

# **School Accountability Report Card**

## **Reported Using Data from the 2018–19 School Year**

**California Department of Education**

*For:       The Creekside School*

**Address:**   5629 Lean Ave., San Jose, CA 95123

**Phone:**       (408) 448-2494

**Principal:**   Megan Tolway Cooper

**Grade Span:**   1-12 & Post Secondary

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fp/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).

### **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.

**Throughout this document the letters DPL refers to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**



## About This School

### District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Oak Grove School District
Phone Number	(408) 227-8300
Superintendent	Jose L. Manzo
Email Address	jmanzo@ogsd.net
Website	www.ogsd.net

### School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	The Creekside School
Street	5629 Lean Ave.
City, State, Zip	San Jose, CA 95123
Phone Number	(408) 448-2494
Principal (Head of School)	Megan Tolway Cooper
Email Address	megan@creeksideschool.org
Website	www.creeksideschool.org
County-District-School (CDS) Code	43696660123489

## School Description and Mission Statement (School Year 2019–20)

### ***Mission Statement***

The Creekside School dramatically improves quality of life for students and their families.

### ***We believe that anyone can learn once we learn how to teach them.***

Guided by this simple premise, each student's unique set of interests, strengths and needs drive the development of their comprehensive program. Active collaboration between professionals and families allows us to gain greater understanding of the student as a whole.

### ***Philosophy and Methodology***

Parents founded The Creekside School using the Developmental, Individual difference, Relationship-based (DIR®/ Floortime™) model. DIR®/ Floortime™ was originally intended for young children in clinical and home-based settings. The Creekside School uses principles of this model to develop individualized intervention programs and functional academic curricula appropriate for a school environment.

The Creekside School takes an eclectic approach to special education. Instructional and therapeutic interventions include but are not limited to Applied Behavior Analysis (ABA), SCERTS® (Social Communication, Emotional Regulation, and Transactional Support), Relationship Development Intervention (RDI®), speech and language therapy, occupational therapy, music therapy and inclusion.

Our highly skilled team of professionals stays current with progressive methodologies.

### ***TCS Student Goals:***

All students will achieve greater **independence** through:

- Fostering effective **communication**
- Learning **positive behaviors** and **self-regulation** strategies
- Building **relationships** and acquiring **social skills**
- Gaining **community skills** through **greater access to community**
- Developing **academic skills** to be generalized across multiple life contexts

### ***TCS Organization Goals:***

- Provide a safe, nurturing environment where students thrive
- Maintain open communication and collaboration with parents and care providers
- Collaboratively address challenges related to the development of each student
- Provide meaningful learning opportunities
- Educate students at their developmental level with age-appropriate activities
- Teach academic, vocational, social and daily living skills
- Raise greater autism awareness and understanding within the community



**Student Enrollment by Grade Level (School Year 2018–19)**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	2
Grade 8	1
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	1
Grade 12	1
Ungraded Secondary	3
<b>Total Enrollment</b>	<b>11</b>

**Student Enrollment by Student Group (School Year 2018–19)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	1
Native Hawaiian or Pacific Islander	0
White	5
Two or More Races	5
Socioeconomically Disadvantaged	0
English Learners	0
Students with Disabilities	11
Foster Youth	0
Homeless	0

**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

**Teacher Credentials**

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	2	2	2	N/A
Without Full Credential	0	0	2	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Note: N/A refers to district information we were not able to attain.



### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Special Education Classes Taught by Highly Qualified Teachers

The Creekside School only serves students with disabilities who are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered at The Creekside School (TCS). Common core academic standards, however, are built into the functional skills program at the developmental level of each student.

