

Creekside Charter

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 Charter
Street	1916 Chamonix Pla
City, State, Zip	Olympic Valley
Phone Number	5305811036
Principal	Jeff Kraunz
Email Address	jkraunz@creeksidesquaw.org
Website	www.creeksidesquaw.org
County-District-School (CDS) Code	31668520120105

Entity	Contact Information
District Name	Newcastle Elementary School District (Authorizer)
Phone Number	9162592832
Superintendent	Denny Rush
Email Address	drush@newcastle.k12.ca.us
Website	http://www.newcastle.k12.ca.us/

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

Creekside Charter School is a small TK-8 grade school located at the base of Squaw Valley Ski area. We foster individual student development by harnessing the power of our community. We focus on strong academics, relationships and individual flexibility so students may explore their passions while receiving a high quality education

Mission:

The mission of Creekside Charter is to create a relationship-based, dynamic learning environment in which students excel academically, are engaged and self-confident, and have the flexibility to pursue their passions.

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

Grade Level	Number of Students
Kindergarten	27
Grade 1	18
Grade 2	19
Grade 3	24
Grade 4	20
Grade 5	22
Grade 6	22
Grade 7	22
Grade 8	18
Total Enrollment	192

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	3.6
White	71.4
Two or More Races	12.5
Socioeconomically Disadvantaged	10.9
English Learners	1
Students with Disabilities	5.7
Homeless	

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		10	12	
Without Full Credential		1	1	
Teaching Outside Subject Area of Competence (with full credential)		NA	na	

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	1
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: 2020 January

We are a small charter and we give our teachers a great deal of autonomy with their curriculum. All of curriculum is aligned with and addresses California state standards

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K- Engage Ny and Teacher Driven, DRA</p> <p>1st Ready, engage NY</p> <p>2nd- Ready Reading and Writing, Rooted in Reading, Reading Street, Out of this World Literacy, Zaner-Bloser</p> <p>3rd- Ready, learning without tears,</p> <p>4th- Guinness world records, time for kids, Lumos Learning Reading Practice, Daily Paragraph Editing, Evan Mohr spell and write</p> <p>5th- Ready ELA, trait crate + various novels and short stories</p> <p>6th- Engage NY, +various novels and Newsela</p> <p>7th- 8th variety of teacher created</p> <p>Handwriting Without Tears (school wide)</p> <p>Six Trait (school wide)</p>	Yes	0%
Mathematics	<p>K- Engage Ny + Teacher resources</p> <p>1st-Ready, engage ny</p> <p>2nd-Ready Math, Magic of Math, Math Expressions, Math Steps, Math Fact Masters</p> <p>3rd- Ready</p> <p>4th- Ready and Ixcel</p> <p>5th-8th: Engage NY (ixcel, teacher resources, kahn academy)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>K-1 Delta Science NGSS</p> <p>2nd-Science: A Closer Look, Science Studies Weekly, Monterey Bay Aquarium- NGSS- Splash Zone Teacher Training, American Museum of Natural History, Mystery Science, NASA resources, National Geographic resources</p> <p>3rd- Mamcillian Mcgraw Hill NGSS</p> <p>4th- TCI, California Studies TPT</p> <p>5th-8th TCI Alive, PHET simulations, teacher resources, amobeasisters, Ted ed,</p>	Yes	0%
History-Social Science	<p>K- Teacher Created</p> <p>1st: Teacher Created</p> <p>2nd: Studies Weekly, Town Builder, The National Museum of American History- Smithsonian's History Explorer</p> <p>3rd: Studies weekly, TPT, teacher generated</p> <p>4th- California Studies Weekly, Novel Studies, and TPT</p> <p>5th-8th TCI History Alive</p> <p>Social Emotional Learning (all grades)- Nueva Institute</p>	Yes	0%
Foreign Language	sombrero Time, Sonrisas, duolingo		
Health	https://www.healthteacher.com/	Yes	0%
Visual and Performing Arts	Teacher led following CA state standards- Integrated art		

School Facility Conditions and Planned Improvements (Most Recent Year)

We are fortunate to have a very modern campus. This past year, we replaced our bathrooms which was previously noted as an area in "poor" condition. Our classrooms are clean, modern, well kept, and in good working condition. We have two areas of concern that need to be addressed We need to create padded transitions between our turf field and the parking area. When our solar panels were installed, it created a leak in one section of our roof, this will be repaired in summer of 2020

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: 5/2019

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	
Structural: Structural Damage, Roofs	Fair	Roof repair from solar panel install damage
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Transitions between turf and playground.
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)	83	84	72	72	50	50
Mathematics (grades 3-8 and 11)	78	84	63	63	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	123	122	99.19	0.81	83.61
Male	61	60	98.36	1.64	86.67
Female	62	62	100.00	0.00	80.65
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	83	83	100.00	0.00	87.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	93.75
Socioeconomically Disadvantaged	13	13	100.00	0.00	76.92
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	123	122	99.19	0.81	83.61
Male	61	60	98.36	1.64	86.67
Female	62	62	100.00	0.00	80.65
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	83	83	100.00	0.00	87.95
Two or More Races	16	16	100.00	0.00	87.50
Socioeconomically Disadvantaged	13	13	100.00	0.00	76.92
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	90.9	90.9	70
7	78.9	68.4	68.4

