

Creekside Oaks Elementary School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

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 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (916) 645-6380.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	120
Gr. 1	100
Gr. 2	70
Gr. 3	83
Gr. 4	93
Gr. 5	104
Total	636

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	3.0
Filipino	3.3
Hispanic or Latino	36.2
Native Hawaiian/Pacific Islander	0.2
White	51.6
Two or More Races	3.8
Socioeconomically Disadvantaged	48.6
English Learners	20.6
Students with Disabilities	13.2

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	12-13	13-14	14-15
Fully Credentialed	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	295
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Oaks Elementary	12-13	13-14	14-15
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

2013-14 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	85.19	14.81
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

* 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 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & corrective Reading 2002; Medallions 2010, Supplemental materials include Ready Common Core by Curriculum Associates (Grades k-5) and Academic Language Toolkit (Grades 3-5) by National Geographic Learning.
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	EnVision Math - Pearson Education, Grades K-5
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS Science 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresmann: History Social Science for CA 2006
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good condition. The exterior siding on 4 portable classrooms was replaced, summer 2014. HVAC unit replaced, Nov. 2014, 1 classroom.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Several classrooms require hvac replacements. Equipment is beyond its' life-span. Deferred maintenance project, summer 2015.
Interior: Interior Surfaces	[X]	[]	[]	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Several skunks were removed from the campus by maintenance dept.
Electrical: Electrical	[X]	[]	[]	Electrical & low voltage wiring requires replacement, back portable buildings, deferred maintenance project, summer 2015
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	N/A
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	. 2 security cameras added, summer 2014

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	Roof repair/replacement needed under Spanish tile roof wing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	N/A
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	51	63	60	63	60	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	59	54	59	62	58	54	56	55
Math	57	63	56	51	51	48	49	50	50
HSS				46	50	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	5	5	5
Similar Schools	2	3	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.9	35.8	22.1

* 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.

2013-14 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	65
All Student at the School	60
Male	58
Female	62
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian/Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	4	25	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	53	-31
Native Hawaiian/Pacific Islander			
White	7	13	-7
Two or More Races			
Socioeconomically Disadvantaged	10	21	-22
English Learners	-8	56	-47
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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. You can find out more about volunteer opportunities or helping in our Parent Teacher Organization by contacting the PTO President, Mandy Nielsen or 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	11-12	12-13	13-14
Suspensions Rate	0.0	1.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.2	22	24	5			0	4	6	0		
Gr. 1	26.5	24	28	0			4	4	4	0		
Gr. 2	23.6	28	28	0			5	3	3	0		
Gr. 3	26.8	19	23	0	2	1	4	3	3	0		
Gr. 4	31.3	20	20	0	2	2	3	3	3	0		
Gr. 5	28	24	21	0	1	2	3	3	3	0		
Other	0			3			0			0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,631	\$41,243
Mid-Range Teacher Salary	\$63,016	\$64,893
Highest Teacher Salary	\$82,867	\$83,507
Average Principal Salary (ES)	\$97,651	\$103,404
Average Principal Salary (MS)	\$101,020	\$109,964
Average Principal Salary (HS)	\$112,540	\$120,078
Superintendent Salary	\$153,657	\$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,490	\$1,889	\$5,601	\$66,568
District	♦	♦	\$5,672	\$66,280
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-1.3	0.4
Percent Difference: School Site/ State			19.4	-1.8

Types of Services Funded at Creekside Oaks Elementary School

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.

Professional Development provided for Teachers at Creekside Oaks Elementary School

The district sponsors many opportunities for staff 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, teaching academic vocabulary, utilizing engagement and checking for understanding strategies to improve instruction, and utilizing the ELD standards in our English Learner instruction.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Creekside Oaks Elementary School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Western Placer Unified School District	2011-12	2012-13	2013-14
English-Language Arts	59	58	34
Mathematics	54	57	33
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Creekside Oaks Elementary School	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
Western Placer Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	343
% of pupils completing a CTE program and earning a high school diploma	7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

Career Technical Education Programs