Both teachers at The Creekside School hold Education Specialist Instruction Credentials with an authorization to teach Special Education to students with Moderate to Severe Disabilities including Autism.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: 2019, August

#### Textbooks and Instructional Materials: Individualized Curriculum

TCS exposes students of all ages and abilities to a mix of academic skills and concepts and everyday life skills needed to foster improved quality of life as an adult. Academic skills are taught to students by infusing academic lessons throughout all activities based on each student's IEP goals and individual needs. The intent is not to teach any one skill in isolation. Instead, The Creekside School aims to teach all skills (academic and otherwise) to be understood in a variety of contexts to help students understand the meaning and purpose of learning such skills. Thus, these concepts can be generalized across people and environments.

Thematic units are used to embed content from the state standards into a highly individualized/modified/adapted curriculum that is both meaningful for our students and teaches skills leading towards improved quality of life. Each theme is either science-based or social studies-based. Students participate in 2 academic groups throughout the week, based on the thematic unit. One of these groups addresses the content from the thematic unit via language arts activities, using individualized pre-primer readers modified to suit the language and processing needs of each student.

Specific language arts activities include: word work, phonemic awareness/reading decoding, reading/listening comprehension, handwriting and expressive writing. The other academic group teaches the content of the theme through more of an experiential learning-based, hands-on activity.

Individualized academic IEP goals are addressed in 1:1 academic sessions and by infusing academic concepts throughout all activities based on each student's individual needs.

Formal curriculums such as Unique Learning System®, TouchMath®, Kumon®, Handwriting Without Tears®, Houghton Mifflin (English Language Arts), Hampton Brown (English Language Development), Edmark Reading Program®, enVision Math, MacMillan McGraw Hill (Social Studies), Pearson Scott Foresman (Science) and others are available and offered as appropriate, or can be modified for a specific student during the 1:1 academic time.

The activities described above and thematic units were created using the aforementioned formal curriculums, as well as the standards-based functional-skills curriculum guide developed by the Special Education Administrators of County Offices (SEACO), Common Core standards, input from families, and TCS's leadership and curriculum development teams.



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts (K-12)	Unique Learning System/2018	Yes	0%
Mathematics (K-12)	Unique Learning System/2018	Yes	0%
Science (K-12)	Unique Learning System/2018	Yes	0%
History-Social Science (K-12)	Unique Learning System/2018	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

The Creekside School (TCS) is located at 5629 Lean Avenue, San Jose, CA 95123. The school is located on the former campus of George Miner Elementary School in the Oak Grove School District. George Miner was opened in 1964 and was modernized through the Oak Grove School District in 2002. TCS leases 4 pods, the office, large outside space including playground(s), and cafeteria which includes a kitchen. The school is more than adequate in size to serve our current student enrollment as well as the ability to grow in size. The facility is clean, safe, functional and in generally good repair.

In September of 2019, TCS installed 342 feet of additional 5 foot high chain link fencing around the front perimeter of the school to also include two ADA compliant panic gates and one 12 foot wide service gate with a drop bar. In December of 2019, NorCal Fire also repaired and inspected the school's internal sprinkler system to make sure our 5 year mandatory inspection passed.

Planned improvements to TCS include updates to the vocational kitchen.

## School Facility Good Repair Status

Year and month of the most recent FIT report: 2019, August

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good			HVAC repaired in cafeteria and Pod 5, August 2019.
<b>Interior:</b> Interior Surfaces	Good			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good			
<b>Electrical:</b> Electrical	Good			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good			
<b>Safety:</b> Fire Safety, Hazardous Materials	Good			
<b>Structural:</b> Structural Damage, Roofs	Good			Expansion of metal gates and fences in 2019. Windows are in 'Fair' condition.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good			

**Overall Facility Rate: Good**

Year and month of the most recent FIT report: 2019, August

## Overall Rating

Exemplary	Good	Fair	Poor
	Good		



## 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, which 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); and
- 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.

The Creekside School only serves students with disabilities with an Individualized Education Plan (IEP) who are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered at The Creekside School.

