

Creekside Community Day School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Creekside Community Day School
Street	901 N Mooney Blvd
City, State, Zip	Visalia, Ca 93291
Phone Number	559-730-7491
Principal	Niels Burgess
Email Address	nburgess@vusd.org
School Website	https://www.vusd.org/domain/4019
Grade Span	
County-District-School (CDS) Code	54-72256-0139212

2024-25 District Contact Information	
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement
At Creekside Community Day School our mission is to reconnect, rehabilitate and reinstate students. The goal is to help students develop into self-disciplined, self-governing individuals who respect themselves, others, and their environment, and who are capable of making decisions that are personally and socially responsible in order to successfully participate in a general education setting. There is a focus on ownership and respect while maintaining academic growth. Students serviced by Creekside are expelled and are provided with a viable alternative to the comprehensive campus by offering a smaller academic environment with lots of support and individualized and personalized attention. The common denominator is that these students have not been successful in the regular education program. Creekside offers students intensive counseling support

2024-25 School Description and Mission Statement

(i.e. Life Skills, Career, Anger, Gang, and Drug/Alcohol). Additionally, Creekside also partners with outside organizations to provide students wrap-around services.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
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2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

2022-23 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and Misassignments			

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Savvas myPerspectives	Yes	0%
Mathematics	9-12 McGraw Hill/Glencoe Integrated Math 1,2,&3	Yes	0%
	11-12 Adv. Classes* - see course outline (*Math Adoption 2015)		
Science	9th G-W Publisher Essential Health (2021) Positive Prevention Plus (2018)	Yes	0%
	9-12 Biology: HMH Dimensions Biology (2022)		
	Chemistry: HMH Dimensions Chemistry (2022)		
	Earth Science: HMH Dimensions Earth & Space (2022)		
	Physics: Holt Physics		
	Conceptual Physics: Addison Wesley Publisher		
	AP: see course outline		
History-Social Science	Grade 10: McGraw Hill World History, Culture, & Geography: The Modern World (2019)	Yes	
	Grade 11: McGraw Hill Impact! US History & Geography (2019)		
	Grade 12: Pearson Civics: Magruder's American Government (2016)		
	Grade 12: McGraw Hill Understanding Economics		

	Grade 10-12 AP: see course outline Supplemental: DBQ/TCI Digital Resources		
Foreign Language	9-12 Spanish: Vista Higher Learning Senderos Level 1, 2, 3 (2022) 9-12 Spanish for Spanish Speakers: Cengage 9-12 French: Carnegie Learning T'es braché (2022) 9-12 ASL: Sign Media Master ASL! (2021) AP: see course outline		
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%

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

School Facility Conditions and Planned Improvements

Creekside Community Day School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school. Additional yard staff are provided to maintain the grounds.

Deferred Maintenance Program

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Year and month of the most recent FIT report

1/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	15/ GAME ROOM: 4. HOLE IN CEILING. 7. FIVE LIGHT PANELS ARE OUT. 8. REST ROOM IS OUT OF ORDER. 10. NO ROOM ID. 11. PAINT IS

School Facility Conditions and Planned Improvements

				<p>PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL.</p> <p>16/ WEIGHT ROOM: 4. HOLES IN WOOD PANELING. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. ETHERNET COVER IS MISSING. 10. NO ROOM ID. 12. DRY ROT ON SIDING.</p> <p>19: 4. CEILING TILES ARE TORN. CARPET IS TORN. 12. SIDING TRIM IS MISSING.</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. PHONE JACK COVER IS MISSING.</p> <p>21: 4. CARPET IS WORN. 12. DRY ROT ON SIDING.</p> <p>22: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. WINDOW TRIM IS BROKEN. CARPET IS STAINED. 7. THREE LIGHT DIFFUSERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.</p> <p>7: 4. RUBBER MOULDING IS MISSING. 7. ETHERNET BOX IS MISSING.</p> <p>ADMIN: 4. CARPET IS WORN AND TORN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>CAFETERIA: 4. CEILING TILES ARE TORN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON FACIA.</p> <p>FILE ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.</p> <p>LIBRARY: 4. CARPET IS LIFTING AND TORN. 7. TWO LIGHT DIFFUSERS ARE MISSING. LIGHT DIFFUSERS ARE BROKEN.</p> <p>MENS REST ROOM: 4. PAPER TOWEL DISPENSER IS BROKEN. (MENSTRUAL NOTICE NOT POSTED) (SINGLE USE REST ROOMS MUST BE LABELED ALL GENDER PER AB-1732)</p> <p>P-4: 4. WALL PAPER IS TORN.</p> <p>RESTROOM: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>RESTROOM: 4. WALL PAPER IS TORN. 9. SINK IS LOOSE FROM THE WALL. (MENSTRUAL NOTICE NOT POSTED)</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. CARPET IS SEPERATING.</p> <p>STUDENT RECEPTION: 4. RUBBER MOULDING IS MISSING. 12. DRY ROT ON SIDING.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>WOMENS REST ROOM: 5. GRAFFITI ON WALL AND DISPENSER. (SINGLE USE REST ROOMS MUST BE LABELED ALL GENDER PER AB-1732)</p>
Electrical			X	<p>15/ GAME ROOM: 4. HOLE IN CEILING. 8. REST ROOM IS OUT OF ORDER. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

