

Creekside Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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/
Grade Span	7-8
County-District-School (CDS) Code	50712176060297

2025-26 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

2025-26 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 English Learner population (30% of our student body) through designated English Language Development (ELD) classes and schoolwide integrated ELD approach. Creekside is widely known for its strong student leadership programs, including; the Associated Student Body (ASB), Peer Leaders Uniting Students (PLUS) and the Panther News Network (PNN) and Science, Technology, Engineering, Mathematics (STEM). In addition to leadership opportunities, the Music Program at Creekside is award-winning, our Physical Education (PE) program strives to produce the best physical fitness results in the county as a well rounded athletics program that is available to all students.

At Creekside, we have two counselors, a school psychologist, mental health support, a Wellness coordinator, Intervention facilitator and two Student Support Specialist Counselors to support the social and emotional needs of our students. With 80% 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, our PBIS (Positive Behavior Intervention & Supports) implementation is ongoing, continuing to earn a Gold Award for PBIS program. Addressing the overall climate and safety of our school is of utmost importance to our staff. CMS has opened a student Wellness Center for the first time and through our PBIS program, we teach our students to be respectful, responsible and safe. 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:

PJUSD Promise focuses on Unlocking Potential, Empowering Lives with Integrity, Perseverance, Inclusivity, Innovation,

2025-26 School Description and Mission Statement

Excellence.

*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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	457
Grade 8	450
Total Enrollment	907

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.4
Asian	2.6
Black or African American	4.5
Filipino	1.3
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.9
White	6.9
English Learners	31.2
Foster Youth	0.6
Homeless	2.3
Migrant	6
Socioeconomically Disadvantaged	79.2
Students with Disabilities	18.6

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.

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)	35.3	76.08	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	3.64	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.15	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	8.4	18.1	35.5	12.51	15831.9	5.67
Total Teaching Positions	46.4	100	284	100	279044.8	100

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)	36	78.29	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0.7	1.54	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	4.51	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	5.31	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	4.7	10.33	33.7	11.68	14303.8	5.15
Total Teaching Positions	46.1	100	288.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	34.4	82.36	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.98	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	5.5	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	4.57	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	2.3	5.55	16.3	5.72	13705.8	4.91
Total Teaching Positions	41.8	100	285.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	1.60	1	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	2	2.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.4	1.1
Local Assignment Options	1.00	1	0.7
Total Out-of-Field Teachers	1.00	2.4	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	2.6	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Creekside Middle School ensures that all students have access to standards-aligned, district-adopted instructional materials in all core subject areas, including English Language Arts, Mathematics, Science, and History–Social Science. All textbooks and core instructional resources are consistent with the Common Core State Standards and the California Next Generation Science Standards (NGSS). Materials are provided in both print and digital formats to support accessibility for all learners, including English Learners and students with disabilities.

Based on the most recent inventory conducted in August 2025, Creekside Middle School confirms that 100% of students have sufficient access to adopted textbooks and instructional materials for use in the classroom and at home. No insufficiencies were identified in any core subject area. The school, in collaboration with the district, conducts annual audits to ensure materials remain current, in good condition, and aligned with instructional needs.

Year and month in which the data were collected

August, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, 2016; English 3D (ELD)	0
Mathematics	California Go Math!, 2015; HMH Into Algebra 1	0
Science	Amplify Science California, 2019	0
History-Social Science	TCI, 2018	0

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

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 approximately 900 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.

School Facility Conditions and Planned Improvements

Within the last five years, two classrooms were modified to become dry-lab science rooms to support our science team, now students in both 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. In 2024 a Professional Development room was created from an unused vacant computer lab attached to the Library. This filled a needed void to ensure there is a consistent meeting and professional learning room for our community and our faculty. In 2025 a Wellness Room was created from a POD in the E building to provide more social emotional support for students/staff. A multi-purpose building that will primarily serve as a cafeteria has been approved for construction and should be completed by summer of 2026.