California Assessment of Student Performance and Progress (CAASPP), California Alternative Performance Assessment (CAPA) and/or California Alternative Assessment (CAA) scores are not shown when the number of students with data is ten or fewer in order to protect student privacy and because the sample size is too small for statistical accuracy. Each student's home school district and their parents receive CAPA and/or CAA test results. The Creekside School does not typically receive those scores from the student's school of residence or school district office.

Student Outcome data is based on IEP goal attainment for the 2017-2018 school year.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	*	*	53.88%	53.51%	49.88%	50.87%
Mathematics (grades 3-8 and 11)	*	*	46.32%	47.65%	38.65%	39.73%

\* Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.



## 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

### California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	--	--	--

Note: 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.

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

The Creekside School strives to deeply involve parents and/or student caregivers in the school community. Parents are provided with a detailed daily email about their child's day at Creekside. Each year, four quarterly parent-teacher conferences are offered which align with the progress-reporting period for each student (Oct/Jan/Apr/Jul). Each year one annual IEP is held for each student that incorporates parental concerns, goals and objectives into the student's legal educational plan. The Creekside School also hosts several events each year to which parents are invited such as: Open House, Back to School, Holiday Events, PTO meetings, End of Year events, Parent-teacher conferences, IEP meetings, Community events, volunteer opportunities, et al.

Parents, siblings, and other family members know better than anyone else what is involved in the student's day-to-day lifestyle. As professionals, we rely on parent and family input in order to develop the most appropriate and effective individualized program; one that is best suited to the current and future needs of the student, both inside and outside of the classroom. Building healthy relationships across environments with family members, familiar caregivers and school staff is critical to the intellectual, social, and emotional development of each student.

#### Communication Between Home & School

Active communication and partnership between home and school is a vital component to The Creekside School program. The multiple tools used by TCS to maintain contact between home, school, and among staff include:

- Daily School Notes: This is an ongoing record of progress and daily activities across environments. These notes can be designed around the family's interest. For example, if a family is trying to track their child's daily water intake, this information can be included in the school notes template. The classroom team and the family establish what specific components of the day may be shared on the School Notes. School Notes are completed before 6:00 pm each school day for every student, whether present or absent.
- Individual Student Email Groups: Daily School Notes are emailed to the student's confidential online group that allows parents to easily communicate to the entire classroom team. Parents can contact the school to add or remove additional members at any time.
- Creekside Green Folder: Families will receive a green folder to exchange hard copies of any documents between home and school. Reminder messages, announcements, permission slips, homework and other documents are put in these folders.
- Creekside Family Community Email Group: All parents are members of the Creekside Families email group as well. This group is where parents and staff can post resources, community events coming up, pose questions or ideas, and/or give announcements to all families of TCS.
- Creekside Family Events & Activities Calendar: This online calendar is updated regularly to reflect Creekside school-wide events (days off of school, potlucks, available time slots for parent/staff conferences, etc.) and community events, activities, conferences, etc. for families who have children with autism/special needs. If you know of a community event that is not on this calendar, please let us know so we may share with other families.



## Home Visits

The Creekside School is currently a school-based program, however we recognize the value in visiting the student's home to gain a better understanding of the student and to further support the family. Parents have the option of requesting a home visit. This is not mandatory, but an additional component to the home support services offered by TCS, based on staff availability. During home visits, the staff work with the family to advise and assist in implementing interventions that support the overall quality of life of the student, with a focus on building healthy relationships between family members. Due to staff availability, home visits are limited to one per quarter (every three months), with each visit lasting no more than 90 minutes. Further, home visits must include at least two leadership team staff members (certified/credentialed/licensed/specialist staff members). To make the most of this time, goals of the home visit must be established prior to the visit and notes from the home visit will be shared on the student's email group.

## Parent-Staff Conferences

The quarterly conference is an opportunity for all those working with each child to interface with the parents of each child. Parent-Staff Conferences are one hour long and held quarterly in July, October, January, and April, typically during the last two weeks of the month.

