

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 200 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.

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 during our Power Hour, 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. 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.

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 on October 2021.



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

Joseph P. Perricone, President

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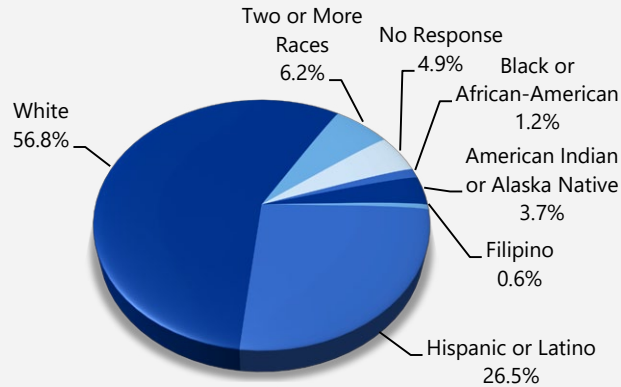
Al Guerra, Member

Enrollment by Student Group

The total enrollment at the school was 162 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

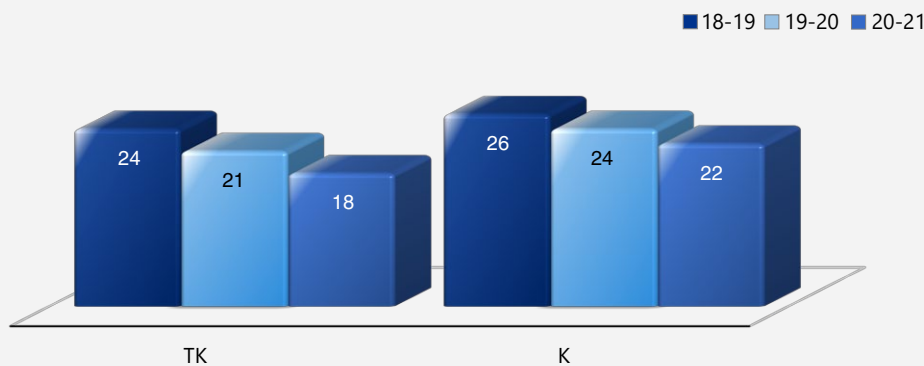


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		8		1	1		2		
K		8			5			7	

Enrollment by Student Group

Demographics

2020-21 School Year

Female	38.90%
Male	61.10%
Non-Binary	0.00%
English learners	1.20%
Foster youth	0.00%
Homeless	6.80%
Migrant	0.00%
Socioeconomically Disadvantaged	29.60%
Students with Disabilities	8.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Creekside ELC		Alpine Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	0.0%	0.0%	2.0%	0.1%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Creekside ELC	Alpine Union SD	California
	19-20	19-20	19-20
Suspension rates	0.0%	0.4%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	0.00%	0.00%		
Female	0.00%	0.00%		
Male	0.00%	0.00%		
Non-Binary	0.00%	0.00%		
American Indian or Alaska Native	0.00%	0.00%		
Asian	0.00%	0.00%		
Black or African American	0.00%	0.00%		
Filipino	0.00%	0.00%		
Hispanic or Latino	0.00%	0.00%		
Native Hawaiian or Pacific Islander	0.00%	0.00%		
Two or More Races	0.00%	0.00%		
White	0.00%	0.00%		
English Learners	0.00%	0.00%		
Foster Youth	0.00%	0.00%		
Homeless	0.00%	0.00%		
Socioeconomically Disadvantaged	0.00%	0.00%		
Students Receiving Migrant Education Services	0.00%	0.00%		
Students with Disabilities	0.00%	0.00%		

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. The district is providing professional development (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

Number of school days dedicated to staff development and continuous improvement

2019-20	4
2020-21	4
2021-22	4

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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Creekside ELC		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⌘	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Creekside ELC		Alpine Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	⌘	■	*	■	*
Mathematics	■	⌘	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

⌘ Creekside Early Learning Center serves students in grades TK-K, therefore CAASPP testing results do not apply.

** This district did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





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			2021-22 School Year
Subject	Textbook	Adopted	
English language arts	<i>Wonders</i> , McGraw-Hill	2017	
Mathematics	<i>Everyday Math</i>	2015	
Mathematics	<i>My Math</i> , McGraw Hill (Spanish Immersion)	2015	
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	

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	199	195	7	3.60%	
Female	82	80	3	3.80%	
Male	117	115	4	3.50%	
American Indian or Alaska Native	8	8	0	0.00%	
Asian	0	0	0	0.00%	
Black or African American	2	2	0	0.00%	
Filipino	1	1	0	0.00%	
Hispanic or Latino	51	49	1	2.00%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	12	12	1	8.30%	
White	114	112	5	4.50%	
English Learners	9	9	0	0.00%	
Foster Youth	0	0	0	0.00%	
Homeless	11	11	1	9.10%	
Socioeconomically Disadvantaged	61	61	2	3.30%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	25	25	2	8.00%	

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	
2021-22 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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	
2021-22 School Year	
Data collection date	9/8/2021

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/1/2021	

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 COVID-19, our cleaning schedule now includes electrostatic cleaning of the classrooms a minimum of one day a week.

