# Creekside Charter
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)



## General Information about the School Accountability Report Card (SARC)

| | |
|---|---|
| **SARC Overview** | 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.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Creekside Charter- Authorizer NESD |
| **Phone Number** | 9162592832 |
| **Superintendent** | Denny Rush |
| **Email Address** | drush@newcastle.k12.ca.us |
| **District Website Address** | http://www.newcastle.k12.ca.us/ |

## 2022-23 School Overview

Creekside Charter School is a small TK-8 grade school located at the base of Palisades Tahoe Ski area in Olympic Valley, CA. 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.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 36 |
| Grade 1 | 24 |
| Grade 2 | 24 |
| Grade 3 | 26 |
| Grade 4 | 27 |
| Grade 5 | 23 |
| Grade 6 | 26 |
| Grade 7 | 23 |
| Grade 8 | 22 |
| Total Enrollment | 231 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.6 |
| Male | 49.4 |
| American Indian or Alaska Native | 0.0 |
| Asian | 2.2 |
| Black or African American | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 1.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 10.4 |
| White | 77.1 |
| English Learners | 0.9 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 10.0 |
| Students with Disabilities | 6.1 |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 10.70 | 97.73 | 86.50 | 90.10 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.30 | 2.39 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 2.00 | 2.15 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 4.00 | 4.16 | 12115.80 | 4.41 |
| Unknown | 0.20 | 2.27 | 1.10 | 1.17 | 18854.30 | 6.86 |
| Total Teaching Positions | 11.00 | 100.00 | 96.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23.  The CDE has indicated that the data will be available after the 2/1/23 SARC deadline.  The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23.  The CDE has indicated that the data will be available after the 2/1/23 SARC deadline.  The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23.  The CDE has indicated that the data will be available after the 2/1/23 SARC deadline.  The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

| Year and month in which the data were collected | 2022 January |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most | Percent Students |
|---|---|---|---|

| | | Recent Adoption? | Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | K- Engage NY and Teacher Driven, DRA<br><br>1st- Amplify<br><br>2nd- Ready Reading and Writing, Rooted in Reading,Reading Street, Out of this World Literacy, Zaner-Bloser<br><br>3rd- Ready, learning without tears,<br><br>4th- Guiness world records, time for kids, Lumos Learning Reading Practice, Daily Paragraph Editing, Evan Mohr spell and write<br><br>5th- Ready ELA, trait crate + various novels and short stories<br><br>6th- Engage NY, +various novels and Newsela<br><br>7th- 8th variety of teacher created<br><br>Handwriting Without Tears (school wide)<br>Six Trait (school wide) | Yes | 0% |
| **Mathematics** | K- 8 Iready Math | Yes | 0% |
| **Science** | K-1 Delta Science NGSS<br><br>2nd-Science: A Closer Look, Science Studies WeeklyMonterey Bay Aquarium- NGSS-Splash Zone Teacher Training,American Museum of Natural History,Mystery Science,NASA resources,National Geographic resources<br><br>3rd- Mamcillian Mcgraw Hill NGSS<br><br>4th- TCI, Calfironia Studies TPT<br><br>5th-8th TCI Alive, PHET simulations, teacher resources, amobea sisters, Ted ed, | Yes | 0% |
| **History-Social Science** | K- Teacher Created<br><br>1st:Teacher Created<br><br>2nd:Studies Weekly,Town Builder,The National Museum of American History- Smithsonian's History Explorer<br><br>3rd: Studies weekly, TPT, teacher generated<br><br>4th- California Studies Weekly, Novel Studies, and TPT | Yes | 0% |

| | 5th-8th TCI History Alive<br><br>Social Emotional Learning (all grades)- Nueva Institute | | |
|---|---|---|---|
| **Foreign Language** | Sombrero Time,  Sonrisas, duolingo | | |
| **Health** | https://www.healthteacher.com/, Connect-Ed | Yes | 0% |
| **Visual and Performing Arts** | Teacher led following CA state standards-Integrated art | | |
| **Science Laboratory Equipment (grades 9-12)** | NA | | |

## School Facility Conditions and Planned Improvements

Our campus is modern and in good working condition.

| Year and month of the most recent FIT report | 5/2002 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | | X | | Replaced 3 roofs this past summer and did work to patch failing roofs.  Summer 2023 we will replace 2 more roofs. |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Turf field needs replacement, swing set needs to be replaced. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| B. Pupil Outcomes | **State Priority: Pupil Achievement** |
|---|---|