## School Visits

Parents and/or caregivers may schedule a school visit, meeting, or observation during school hours when students are present (i.e. not for conferences).

## Additional Meetings as Requested

Parents may call an informal staff meeting or a formal IEP meeting at any time. IEPs are typically held after the hours of instruction.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.0%	N/A	9.7%
Graduation Rate	0.0%	N/A	N/A

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.0%	0.0%	20.5%	17.8%	9.1%	9.6%
Graduation Rate	0.0%	0.0%	71.5%	75.7%	82.7%	83.0%

Note: Data could not be found for any cells with N/A.

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016–17	School 2017–18	School 2018–19	District 2016–17	District 2017–18	District 2018–19	State 2016–17	State 2017–18	State 2018–19
Suspensions	0	0	0	3.18	2.86	N/A	3.65	3.51	N/A
Expulsions	0	0	0	0.00	0.00	N/A	0.09	0.08	N/A

Note: Data could not be found for any cells with N/A.



## School Safety Plan (School Year 2019–20)

The Creekside School offers a functional skills program within an individualized educational and therapeutic environment for students in grades 1–12 with autism on the moderate to severe side of the spectrum. The program develops and provides a highly modified and adapted academic and functional life skills curriculum. Adult to student ratios are 2:1, although some students receive 1:1 support as needed. Providing a safe environment is a high priority for The Creekside School. Our community is committed to providing a safe and secure setting for students to focus on learning within an environment that is free of violence and fear. TCS feels that a safe environment with an absence of threat creates the most positive atmosphere for learning and healthy development to take place.

Attendance is closely monitored and we do not have a problem with truancy, suspensions or expulsions.

Each year staff is educated, trained, and practices the concepts of the National Emergency Management System which includes fire drills, earthquake evacuation, first aid procedures, communicable disease action plan, and emergency evacuation maps. The Creekside School maintains a comprehensive safety plan that is updated annually. The school wide safety plan has several components that are either re-trained or reviewed throughout the school year. These components include, but are not limited to:

- First Aid/CPR/AED trainings every other year. Certifications are valid for two years  
The most recent First Aid/CPR/AED training was held on 08/15/2019.
- Annual fire safety inspection and fire safety and hazardous materials clearance. The most recent fire safety inspection and clearance was 12/19/2019.
- Emergency Lockdown and Evacuation Procedures are posted in each room of the school.
- Disaster Preparedness Training and Scenario was held 12/19/2019.
- First aid kits in each room of the school.
- Fire drills are conducted monthly.
- Staff inspects each area of the school monthly using OSHA standards.
- All staff members receive CPI training and certification to safely handle student behavior challenges. The most recent CPI training was CPI Refresher, with a specific unit on non-verbal students. CPI Refresher was held on 12/29/2019.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1				
2				
3				
4				
5				
6				
Other**	6	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes. The Creekside School serves students with disabilities, in 2 multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1				
2				
3				
4				
5				
6				
Other**	6	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes. The Creekside School serves students with disabilities, in 2 multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1				
2				
3				
4				
5				
6				
Other**	6	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes. The Creekside School serves students with disabilities, in 2 multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)**

Subject	Average Class Size**	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	1		
Mathematics	6	1		
Science	6	1		
Social Science	6	1		

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

\*\* The Creekside School serves students with disabilities, in 2 multi-grade level classes. Students in grades 9-12 are on a certificate of completion/independent living track. Core academic classes leading to a high school diploma are not offered at The Creekside School.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

Subject	Average Class Size**	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	1		
Mathematics	6	1		
Science	6	1		
Social Science	6	1		

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

\*\* The Creekside School serves students with disabilities, in 2 multi-grade level classes. Students in grades 9-12 are on a certificate of completion/independent living track. Core academic classes leading to a high school diploma are not offered at The Creekside School.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–19)**

Subject	Average Class Size**	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	1		
Mathematics	6	1		
Science	6	1		
Social Science	6	1		

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

\*\* The Creekside School serves students with disabilities, in 2 multi-grade level classes. Students in grades 9-12 are on a certificate of completion/independent living track. Core academic classes leading to a high school diploma are not offered at The Creekside School.

