

Creekside Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

- 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/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

2023-24 School Contact Information

School Name	Creekside Middle School
Street	535 Peregrine Dr

City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4710
Principal	Chris Anderson
Email Address	canderson@patterson.k12.ca.us
School Website	https://creekside.patterson.k12.ca.us/
County-District-School (CDS) Code	50712176060297

2023-24 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Reyes Gauna, Ed.D.
Email Address	rgauna@patterson.k12.ca.us
District Website	www.patterson.k12.ca.us

2023-24 School Description and Mission Statement

Creekside Middle School (CMS) can be found in the heart of Patterson, California. The Patterson Joint Unified Elementary schools feed into Creekside to bring our vibrant community of approximately 900 students together for the middle level of their education. Students are enrolled in rigorous classes such as Math, English Language Arts, Science, History, PE and Electives to provide them with a holistic education that prepares them for high school. Academically, students learn 21st Century Skills, utilize online curriculum and are exposed to instructional strategies that focus on investigation, collaboration, writing and presentations. CMS teachers implement AVID strategies to develop student skills in Writing, Inquiry, Collaboration, Organization, and Reading. We support our ELD population (34% of our student body) through programs like Read180 and designated ELD classes. Creekside is widely known for its strong student leadership programs, including; the Associated Student Body (ASB), Where Everybody Belongs (WEB) and the Panther News Network (PNN). In addition to leadership opportunities, the Music Program at Creekside is award-winning, our PE program produces the best physical fitness results in the county, the sports program dominates the league and our VAPA program includes art classes. Creekside Middle School was one of the first middle schools in our county to make the 1:WEB transition and students enjoy a variety of technology classes.

At Creekside, we have two counselors, a school psychologist, mental health support, and two SAS Counselors to support the social and emotional needs of our students. With 79% of our students falling into the "Socioeconomically Disadvantaged" category, it is vitally important for our staff to support a variety of students' needs, including being prepared to adequately support the needs of our students. In a greater effort to support our students, we are in the sixth year of our PBIS implementation, continuing to earn a Silver Award Positive Behavior Intervention & Supports program. Addressing the overall climate and safety of our school is of utmost importance to our staff. Through our PBIS program, we teach our students to be respectful, responsible and safe. In the Advisory Program, we focus on teaching a character trait each month that will help students learn how to set long and short-term goals, as well as a focus on College and Career exploration. Students are publicly recognized on a monthly basis for positive behavior.

Our district vision statement helps us determine our long and short-term site goals and provides us with the framework to set our staff commitment and student Creed, which are as follows:

*District Vision: PJUSD, the Central Valley's vibrant educational community offering world-class academics with a small-town feel, ensures that all students will graduate as resilient confident innovators and contributing citizens with the knowledge and the 21st-century skills and experience to create their own futures and pursue personal and professional fulfillment.

*Board of Education Commitments

- Prepare students to be college and career-ready.
- Provide highly qualified employees, technology, and CCSS aligned materials to ensure all students will meet their potential.
- Provide a safe and welcoming environment where students attend and are connected to their schools.

2023-24 School Description and Mission Statement

- Cultivate meaningful partnerships with parents, families, and community stakeholders in order to support student success in school.

*Staff Commitment: As Creekside staff, we commit to providing a safe and rigorous academic environment where every student has the opportunity to persevere and reach their fullest potential. We will provide opportunities for students to develop both academic and social skills ensuring college and career readiness.

*Student Creed: We are Creekside, we are college-bound! My future is controlled by the choices I make today. Education is the key to my success. I will not let anything stand in the way of my dreams; there are NO excuses! As a proud Creekside Panther, I will take pride in myself, my school, and others.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	452
Grade 8	467
Grade 9	1
Total Enrollment	920

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.4%
Asian	2.7%
Black or African American	4.7%
Filipino	2.4%
Hispanic or Latino	76.3%
Native Hawaiian or Pacific Islander	2.4%
Two or More Races	1.8%
White	8.2%
English Learners	33.6%
Foster Youth	0.2%
Homeless	2.1%
Migrant	1.3%
Socioeconomically Disadvantaged	80.5%
Students with Disabilities	18.2%

