

Creekside Elementary School

2021 School Accountability Report Card

Creekside Elementary



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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) 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.

2021-22 School Contact Information

School Name	Creekside Elementary School
Street	12362 Springhurst Dr.
City, State, Zip	San Diego, CA 92128
Phone Number	858-391-1514
Principal	Angelica Barragan-Su
Email Address	abarragansu@powayusd.com
School Website	www.powayusd.com
County-District-School (CDS) Code	37682966117469

2021-22 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

2021-22 School Overview

Creekside Elementary School is part of the award winning Poway Unified School District. Creekside has the distinction of being the 21st elementary school in the district and the first school to open in the 21st century. Creekside was named a California Distinguished School in 2014, a National Blue Ribbon School in 2016, and a National PTA School of Excellence in 2019. Creekside was built with a vision for the future and preparing our students to be productive citizens and experience successful careers. The physical structure of Creekside is unique. It consists of 30 permanent classrooms organized into five villages in addition to three temporary classrooms. Each of the villages contains six classrooms, student restrooms, a staff restroom, as well as a workroom. Classrooms surround a large village "square" or common area in each village and lead to an outdoor learning area. The common indoor area is used for individualized instruction, groups to collaborate, space for technology, and parent volunteers to work. The front administration building houses the administrative office, a full size multi-purpose room, library, and the Resource Teacher and special education program resource room. The before/after extended school care (ESS) and the preschool are also located in the center of the campus adjacent to the cafeteria and covered lunch area.

The staff of Creekside represents a group of outstanding individuals who are well educated and trained to maximize equity and access for each child. Staff, parents, and students come together to create a positive learning environment that provides numerous opportunities for all children to experience rigor, relevancy, and relationship building. With the support of our PTA and Creekside Educational Foundation, we are able to provide our students with enrichment opportunities in technology, math, art, and music. The support of parents and the numerous volunteers on campus each day contribute to the success of our students.

Mission Statement: Creekside Elementary School is a community of lifelong learners committed to high academic achievement and respect for all in an environment that fosters responsibility, collaboration, communication, and celebrations. Vision: Every student. Every day.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	77
Grade 2	76
Grade 3	86
Grade 4	97
Grade 5	90
Total Enrollment	522

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	28
Black or African American	0.6
Filipino	4.6
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8
White	45.2
English Learners	10
Foster Youth	0.4
Homeless	2.5
Socioeconomically Disadvantaged	10.7
Students with Disabilities	14.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	
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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
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)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There was a District adoption of a new ELA textbook and instructional materials for grades 3-5 for the 2018-19 school year. Teachers received training in August 2018 and ongoing professional development in the new K-5 ELA textbook throughout the year. Teachers also use team meetings and our X-Ploration time 17 times a year to collaborate on District-adopted materials in all core subjects.

Year and month in which the data were collected

9/9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0

School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

01/2021

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			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Play surface asphalt needs to be repaired

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	132	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	78	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	NT	NT	NT	NT
White	125	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	NT	NT	NT	NT
Female	148	NT	NT	NT	NT
Male	132	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	78	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	NT	NT	NT	NT
White	125	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	13	NT	NT	NT	NT
Socioeconomically Disadvantaged	29	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	289	276	95.50%	4.50%	81.90%
Female	152	146	96.10%	3.90%	85.60%
Male	136	129	94.90%	5.10%	77.50%
American Indian or Alaska Native	*	*			
Asian	79	77	97.50%	2.50%	92.20%
Black or African American	*	*	100.00%	0.00%	0.00%
Filipino	14	14	100.00%	0.00%	92.90%
Hispanic or Latino	46	40	87.00%	13.00%	70.00%

Native Hawaiian or Pacific Islander	*	*			
Two or More Races	23	23	100.00%	0.00%	87.00%
White	126	121	96.00%	4.00%	77.70%
English Learners	17	16	94.10%	5.90%	50.00%
Foster Youth	*	*	100.00%	0.00%	50.00%
Homeless	*	*	83.30%	16.70%	40.00%
Military	13	*	76.90%	23.10%	100.00%
Socioeconomically Disadvantaged	33	32	97.00%	3.00%	50.00%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	55	54	98.20%	1.80%	61.10%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	289	278	96.20%	0.30%	82.70%
Female	152	148	97.40%	0.70%	83.10%
Male	136	129	94.90%	0.70%	82.20%
American Indian or Alaska Native	*	*			
Asian	79	77	97.50%	1.30%	92.20%
Black or African American	*	*	100.00%	100.00%	100.00%
Filipino	14	14	100.00%	7.10%	85.70%
Hispanic or Latino	46	41	89.10%	2.20%	65.90%
Native Hawaiian or Pacific Islander	*	*			
Two or More Races	23	23	100.00%	4.30%	87.00%
White	126	122	96.80%	0.80%	81.10%
English Learners	17	16	94.10%	5.90%	50.00%
Foster Youth	*	*	100.00%	50.00%	50.00%
Homeless	*	*	83.30%	16.70%	60.00%
Military	13	*	76.90%	7.70%	100.00%
Socioeconomically Disadvantaged	33	32	97.00%	3.00%	53.10%
Students Receiving Migrant Education Services	*	*			
Students with Disabilities	55	54	98.20%	1.80%	64.80%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	NT	NT	NT	NT
Female	50	NT	NT		
Male	43	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	12	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	NT	NT	NT	NT
White	41	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Creekside recognizes the importance of the partnership between home and school and remains committed to providing a learning community and valuing all stakeholders. This school year because of safety protocols, parent volunteers have not been allowed on campus. We offer many opportunities for parents to continue to be involved in their child's education. Parents have been included in the improvement process and serve in an advisory capacity on committees. In addition to classroom support when permissible, parent volunteers work in a variety of areas: the volunteer workroom, Arts Attack program, triannual Read-In Nights, family reading time, book fairs, carnival, haunted house, spelling bee, Biz Town, Junior Achievement, We the People Jeopardy, science fair, Dinner and Auction, Fun Run, field trips, and mentor reading programs.

