

# 2018-19 SARC Questionnaire

School Accountability Report Card

**Due Date: Friday, September 27, 2019**

Creekside Early Learning Center

Alpine Union School District

## Table of Contents

1. General Information
2. School Logo
3. Mission Statement
4. Principal's Message
5. Parental Involvement
6. School Safety Plan
7. School Facility Information
8. Textbooks and Instructional Materials Availability
9. Professional Development
10. Academic Counselors
11. School Support Staff
12. Average Class Size

## Instructions

Use the Navigation Pane as a guide to filling out your questionnaire. Please answer each section completely.

- For all possible sections, we inserted the text from your 2017-18 SARC for your reference. Save some time now by reviewing each section and updating them as necessary.
- While most sections require the *past* 2018-19 school year data and text information, you will notice some sections require *current* 2019-20 school year data and text information.
- Please refer to the title and right-hand sidebar notes of each section for helpful information, and be sure to address all bullet points in the column to ensure SARC compliance.
- All sections listed are required in your SARC (unless otherwise noted). Red text in narrative sections indicates information that must be updated. The light-yellow fields require new data or info each year.

## Due Date

To ensure enough time to create your SARC, submit it for review, make edits and finalize before the February state deadline, please complete your questionnaire by **Friday, September 27, 2019**.

## Custom Photos

Personalize your SARC with custom photos! Just email us the pictures as attachments in a JPEG format. Examples include mascots, students (with parental consent), field trips, award ceremonies, sporting events, campus and teachers.

## Contact us

Contact your SARC coordinator at any time with questions about completing this questionnaire. Your SARC coordinator Penny may be reached at (916) 669-5143 or by email through our team inbox at sarcproduction@sia-us.com.

## Note

*Please keep in mind that the California Department of Education may add or amend its reporting requirements before the deadline, so we will contact you to collect additional information if necessary.*

## 1. General Information

Report information from the current 2019-20 school year	
School name:	Creekside Early Learning Center
County-District-School (CDS) code:	37-67967-6118723
Principal's name:	Yvette Maier
Email address of principal:	ymaier@alpineschools.net
School address:	8818 Harbison Canyon Road Alpine, CA 91901
School phone number:	(619) 659-8250

Provide the general information at left, and verify that the information is current.

**Note:** Use the most current information available. If the principal for the 2018-19 school year has since changed, we suggest listing the current principal name on the SARC.

School grade levels:	P-K	
Website:	<a href="https://sites.google.com/a/alpineschools.net/creekside-early-learning-center">https://sites.google.com/a/alpineschools.net/creekside-early-learning-center</a>	

## 2. School Logo

Report information from the current 2019-20 school year

(Optional)	 <p>The logo for Creekside Early Learning Center features the text 'CREEKSIDE EARLY LEARNING CENTER' in a stylized, hand-drawn font. To the right, the word 'CUBS' is written in large, bold, black letters. Above the 'CUBS' text is a cartoon bear mascot wearing a blue heart on its chest. Several black paw prints are scattered around the text and mascot.</p>	<p>Please provide the school logo or mascot here in a .jpeg or .gif format. You may also attach it to your email when you submit your questionnaire.</p>
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## 3. Mission Statement

Report information from the current 2019-20 school year

<p><b>School mission statement:</b> (Required)</p>	<p>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 move to attend school at one of the two elementary schools in the Alpine Union Elementary School District.</p>	<p>Please provide the school mission statement.</p> <p><i>A mission statement is a public declaration that schools use to describe their founding purpose and major organizational commitments (what they do and why they do it).</i></p>
<p><b>School Vision Statement:</b> (Optional)</p>	<p>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 bilingualism, biliteracy, problem-based learning and connects to the real world, including the use of technology.</p>	<p>School vision statement is optional.</p> <p><i>A vision statement, or simply a vision, is a public declaration that schools use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their mission.</i></p>

<b>School Motto:</b> (Optional)		School motto is optional. <i>A school motto is a sentence, phrase, or word expressing the spirit or purpose of your school.</i>
<b>Other:</b> (Optional)		Provide additional optional information such as: <ul style="list-style-type: none"> <li>• Quotes</li> <li>• History</li> <li>• School Leadership, etc.</li> </ul>

## 4. Principal's Message

### Report information from the previous 2018-19 school year to present

<b>Principal's message:</b>	<p>Creekside Early Learning Center (CELC), located in Alpine, California, is approximately 25 miles east of San Diego. Creekside is an all-kindergarten school with 270 students. The school serves both general-education students and a full range of special-education students in our preschool. There is a very active Parent Teacher Association (PTA) and numerous parent volunteers in the classroom</p> <p>Our school is dedicated to providing a strong, balanced instructional program for all students. Creekside Early Learning Center offers a Spanish-immersion 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-immersion 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.</p> <p>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.</p>	<p>This section appears on the front page of the SARC. Please include your most important points, such as your school's:</p> <ul style="list-style-type: none"> <li>• Learning and teaching philosophy</li> <li>• Awards and recognitions</li> <li>• Accomplishments from the past 2018-19 school year</li> <li>• Goals for the current 2019-20 school year</li> </ul> <p>What makes your school special and unique? Use this section as a marketing piece and selling point to increase average daily attendance.</p>
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## 5. Parental Involvement

