Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District
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School Description
Creekside Oaks Elementary is located in the center of Lincoln, California. It is an established school with successful programs that meet the needs of all students. Our mission at Creekside Oaks Elementary is to build a community while empowering students with skills needed to be successful lifelong learners. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students. Creekside Oaks Elementary Schools motto is "Community of Empowered Students". Creekside Oaks vision is "Upon promotion from Creekside Oaks - students will have the academic, social, language, technological, and organizational skills to be successful middle school students".

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	81
Grade 2	97
Grade 3	93
Grade 4	88
Grade 5	97
Total Enrollment	598

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	2
Filipino	3
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.5
White	51.2
Two or More Races	4.8
Socioeconomically Disadvantaged	43.5
English Learners	12.4
Students with Disabilities	13.4
Foster Youth	1

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 for Creekside Oaks	17-18	18-19	19-20
With Full Credential	28	28	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Creekside Oaks Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	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)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK McGraw Hill My Math (Adopted 2014) EnVision Math - Pearson Education, Grades K-5 (Adopted 2014) Associates Ready Common Core Math as a supplement **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Science/FOSS (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman: History Social Science for California (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/7/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: Carpet stained and ceiling tile stained. Prtable 27: Stained carpet Portable 25: Stained carpet. Classroom 36: Stained and damaged ceiling tiles. Carpet in poor condition. Portable 23: Carpet in poor condition. Portable 22: Damaged ceiling tiles. Portable 21: Damaged ceiling tiles Portable 20: Damaged ceiling tiles Portable 19: Stained ceiling tiles Portable 18A: sink counter in pour condition. Portable 18: Sink counter top in poor condition.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Portable 19: Holes in ceiling tiles. Classroom 10: Carpet in poor condition Portable 8: Carpet in poor condition. K1: Vinyl flooring coming up along with restroom needs FRP for walls. K2: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 17: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 16: Ceiling tiles damaged. Vinyl tiles at doorway damaged. Classroom 15: Ceiling Tiles. Classroom 13: Carpet in poor condition. Classroom 14: Carpet in poor condition
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Vinyl flooring coming up along with restroom needs FRP for walls Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: ceiling tile stained. Library: Ceiling tiles damaged.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Portable 7: Door handle has mechanical problem. Classroom 2: South window leaks Portable 9: Extreme deficiency, No Comment
Overall Rating	**Fair**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	55	55	57	50	50
Math	49	55	43	45	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.3	25.5	36.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	282	99.65	54.96
Male	149	148	99.33	51.35
Female	134	134	100.00	58.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	45.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	155	100.00	60.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	46.62
English Learners	56	55	98.21	45.45
Students with Disabilities	52	52	100.00	40.38
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	280	98.94	54.64
Male	149	147	98.66	57.82
Female	134	133	99.25	51.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	46.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	154	99.35	61.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	48.87
English Learners	56	55	98.21	41.82
Students with Disabilities	52	51	98.08	41.18
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.

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)
Parent involvement is an integral part of any school community. We encourage parents to volunteer in the classrooms at our school as much as they desire as long as they have a current TB test and fingerprints with the district. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO provides support to our classroom and school and provides activities for the family to bring our school community closer together. Parents also are welcome to participate and attend our School Site Council Meetings. These meetings include discussions about school programs, school budgets, and seeks input from the site council members on how to best utilize school funds to help students maximize achievement, while meeting the needs of our community . Additionally parents of English Learners are welcome to attend our ELAC (English language Advisory Council) meetings. During these meetings we discuss the needs of students who are English Learners, programs to support them, and ways we can better inform parents of the educational process for their children. We offer a parent liaison, parent resource room, and a Latino Literacy program to help build parent involvement and literacy support for parents and students. Last we have a parent involvement team that is actively working at increasing parent involvement. This has included parent picnic days on campus and parent empowerment nights in which teachers teach parents about academic programs and ways to support student learning. We also offer English classes in the evenings for parents. You can find out more about opportunities to participate at school by calling the school office at (916) 645-6380.

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.

School Safety Plan

Creekside Oaks is a school where students can excel academically and can find a safe and comfortable place to learn. Students focus on being safe, respectful, responsible, and unified. They are expected to demonstrate these characteristics in all their interactions throughout each school day. Students develop these characteristics by the way they treat themselves and each other. Teachers demonstrate these characteristics by the way they treat students and how they interact with parents and other staff members. Teachers utilize "Love and Logic" strategies to create a positive learning environment and promote student responsibility of their own behavior. Creekside Oaks is a school community that prides itself on working together and collaborating to help students have a positive learning experience. Creekside Oaks is a PBIS school and uses positive interventions and the bucket filling philosophy to discourage negative behavior and create a positive learning environment.

Creekside Oaks has a school safety plan that outlines how to assure that students will be safe and comfortable while on campus. It also includes procedures to keep students safe during emergency situations. The plan is updated and revised every year through our School Site Council to accommodate any improvements that need to be made. The schools safety plan is based on the practices of the standard response protocol (SRP) through the "I luv u guys" foundation iloveuguys.org. We have a school safety team that analyzes and makes recommendations to create a safe school environment. We are currently working with Lincoln Police to streamline safety procedures and maximize the safety of the campus. Last we are developing our school plans for reunification through the SRM.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	

* 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.

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	21	2	5		19	1	3		21	1	6	
1	25		3		23		5		40		3	1
2	27		3		22		4		23	1	3	
3	24		4		28		3		23	1	3	
4	25		4		28		3		28		3	
5	64	1	3	2	41	1	4	3	106	1	3	3
Other**	135		1	2								

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	30	35

The district sponsors many opportunities for professional development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit. Creekside Oaks staff has recently participated in various forms of staff development. Behavior training in the Love and Logic program gives staff members strategies to work with students to take responsibility for their actions and accept appropriate consequences. It also helps build positive relationships between staff and students. Teachers have additionally attended professional development in teaching to the ELA common core standards through the Placer County Office of Education, developing writing skills, teaching academic vocabulary, utilizing engagement and checking for understanding strategies to improve instruction, and utilizing the ELD standards in our English Learner instruction. This includes ELD integrated and designated training's from the district. Teachers have been trained in GLAD strategies. Science teachers have been trained for the Next Generation Science Standards. The district has also provided training for youth development institute (YDI), which helps build relationships and the leadership capacity of our youth. All teachers are being trained in TESS (Total Education System Supports) to support math instruction. Teachers are also being trained in AVID (Advancement Via Individual Determination), iReady diagnostic program (online instruction at each students academic level), teaching technology in the classroom. Last we have started TLC (Teacher Learning Centers) in which teachers work on lesson design and team teach lessons to students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,893	$49,084
Mid-Range Teacher Salary	$71,003	$76,091
Highest Teacher Salary	$93,595	$95,728
Average Principal Salary (ES)	$108,151	$118,990
Average Principal Salary (MS)	$115,051	$125,674
Average Principal Salary (HS)	$127,942	$137,589
Superintendent Salary	$189,844	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,650	$2,787	$7,863	$79,379
District	N/A	N/A	$7,778	$82,323.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	-3.6
School Site/ State	4.6	1.7

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

Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1 and LCFF funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances. This includes a parent liaison and Title 1 support programs. To better meet the needs of all students Title 1 funds are being put towards supplemental programs such as iReady for math and language Arts, Ready Common Core math and language arts, technology training, math training for the entire staff, and Elementary AVID. We also offer intervention programs through instructional support providers to meet the academic needs of all students. This support comes from Title 1 funds as well.

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.