The PTA maintains a volunteer database and posts/emails volunteer opportunities to parents who indicated that they want to volunteer. Parents are also welcome to contact the office and teachers directly to inquire about volunteering. Our parent involvement is a signature practice that earned Creekside the California Distinguished Schools, National Blue Ribbon, and National PTA School of Excellence awards. We hold a new family orientation meeting a few days before school to introduce parents to the PTA and CEF presidents and explain how they can be involved at school. Our CEF and PTA board members wear shirts that identify them as board members at school events to make it easy for new families to meet our parent leaders. Our PTA also holds a Room Parent training each fall to help parents feel comfortable about volunteering and to set up a support network for their success.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	544	19	3.5
Female	293	289	10	3.5
Male	257	254	9	3.5
American Indian or Alaska Native	0	0	0	0.0
Asian	151	149	2	1.3
Black or African American	3	3	1	33.3
Filipino	28	28	0	0.0
Hispanic or Latino	78	77	4	5.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	46	44	3	6.8
White	244	242	9	3.7
English Learners	62	61	5	8.2
Foster Youth	2	2	0	0.0
Homeless	14	14	1	7.1
Socioeconomically Disadvantaged	66	65	9	13.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	10	9.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.34	0.00	1.43	0.18	3.47	0.20
Expulsions	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.35	1.02	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Creekside places a strong emphasis on safety for students and staff. Our comprehensive safety plan is reviewed in March, August, and October each year and staff are kept up-to-date on new protocol. Over the years we have worked with our School Resource Officer, City of San Diego traffic department, and the District transportation department to refine our parking lot rules and to review safe driving practices on adjacent roads. We plan a week long "Spotlight on Parking Lot" each year to really focus on all the safety rules and to involve students through our Prepare for Departure message to reduce time at the curb. Our comprehensive safety plan includes the addition of wait lines along our curbs to keep students far enough back for maximum safety. Our site safety plan also includes supports for students who are new to Creekside: buddies, game time to meet new friends, orientation in August, and Sanford Harmony, a campus social emotional learning campaign to promote empathy and inclusion in the classroom, and at lunch tables and playground games.

Our school continues to lock all doors and gates during the school day. This year we are not allowing many visitors or volunteers, but in typical years, visitors and families are required to enter through the front office where they log into a computer visitor system, which prints a name tag, logs their time and also documents volunteer hours. School staff wear ID badges every day. Our custodians monitor the back gate off the field before and after school during peak arrival and departure times.

Annual training procedures and drills for earthquakes, fire, and bus evacuation are held. Last year we added a new Options Based Response training for intruders. Maintenance staff work with a scheduled preventive program to offset costly repairs whenever possible. Extended Student Services is available to students for before and after-school childcare.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	24		3	
2	26		4	
3	25		4	
4	32		2	1
5	46		3	1
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	26		3	
2	26		3	
3	26		3	
4	32		2	
5	32		2	
6				
Other	17	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	25		3	
2	24		3	
3	21	3	1	
4	31		3	
5	45		2	1
6				
Other	22	2	2	

2020-21 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	1740

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7,537.20	1,426.60	6,110.60	85126.62
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-26.7	1.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-32.1	0.5

2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$49,682	\$50,897
Mid-Range Teacher Salary	\$78,590	\$78,461
Highest Teacher Salary	\$107,628	\$104,322
Average Principal Salary (Elementary)	\$140,850	\$131,863
Average Principal Salary (Middle)	\$147,568	\$137,086
Average Principal Salary (High)	\$160,950	\$151,143
Superintendent Salary	\$305,509	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Research supports the positive effects of professional development on increasing student learning. The teaching staff is afforded the opportunity to participate in District professional development. These TLC workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical thinking, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training.

The current focus of professional learning time is on the California State Standards. The school site provides 1-2 hours per month of additional site-directed professional development that is designed to encourage collaboration while delving deeper into the concepts of the district professional development. The great majority of professional development through the year is delivered on campus, but teams do attend conferences when topics match a site need. The district also provides an X-Ploration program with teacher-led STEAM and PE activities for students, which releases classroom teachers to collaborate by grade level 17 times per year for 1.5 hours each time.

Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. Our site also has two Professional Learning Leaders (PLL) supported by the District. One PLL focuses on Response to Intervention; the other PLL has a focus on Educational Technology and supporting teachers implementing technology in their classroom.

Additionally, the district continually expands the use of digital resources, which offers flexibility in the types of professional development and allow teachers to self-direct their ongoing professional learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	4	

Poway Unified

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18814	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9760	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3249	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03	99.97	--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	18813	8	0.04	99.96	--
Female	9036	2	0.02	99.98	--
Male	9759	6	0.06	99.94	--
American Indian or Alaska Native	21	0	--	100.00	--
Asian	4246	2	0.05	99.95	--
Black or African American	341	1	0.29	99.71	--
Filipino	910	0	0.00	100.00	--
Hispanic or Latino	3248	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	40	0	0.00	100.00	--
Two or More Races	2363	2	0.08	99.92	--
White	7644	2	0.03		--
English Learners	1258	1	0.08	99.92	--
Foster Youth	--	--	--	--	--
Homeless	840	0	0.00	100.00	--
Military	532	0	0.00	100.00	--
Socioeconomically Disadvantaged	2983	1	0.03	99.97	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	2713	8	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.