math</i> , McGraw-Hill	2015
Mathematics	<i>CPM</i>	2020
Science	<i>Inspire</i> , McGraw-Hill	2020
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2020
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006

## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions				Three-Year Data		
	Creekside ELC		Alpine Union ESD		California	
	17-18	18-19	17-18	18-19	17-18	18-19
Suspension rates	0.0%	0.0%	1.2%	2.0%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
	Creekside ELC		Alpine Union ESD		California	
	19-20		19-20		19-20	
Suspension rates	0.0%		0.7%		*	
Expulsion rates	0.0%		0.0%		*	

\* California suspension and expulsion data is not available at this time.

◇ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	◇
History/social science	◇
Visual and performing arts	◇
Foreign language	◇
Health	◇

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2020-21 School Year	
Data collection date	10/14/2020





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Exemplary
<b>Date of the most recent school site inspection</b>		10/20/2020
<b>Date of the most recent completion of the inspection form</b>		10/20/2020

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Structural</b>	Rms 18, 19, 21, 22: Siding is rotten/spongy with holes to insulation. Rm 18: Replace seam board Rm 23: Ramp needs to be repaired. Rm 24: Ramp needs to be rebuilt or replaced.	By August 7, 2021

## School Facilities

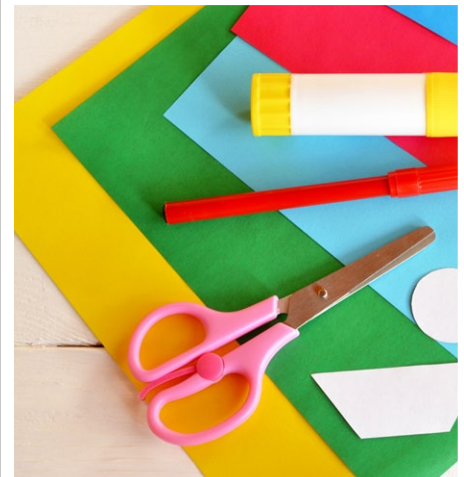
Creekside has ample space for classrooms and auxiliary activities, including a computer lab, keyboarding lab, STEAM lab and art room. In addition, we have a room dedicated to staff meetings, a teachers' conference room, a workroom and a teachers' storage room. The school was built in 1989 with portables added later. The storage room, art room and keyboarding lab are housed in portables; all other facilities are in permanent structures. The buildings are in adequate condition and maintained by a full-time custodian with the help of a part-time custodian and district maintenance staff. The part-time custodian vacuums rooms once to twice per week. The district crew promptly addresses safety issues that arise. Due to COVID19, our cleaning schedule now includes electrostatic cleaning of the classrooms a minimum of two days a week, and deep cleaning one day week.

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## School Facilities

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A designated CELC staff member supervises students who arrive by bus. Due to COVID19 restrictions, breakfast is served in the classrooms and is supervised by the teacher. Three student supervisors/instructional aides are on duty to supervise lunch and recess on the playground. After school, the principal or designee picks up bus riders from the classroom and walks them to the bus. Once they have boarded the bus, they are in the custody of the bus driver. Each teacher supervises students who are picked up at the classroom by parents or after-care programs.



## Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title I, Special Education and American Indian Education. California State Lottery funds have been allocated to support such programs as transition, curriculum and staff development, student transportation, student testing and computer support.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Alpine Union ESD	Creekside ELC		
Teachers	20-21	18-19	19-20	20-21
With a full credential	73	11	12	10
Without a full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Creekside ELC		
Teachers		18-19	19-20	20-21
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



## Professional Development

The district administrative team coordinates the district staff-development program. Staff-development activities include training in educational technology, various teaching strategies and subject-related in-services on Common Core State Standards. This past year, two mandatory staff-development days have been made available through the district budget. Due to COVID19, the schedules have written to allow for professional development (PD) every Wednesday. The district is providing PD opportunities in multiple areas including technology, math, and student engagement. In order to maintain continuing staff-development opportunities, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer and during breaks from school. Additionally, a significant portion of staff meeting time at the site level and districtwide is dedicated to professional development. Creekside teachers attend conferences and workshops on new technology needs as they arise. They also attend districtwide meetings for curriculum development.

Professional Development Days		Three-Year Data		
		2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement		3	4	4



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	170:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.25
Nurse	0.25
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.50





## Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2018-19 Fiscal Year	
	Alpine Union ESD	Similar Sized District
Beginning teacher salary	\$43,379	\$50,574
Midrange teacher salary	\$66,706	\$76,649
Highest teacher salary	\$96,132	\$98,993
Average elementary school principal salary	\$110,619	\$125,150
Average middle school principal salary	\$118,324	\$129,394
Superintendent salary	\$190,000	\$193,925
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	6%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Creekside ELC	\$6,957	\$65,548
Alpine Union ESD	\$5,390	\$73,596
California	\$7,750	\$80,565
School and district: percentage difference	+29.1%	-10.9%
School and California: percentage difference	-10.2%	-18.6%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	\$7,984
Expenditures per pupil from restricted sources	\$1,027
Expenditures per pupil from unrestricted sources	\$6,957
Annual average teacher salary	\$65,548



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2020.