Creekside Oaks Elementary 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 Oaks Elementary School
Street	2030 1st Street
City, State, Zip	Lincoln, CA, 95648
Phone Number	(916) 645-6380
Principal	Mary Boyle / Terri Dorrow
Email Address	mboyle@wpusd.org
School Website	coes.wpusd.org
County-District-School (CDS) Code	31-66951-0000000

2023-24 District Contact Information

District Name	Western Placer Unified School District
Phone Number	(916) 645-6350
Superintendent	Kerry Callahan
Email Address	kcallahan@wpusd.org
District Website	www.wpusd.org

2023-24 School Description and Mission Statement

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 build 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' 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". Creekside Oaks' programs include a highly rigorous academic program in English and a Dual Language Immersion program in Spanish.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	97
Grade 2	99
Grade 3	63
Grade 4	59
Grade 5	61
Total Enrollment	478

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.4%
Asian	0.8%
Black or African American	1%
Filipino	0.2%
Hispanic or Latino	56.9%
Two or More Races	6.3%
White	33.5%
English Learners	22.2%
Foster Youth	0.8%
Homeless	2.3%
Migrant	0.2%
Socioeconomically Disadvantaged	48.3%
Students with Disabilities	18.4%

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)	18.00	85.76	332.80	75.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	1.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.70	1.53	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.76	81.90	18.61	12115.80	4.41
Unknown	1.90	9.48	12.20	2.77	18854.30	6.86
Total Teaching Positions	20.90	100.00	440.30	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)	19.80	92.28	363.00	79.27	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	3.07	3.10	0.69	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.80	1.94	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	68.00	14.85	11953.10	4.28
Unknown	0.90	4.61	14.80	3.25	15831.90	5.67
Total Teaching Positions	21.40	100.00	458.00	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

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	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	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	August 2023		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)	Yes	0

		Rate Good	Rate Fair	Rate Poor	

Subject	Curriculum			
	4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) Estrellita Accelerated Program Benchmark Adelante Benchmark Adelante Decodable Readers Cengage Learning Alegria Poetry Big Book Set Canciones y cuentos			
Mathematics	TK McGraw Hill My Math (Adopted 2014) McGraw Hill Reveal Math (Adopted 2023) McGraw Hill Revela las Matematicas (Adopted 2023) Associates Ready Common Core Math as a supplement	Yes		0
Science	K-5 Mystery Science (Adopted 2022)	Yes		0
History-Social Science	K-5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework and provides supplementary curriculum. K-5 teachers will pilot materials during the 2023-2024 school year (after the science adoption is completed).	Yes		0
Foreign Language	N/A			N/A
Health	N/A			N/A
Visual and Performing Arts	N/A			N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A	N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	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 ilne back-up in the facilities or on the school grounds.
Interior: Interior Surfaces			X	Admin: Baseboard in hallway is damaged Room 1: Carpet seam visible Room 3: Carpet seam visible Room 10: Carpet is rippled Room 17: Entry vinyl is cracked Room 23: Carpet is rippled Room 26: Carpet is worn Room 27: Carpet is stained Room 28: Carpet is worn

School Facility Conditions and Planned Improvements

			Multi-Purpose Room: Wall tacky board material is worn. Room 31: Carpet is worn Room 33: Carpet is worn Room 36: Carpet is worn Interior systems appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. There is no evidence of a major pest or vermin infestation.
Electrical	X		There is no evidence that any portion of the school ahs a power failure. there are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appear to be adequate and working properly, including exterior lights.
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). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	X		K-1: Exterior trim paint touch up needed Room 7: Exterior paint is peeling Room 8: Exterior paint is peeling Room 15: Exterior paint is peeling Room 16: Exterior trim paint needed Room 17: Exterior trim paint needed Room 24: Exterior deck coating is peeling 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		Admin Roof leak evident K-1 Roof Leak evident Room 4: Small section of siding has dry rot Room 9 Roof Leak evident Room 15: Dry rot on siding Room 16: Dry rot on siding Room 17: Small section of siding dry rot Room 18A: Dry rot on siding Room 19 Small section of exterior dry rot Room 23: Small section of siding dry rot There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural

School Facility Conditions and Planned Improvements

				building members appear to be intact, secure, and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Asphalt hardcourt needs crack filled, slurry coated, lines repainted The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

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)	51	49	56	55	47	46
Mathematics (grades 3-8 and 11)	40	46	40	42	33	34

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	178	176	98.88	1.12	49.43
Female	91	89	97.80	2.20	57.30
Male	87	87	100.00	0.00	41.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	37.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	75	73	97.33	2.67	61.64
English Learners	29	29	100.00	0.00	10.34
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	82	98.80	1.20	41.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	20.00