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)	39.90	75.42	238.40	82.50	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	5.76	13.40	4.66	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.64	5.80	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	6.52	9.70	3.36	12115.80	4.41
Unknown	5.60	10.60	21.50	7.44	18854.30	6.86
Total Teaching Positions	52.90	100.00	289.00	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)	35.30	76.08	227.50	80.09	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.10	2.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	3.64	5.50	1.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.15	7.30	2.58	11953.10	4.28
Unknown	8.40	18.10	35.50	12.51	15831.90	5.67
Total Teaching Positions	46.40	100.00	284.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.80	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.20	0.00
Local Assignment Options	3.10	1.00
Total Out-of-Field Teachers	3.40	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.6	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, 2016	Yes	0
Mathematics	California Go Math!, 2015	Yes	0
Science	Amplify Science California, 2019	Yes	0
History-Social Science	TCI, 2018	Yes	0

School Facility Conditions and Planned Improvements

Creekside is a twenty-one-year-old, multi-million dollar facility. There are numerous restrooms situated in all wings of the school. The school has a large, modern gymnasium that seats 750 people and athletic fields; the school shares these facilities with the community. Creekside Middle School campus was completed in its first phase in January 2002. The gymnasium and shower/locker rooms were completed in 2003. The gymnasium is also used by the city and other community organizations, allowing it to service the maximum number of students possible. The back portion of our campus was reconnected three years ago and opened four classrooms for instruction. We currently house 844 students and have seen our enrollment range up to over 1200 students at certain parts of the year. We have recently created more usable space within our campus buildings by discarding obsolete equipment, re-organizing storage areas, and using specific areas for dual staff and student usage.

Within the last four years, two classrooms were modified to become dry-lab science rooms to support our science team, now students in all grade levels get to experience in a lab-style classroom. This update included the addition of tile flooring, storage for lab materials and equipment, lab tables, and stools. This allows science teachers to incorporate more lab-based projects and hands-on experiences for students while implementing the new Next Generation Science Standards.

In February 2020, the addition of a shade structure in the quad was completed. This has added a 30X50 foot covered area which provides coverage for eight 8 foot tables, used during lunch. This shade structure is an important addition to the recreational spaces our students have available to them, especially during lunchtime. Additionally, we added another shade structure on the blacktop to provide more covered tables for students to socially distance in March 2021.

We continually monitor the upkeep of our school and are committed to a clean and safe environment for our students. Site and District maintenance staff take measures to ensure the site is in good repair and working order, when concerns arise the tasks are completed in a timely manner.

Year and month of the most recent FIT report

7/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			H Girls' Restroom: #3:Sewer--1st of 4 toilets leaks at the spud and vacuum breaker. #7:Electrical--Entry light does not function.
Interior: Interior Surfaces		X		CR#F16: #4:Interior Surfaces--3 ceiling tiles are water damaged. J Boys' Restroom: #4:Interior Surfaces--Entry transition plate is missing. Entry floor tile is broken.

School Facility Conditions and Planned Improvements

			<p>K Boys' Restroom: #4:Interior Surfaces--1st and 2nd of 2 soap dispensers are rusty/dirty. #7:Electrical--Entry light does not function.</p> <p>K Girls' Restroom: #4:Interior Surfaces--2 light bays are missing covers. #7:Electrical--1 light bulb does not function. Entry light does not function.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	<p>Boys' Locker Room Restroom: #7:Electrical--Entry light does not function.</p> <p>CR#K10: #7:Electrical--1 bulb does not function.</p> <p>F Boys' Restroom: #7:Electrical--1st of 2 hand dryers does not function.</p> <p>F Girls' Restroom: #7:Electrical--2 light bulbs do not function.</p> <p>Gym Girls' Restroom: #7:Electrical--Entry light does not function.</p> <p>H Boys' Restroom: #7:Electrical--Entry light does not function.</p> <p>H Girls' Restroom: #3:Sewer--1st of 4 toilets leaks at the spud and vacuum breaker. #7:Electrical--Entry light does not function.</p> <p>K Boys' Restroom: #4:Interior Surfaces--1st and 2nd of 2 soap dispensers are rusty/dirty. #7:Electrical--Entry light does not function.</p> <p>K Girls' Restroom: #4:Interior Surfaces--2 light bays are missing covers. #7:Electrical--1 light bulb does not function. Entry light does not function.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		<p>CR#J10: #10:Fire Safety--Table blocks immediate access to the fire extinguisher.</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	35		35		47	
Mathematics (grades 3-8 and 11)	13		18		33	

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.97		13.14		29.47	

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

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2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	98%	95%	93%	95%	92%

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.

