Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Western Placer Unified School District
600 Sixth Street Suite 400
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District Governing Board

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Kris Wyatt

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District Administration

Scott Leaman
Superintendent

Kerry Callahan
Assistant Superintendent Educational Services

Audrey Kilpatrick
Assistant Superintendent Business Services

Gabe Simon
Assistant Superintendent Human Resources

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 purpose at Creekside Oaks Elementary is to help students learn all they can by teaching them to be critical thinkers, problem solvers, risk takers, and successful lifelong learners. Families and staff collaborate to create a nurturing environment for all students. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit 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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (916) 645-6380 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	129
Grade 1	100
Grade 2	107
Grade 3	82
Grade 4	92
Grade 5	103
Total Enrollment	613

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
American Indian or Alaska Native	1.1
Asian	2.6
Filipino	3.3
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.2
White	49.8
Two or More Races	2.9
Socioeconomically Disadvantaged	49.8
English Learners	22.8
Students with Disabilities	14.8
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Creekside Oaks Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	303
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Oaks Elementary	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	98.7	1.3
High-Poverty Schools	97.5	2.5
Low-Poverty Schools	99.5	0.5

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & corrective Reading 2002; Medallions 2010; (State Waiver 2010) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	EnVision Math - Pearson Education, Grades K-5 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Science/FOSS 2008 **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 2006 **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)

The campus and grounds are in good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Poor ventilation HVAC is blocking air return in two different classrooms.
Interior: Interior Surfaces		X		Stained carpet, damaged and stained ceiling tiles in several classrooms and portables.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			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	X			There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Sink in Portable drips.
Safety: Fire Safety, Hazardous Materials		X		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. Plug-in air fresheners in eight classrooms/portables will be removed.Rot on ramps and paint needed on ramps.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Stained ceiling tiles, siding damage, and chipped paint and rot on ramps throughout the campus. Three roof leaks in classrooms/portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Paint chipped on door of classroom. School is on painting maintenance schedule.

Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	50	44
Math	29	40	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	62	60	65	67	68	67	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.20	25.70	25.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	65
Male	61
Female	71
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	57
White	69
Two or More Races	--
Socioeconomically Disadvantaged	38
English Learners	26
Students with Disabilities	52
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	83	82	98.8	27	23	32	18
	4	92	92	100.0	24	25	33	18
	5	109	104	95.4	44	16	28	12
Male	**3**		35	42.2	31	29	29	11
	4		41	44.6	17	32	32	20
	5		59	54.1	49	20	17	14
Female	**3**		47	56.6	23	19	34	23
	4		51	55.4	29	20	33	18
	5		45	41.3	38	11	42	9
Black or African American	**3**		3	3.6	--	--	--	--
	4		3	3.3	--	--	--	--
American Indian or Alaska Native	**4**		2	2.2	--	--	--	--
	5		2	1.8	--	--	--	--
Asian	**3**		1	1.2	--	--	--	--
	5		3	2.8	--	--	--	--
Filipino	**3**		2	2.4	--	--	--	--
	4		6	6.5	--	--	--	--
	5		2	1.8	--	--	--	--
Hispanic or Latino	**3**		31	37.3	42	26	19	13
	4		40	43.5	38	25	28	10
	5		39	35.8	51	15	31	3
White	**3**		42	50.6	10	21	48	21
	4		41	44.6	12	24	37	27
	5		56	51.4	38	16	30	16
Two or More Races	**3**		3	3.6	--	--	--	--
	5		2	1.8	--	--	--	--
Socioeconomically Disadvantaged	**3**		44	53.0	45	25	18	11
	4		48	52.2	35	23	29	13
	5		59	54.1	61	14	22	3
English Learners	**3**		18	21.7	44	33	17	6
	4		17	18.5	71	12	18	0
	5		21	19.3	90	10	0	0
Students with Disabilities	**3**		11	13.3	36	0	45	18
	4		13	14.1	62	23	8	8
	5		22	20.2	82	5	14	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	83	83	100.0	27	34	25	14
	4	92	92	100.0	24	46	24	7
	5	109	104	95.4	43	37	13	8
Male	**3**		35	42.2	37	23	26	14
	4		41	44.6	17	44	29	10
	5		59	54.1	42	32	17	8
Female	**3**		48	57.8	19	42	25	15
	4		51	55.4	29	47	20	4
	5		45	41.3	44	42	7	7
Black or African American	**3**		3	3.6	--	--	--	--
	4		3	3.3	--	--	--	--
American Indian or Alaska Native	**4**		2	2.2	--	--	--	--
	5		2	1.8	--	--	--	--
Asian	**3**		1	1.2	--	--	--	--
	5		3	2.8	--	--	--	--
Filipino	**3**		2	2.4	--	--	--	--
	4		6	6.5	--	--	--	--
	5		2	1.8	--	--	--	--
Hispanic or Latino	**3**		32	38.6	41	41	16	3
	4		40	43.5	33	45	20	3
	5		39	35.8	56	36	5	3
White	**3**		42	50.6	12	26	36	26
	4		41	44.6	12	51	27	10
	5		56	51.4	32	39	18	11
Two or More Races	**3**		3	3.6	--	--	--	--
	5		2	1.8	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	**3**		45	54.2	38	47	11	4
	4		48	52.2	35	42	19	4
	5		59	54.1	59	31	8	2
English Learners	**3**		19	22.9	42	47	11	0
	4		17	18.5	59	35	6	0
	5		21	19.3	86	10	5	0
Students with Disabilities	**3**		12	14.5	33	17	8	42
	4		13	14.1	69	8	15	8
	5		22	20.2	82	18	0	0
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

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. 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 out 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 achieve as much as possible. 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. 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 School Climate State Priority (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 also 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 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.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	1.20	0.42	0.59
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	22	24	22			3	4	6	3			
1	24	28	25				4	4	4			
2	28	28	27				3	3	4			
3	27	30	27				3	3	3			
4	27	29	28				4	3	3			
5	26	24	29	1	1	1	3	4	2			1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$34,581	$42,315
Mid-Range Teacher Salary	$64,797	$66,451
Highest Teacher Salary	$85,208	$85,603
Average Principal Salary (ES)	$94,098	$105,079
Average Principal Salary (MS)	$97,343	$111,005
Average Principal Salary (HS)	$108,366	$121,310
Superintendent Salary	$156,004	$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	7399	1594	5806	69447
District	♦	♦	$5,672	$68,795
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			2.4	0.9
Percent Difference: School Site/ State			8.6	0.3

* Cells with ♦ do not require data.

Types of Services Funded

Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1, EIA and LCAP funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.