**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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 87 | N/A | 68 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 86 | N/A | 62 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 144 | 141 | 97.92 | 2.08 | 86.52 |
| Female | 71 | 69 | 97.18 | 2.82 | 88.41 |
| Male | 73 | 72 | 98.63 | 1.37 | 84.72 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 85.71 |
| White | 110 | 107 | 97.27 | 2.73 | 86.92 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 144 | 141 | 97.92 | 2.08 | 85.82 |
| Female | 71 | 69 | 97.18 | 2.82 | 79.71 |
| Male | 73 | 72 | 98.63 | 1.37 | 91.67 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 78.57 |
| White | 110 | 107 | 97.27 | 2.73 | 87.85 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 78.05 | 77.27 | 43.75 | 40 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 44 | 44 | 100 | 0 | 77.27 |
| Female | 17 | 17 | 100 | 0 | 76.47 |
| Male | 27 | 27 | 100 | 0 | 77.78 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 30 | 30 | 100 | 0 | 80 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |
| Grade 7 | 100% | 100% | 100% | 100% | 100% |
| Grade 9 | NA | NA | NA | NA | NA |

## 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 regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

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://creeksidetahoe.org/pto

65% of parents volunteered 30 or more hours for the school last year.

Our LCAP/ school improvement plan is centered on parent input and reflection on school goals.

PTO Board has 12 parents

CCM Board has 7 parents

Our parents are welcome on campus and are a large part of our community. 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.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 233 | 232 | 0 | 0.0 |
| Female | 117 | 117 | 0 | 0.0 |
| Male | 116 | 115 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 6 | 6 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 5 | 5 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 24 | 24 | 0 | 0.0 |
| White | 182 | 181 | 0 | 0.0 |
| English Learners | 2 | 2 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 25 | 25 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 18 | 18 | 0 | 0.0 |

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 3.03 | 0.70 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.00 | 0.14 | 0.93 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

## 2022-23 School Safety Plan

Plan will be reviewed at our February, 2023 meeting.

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

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 10 | 2 | | |
| 1 | 22 | | 1 | |
| 2 | 16 | 1 | | |
| 3 | 19 | 1 | | |
| 4 | 23 | | 1 | |
| 6 | 13 | 1 | 1 | |
| Other | 24 | 2 | | 2 |

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 16 | 2 | | |
| 1 | 16 | 1 | | |
| 2 | 20 | 1 | | |
| 3 | 17 | 1 | | |
| 4 | 22 | | 1 | |
| 5 | 21 | | 1 | |
| 6 | 21 | | 1 | |
| Other | 8 | 2 | | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 17 | 2 | | |
| 1 | 12 | 1 | 1 | |
| 2 | 22 | | 1 | |
| 3 | 23 | | 1 | |
| 4 | 23 | | 1 | |
| 5 | 22 | | 1 | |
| 6 | 22 | | 2 | |
| Other | 12 | 3 | | |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 0 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| 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 | 2.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | 9,643.64 | 1,236.22 | 8,407.43 | 62,707.18 |
| District | N/A | N/A | | $77,109 |
| Percent Difference - School Site and District | N/A | N/A | | -20.6 |
| State | N/A | N/A | $6,594 | $74,053 |
| Percent Difference - School Site and State | N/A | N/A | 24.2 | -16.6 |

## 2021-22 Types of Services Funded

For 2021-2022, in addition to our small class size and school wide ration of 17 students to 1 credentialed faculty, we offer a full time interventionist, a full time stem extension teacher, and a full time special education teacher.   The interventionist pushes into classrooms to support student learning and monitor intervention plans. In 2021-2022 we also employed  a .2 speech therapist, a .2 school psychologists, and a .1 school nurse.  All of these specialist helps us support all different types of learners.  We believe in all students succeeding with no child falling through the cracks.  If a child needs help, we do whatever it takes to provide the services they need to find success in the classroom.

Additionally, we stipend faculty to work with student after school hours which supports struggling learners and students that are looking to push ahead.  Lastly, because of ELO funds we have increased our teacher support aide positions.  We now offer 4 full time aides.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries.  For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $44,136 | $46,844 |
| Mid-Range Teacher Salary | $66,387 | $73,398 |
| Highest Teacher Salary | $93,829 | $93,345 |
| Average Principal Salary (Elementary) | $132,575 | $116,457 |
| Average Principal Salary (Middle) | | $122,115 |
| Average Principal Salary (High) | | |
| Superintendent Salary | $202,470 | $136,296 |
| Percent of Budget for Teacher Salaries | 25% | 30% |
| Percent of Budget for Administrative Salaries | 15% | 6% |

## Professional Development

Our PD has focused on our LCAP goals: differentiation, SEL learning, improving systems and environmental education.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 12 | 12 |