Creekside Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Creekside Elementary School
Street	12362 Springhurst Dr.
City, State, Zip	San Diego, CA 92128
Phone Number	858-391-1514
Principal	Christine Donnelly
Email Address	cdonnelly@powayusd.com
Website	https://www.powayusd.com/en-US/Schools/ES/CSES/Home
County-District-School (CDS) Code	37682966117469

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

School Description and Mission Statement (School Year 2019-20)

Creekside Elementary School is part of the award winning Poway Unified School District. Creekside has the distinction of being the 21st elementary school in the district and the first school to open in the 21st century. Creekside was named a California Distinguished School in 2014, a National Blue Ribbon School in 2016, and a National PTA School of Excellence in 2019. Creekside was built with a vision for the future and preparing our students to be productive citizens and experience successful careers. The physical structure of Creekside is unique. It consists of 30 permanent classrooms organized into five villages in addition to one temporary classroom. Each of the villages contains six classrooms, student restrooms, a staff restroom, as well as a workroom and a large village "square" or common area. The common area is used for individualized instruction, groups to collaborate, space for technology, and parent volunteers to work. The main building houses the administrative office, a full size multi-purpose room, library, and the RSP special education program. The before/after school care and the preschool are also located in the center of the campus adjacent to the cafeteria and lunch area.

The staff of Creekside represents a group of outstanding individuals who are well educated and trained to maximize equity and access for each child. Staff, parents, and students come together to create a positive learning environment that provides numerous opportunities for all children to experience rigor, relevancy, and relationship building. With the support of our PTA and Creekside Educational Foundation, we are able to provide our students with enrichment opportunities in technology, math, art, and music. The support of parents and the numerous volunteers on campus each day contribute to the success of our students.

Mission Statement: Creekside Elementary School is a community of lifelong learners committed to high academic achievement and respect for all in an environment that fosters responsibility, collaboration, communication, and celebrations. Vision: Every student. Every day.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	105
Grade 1	87
Grade 2	96
Grade 3	98
Grade 4	97
Grade 5	92
Total Enrollment	575

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	28.5
Filipino	5
Hispanic or Latino	10.1
Native Hawaiian or Pacific Islander	0.2
White	46.1
Two or More Races	6.6
Socioeconomically Disadvantaged	12.5
English Learners	15.5
Students with Disabilities	12.9
Homeless	0.9

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	25	23	1,562
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

Year and month in which data were collected: 6/29/2017

There was a District adoption of a new ELA textbook and instructional materials for grades 3-5 for the 2018-19 school year. Teachers received training in August 2018 and ongoing professional development in the new K-5 ELA textbook throughout the year. Teachers also use team meetings and our X-Ploration time 17 times a year to collaborate on District-adopted materials in all core subjects.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 05/2019

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Rubber surface at playground needs to be repaired
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	84	86	74	76	50	50
Mathematics (grades 3-8 and 11)	80	86	67	70	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	283	98.61	1.39	86.22
Male	145	144	99.31	0.69	84.72
Female	142	139	97.89	2.11	87.77
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	83	83	100.00	0.00	93.98
Filipino	11	11	100.00	0.00	100.00
Hispanic or Latino	28	28	100.00	0.00	67.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	131	128	97.71	2.29	87.50
Two or More Races	26	25	96.15	3.85	80.00
Socioeconomically Disadvantaged	40	40	100.00	0.00	67.50
English Learners	60	60	100.00	0.00	86.67
Students with Disabilities	37	35	94.59	5.41	60.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	283	98.61	1.39	85.51
Male	145	144	99.31	0.69	85.42
Female	142	139	97.89	2.11	85.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	83	83	100.00	0.00	93.98
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	28	28	100.00	0.00	64.29
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	131	128	97.71	2.29	85.94
Two or More Races	26	25	96.15	3.85	84.00
Socioeconomically Disadvantaged	40	40	100.00	0.00	62.50
English Learners	60	60	100.00	0.00	83.33
Students with Disabilities	37	35	94.59	5.41	62.86
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.9	34.8	43.5

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.