### Report information from the current 2019-20 school year

<b>Parental involvement opportunities and contact information:</b>	<p>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 Parent Teacher Association (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 Assistant Principal offers morning meetings for parents a minimum of 4 times a year to highlight events and programs, answers questions, and listens to ideas.</p>	<p>Describe opportunities for parents to become involved at the school (such as School Site Council, Parent Teacher Association, classroom volunteering). Include efforts the school makes to seek parent input in making decisions for the school.</p>
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For more information on how to become involved with the school, contact [Principal Yvette Maier at \(619\) 659-8250](#).

## 6. School Safety Plan

Report information from the current 2019-20 school year			
<b>School safety plan review date:</b> (The Education Code requires that this be done by March 1 each year)	<b>Month:</b>	September 25	For the 2019-20 school year, what is the date the school safety plan was reviewed <b>or will be reviewed</b> , updated and discussed with faculty and a student representative?
	<b>Year:</b>	2019	
<b>School safety plan:</b>	<p>A school safety plan is maintained and regularly updated. Monthly drills are conducted that cover fire, earthquake and site-evacuation emergencies.</p> <p>The school safety plan was reviewed and discussed with school faculty in <b>September 25, 2019</b>. Parents were given the opportunity to review the school safety plan on September 24, 2019.</p>		Describe your school safety plan, including its status and key elements (such as monthly safety drills, crisis intervention plans, safety supervision, and suspension and expulsion policy).

## 7. School Facility Information

### 7a. School Facility Conditions and Improvements

Report information from the current 2019-20 school year		
<b>School facilities, conditions, improvements and safety:</b>	<p>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 the 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 addresses safety issues that arise promptly.</p> <p>We have a student supervisor on duty 30 minutes before school starts to supervise students who arrive by bus and for all students who are served breakfast in the cafeteria. In addition, we have one teacher on duty to supervise the students during the morning. Three student supervisors are on duty to supervise lunch and recess on the playground. After school, the principal or designee supervises the students who ride the bus while they line up and are counted. 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.</p>	Describe the condition of the school using the questions below as a guide. <ul style="list-style-type: none"> <li>• When was the school built? How many classrooms and portables are there?</li> <li>• What features does the school have (computer lab, library, gymnasium, athletic fields, etc.)?</li> <li>• What is the general condition of the school, and is it cleaned on a regular basis? Include the size of the janitorial staff and the process for handling repairs.</li> <li>• Are there sufficient classroom, playground and staff spaces to support teaching and learning?</li> <li>• How does the maintenance crew ensure that the school is safe, clean and in good repair?</li> </ul>

		<ul style="list-style-type: none"> <li>Describe how students are kept safe on school grounds before, during and after school.</li> <li>Describe any planned or recently completed facility improvement projects, deferred maintenance projects, modernization projects or new school construction projects, <b>if applicable</b>. Also include how the improvements were funded.</li> </ul>
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### 7b. Facility Inspection Tool (FIT Results)

Report results from the most current 2019-20 school year inspection			
Most Recent 2019-20 School Facility Inspection Results	Item Status		
Items Inspected	Good	Fair	Poor
<b>Systems:</b> Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)	x		
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	x		
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)	x		
<b>Electrical:</b> Electrical systems (interior and exterior)	x		
<b>Restrooms/fountains:</b> Restrooms, sinks, drinking fountains (interior and exterior)	x		
<b>Safety:</b> Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)	x		
<b>Structural:</b> Structural condition, roofs	x		
<b>External:</b> Playground, school grounds, windows, doors, gates, fences	x		

Schools are required to have annual facility inspections. The Office of Public School Construction provides guidelines and a form—the Facility Inspection Tool, or FIT—with all the necessary facility inspection information for rating the school and its good repair status.

Please provide your **most recently collected** facility inspection results in the table to the left using the FIT or an equivalent form (using locally developed guidelines that meet the same requirements).

Rate each item inspected as good, fair or poor (please mark with an X).

### 7c. Overall School Facility 'Good Repair' Status

Report results from the most current 2019-20 school year inspection				
Exemplary	Good	Fair	Poor	
x				From your FIT or equivalent form, provide the rate for the overall summary of conditions at the school as exemplary, good, fair or poor (please mark with an X).

## 7d. Deficiencies and Repairs

Report results from the most current 2019-20 school year inspection			
Items Inspected	Repairs Needed	Action Taken or Planned	Date of Repairs Made or Planned
Systems			
Interior			
Cleanliness			
Electrical			
Restrooms/fountains	Loose drinking fountain	Work order submitted 9/25/19	9/27/19
Safety			
Structural	Wood rot exterior of room 17	Work order submitted 9/25/19	10/2/19
External			

List all deficiencies and items found not in good repair from your latest FIT or equivalent form.  
 Include the following required compliance components:

- Repairs needed
- Action taken or planned to fix the problems
- Date of action taken or planned to fix the problems

All deficiencies must be listed from your most recently collected facility inspection results.

