

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 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.

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.

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 move to attend school 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 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 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 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 Yvette Maier 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 September 2019. Parents were given the opportunity to review the school safety plan on September 24, 2019.

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.



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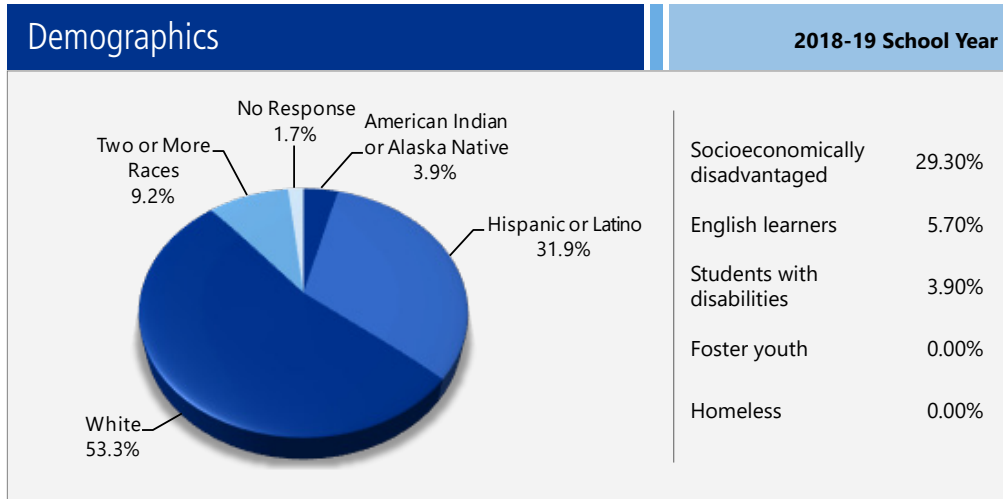
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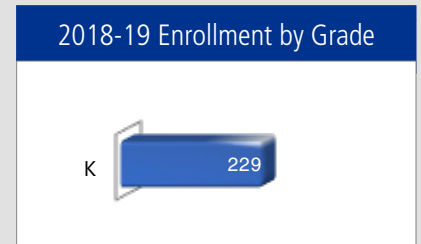
Enrollment by Student Group

The total enrollment at the school was 229 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



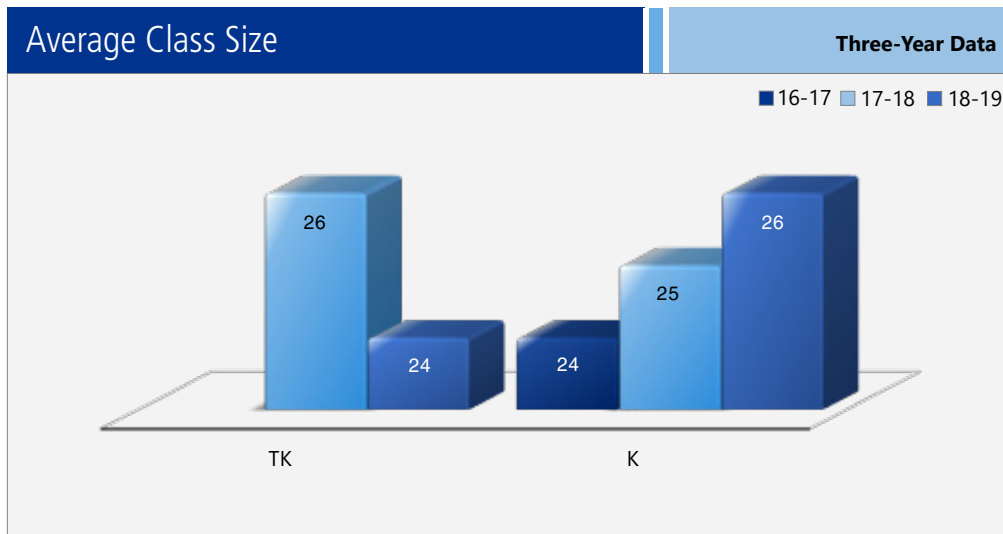
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 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.



Number of Classrooms by Size						Three-Year Data			
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK					2			2	
K		8			7			8	



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Creekside ELC			
	16-17	17-18	18-19
Suspension rates	1.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Alpine Union ESD			
	16-17	17-18	18-19
Suspension rates	1.6%	1.2%	2.0%
Expulsion rates	0.0%	0.1%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



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 all 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		2019-20 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>	Piloting
Science	<i>Delta Education</i> , FOSS	2007
Science	<i>Focus on Science California</i> , Glencoe/McGraw-Hill	2007
Science	<i>Amplify</i>	Piloting
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2008
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006



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		2019-20 School Year
Creekside ELC	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	✧	
History/social science	✧	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

✧ Not applicable.

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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	
2019-20 School Year	
Data collection date	9/11/2019





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
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		9/24/2019
Date of the most recent completion of the inspection form		9/24/2019



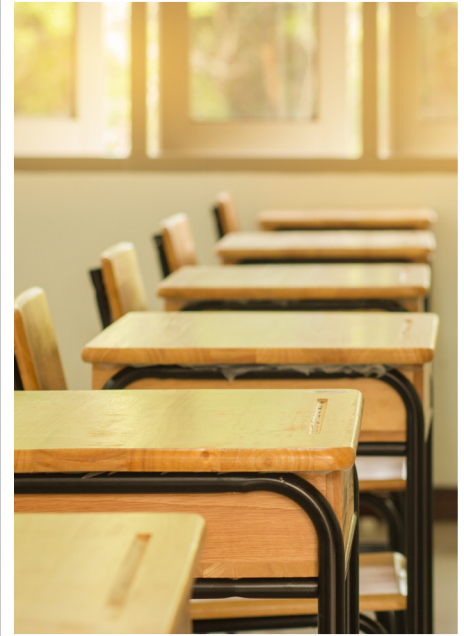
School Facilities

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.

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.

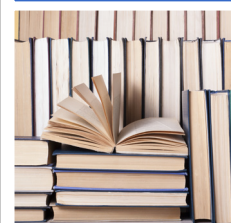
Types of Services Funded

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 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.





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.

Teacher Credential Information	Three-Year Data			
	Alpine Union ESD	Creekside ELC		
Teachers	19-20	17-18	18-19	19-20
With a full credential	74	11	11	12
Without a full credential	3	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	17-18	18-19	19-20
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. 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 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		
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	2	3	4

✧ Not applicable.



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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
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	0.25
Social worker	0.10
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 2017-18 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		2017-18 Fiscal Year
	Alpine Union ESD	Similar Sized District
Beginning teacher salary	\$42,321	\$49,378
Midrange teacher salary	\$65,079	\$77,190
Highest teacher salary	\$93,787	\$96,607
Average elementary school principal salary	\$106,263	\$122,074
Average middle school principal salary	\$115,438	\$126,560
Superintendent salary	\$180,000	\$189,346
Teacher salaries: percentage of budget	35%	36%
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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Creekside ELC	\$6,502	\$68,175
Alpine Union ESD	\$5,499	\$73,252
California	\$7,507	\$77,619
School and district: percentage difference	+18.2%	-6.9%
School and California: percentage difference	-13.4%	-12.2%

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 2019.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,453
Expenditures per pupil from restricted sources	\$951
Expenditures per pupil from unrestricted sources	\$6,502
Annual average teacher salary	\$68,175



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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