



Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Western Placer Unified School District

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District Governing Board

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Educational Services

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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 building 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	143
Grade 1	103
Grade 2	84
Grade 3	96
Grade 4	105
Grade 5	92
Total Enrollment	623

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.1
Asian	2.7
Filipino	2.7
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.6
White	49.8
Two or More Races	1.4
Socioeconomically Disadvantaged	45.3
English Learners	17
Students with Disabilities	13.8
Foster Youth	0.8

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			
Creekside Oaks Elementary School	15-16	16-17	17-18
With Full Credential	28	30	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	345
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Oaks Elementary	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> 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) <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>EnVision Math - Pearson Education, Grades K-5 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta Science/FOSS 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman: History Social Science for California 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

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: 12/21/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	X			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.
<p>Interior: Interior Surfaces</p>			X	Office: Carpet stained and ceiling tile stained. 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 poor condition. Portable 18: Sink counter top in poor condition. Portable 19: Holes in ceiling tiles. Classroom 10: Carpet in poor condition and window blinds not functional Portable 6: Window blinds not functional. Portable 4: Window blinds not functional Portable 8: Carpet in poor condition. K1: Vinyl flooring coming up along with restroom needs FRP for walls.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				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 window covering non operational. 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	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. 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	X			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	X			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	X			Office: ceiling tile stained. Library: Ceiling tiles damaged.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Portable 7: Door handle has mechanical problem. Classroom 2: South window leaks Portable 9: Extreme deficiency, No Comment
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	58	53	54	48	48
Math	35	46	37	39	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	65	69	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.4	16.9	48.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	100	96	96.0	68.8
Male	45	44	97.8	75.0
Female	55	52	94.6	63.5
Hispanic or Latino	48	45	93.8	55.6
White	43	42	97.7	81.0
Socioeconomically Disadvantaged	53	50	94.3	60.0
English Learners	20	18	90.0	38.9
Students with Disabilities	15	15	100.0	46.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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	292	291	99.66	58.08
Male	141	140	99.29	47.14
Female	151	151	100	68.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	45.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	140	99.29	70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	154	153	99.35	45.1
English Learners	71	71	100	42.25
Students with Disabilities	50	50	100	40
Foster Youth	--	--	--	--

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 2016-17 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	293	292	99.66	45.55
Male	142	141	99.3	44.68
Female	151	151	100	46.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	111	100	34.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	141	99.3	54.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	154	99.35	31.17
English Learners	71	71	100	32.39
Students with Disabilities	50	50	100	34
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. 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 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 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. We are moving our school safety plan to reflect the practice of the standard response protocol (SRP). 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.6	0.1	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.2	2.8	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	

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)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0.2
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	21	3		2	3	6	5			
1	25	28	25				4	3	3			
2	27	26	27				4	4	3			
3	27	28	24				3	4	4			
4	28	24	25				3	3	4			
5	29	27	64	1	1	1	2	3	3	1		2
Other			135						1			2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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. 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) and CUE Rockstar Teaching (technology in the classroom).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,519	\$46,511
Mid-Range Teacher Salary	\$70,300	\$73,293
Highest Teacher Salary	\$92,445	\$92,082
Average Principal Salary (ES)	\$108,030	\$113,263
Average Principal Salary (MS)	\$110,193	\$120,172
Average Principal Salary (HS)	\$126,014	\$131,203
Superintendent Salary	\$186,983	\$213,732
Percent of District Budget		
Teacher Salaries	39%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,577	\$2,370	\$7,207	\$76,583
District	◆	◆	\$7,328	\$77,040
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-1.7	-0.6
Percent Difference: School Site/ State			9.6	2.8

* Cells with ◆ do not require data.

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, TESS training for the entire staff, and year one implementation of Elementary AVID.

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 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.