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)

Creekside recognizes the importance of the partnership between home and school and remains committed to providing a learning community and valuing all stakeholders. Parents have been included in the improvement process and serve in an advisory capacity on committees. In addition to classroom support, parent volunteers work in a variety of areas: the volunteer workroom, Arts Attack program, triannual Read-In Nights, family reading time, book fairs, carnival, haunted house, spelling bee, Biz Town, Junior Achievement, We the People Jeopardy, science fair, Dinner and Auction, Fun Run, field trips, and mentor reading programs.

The PTA maintains a volunteer database and posts/emails volunteer opportunities to parents who indicated that they want to volunteer. Parents are also welcome to contact the office and teachers directly to inquire about volunteering. Our parent involvement is a signature practice that earned Creekside the California Distinguished Schools, National Blue Ribbon, and National PTA School of Excellence awards. We hold a new family orientation meeting a few days before school to introduce parents to the PTA and CEF presidents and explain how they can be involved at school. Our CEF and PTA board members wear shirts that identify them as board members at school events to make it easy for new families to meet our parent leaders. Our PTA also holds a Room Parent training each fall to help parents feel comfortable about volunteering and to set up a support network for their success.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.2	0.2	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Creekside places a strong emphasis on safety for students and staff. Our comprehensive safety plan is reviewed in March, August, and October each year and staff are kept up-to-date on new protocol. Over the years we have worked with our School Resource Officer, City of San Diego traffic department, and the District transportation department to refine our parking lot rules and to review safe driving practices on adjacent roads. We plan a week long "Spotlight on Parking Lot" each year to really focus on all the safety rules and to involve students through our Prepare for Departure message to reduce time at the curb. Our comprehensive safety plan includes the addition of wait lines along our curbs to keep students far enough back for maximum safety. Our site safety plan also includes supports for students who are new to Creekside: buddies, game time to meet new friends, orientation in August, and Sanford Harmony, a campus social emotional learning campaign to promote empathy and inclusion in the classroom, and at lunch tables and playground games.

Our school continues to lock all doors and gates during the school day. Visitors and families are required to enter through the front office where they log into a computer visitor system, which prints a name tag, logs their time and also documents volunteer hours. School staff wear ID badges every day. Our custodians monitor the back gate off the field before and after school during peak arrival and departure times.

Annual training procedures and drills for earthquakes, fire, and bus evacuation are held. this year we have added new Options Based Response training for intruders. Maintenance staff work with a scheduled preventive program to offset costly repairs whenever possible. Extended Student Services is available to students for before and after-school childcare.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	1	4		23	1	5		22	1	4	
1	25		4		26		3		24		3	
2	24		3		25		4		26		4	
3	24		4		24		4		25		4	
4	31		3		32		3		32		2	1
5	32		3		47		3	1	46		3	1
Other**												

*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.

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

Title	Ratio
Academic Counselors*	1916.7

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5

Title	Number of FTE* Assigned to School
Other	1.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,331.71	1,316.79	6,014.91	80,163.26
District	N/A	N/A	7,536.45	$79,082.00
Percent Difference - School Site and District	N/A	N/A	-22.5	1.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-22.1	-2.8

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.

Types of Services Funded (Fiscal Year 2018-19)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,046	$48,612
Mid-Range Teacher Salary	$74,420	$74,676
Highest Teacher Salary	$101,917	$99,791
Average Principal Salary (Elementary)	$131,931	$125,830
Average Principal Salary (Middle)	$143,470	$131,167
Average Principal Salary (High)	$151,598	$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$287,500	$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7

Research supports the positive effects of professional development on increasing student learning. The teaching staff is afforded the opportunity to participate in District professional development. These TLC workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical thinking, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training.

The current focus of professional learning time is on the California State Standards. The school site provides 1-2 hours per month of additional site-directed professional development that is designed to encourage collaboration while delving deeper into the concepts of the district professional development. The great majority of professional development through the year is delivered on campus, but teams do attend conferences when topics match a site need. The district also provides an X-Ploration program with teacher-led STEAM and PE activities for students, which releases classroom teachers to collaborate by grade level 17 times per year for 1.5 hours each time.

Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. Our site also has two Professional Learning Leaders (PLL) supported by the District. One PLL focuses on Response to Intervention; the other PLL has a focus on the California Next Generation Science Standards and supporting teachers in full implementation of the science Standards.

Additionally, the district continually expands the use of digital resources, which offers flexibility in the types of professional development and allow teachers to self-direct their ongoing professional learning.