				<p>16/ WEIGHT ROOM: 4. HOLES IN WOOD PANELING. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. ETHERNET COVER IS MISSING. 10. NO ROOM ID. 12. DRY ROT ON SIDING.</p> <p>20: 4. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. PHONE JACK COVER IS MISSING.</p> <p>22: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. WINDOW TRIM IS BROKEN. CARPET IS STAINED. 7. THREE LIGHT DIFFUSERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.</p> <p>7: 4. RUBBER MOULDING IS MISSING. 7. ETHERNET BOX IS MISSING.</p> <p>ADMIN: 4. CARPET IS WORN AND TORN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>FILE ROOM: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS BROKEN.</p> <p>LIBRARY: 4. CARPET IS LIFTING AND TORN. 7. TWO LIGHT DIFFUSERS ARE MISSING. LIGHT DIFFUSERS ARE BROKEN.</p> <p>OFFICE: 7. OUTLET AND COVER ARE LOOSE FROM WALL.</p> <p>RESTROOM: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>15/ GAME ROOM: 4. HOLE IN CEILING. 7. FIVE LIGHT PANELS ARE OUT. 8. REST ROOM IS OUT OF ORDER. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>RESTROOM: 4. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>RESTROOM: 4. WALL PAPER IS TORN. 9. SINK IS LOOSE FROM THE WALL. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) (SINGLE USE REST ROOMS MUST BE LABELED ALL GENDER PER AB-1732)</p>
Safety: Fire Safety, Hazardous Materials		X		<p>12: 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING.</p> <p>15/ GAME ROOM: 4. HOLE IN CEILING. 7. FIVE LIGHT PANELS ARE OUT. 8. REST ROOM IS OUT</p>

School Facility Conditions and Planned Improvements

				<p>OF ORDER. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL.</p> <p>16/ WEIGHT ROOM: 4. HOLES IN WOOD PANELING. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. ETHERNET COVER IS MISSING. 10. NO ROOM ID. 12. DRY ROT ON SIDING.</p> <p>22: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. WINDOW TRIM IS BROKEN. CARPET IS STAINED. 7. THREE LIGHT DIFFUSERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.</p> <p>8: 11. PAINT IS PEELING ON EXTERIOR WALL. CAFETERIA: 4. CEILING TILES ARE TORN. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON FACIA.</p> <p>P-1/ FAMILY CENTER: 10. ONE EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>P-3: 10. PLUG IN AIR FRESHENER.</p>
Structural: Structural Damage, Roofs	X			<p>15/ GAME ROOM: 4. HOLE IN CEILING. 7. FIVE LIGHT PANELS ARE OUT. 8. REST ROOM IS OUT OF ORDER. 10. NO ROOM ID. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON EXTERIOR WALL.</p> <p>16/ WEIGHT ROOM: 4. HOLES IN WOOD PANELING. 7. EXTERIOR ELECTRICAL COVER IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. ETHERNET COVER IS MISSING. 10. NO ROOM ID. 12. DRY ROT ON SIDING.</p> <p>19: 4. CEILING TILES ARE TORN. CARPET IS TORN. 12. SIDING TRIM IS MISSING.</p> <p>21: 4. CARPET IS WORN. 12. DRY ROT ON SIDING.</p> <p>22: 4. CEILING TILES ARE TORN. WALL PAPER IS TORN. WINDOW TRIM IS BROKEN. CARPET IS STAINED. 7. THREE LIGHT DIFFUSERS ARE MISSING. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING.</p> <p>STUDENT RECEPTION: 4. RUBBER MOULDING IS MISSING. 12. DRY ROT ON SIDING.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>12: 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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					

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 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					

2023-24 Career Technical Education Programs

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 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.