A CELC staff member supervises students who arrive by bus. Students that eat breakfast at school are 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.



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 a 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.



"Our school is dedicated to providing a strong, balanced instructional program for all students."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.0	87.5%	49.9	68.9%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	12.5%	4.0	5.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	2.2	3.1%	12,115.8	4.4%
Unknown	0.0	0.0%	16.2	22.4%	18,854.3	6.9%
Total Teaching Positions	8.0	100.0%	72.4	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Creekside ELC	
Permits and Waivers	0.0	
Misassignments	1.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	1.0	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Creekside ELC
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Creekside ELC
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



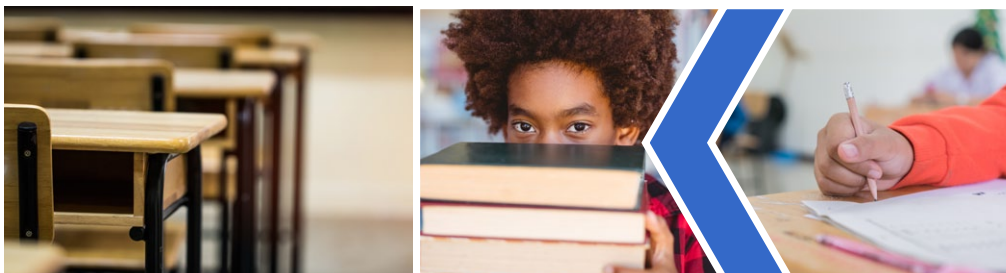
Academic Counselors and School Support Staff

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	✧
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	0.33
Social worker	0.33
Nurse	0.20
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.33
✧ Not applicable.	





Financial Data

The financial data displayed in this SARC is from the 2019-20 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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			2019-20 Fiscal Year
	Alpine Union SD	Similar Sized District	
Beginning teacher salary	\$43,379	\$51,450	
Midrange teacher salary	\$68,234	\$80,263	
Highest teacher salary	\$98,333	\$101,012	
Average elementary school principal salary	\$116,119	\$128,082	
Average middle school principal salary	\$127,085	\$132,453	
Superintendent salary	\$193,800	\$197,968	
Teacher salaries: percentage of budget	33%	34%	
Administrative salaries: percentage of budget	7%	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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Creekside ELC	\$7,476	\$65,162	
Alpine Union SD	\$6,322	\$69,746	
California	\$8,444	\$82,431	
School and district: percentage difference	+18.3%	-6.6%	
School and California: percentage difference	-11.5%	-20.9%	

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 January 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$8,579
Expenditures per pupil from restricted sources	\$1,103
Expenditures per pupil from unrestricted sources	\$7,476
Annual average teacher salary	\$65,162



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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ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.





ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	974	NT	NT	NT	NT
Female	487	NT	NT	NT	NT
Male	487	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	265	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or more races	101	NT	NT	NT	NT
White	544	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	56	NT	NT	NT	NT
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	257	NT	NT	NT	NT
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	160	NT	NT	NT	NT

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,542	798	52%	48%	46%
Female	761	393	52%	48%	52%
Male	781	405	52%	48%	41%
American Indian or Alaska Native	60	26	43%	57%	7%
Asian	--	--	--	--	--
Black or African American	23	11	48%	52%	80%
Filipino	--	--	--	--	--
Hispanic or Latino	458	229	50%	50%	36%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	66	59%	41%	50%
White	876	461	53%	47%	52%
English Learners	73	38	52%	48%	15%
Foster Youth	--	--	--	--	--
Homeless	65	29	45%	55%	62%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	216	48%	52%	36%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	105	56%	44%	15%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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.





ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8)
Assessment Name: MAPS

Percentage of Students At or Above Grade Level					2020-21 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	1,542	1,026	67%	33%	37%
Female	761	502	66%	34%	32%
Male	781	524	67%	33%	41%
American Indian or Alaska Native	60	35	58%	42%	6%
Asian	--	--	--	--	--
Black or African American	23	15	65%	35%	50%
Filipino	--	--	--	--	--
Hispanic or Latino	458	300	66%	34%	22%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or more races	111	80	72%	28%	46%
White	876	589	67%	33%	44%
English Learners	73	54	74%	26%	12%
Foster Youth	--	--	--	--	--
Homeless	65	38	58%	42%	45%
Military	--	--	--	--	--
Socioeconomically disadvantaged	452	295	65%	35%	30%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	186	126	68%	32%	9%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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.