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	178	176	98.88	1.12	46.02
Female	91	89	97.80	2.20	48.31
Male	87	87	100.00	0.00	43.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	32.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	75	73	97.33	2.67	61.64
English Learners	29	29	100.00	0.00	10.34
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	82	98.80	1.20	34.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	35	97.22	2.78	22.86

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)	36.67	45.61	36.63	36.03	29.47	30.29

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	59	58	98.31	1.69	46.55
Female	34	33	97.06	2.94	57.58
Male	25	25	100.00	0.00	32.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	65.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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 5	100	98	98	98	98

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

Parent involvement is an integral part of any school community. We encourage parent volunteers on campus. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO works hard to provide support for teachers and classrooms. Parents also are welcome to participate in and attend our School Site Council Meetings. These meetings include discussions about school programs, and school budgets, and seek 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 to help build parent involvement and literacy support for parents and students. We invite parents and families to join us a couple of times a year at lunch on the lawn. In addition, we have several student performances throughout the year to showcase our students' talents! You can find out more about opportunities to participate at school by calling the school office at (916) 645-6380.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	488	97	19.9
Female	238	234	39	16.7
Male	260	254	58	22.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	5	5	0	0.0
Black or African American	7	5	1	20.0
Filipino	1	1	1	100.0
Hispanic or Latino	281	278	60	21.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	31	31	8	25.8
White	166	162	26	16.0
English Learners	112	110	22	20.0
Foster Youth	5	5	2	40.0
Homeless	18	18	7	38.9
Socioeconomically Disadvantaged	247	242	62	25.6
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	104	103	22	21.4

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	0.61	1.28	0.60	1.03	3.12	2.47	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.17	0.12	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0	0
Male	1.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.6	0
English Learners	0.89	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.81	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.92	0

2023-24 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 the things that make a Hawk S.O.A.R. by being Safe, Organized, Accepting, and Responsible. 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 utilize "Love and Logic" strategies to create a positive learning environment and promote student responsibility for 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. The school's safety plan is based on the practices of the standard response protocol (SRP) through the "I luv u guys" foundation iloveuguys.org. 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. We are developing our school plans for reunification through the SRM.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	
1	16	3	1	
2	16	3	1	
3	21	1	2	
4	21	1	3	
5	20	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	
1	20	2	3	
2	35	2	2	2
3	30	2	2	2
4	36	1	2	2
5	34	2	2	2
Other	99			2

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	3	0
1	41	1	4	2
2	42	1	4	2
3	31	4	0	2
4	35	1	2	2
5	37	1	2	2
6	0	0	0	0
Other	0	0	0	0

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	0

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	1
Resource Specialist (non-teaching)	
Other	2

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	$14,468	$5,287	$9,181	$82,118
District	N/A	N/A	$8,771	$82,968
Percent Difference - School Site and District	N/A	N/A	4.6	-1.0
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	18.8	-6.2

Fiscal Year 2022-23 Types of Services Funded

Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1, ELOP, Prop 28, and LCFF funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances. We have a bilingual parent liaison to facilitate parent involvement and inclusion. We also offer Title 1 support programs of support for students. 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, technology training, math training for the entire staff, and Elementary AVID. We also offer intervention programs through instructional support providers to meet the academic needs of all students. This support comes from Title 1 funds as well.

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	$40,582	$54,190
Mid-Range Teacher Salary	$73,858	$85,111
Highest Teacher Salary	$100,291	$104,999
Average Principal Salary (Elementary)	$121,111	$132,492
Average Principal Salary (Middle)	$130,488	$140,987
Average Principal Salary (High)	$137,278	$153,884
Superintendent Salary	$229,000	$255,503
Percent of Budget for Teacher Salaries	35.09%	32.09%
Percent of Budget for Administrative Salaries	5.69%	5.25%

Professional Development

As the COVID restrictions have disappeared, our staff has been able to pursue more professional development opportunities. Teachers have been trained in AVID (Advancement Via Individual Determination) and GLAD (Guided Language Acquisition and Development) strategies. The district has provided training for the youth development institute (YDI), which helps build relationships and the leadership capacity of our youth. Teachers have also been provided with iReady diagnostic program (online instruction at each student's academic level) training. The staff of the bilingual immersion program was trained in

Professional Development

iStation (online instruction at each student's academic level) as well as curriculum and instructional materials for the bilingual classrooms. In addition, the bilingual staff worked with a national consultant to develop the program further. Additional professional development is provided by the District during the Fall District Professional Development Day and through monthly on-site Staff Meetings, including attending to specific PBIS (Positive Behavior Intervention and Supports) and MTSS (Multi Tiered Systems of Support - Intervention) strategies.

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	8	3	3