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)

At Creekside we pride ourselves on parent involvement. In fact, we could not operate without our wonderful parents. Please see our PTO website for more information regarding involvement opportunity at our school. <http://creeksidepto.org>

72% of parents volunteered 30 or more hours for the school last year

47% of parents were involved in our LCAP survey

PTO Board has 12 parents

CCM Board has 7 parents

Our parents are welcome on campus and in our classes at anytime. We believe that community is central to the success a student finds at school. Parents know their kids best and support differentiation in the classroom.

Opportunities include: Volunteering in the classroom, hiring committees, PTO, fundraising, Board membership, field trip support, curriculum committees, LCAP teams and surveys, and open access to faculty and leadership.

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	0.0	0.0	0.0	1.3	0.9	1.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Plan was last reviewed in February of 2019 and approved by the CCM Board

Plan is discussed with faculty annually in August. We also periodically review after our drill schedule.

Key Elements:

Contents

GENERAL EMERGENCY PROCEDURES

BASIC EMERGENCY RESPONSE GUIDELINES

STANDARD RESPONSE PROTOCOL

LOCKDOWN:

LOCKOUT

SHELTER

EVACUATION

IN THE EVENT OF AN EVACUATION EMPLOYEES WILL

IMMEDIATE EVACUATION

HANDLING OF POTENTIALLY EXPLOSIVE DEVICES

TRAINING AND EXERCISE

PLAN REVIEW CYCLE

IN CASE OF AN EMERGENCY

Operational Duties

Closing Down:

Recommended Classroom Equipment and Supplies

Media Release

WHEN YOU MUST HAVE HELP IMMEDIATELY CALL

EXECUTIVE DIRECTOR'S ROLE

CONDUCTING DRILLS

OFFICE PERSONNEL

FIRST AID CERTIFIED STAFF

SITE EMERGENCY CONTROL CENTER (SECC)

EVACUATION PLAN

FIRE AND GENERAL EVACUATION

EARTHQUAKE

BOMB THREAT

THREATENING INDIVIDUALS/RIOT/CIVIL DISORDER

CHEMICAL ACCIDENT / GAS LEAK / EXPLOSION

If students and/or staff need to be moved further away from buildings than the regular assigned evacuation areas, make sure it is done in a speedy and orderly manner.

VICIOUS/RABID/NON-DOMESTICATED ANIMALS

BLIZZARD / AVALANCHE / SEVERE STORM

Child Abuse Reporting

What Must be Reported

How to Report

Other information:

Failure to report:

Dress Code

Discipline Policy

School Safety Plan Evaluation Schedule

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+
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*	.0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.1

*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	1,149,419	3981	1145438	\$58,285
District	N/A	N/A		\$71,632.00
Percent Difference - School Site and District	N/A	N/A		-3.8
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	21318.1	-1.5

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)

For 2018-2019, in addition to our small class size and school wide ration of 17 students to 1 credentialed faculty, we added an intervention position. The interventionist pushes into classrooms to support student learning and monitor intervention plans. In 2018-2019 we also employed a .4 special education teacher, a .2 speech therapist, a .2 school psychologist, and a .1 school nurse. All of these specialist help us support the differening learners we have at our school.

Additionally, we stipend faculty to work with student after school hours which supports struggling learners and students that are looking to push ahead.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,059	\$45,252
Mid-Range Teacher Salary	\$61,101	\$65,210
Highest Teacher Salary	\$87,557	\$84,472
Average Principal Salary (Elementary)	\$94,724	\$107,614
Average Principal Salary (Middle)	\$94,729	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$162,821	\$124,686
Percent of Budget for Teacher Salaries	18%	31%
Percent of Budget for Administrative Salaries	8%	7%

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			8

At Creekside we have students on campus 4 days/ week. This leaves one day per week for our teachers to work independently and as a group doing professional development. We have 3 learning teams that are charged to provide education for all faculty during these PD time. For 2019-2020 our team learning is focused on: 1. SEL Team. 2. Curriculum alignment and grading practices 3. Outdoor classroom and environmental stewardship

major goals for teacher professional development 1. SEL development 2. Curriculum alignment and grading practices 3. Utilizing our outdoor classroom.

PD is held on Fridays and during weekly cohort meetings. We also send admin and teachers to conferences. Conferences this year include: CCSA, Monterrey Bay Aquarium, Nature Journaling, and Curriculum for Gifted Students.

Data is presented at staff meetings, shared at board meetings, and is used to inform instruction.

Faculty are also given time to reflect on personal professional goals. Mid-year and end of the year meetings are held with the Director to reflect on specific targets that teachers are working towards.

Lastly, we are committed to visiting other schools to share ideas and learn from them.