## 7e. School Facility Inspection Dates

Report dates from the most current 2019-20 school year inspection			
When was the most recent* school facility inspection in which a FIT or equivalent form was completed? *School inspection should occur in the current 2019-20 school year.	Month	Day	Year
		September	24
Please provide the date* the FIT or equivalent form was completed, which is usually the same day as the inspection or after. *School inspection should occur in the current 2019-20 school year.	Month	Day	Year
		September	25

Schools must perform facility inspections each year. For SARC purposes, the most recently collected FIT results must be included in the report. Provide the full date of the most recent facility inspection and the date the facility inspection tool or equivalent form was completed.

## 8. Textbooks and Instructional Materials Availability

Report information from the current 2019-20 school year		
Core Curriculum Areas	Percentage of Students Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/language arts	0%	<p>Provide the percentage of students who <b>lack</b> their own assigned textbooks and instructional materials at the school.</p> <p>The sufficiency requirement for the core areas of reading/language arts (including the English language development component of an adopted program), mathematics, science and history/social science applies to all students, including English learners.</p> <p>However, the sufficiency requirement for foreign language, health, science lab equipment, and visual and performing arts applies only to students enrolled in those courses.</p> <ul style="list-style-type: none"> <li>• If a curriculum area does not apply to your school, please put "N/A" in the percentage column.</li> <li>• <b>Blank fields will be taken as zero percent lacking.</b></li> </ul>
Mathematics	0%	
Science	N/A	
History/social science	N/A	
Visual and performing arts	N/A	
Foreign language	N/A	
Health	N/A	
Explanation (if needed):		

## 9. Professional Development

Report information from the current 2019-20 school year				
Professional development days:	2017-18	2018-19	2019-20	
	2	3	2	Indicate the annual number of school days provided for professional development and continuous professional growth for the school years listed.
<b>Professional development training:</b>	<p>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. In addition, teachers are released every other Wednesday for collaborative planning. 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</p>			<p>Briefly describe how teachers and staff are trained for continuous instructional improvement using the questions below as a guide.</p> <ul style="list-style-type: none"> <li>• What are the major areas of focus of staff development, and, specifically, how were they selected?</li> </ul>

	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.	<ul style="list-style-type: none"> <li>• What methods are used to deliver professional development (after-school workshops, conferences, individual mentoring)?</li> <li>• How are teachers supported during implementation (through in-class coaching, teacher-principal meetings, student-performance data reporting)?</li> </ul>
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## 10. Academic Counselors

<i>Report information from the 2018-19 school year</i>		
	Ratio	Provide the ratio of academic counselors who are assigned to the school to the number of pupils.
Academic counselors	0	

## 11. School Support Staff

<i>Report information from the 2018-19 school year</i>		
School Support Staff	FTE (Full-Time Equivalent)	Provide, in units of full-time equivalents (FTE), the number school support staff who are assigned to the school.  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.  If a position is held by a district employee and is shared by more than one school, please report his or her FTE for the school (e.g., one nurse shared for three schools equally could be 0.33 FTE).
Counselor (academic, social/behavioral or career development)	0	
Library media teacher (librarian)	0	
Library media services staff (paraprofessional)	0	
Psychologist	0.25	
Social worker	0.10	
Nurse	0.25	
Speech/language/hearing specialist	1 FTE	
Resource specialist (nonteaching)	0.50	

## 12. Average Class Size

### 12a. Average Class Size by Grade

<i>Report information from the 2018-19 school year</i>		
Classes by Grade	Average number of students per class	Provide the average number of students per class by each grade level.

Transitional Kindergarten	24	<p>If the school has combined classes, count their averages separately and insert more rows if necessary to add combination classes.</p> <p>The formula for average class size (elementary) is the number of students in each grade level <i>divided</i> by the total number of classes in each grade level.</p> <p><b>Note:</b> Data may not be provided by the CDE. Its data source is the CALPADS certified Fall 2 data.</p>
Kindergarten	26	

### 12b. Number of Classrooms by Size

<i>Report data from the 2018-19 school year</i>				
Classes by Grade	Number of classrooms with			<p>Provide the number of classrooms at the school by grade level and by size.</p> <p>The number of classes by size is a count of the number of classes by grade level and size in three groups (1-20 students, 21-32 students, and 33 or more students) for elementary schools (K-6).</p> <p>If the school has combined classes, count their averages separately and insert more rows if necessary to add combination classes.</p>
	1-20 students	21-32 students	33+ students	
Transitional Kindergarten		2		
Kindergarten		8		

*Please review your questionnaire and make sure all sections have been completed.  
Be sure to save a copy for your records and email us the questionnaire as an attachment.  
Thank you for completing your SARC questionnaire!*