Year and month of the most recent FIT report

September 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Boys K Building Bathroom: Light Bulb Out, Urinal Keeps Running
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys G Building Bathroom: Soap Dispenser Broken Boys J Building Bathroom: Hand dryer Broken and Airrator not working properly Boys K Building Bathroom: Light Bulb Out, Urinal Keeps Running Cuad Boys Bathroom: Airrator not working both sinks Cuad girls Bathroom: Hand dryer not working Girls K Building Bathroom: Faucet Keeps running
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Building F12:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	32	34	37	47	48
Mathematics (grades 3-8 and 11)	13	14	17	19	35	37

2024-25 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	910	900	98.90	1.10	31.56
Female	451	446	98.89	1.11	41.03
Male	459	454	98.91	1.09	22.25
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	40.00
Black or African American	38	38	100.00	0.00	34.21
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	703	695	98.86	1.14	29.93
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	26.67
Two or More Races	48	47	97.92	2.08	48.94
White	64	63	98.44	1.56	28.57
English Learners	247	242	97.98	2.02	4.13
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	713	707	99.16	0.84	26.73
Students Receiving Migrant Education Services	49	46	93.88	6.12	15.22
Students with Disabilities	172	170	98.84	1.16	5.29

2024-25 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	910	897	98.57	1.43	13.94
Female	451	444	98.45	1.55	13.29
Male	459	453	98.69	1.31	14.57
American Indian or Alaska Native	--	--	--	--	--
Asian	25	24	96.00	4.00	25.00
Black or African American	38	38	100.00	0.00	10.53
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	703	693	98.58	1.42	12.55
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	6.67
Two or More Races	48	47	97.92	2.08	27.66
White	64	63	98.44	1.56	14.29
English Learners	247	242	97.98	2.02	1.24
Foster Youth	--	--	--	--	--
Homeless	36	34	94.44	5.56	5.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	713	704	98.74	1.26	10.65
Students Receiving Migrant Education Services	49	46	93.88	6.12	4.35
Students with Disabilities	172	168	97.67	2.33	1.19

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.07	14.58	13.55	15.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	454	447	98.46	1.54	14.61
Female	232	228	98.28	1.72	13.27
Male	222	219	98.65	1.35	15.98
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	25.00
Black or African American	18	18	100.00	0.00	41.18
Filipino	--	--	--	--	--
Hispanic or Latino	357	352	98.60	1.40	12.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	18.18
White	32	32	100.00	0.00	15.63
English Learners	121	118	97.52	2.48	3.39
Foster Youth	--	--	--	--	--
Homeless	11	9	81.82	18.18	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	361	355	98.34	1.66	11.61
Students Receiving Migrant Education Services	24	21	87.50	12.50	9.52
Students with Disabilities	81	81	100.00	0.00	2.47

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.

2024-25 California Physical Fitness Test Participation Rates

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	93	93	96	91	94

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.

2025-26 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 School Safety Committee, ASB (Associated Student Body) parent meeting to discuss upcoming events, AVID (Advancement Via Individual Determination) parent meetings, PLUS parent outreach meetings, athletics, and more. CMS also hosts 2 Parent/Teacher Conference nights during the year to provide increased communication and updates from teachers regarding student progress and support.

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 PLUS, ASB, and PBIS activities, and assisted teachers with classroom preparation. Parent Institute for Quality Education (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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	971	955	180	18.8
Female	478	472	82	17.4
Male	493	483	98	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	24	2	8.3
Black or African American	42	42	9	21.4
Filipino	13	13	0	0.0
Hispanic or Latino	753	745	138	18.5
Native Hawaiian or Pacific Islander	16	16	5	31.3
Two or More Races	20	20	9	45.0
White	68	64	13	20.3
English Learners	308	303	65	21.5
Foster Youth	--	--	--	--
Homeless	46	45	21	46.7
Socioeconomically Disadvantaged	774	762	167	21.9
Students Receiving Migrant Education Services	63	62	9	14.5
Students with Disabilities	189	184	50	27.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.11	13.46	11.33	6.78	7.67	5.32	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.41	0.11	0.51	0.21	0.28	0.37	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.33	0.51
Female	7.32	0.00
Male	15.21	1.01
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	11.11	0.00
Black or African American	23.81	4.76
Filipino	0.00	0.00
Hispanic or Latino	10.76	0.40
Native Hawaiian or Pacific Islander	18.75	0.00
Two or More Races	10.00	0.00
White	13.24	0.00
English Learners	16.23	0.00
Foster Youth	0.00	0.00
Homeless	15.22	0.00
Socioeconomically Disadvantaged	12.66	0.65
Students Receiving Migrant Education Services	15.87	0.00
Students with Disabilities	14.81	1.06