2023-24 Opportunities for Parental Involvement

Creekside Middle School has a School Site Council (SSC) that reviews the academic programs and student achievement scores of the school. This group meets up to 8 times per year. We also have a very committed English Language Advisory Committee (ELAC) that meets monthly. This group is also very active in discussing ways for students to be academically successful. There are a variety of other groups who meet throughout the year as well (on an as-needed basis); these include ASB parent meeting to discuss upcoming events, AVID parent meetings, athletics, and more.

Creekside Middle School's staff and faculty gladly welcome parent volunteers on the CMS campus. Volunteer packets can be obtained at the receptionist desk in the front office. Volunteers must complete a background check, TB test, and proof of vaccination. Parent volunteers have helped teachers in the classroom, assisted in the supervision of lunchtime activities, chaperoned WEB, ASB, and PBIS activities, and assisted teachers with classroom preparation. PIQE is offered to parents to support and empower them to help their students improve academic achievement and prepare for post-secondary education. This is offered in Spanish.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Creekside prides itself on keeping its School Safety Plan current and relevant. The plan was last reviewed and updated by the Safety Committee on December 1, 2023. In order to keep our plan up to date and inclusive of best practices we regularly send a team to conferences on school safety at the Stanislaus County Office of Education. To support our safety plan we employ a full-time School Security Officer at our site (as part of a district School Security Team), three campus supervisors, a teacher, and a discipline/safety secretary. The team works together to watch over and protect students at our school. The team works to build trusting relationships with students and parents.

As a part of our overall safety plan, we have practice drills to prepare both students and staff for emergencies. After all drills, the safety team will meet to debrief and make adjustments as needed. In addition to developing plans to address emergency situations, our School Safety Plan also addresses online behaviors, bullying, and other conflicts students may face at school.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	62		
Mathematics	13	56		
Science	14	53	9	
Social Science	13	56		

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	33	
Mathematics	23	15	25	
Science	27	5	31	
Social Science	25	6	31	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 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	

2022-23 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	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8183	856	7327	84045
District	N/A	N/A	12440	77391
Percent Difference - School Site and District	N/A	N/A	-51.7	7.7
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	10.5	1.1

Fiscal Year 2022-23 Types of Services Funded

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

ASB- Student leadership program

WEB- Where Everybody Belongs (this is a program that specifically supports the social and emotional needs of our students as they transition into Middle School)

Youth Court (a restorative justice approach to student behaviors)

Positive Behavior & Interventions Supports (PBIS - promoting positive school climate)

Advancement Via Individual Determination (AVID- instructional strategies and programs to support academic success)

Science Olympiad (an opportunity for students to participate in science-based contests)

National History Day (a historically themed academic contest)

Spelling Bee 7-8

Music Program that supports 100+ students and growing

English Learner programs, including English Language Development (ELD) and Read 180

Ten percent of Title I funds are spent on supplemental services. These are given to students who qualify at Program

Improvement schools. Services are provided in the home to those parents who agree and have generally included the offerings of tutoring and/or computer-assisted instruction.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$56,506	\$54,190
Mid-Range Teacher Salary	\$81,018	\$85,111
Highest Teacher Salary	\$113,444	\$104,999
Average Principal Salary (Elementary)	\$137,952	\$132,492
Average Principal Salary (Middle)	\$143,572	\$140,987
Average Principal Salary (High)	\$155,538	\$153,884
Superintendent Salary	\$243,556	\$255,503
Percent of Budget for Teacher Salaries	27.34%	32.09%
Percent of Budget for Administrative Salaries	5.31%	5.25%

Professional Development

Professional development activities are delivered through after-school workshops, professional development days, early release days, conference attendance, and individual mentoring. In addition, demonstration lessons and peer observations are held throughout the year. There are five days at the beginning of the school year, before students arrive, are dedicated to professional development. There are three days specifically designed to support teachers that are new to our district and two days for all teachers in the district. A districtwide professional development day was held on November 1, 2023

The focus of professional development activities is determined by reviewing student academic progress, district initiatives, and site needs. Major focus areas in 2022-23 included ELD strategies and supporting writing throughout the contents. Other focus areas include school climate, data analysis, and AVID strategies.

In addition, staff members also attend off-site professional growth activities to strengthen their skills in the content areas through the county and regional training.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3