**Ratio of Academic Counselors to Pupils (School Year 2018–19)**

Title	Ratio
Academic Counselors*	N/A

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

N/A = The Creekside School only serves students with disabilities with an Individualized Education Plan (IEP) who are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered at The Creekside School.



**Student Support Services Staff (School Year 2018–19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other (BCBA, OT, Mental Health)	3.2

\*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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	100%			*
District	N/A	N/A	\$8,032.00	\$86,973.00
Percent Difference – School Site and District	N/A	N/A		*
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference – School Site and State	N/A	N/A	5.70%	2.80%

\* Small sample size prevents us from publishing this information.

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

**Types of Services Funded (Fiscal Year 2018–19)**

The Creekside School offers a functional skills program within an individualized educational and therapeutic environment for students in grades 1-12 with autism on the moderate to severe side of the spectrum. The program develops and provides a highly modified and adapted academic and functional life skills curriculum. Students in grades 9-12 are on a certificate of completion/independent living track. Adult to student ratios are 2:1, although some students receive 1:1 support as needed. The program is highly individualized to each student's specific profile. The goal for all students is to improve their quality of life and gain independence by developing: communication skills, self-regulation, and adaptive behavior skills, social skills, community and vocational skills and functional academic skills.

The Creekside School specifically offers Occupational Therapy, Speech and Language Pathology, Behavior Intervention overseen by a Board Certified Behavior Analyst, Art Therapy, and Music Therapy. The program also provides art instruction, water safety/swimming lessons, recreational sport education, daily cooking and/or food preparation instruction, gardening lessons, prevocational/vocational skill development exercises and community based instruction. Inclusion and reverse mainstreaming opportunities are also provided to all students in partnership with a private elementary school which serves typically-developing students in grades K-8. The Creekside School does not provide transportation or lunch. All staff design the school environment and school activities to promote sensory integration and regulation, communication, adaptive, behavior and a high quality of life experience. Instruction emphasizes communication skills to those who do not use verbal communication as their primary mode of communication. All students utilize some form of AAC or AT. Technology is promoted across activities and environments through the use of tablets, smart phones, voice generating devices and/or computers.

Entrance Criteria: Parents or district personnel will complete an application after contacting the school. If there is a potential opening for their grade level, then a tour is scheduled along with a meeting to discuss the needs of the student to determine if Creekside is an appropriate placement. After an initial tour, if parents wish to pursue enrollment they may begin the intake process. Entrance criteria is based upon whether The Creekside School can accommodate the student's needs and provide the services listed in his/her IEP as determined by Creekside staff.

Exit Criteria: Students who are in the age ranges of 5-22 years old are within the age range served by The Creekside School. If The Creekside School is no longer found to be an appropriate placement for the student as determined by the IEP team, he/she will exit the program. Students transitioning out of the Creekside School will develop an individualized transition plan with the IEP team to assure a successful transition. If the IEP team determines that the student is ready to transition back into a public school setting, the team will develop an individualized transition plan.



**Teacher and Administrative Salaries (Fiscal Year 2017–18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$45,741
Mid-Range Teacher Salary	\$82,818	\$81,840
Highest Teacher Salary	\$101,605	\$102,065
Average Principal Salary (Elementary)	\$136,933	\$129,221
Average Principal Salary (Middle)	\$143,423	\$132,874
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$283,851	\$224,581
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2018–19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	N/A

Note: Cells with N/A values, The Creekside School only serves students with disabilities with an Individualized Education Plan (IEP) who are on a certificate-of-completion track. Core academic classes leading to a high school diploma are not offered at The Creekside School.

\*Where there are student course enrollments of at least one student.

**Professional Development**

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	13	18