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.

2025-26 School Safety Plan

Our School Safety Plan is reviewed, updated, and approved at the beginning of the year by the School Site Council (SSC) and our English Language Advisory Council (ELAC), and then reviewed and approved by the district's Board. The School Safety team meets regularly to review the plan and design the monthly emergency drills. Students are taught the safety procedures outlined in the plan and regular drills take place to ensure staff and students understand and will act quickly and safely in the event of an emergency. The plan is designed to be a practical document to be used in case of emergencies, with key elements including addressing emergency responses for Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation), behavior policies, abuse reporting procedures, suspension guidelines, and discrimination and harassment policies. The Safety Plan also contains a list of emergency telephone numbers, information on the responsibilities of certificated personnel, and details of the warning signals that will alert students and school personnel of disasters. Each classroom has an evacuation map, and all teachers have an emergency folder with all the important information needed such as procedures, signal cards, and student rosters. We work closely with and receive assistance from the local Stanislaus County Sheriff's Department, Fire Department, and other outside agencies and organizations.

Creekside prides itself on keeping its School Safety Plan current and relevant. The plan was last reviewed and updated by the Safety Committee in January 2025. 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), campus supervisors, intervention personnel, and clerical support staff. 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.

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	24	15	30	0
Mathematics	23	12	27	0
Science	26	5	30	0
Social Science	26	5	28	0

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	25	15	17	9
Mathematics	28	6	27	1
Science	28	4	22	5
Social Science	27	8	21	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	27	11	33	
Mathematics	26	4	30	
Science	27	4	29	
Social Science	27	5	25	1

2024-25 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	448.5

2024-25 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9479	1400	8080	92810
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-37.7	11.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-28.6	-2.0

Fiscal Year 2024-25 Types of Services Funded

The school provides various programs and services, supported by categorical funds and other sources, to assist and engage students. These include the ASB (Student Leadership Program), Peer Leaders Uniting Students (PLUS), and Youth Court, which help foster a positive school climate, support student leadership, and address behavior issues using restorative justice. Additionally, programs like Positive Behavior & Interventions Supports (PBIS) and Advancement Via Individual Determination (AVID) promote academic success and a positive learning environment, while the Academic Pentathlon prepares students for future success by developing essential 21st-century skills such as critical thinking, creativity, and collaboration.

The school also offers a robust Music Program, and specialized English Learner programs, including English Language Development (ELD) and the English 3D curriculum, to support language development and academic achievement. Furthermore, the Dual Immersion program provides students with the opportunity to maintain and expand their Spanish fluency, working toward earning the Seal of Biliteracy. These services collectively aim to support the diverse needs of all students and prepare them for future academic and career success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

Professional Development

Professional development activities are delivered through after-school workshops, professional development days, early release days, conference attendance, and individual mentoring and Department/PLC professional development days. In addition, demonstration lessons and peer observations are held throughout the year including co-plan and co-teach lessons with the guidance and support of the PJUSD TOSA's. There are five days at the beginning of the school year, before students arrive, dedicated to professional development. There are several 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 annually in November.

The focus of professional development activities is determined by reviewing student academic progress, district initiatives, and site needs. Major focus areas in 2024-25 included Standards Measurable Objectives, Checking For Understanding, Student Engagement, Academic Discourse, ELD strategies and supporting writing throughout the content areas. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	25