2023-24 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 requires only participation results 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	75%	50%	50%	50%	63%
Grade 9	45%	64%	55%	55%	64%

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.

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Creekside Community Day School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Parents are notified of events by use of Blackboard Connect (phone/email/text); VUSD App; Creekside website, and personal phone calls.

There are numerous and varied opportunities for parent involvement, including but not limited to: attending school functions and participating in parent-teacher conferences. Parents may also serve on advisory committees and leadership teams, including, but not limited to: the English Learners Advisory Committee (ELAC); School Safety Committee; and School Site Council (SSC). Parent Training and University programs have been offered for parents to learn more about learning through the VUSD Adult School. Additional opportunities for parental involvement also exist at the district level.

Parents who would like more information on how to become involved may contact Principal Niels Burgess or Family & Community Resource Liaison Theresa Ramos at 559-730-7491.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation 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			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism 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				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24

2023-24 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		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive

2024-25 School Safety Plan

learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Creekside SSC reviewed the CSSP on Nov. 2024, and will approve Jan. 2025. It was also reviewed with staff in Sept. 2024. It is continually reviewed and updated with the SSC and school staff as needed.

Last year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the year before. This includes:

- Language with ALICE active shooter training
- Language with Raptor, our emergency response system
- Safety procedural changes
- Reunification location changes
- Evacuation map changes now called Four Corners
- Updated Incident Command System for each site and district
- And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

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.

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
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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
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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				
Mathematics				
Science				
Social Science				

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				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2023-24 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	

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	79,715.55	25,907.64	5,3807.91	70,186.20
District	N/A	N/A	3,543.77	
Percent Difference - School Site and District	N/A	N/A	175.3	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Fiscal Year 2023-24 Types of Services Funded

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs
Supplemental and Concentration Funds
Child Development Programs

Creekside provides the following qualifications, supports, and services for students and families:
Full-time Educational Specialist and three 6-hour special education paraprofessionals provide one-on-one support services for students on an IEP in addition to the academic needs of other students.
5 full time paraprofessional drivers are deployed into classrooms to provide additional academic support. When students are reinstated to their comprehensive school site, paraprofessionals will join the students their first one to two weeks back to provide transitional support. In addition, para drivers also pick up and drop off students in the mornings via school van.
Full-time Social Worker and 1/2 time school psychologist provide social-emotional support and therapeutic counseling in group and individual counseling formats.
A-Solutions provides drug and alcohol counseling 5 days a week, with a minimum of 1 hour per student we week.
Full-time Behavior Intervention Technician provides Tier 2 support services for students, including Why Try and Suite 360 counseling curriculum and MTSS/PBIS-based intervention supports.
Full-time SSIP counselor provides gang intervention support for student victims of gang culture, influence, and violence.
Full-time and site-based Family Resource and Community Liaison provides material and counseling support for students and families through community partnerships and district resources.
All teachers and staff have been trained on Handle-with-Care De-Escalation techniques and strategies to defuse potential conflicts.
All teachers and staff have been trained in Restorative and Trauma Informed Practices.
All teachers and staff have received at least one year of Cultural Proficiency Training.
"Be Kind to Your Mind" Garden is a meditative space for students to de-escalate as well as maintain through community service hours during lunch and after school.
Students have access to items for purchase using Minga points in the Creekside Student Store every Friday. Points are earned through positive actions and interactions with staff and peers.
Students can earn additional access and privileges through Gold, Silver, and Bronze rankings based on grades, attendance, behavior, and fulfilling counseling obligations. Students can also boost these rankings through community service.
Teachers are supported by three roving guest teachers, allowing additional planning and collaboration between teachers and a part-time instructional coach. Teachers also use this time to observe other classrooms in other schools.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), and effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides Instructional Coaches and Content Specialists (TOSA) in Math, Science, Literacy, Special Education, and Social Science to provide onsite coaching and support

Professional Development

after professional development has occurred. New Teachers are supported through the Teacher Induction Program in VUSD. The Induction Program provides additional support, coaching, and collaboration opportunities throughout the year to help all new teachers succeed in the classroom.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified’s certificated educators do not yet hold a clear credential and are considered “novice” educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Teachers receive additional planning and professional development release time at least 5-6 days out of the year for additional targeted release time and planning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	24	30